Administrative Unit Outcomes Plan and Report
(Academic and Student Services & Administrative Support Units)

SECTION I: UNIT INFORMATION

Annual Report Year	2022-23	Contact Person	Julene Jones

Unit	Libraries	Email Address	julene.jones@uky.edu

Reports To	Dean Doug E. Way, Libraries

Mission	The mission of the University of Kentucky Libraries is to ignite the human drive to discover, create, and connect by facilitating access to information, empowering learners, and collaborating with our communities to advance knowledge, enhance scholarship, and preserve the history and culture of the Commonwealth. Discover. Create. Connect. (2021)

Description of Services Provided	Online and print collections and resources, reference and research consultation assistance, information literacy, interlibrary loan, individual and group study spaces.

Populations Served (e.g., Online, Off-campus, Faculty)	All campus, including online and off-campus UK affiliates, students, staff, and faculty. Also includes community patrons.

Current draft date	6/27/22 jlj

SECTION II: OUTCOMES AND ASSESSMENT

Complete the table for each outcome the unit will assess during the current cycle. At least 1 outcome should align with the 2021 University Strategic Plan; the Strategic Plan objective(s) to which a given outcome aligns should be specified in the space provided below the field containing the outcome statement. The University Strategic Plan goals and objectives are provided in Appendix I. During the planning phase, the unit should specify the measure(s) that will be used to assess each outcome, a target for each measure, and the year(s) for which data will be (or have been) collected and reported as part of the current cycle. During the reporting phase, a summary of results, interpretation of results, and any actions planned in response to the results should be provided for each measure. The unit will be asked to provide a reflection on any actions taken as part of the current cycle at the end of the following year.

*Libraries' note: Measures assessed or actions taken during the current reporting fiscal year are shown in the table in **bold font**.*

Outcome #1 Statement:	Students identify the Library as influential in their successful academic performance. (direct and indirect)						
Strategic Plan Objective(s) Aligned with (e.g., 2.1)	UK Strategic Plan Principle SF2						
Measure	**Measurement** (Measurement should include the process, the tools, and resources planned to measure the outcome/objective, as well as specific individuals responsible for collecting the data *(Here, individuals responsible noted in Year assessed column))*	**Target** (Target should be directly related to the measurement)	**Year(s) Assessed** (e.g., AY 2021-22, Calendar Year 2021) Including who is responsible for this assessment	**Results** (Description of results)	**Interpretation of Results** (Include whether the target was met or unmet, what this means for the unit, when metrics will be reassessed, and next steps)	**Actions Planned** (Description of actions planned or enhancements that will occur in response to results. Include any budgetary considerations)	**Reflection on Past Action Planned** (Evidence that planned actions occurred. Descriptions of effectiveness of actions at improving operations and efficiencies)
1	LibQUAL+ (General Satisfaction Question 2), on- and off-campus undergraduate and graduate student responses	LibQUAL+: GS-2 scores ≥ previous instrument implementation(s)	FY21, FY26 (Julene Jones, Director of Library Assessment))	LibQUAL+ 2020 GS-2 score increased since LibQUAL+ 2017 for both undergraduate and graduate students (See FY21 report)	Target was met; LibQUAL+ will be run again in FY26. (See FY21 report)	See LibQUAL+ Action Plan; Library Satisfaction Survey will be run in FY23	See LibQUAL+ Action Plan (2021), updated every 6 months. All plans on the Action Plan could influence this measure.

Measure	Measurement	Target	Year(s) Assessed	Results	Interpretation of Results	Actions Planned	Reflection on Past Action Planned
2	LibQUAL+ (UK Selected Question 5), on- and off-campus undergraduate and graduate student responses	LibQUAL+: UK-5 scores ≥ previous instrument implementation(s)	FY21, FY26 (Julene Jones)	2020 was the first time UK-5 was used in LibQUAL+ 2020. (See FY21 report)	Score indicated that UK Libraries is adequately meeting this expectation; more data is needed; LibQUAL+ will be run again in FY26. (See FY21 report)	See LibQUAL+ Action Plan; Library Satisfaction Survey will be run in FY23	See LibQUAL+ Action Plan (2021), updated every 6 months. All plans on the Action Plan could influence this measure.
3	**Library Satisfaction Survey (LSS), relevant on- and off-campus undergraduate and graduate student responses**	**Scores on Q14 and Q21 (the relevant LSS measures) ≥ previous implementations, where applicable**	**FY23 (instrument will be deployed Fall 2022) (Julene Jones)**			**This survey will include the opportunity for respondents to rate and provide feedback on the impact of the Libraries on their academic success.**	

Outcome #2 Statement:		Students will identify, locate, evaluate, and use appropriate information in their research. (indirect, *direct to be determined*)					
Strategic Plan Objective(s) Aligned with (e.g., 2.1)							
Measure	Measurement	Target	Year(s) Assessed	Results	Interpretation of Results	Actions Planned	Reflection on Past Action Planned
1	LibQUAL+: each of the five information literacy outcomes (ILO) questions, on- and off-campus undergraduate and graduate student responses	LibQUAL+ ILO scores ≥ scores in previous implementation(s)	FY21, FY26 (Julene Jones)	For undergraduate students, all ILO scores increased between LibQUAL+ 2017 and 2020. For Graduate students, all items except for one increased during this period. (See FY21 report)	Undergraduates perceive that UK Libraries helps them stay abreast of developments in their field; aids their academic advancement; increases their academic efficiency; assists them in distinguishing between trustworthy and untrustworthy information	Increase outreach to graduate students while continuing to support undergraduate education; increase learning objects created for and targeted to graduate students.	An inventory of learning objects is ongoing; new learning objects will be created by the Educational Services Matrix Group based on

					and provides them with the information skills they need. Graduate students perceive the same impact on all items except enabling them to become more efficient in their work. (See FY21 report)	See LibQUAL+ Action Plan (2021)	identified gaps. See LibQUAL+ Action Plan (2021), updated every 6 months.
2	**Students will learn information literacy and research skills and about using library resources via online and/or in-person instruction, workshops, and consultations**	**Increase number of participants by 2% (using counts from ARL, IPEDS #65, Canvas Information Literacy course participation and score)**	**Annually by Library Educational Services Unit (Stacey Greenwell, Coordinator)**	**Baseline: for summer 2021, Fall 2021 and spring 2022 semesters the Canvas Information Literacy course was taken by 244 students whose mean score was 92/100; per ARL FY21 data, 673 library information literacy sessions were taught, reaching 11,001 students. In addition, 164 consultation meetings were held.**			

Outcome #3 Statement:	Library users can identify and access information resources provided by the Library for their educational and research needs. (indirect)
Strategic Plan Objective(s) Aligned with (e.g., 2.1)	

Measure	Measurement	Target	Year(s) Assessed	Results	Interpretation of Results	Actions Planned	Reflection on Past Action Planned
1	LibQUAL+: questions IC-2, IC-6, IC-7, aggregated and disaggregated by user type	UKL LibQUAL+ IC-2, IC-6 and IC-7 ≥ previous instrument implementation(s) and IC-2, IC-6 and IC-7 perceived scores ≥ minimum scores (i.e.,	FY21, FY26 (Julene Jones)	Overall and undergraduate IC-2, IC-6, and IC-7 scores increased; grad student scores increased for IC-2 and IC-7 but decreased for	Faculty members are highly dissatisfied with the Libraries website (IC-2). Graduate students are not finding easy-to-use access tools to	Redesign of Library website by a consultant with rollout planned for Fall 2022 (IC-2); additional	

		positive adequacy gap scores)		IC-6. Faculty IC-6 and IC-7 scores increased but IC-2 scores decreased. (See FY21 report)	enable self-sufficiency (IC-6) (See FY21 report)	learning objects targeted to graduate students developed (IC-6). See LibQUAL+ Action Plan (2021)	
2	**Library Satisfaction Survey (LSS) relevant results**	**Scores on Q17a (the relevant LSS measure) ≥ previous implementations, where applicable**	**FY23 (instrument will be deployed Fall 2022) (Julene Jones)**			**This survey will include the opportunity for respondents to rate the ease of accessing library resources.**	
3	**Continuous improvements in library discovery systems, Library website / UX**	**Documented enhancement(s) to the Library website, or to access or discovery systems via WAC, ILS committee and/or systems librarian**	**Annually (Jason Griffith, Systems Librarian)**	**Continuous improvement in FY21 included migration of the Libraries A-Z list of electronic databases; the employment of a vendor to improve the Libraries' website; the deployment of Primo VE (Libraries' online catalog) and subsequent implementation of direct linking to electronic resources in Primo VE. A web developer librarian position was created.**	**The improved Libraries' website will be deployed in Fall 2022. The Web Developer Librarian Search Committee began its work in August 2021.**		PrimoVE, particularly direct linking in PrimoVE, has streamlined UKL UX. An internal library faculty member was hired as the new Library Web Developer. Authentication protocols are being reduced and improved to enhance UKL's UX.

Outcome #4 Statement:	Library personnel provide research support throughout the research lifecycle (direct and indirect)
Strategic Plan Objective(s) Aligned with (e.g., 2.1)	UK Strategic Plan Principle II3

Measure	Measurement	Target	Year(s) Assessed	Results	Interpretation of Results	Actions Planned	Reflection on Past Action Planned
1	LibQUAL+: overall *Affect of Service* dimension scores, aggregated and disaggregated by user type	Overall UKL LibQUAL+ Affect of Service scores ≥ previous instrument implementation(s) and/or ≥ previous adequacy gap percentile from ARL normative scores; UKL LibQUAL+ perceived scores ≥ minimum scores (i.e., positive adequacy gap scores)	FY21, FY26 (Julene Jones)	All 2020 LibQUAL+ *Affect of Service* scores increased since 2017; (See FY21 report)	Overall respondents as well as each respondent group, disaggregated, reported higher *Affect of Service* scores in 2020 than in 2017. We conclude that library personnel are providing satisfactory customer service and are satisfactorily providing requested information. (See FY21 report)	See LibQUAL+ Action Plan (2021)	An inventory of learning objects is being performed; one librarian has been appointed as the academic liaison to the UK Graduate School; the Educational Services Matrix Group is promoting the graduate student LibGuide; a STEM workshop series is ongoing with sessions being recorded.
2	**Library Satisfaction Survey (LSS) relevant results**	**Scores on Q15 and Q19 a,b,c,e,j, Q20 & Q22 (the relevant LSS measures) ≥ previous implementations, where applicable**	**FY23 (instrument will be deployed Fall 2022) (Julene Jones)**			**This survey will include the opportunity for respondents to rate the ease of obtaining, satisfaction with, and provide feedback and/or suggestions regarding Library research support.**	
3	**Counts of reference transactions and consults by UKL employees in Association for Research**	**Trends in ARL index data for reference transactions are comparable to the level of University Review benchmark institutions**	**Annual ARL data (Julene Jones)**	Outreach activities (reference and undergraduate peer tutor hours) were increased, though overall reference transactions continue	Reference services were increased during the COVID-19 pandemic, as were the hours for the Undergraduate Peer Tutors. When		

Measure	Measurement	Target	Year(s) Assessed	Results	Interpretation of Results	Actions Planned	Reflection on Past Action Planned
	Libraries (ARL) annual data			to decline. (See FY21 report)	comparing against our ARL benchmarks, 2020 data indicate that our decreasing count of reference transactions is similar to those of our benchmarks. (See FY21 report)		
4	Campus outreach of RDSC Committee / Digital Scholarship Unit	Campus outreach by RDSC and Digital Scholarship Unit is sustained	Annual (Chair of RDSC Committee and Digital Scholarship Directors and Coordinators, Sarah Dorpinghaus and Jennifer Hootman)	RDSC fielded campus researchers' queries regarding research data management plans for grant proposals, data storage, and retention policies. The Digital Scholarship Visioning Task Force proposed the creation of a Digital Scholarship Center, with a Digital Scholarship Listening Working Group created in August 2021. CreateUK pilot project undertaken. (See FY21 report)	RDSC supported researchers' activities and needs. The Digital Scholarship Visioning and Listening Task Forces considered the digital scholarship needs of UK researchers (faculty and graduate students). The Digital Humanities Librarian and the Digital Humanities cohort supported undergraduate coursework and research via CreateUK. (See FY21 report)		CreateUK is being used by over 100 users. Plans progress for the new Digital Scholarship Center in the Science and Engineering Library.

Outcome #5 Statement:	Library users are satisfied with the collections provided by the Libraries for their educational, business, and research needs. (direct and indirect)						
Strategic Plan Objective(s) Aligned with (e.g., 2.1)	UK Strategic Plan Principles SF2 and II3						
Measure	Measurement	Target	Year(s) Assessed	Results	Interpretation of Results	Actions Planned	Reflection on Past Action Planned

1	LibQUAL+: IC-1, IC-3, IC-4, IC-8, overall and disaggregated by user types	Select UKL IC LibQUAL+ scores ≥ previous instrument implementation(s); UKL LibQUAL+ perceived scores ≥ minimum scores (i.e., positive adequacy gap scores)	FY21, FY26 (Julene Jones)	Below minimum-acceptable scores were received from faculty respondents in LibQUAL+ 2020, on items IC-1 and IC-4. IC-8 and IC-3 decreased from 2017 to 2020 for disaggregated respondents. (See FY21 report)	Below minimum scores on IC-1 led the Libraries to investigate direct linking in Primo and reducing multiple sign in screens for off-campus access. The below-minimum scores on IC-4 and decrease in scores for IC-3 and IC-8 will impact the Library Satisfaction Survey's questions. (See FY21 report)	See LibQUAL+ Action Plan (2021)	Access to collections has been increased through the implementation of direct linking in PrimoVE; Dean made presentation to Research Advisory Group regarding the impact that the Libraries' decreasing collection budget in FY21 through FY23 is and will have on resource access.
2	**Library Satisfaction Survey (LSS) relevant results**	**Scores on Q17 a,b,c and Q23 (the relevant LSS measures) ≥ previous implementations, where applicable**	**FY23 (instrument will be deployed Fall 2022) (Julene Jones)**			**This survey will include the opportunity for respondents to rate and comment on the Libraries physical and online collections and suggest resource(s) for the Libraries to consider purchasing.**	
3	**ARL: ILL usage, collection circulation and collection materials expenditures**	**ARL index data indicates that collection circulation, ILL usage, and collection materials expenditure trends are comparable to the**	**Annual (Julene Jones)**	UK Libraries' initial circulation transactions per 1,000 students ranks 11th out of our 12 University Review Committee (URC) benchmark	When reviewing all of UKL data in comparison to our URC benchmarks, UKL consistently ranks in the lowest half or quarter.	Continue to monitor University budget reduction impact on Library Collections budget	

				institutions. ILL loans per 1,000 students ranks 10th out of our 12 and borrows per 1,000 students, 8th out of 12. In terms of total materials expenditures per 1,000 students, UKL ranks 7th out of the 12 benchmarks.	However, the trend data over time for UKL collection circulation, ILL transactions and materials expenditures is comparable.		
level of University Review benchmark institutions							
4	**Library collections budget re-allocations made by AD or Collections Advisory Committee**	**Collection budget allocations are revised relative to University departmental or curricular changes**	**Annual (Chair of Collections Advisory Committee in conjunction with AD for Education, Outreach and Research)**	Though the overall collection budget was reduced significantly in FY20 and FY21, the Libraries reviewed collection budgets in order to reallocate resources as departments and/or curricula changed.	In FY21, new programs were developed for the African American and Africana Studies and the Gender and Women Studies department developed a doctoral program. DEI resources were purchased in FY22		UKL allocations for collections support were revised as UK curricula changed. Support for DEI-related resources was made in FY22.

Outcome #6 Statement:	The Library provides clean, inviting, and adequate space, conducive to study and research, with suitable environmental conditions and convenient hours for its services, personnel, resources, and collections. (direct and indirect)						
Strategic Plan Objective(s) Aligned with (e.g., 2.1)	UK Strategic Plan Principles II3 and MPOC3						
Measure	**Measurement**	**Target**	**Year(s) Assessed**	**Results**	**Interpretation of Results**	**Actions Planned**	**Reflection on Past Action Planned**
1	LibQUAL+: *Library as Place* dimension scores, aggregated and disaggregated by user types	Overall UKL LibQUAL+ Library as Place scores ≥ previous instrument implementation(s) and/or ≥ previous adequacy gap percentile from ARL normative scores; UKL LibQUAL+	FY21, FY26 (Julene Jones)	Each of the LibQUAL+ 2020 D-M scores for Library as Place rose from their 2017 values (See FY21 report)	Not only did the D-M scores in LibQUAL+ 2020 values increase, but the faculty respondents indicated that library spaces exceeded their expectations! Full	See LibQUAL+ Action Plan (2021)	A concern raised by the LQ+ 2020 results led to the improvements of wifi strength in Young Library in Spring 2022. The WTYL space survey was

#	Measure	Criterion	Schedule				
		perceived scores ≥ minimum scores (i.e., positive adequacy gap scores)			analysis indicates the library users indicate that library spaces are considered to be safe, welcoming and inclusive. (See FY21 report)		developed and implemented. The King Library Great Hall was updated with soft seating and promoted as a student study space.
2	**Library Satisfaction Survey (LSS) relevant results**	**Scores on Q17 b,c,d,e and f (the relevant LSS measures) ≥ previous implementations, where applicable**	**FY23 (instrument will be deployed Fall 2022) (Julene Jones)**			**This survey will include the opportunity for respondents to rate Library spaces (safety, atmosphere, resources, and collections).**	
3	**Library Facilities List**	**Library Facilities List is maintained, documenting footprint of and renovations to libraries on campus, as well as collections in each location**	**Annually (Julene Jones)**	Library Facilities List was updated in FY22.	The FY22 Facilities List was provided to the University personnel writing SACSCOC 13.7, Physical Facilities.		
4	William T. Young Library Space Survey (ran 2/22-4/22)	Users of the Young Library report that they are satisfied with the spaces, perceive that they are welcome and safe within them.	Spring 2022 (Julene Jones)	Undergraduate and graduate student users are satisfied with WTYL spaces; faculty less so. All report need for building maintenance and more individual and/or quiet space	User group perceptions vary, though are consistent in perceiving WTYL as safe and welcoming. All user groups desire the addition of individual study space and enforcement and/or addition of quiet study areas.	Results from WTYL space survey will be presented to all libraries in August 2022; Executive Committee is drafting plan to address results.	
5	FY22 Strategic Initiatives 1 & 2	Improve library spaces based on user feedback from LibQUAL+ (wayfinding) in FY22 Strategic Initiative 2; Seek feedback from	Calendar year 2022; Strategic Initiative Committees for Initiative 1 (Jen Martin and			Strategic Initiative Committees work will be concluded in July and	

		under-served or marginalized communities and implement improvements following that feedback (FY22 Strategic Initiative 1)	Taylor Leigh, co-chairs) and Initiative 2 (Shanna Wilbur, chair)			December 2022.	

*In FY21, Measure 6.4 related to the newly instituted (at the time) ACRL Facilities Survey. This survey did not persist into 2022.

Administrative Unit Outcomes Plan and Report
(Academic and Student Services & Administrative Support Units)

LibQUAL+ Questions included in this Assessment Plan

Affect of Service (AS)-1 Employees who instill confidence in users
AS-2 Giving users individual attention
AS-3 Employees who are consistently courteous
AS-4 Readiness to respond to users' questions
AS-5 Employees who have the knowledge to answer user questions
AS-6 Employees who deal with users in a caring fashion
AS-7 Employees who understand the needs of their users
AS-8 Willingness to help users
AS-9 Dependability in handling users' service problems

Information Control (IC)-1 Making electronic resources accessible from my home or office
IC-2 A library Web site enabling me to locate information on my own
IC-3 The printed library materials I need for my work
IC-4 The electronic information resources I need
IC-6 Easy-to-use access tools that allow me to find things on my own
IC-7 Making information easily accessible for independent use
IC-8 Print and/or electronic journal collections I require for my work

Library as Place (LP)-1 Library space that inspires study and learning
LP-2 Quiet space for individual activities
LP-3 A comfortable and inviting location
LP-4 A getaway for study, learning, or research
LP-5 Community space for group learning and group study

Information Literacy Outcomes (ILO)-1 The library helps me stay abreast of developments in my field(s) of interest.
ILO-2 The library aids my advancement in my academic discipline or work.
ILO-3 The library enables me to be more efficient in my academic pursuits or work.
ILO-4 The library helps me distinguish between trustworthy and untrustworthy information.
ILO-5 The library provides me with the information skills I need in my work or study.

UK-selected (UK)-5 The library assists me in achieving academic success.

General Satisfaction (GS)-2 In general, I am satisfied with library support for my learning, research, and/or teaching needs.

Notes

The objectives upon which this Library Assessment Plan is based were selected from those developed as the ACRL Standards for Libraries in Higher Education, available at https://www.ala.org/acrl/standards/standardslibraries

LibQUAL+ normative ARL scores are only produced for the overall dimensions of Affect of Service, Library as Place and Information Control, so only apply here to Outcomes 4 & 6.

The Library Satisfaction Survey (LSS) is updated prior to each implementation, so questions may not be identical across implementations.

PUTTING STUDENTS FIRST	
SF1	Enhance and engage in a student-first ethos that inclusively embraces all students (e.g., full-time, part-time, transfer, non-traditional, international, etc.) utilizing an equity mindedness lens.
SF2	Expand on the existing foundation of a focused, intentional, purpose-driven curricular and co/extra-curricular experience with state-wide and global relevance, led and fostered by faculty and staff excellence.
SF3	Further utilize the distinctive attribute of an academic medical center and full range of academic colleges and offerings to further develop efforts to enhance holistic student well-being as part of a comprehensive approach to support for our community, in connection with activities within the principle "Taking Care of Our People."
SF4	Enhance our smart enrollment plan for the economic growth, workforce and societal development of the Commonwealth — in alignment with CPE's stated goals around educational attainment — that reflects the diverse, interdependent and complex world our students will enter.
TAKING CARE OF OUR PEOPLE	
OP1	Enhance the highest levels of holistic wellness for faculty, staff and students by expanding comprehensive, integrated structures to support working and learning environments where all may flourish and thrive.
OP2	Advance further our transformational culture and environment where students, faculty and staff are enabled and inspired to flourish and thrive by experiencing meaning and engagement in work and learning.
OP3	Create a healthier Kentucky for a more diverse and better prepared workforce for tomorrow, in coordination with "Putting Students First" and "Inspiring Ingenuity" principles.
OP4	Expand and enhance the land-grant engagement mission to include the entire campus community and leverage community-based resources to accelerate health, workforce and economic development across the Commonwealth.
INSPIRING INGENUITY	
II1	Build upon our strengths in research and creative work to address a broader range of local, national and global challenges, the solutions to which will attract prosperity and well-being to Kentucky and its citizens.
II2	Advance a culture of innovation in research, teaching and creative work that integrates disciplines and/or fields of study to address local, national and international challenges.
II3	Promote an agile research and creativity ecosystem that supports impactful, self-sustaining and efficient research addressing present and future challenges facing our local, national and global communities.
ENSURING GREATER TRUST, TRANSPARENCY, AND ACCOUNTABILITY	
TTA1	To ensure a more responsive institution that can timely adapt when necessary or during challenges, assess language and application of university guidance and policies to better structure and define roles with respect to the bedrock principle of shared governance among faculty, students, staff and administrators.

TTA2	Empower effective decision-making at administrative, unit, departmental and college levels by utilizing resource-based budgeting approaches in a transparent fashion necessary to support the university's mission in alignment with the Strategic Plan and institutional values.
TTA3	Strengthen and expand orientation and training across all levels to promote compliance with university standards and processes through programs grounded in UK's institutional values, goals and objectives.
TTA4	Develop additional programs and approaches to engaging, resonant communication with both internal and external audiences.
BRINGING TOGETHER MANY PEOPLE, ONE COMMUNITY	
MPOC1	Further recruit and retain diverse populations (students, faculty, staff) within all units on campus.
MPOC2	To create greater and direct partnerships between the university and communities throughout the Commonwealth on DEI-related matters.
MPOC3	To model and provide a hospitable, safe and inclusive environment acknowledging our past and creating opportunities for the free and open exchange of ideas to all people of the Commonwealth, the United States and the world.
MPOC4	To broadly demonstrate and communicate the value of diversity of the UK campus to the Commonwealth of Kentucky and to the global community to create more interaction and involvement between campus and communities on DEI matters.