Library Satisfaction Survey 2022 Report

Submitted December 22, 2022, Julene L. Jones

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Executive Summary

The Library Satisfaction Survey was run in Fall 2022 as part of an effort to continuously improve UK Libraries' services, spaces, and collections. The plan is that this or a similar survey will be run every 4-5 years, alternating with running LibQUAL+ on the same frequency. This survey was designed to survey similar concepts as LibQUAL+ in a more approachable way for the survey respondents, along with other items that the LibQUAL+ instrument does not cover.

 The Library Satisfaction Survey ran from October 10-November 18, 2022, receiving 373 responses that were at least 33% complete. Since the response rate was so low, none of the conclusions that are discussed here can be seen as representative of UK's population. Resulting data in its aggregated and disaggregated forms is included in this report where meaningful results were able to be determined.

The majority of respondents report that they use William T. Young Library most frequently, followed by "I use the Libraries online." Given that this sample is so small and not representative, the usage of specific libraries will not be discussed in this report. Disaggregated data was examined by University affiliation and self-identified gender, then for undergraduate students specifically (the largest demographic segment of this sample), by self-identified ethnicity, enrollment in on-campus vs. online vs. combination of the two course types in the Fall 2022 semester. UK College affiliation was examined in a disaggregated way, but responses did not indicate any patterns due to low response rates from many colleges, and will not be discussed in this report.

Overall respondents indicated that, 90% of them were "very satisfied" or "satisfied" with UK Libraries when asked to "rate your overall satisfaction with University of Kentucky Libraries." This high level of satisfaction was also present for disaggregated respondents, that is, respondents when reviewed by University affiliation type, self-identified ethnicity, and self-identified gender. The lowest rating on this question from any self-identified respondent category was 87.5% for faculty members.

UK Libraries was perceived to be "very important" or "important" by 93% of the overall student respondents (undergraduates or the combined group of graduate, professional program and doctoral students), and this high rating was true for the disaggregated undergraduate students.

85% of those who had sought library assistance found it to be "very easy" or "easy" to obtain timely assistance. Disaggregated data indicated that faculty and staff members experience the most difficulty (73% and 70% satisfaction rate, respectively) as well as Asian / Asian-American undergraduate students (70% satisfaction) and those who self-identify as non-binary (60% satisfaction). A significant portion of respondents reported never having sought library assistance: almost 1/3 of graduate, professional program and doctoral students, and almost ¼ of undergraduate students.

For respondents who had used the Libraries, most selected five of the supplied reasons for using our facilities, the most frequent being "to study or work on my own", "to study or work with a group (2+ people)", "to use a study room", or "to take a break between classes."

From a provided list of items, respondents indicated that they were highly satisfied with library employee assistance at a service point (99% satisfaction), reference assistance provided in any format (99%), and with assistance from their academic liaison (98%). Areas in which satisfaction levels were not as high were with InfoKat Discovery (93.5%), and the Library website (92%). Cleanliness, ease and cost of printing, maintenance of study areas (lighting and outlets) and wifi strength were mentioned when

respondents selected the "Other" option. Faculty respondents to this question indicated that they were most dissatisfied with the Library website (58% satisfaction), with InfoKat Discovery (62% satisfaction) and with ILL (67% satisfaction).

When respondents were asked to rate specific items, overall respondents rated print resources the lowest (3.89 out of 5), with graduate students rating them lowest of the disaggregated university affiliation groups (3.67 out of 5). Satisfaction with UK Library facilities and study spaces is highest among the both student respondent categories (both rating them 4.74 out of 5), with their perception of being safe and welcome all very high (ratings ranged from 4.33 to 4.79 out of 5).

From reviewing the university affiliation disaggregated data, faculty members experience the most difficulty in accessing our print or online resources, as well as the least satisfaction with our online resources (average scores of 3.93 and 3.67, respectively. Graduate students report experiencing the least satisfaction with print resources, scoring their satisfaction on this point at a 3.67 out of 5.

The major findings from the LibQUAL+ 2020 results were supported by these results, with small nuances added.

The 501 qualitative comments from the seventeen relevant questions were assembled into a Library Satisfaction Survey Comments Slicer. These comments indicate that many users of William T. Young Library (the most frequently used facility) reported enjoying using the space, but desire stronger wifi, more comfortable chairs, more white boards, improvements to outlets or repairs to lights, and as always, are frustrated by about the noise level throughout the building. Frustration with accessing items through InfoKat Discovery continues to be an issue frequently mentioned, as well as items that are found to be missing from the print collection. Printing appears to be a more frequent complaint than in the past, perhaps due to UK's Managed Printing Services. Regardless of location, comments were received about wanting libraries to be open longer, to be cleaner, lighting (to replace those that are burned out or flickering, or broken light fixtures), to have better heating or air conditioning, and to have improved wayfinding, especially in Young Library.

Finally, the demographics of respondents to this survey were majority self-identified females who were White / Caucasian, affiliated with the College of Arts & Sciences who visited a physical library location (usually William T. Young Library) once a week or once a day and use electronic resources at least once a month.

A link to the survey instrument and the survey data can be found in Appendix A.

General Information, Response Rate, and Representativeness

The Library Satisfaction Survey ran from October 10-November 18, 2022 through Qualtrics (see appendix A for survey questions and flow) and received 373 responses that were completed at least 35%. Since the response rate was so low, none of the conclusions that are discussed here can be seen as representative of UK's population.

The affiliation of the respondents is approximately proportional to the overall campus populations, with undergraduate respondents being the largest respondent group, given that they comprise the largest sub-population of campus affiliates, however, the proportionality of each separate affiliate group does not correspond to the proportionality of those sub-populations on campus. The same can be said for

gender and ethnicity of respondents corresponding to the higher proportion of females and those who identify as Caucasian or white on campus, though the proportionalities of each sub-population in those categories is also not representative.

The demographics of respondents are discussed in more detail at the end of the report.

Overall Satisfaction

Overall satisfaction with UK Libraries was assessed in this survey by directly asking respondents to "rate your overall satisfaction with University of Kentucky Libraries" (survey question 13). The vast majority of respondents indicated that, overall, they were "very satisfied" or "satisfied" with UK Libraries: 243 of the 373 responses were "very satisfied" or 65%; 94 or 25% were "somewhat satisfied"; 10 or 3% were "neither satisfied nor dissatisfied"; 5 or 1% were "somewhat dissatisfied" and 1, or 0% were "very dissatisfied". Twenty of the 373 respondents, or 5%, skipped this question. These results can be seen below in Chart 1 and Figure 1.

Chart 1. Overall satisfaction with UK Libraries, overall respondents

Chart 1. Please rate your overall satisfaction with University of Kentucky Libraries (Q 13)	Total respondent count	Percentage of total respondents
Very satisfied	243	65.1%
Somewhat satisfied	94	25.2%
Neither satisfied nor dissatisfied	10	2.7%
Somewhat dissatisfied	5	1.3%
Very dissatisfied	1	0.3%
No response	20	5.4%
Grand Total	**373**	**100.00%**

Figure 1. Overall satisfaction with UK Libraries, overall respondents
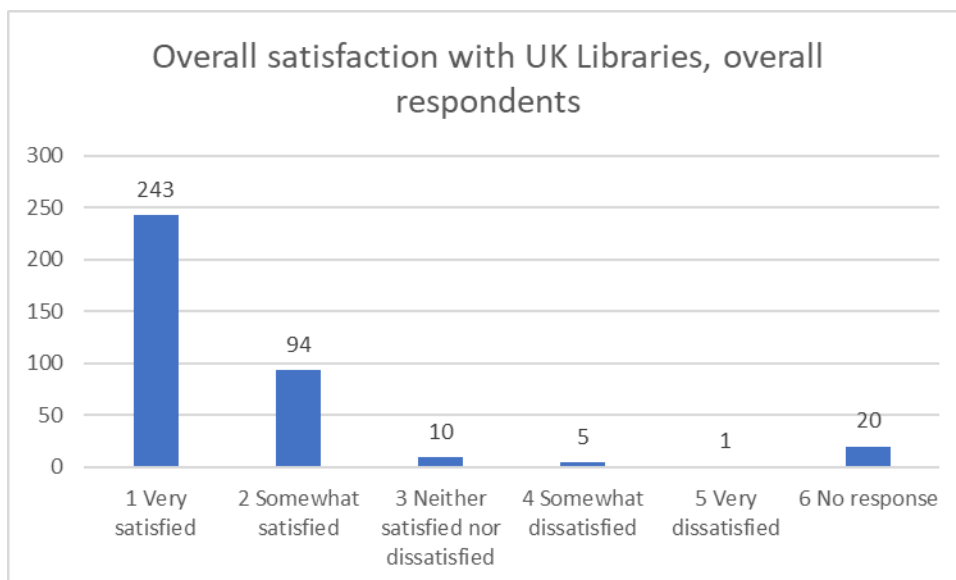
Disaggregated respondent categories

Comparing the disaggregated satisfaction levels of respondents by specific affiliation group with the University of Kentucky, by specific self-identified ethnicities or by self-identified genders, the results were generally comparable to those of overall respondents, with the majority of all of these groups except for two reporting that they were "very satisfied." For those two sub-groups, the majority reported that they were "somewhat satisfied."

UK affiliation

Chart 2 displays the results to this question by UK affiliation group (n=353; 20 respondents did not complete this question) with the vast majority reporting that they were "very satisfied" or "satisfied":

Chart 2. Satisfaction Level by University Affiliation Group	Very satisfied	Somewhat satisfied	Neither satisfied nor dissatisfied	Somewhat dissatisfied	Very dissatisfied	Grand Total	% very satisfied	% very satisfied and satisfied
Faculty (including Administration)	6	8	1		1	16	37.5%	87.5%
Graduate Student, Professional School Student, or Doctoral Student	21	15	1	2		39	53.8%	92.3%
Staff member	7	3	1			11	63.6%	90.9%
Undergraduate Student	209	68	7	3		287	72.8%	96.5%
Grand Total	**243**	**94**	**10**	**5**	**1**	**353**		

Though the count of faculty respondents was low (n=16), it may be noteworthy to see that faculty more frequently selected "somewhat satisfied" over "very satisfied," and that the only "very dissatisfied" response was from a faculty member.

And, given that undergraduate students were highest represented in this sample, it is noteworthy that these undergraduate respondents indicate that they are "very satisfied" by a significant margin. Said another way, the high representativeness of undergraduate respondents in this sample with their higher frequency of reporting "very satisfied" skews the responses of overall responses towards this extreme. Undergraduate responses to this question can be seen in Figure 2.

Figure 2. Overall satisfaction with UK Libraries, undergraduate students
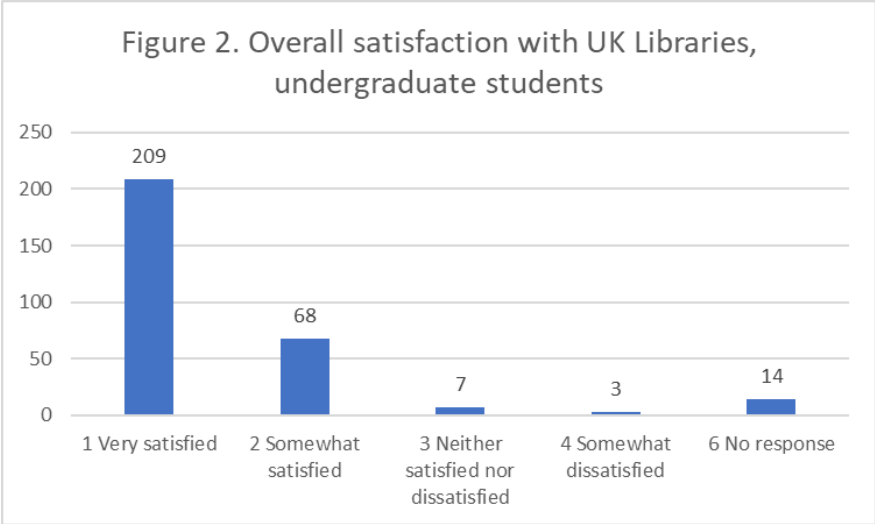
Self-reported ethnicity of Undergraduate Students

When comparing responses by self-reported ethnicity, the majority of the 353 respondents to this question, regardless of self-identified ethnicity indicated they were "very satisfied" with UK Libraries, as can be seen in Chart 3 and Figure 3, below. The only exception to this is for respondents who preferred to not respond to the question about their identified ethnicity (n=6), where half of the total respondents in this category responded that they were "somewhat satisfied."

Chart 3. Satisfaction Level by Self-Identified Ethnicity /-ies of Undergraduate Students	Very satisfied	Somewhat satisfied	Neither satisfied nor dissatisfied	Somewhat dissatisfied	Very dissatisfied	Grand Total	% very satisfied	% very satisfied and satisfied
African/African-American	14	3		1		18	77.8%	94.4%
Asian/Asian-American	20	12	2			34	58.8%	94.1%
Caucasian / White	153	56	6	3		218	69.7%	95.9%
Latino/a / Hispanic	18	4				22	81.8%	100%
Multiple ethnicities	14	7				21	66.7%	100%
Other / Unknown	4			1		5	80.0%	80.0%
Prefer to not answer	2	3	1			6	33.3%	83.3%
No response	18	9	1		1	29	62.1%	93.1%
Grand Total	**243**	**94**	**10**	**5**	**1**	**353**		

Figure 3. Satisfaction level with UK Libraries, disaggregated by self-identified ethnicity/-ies
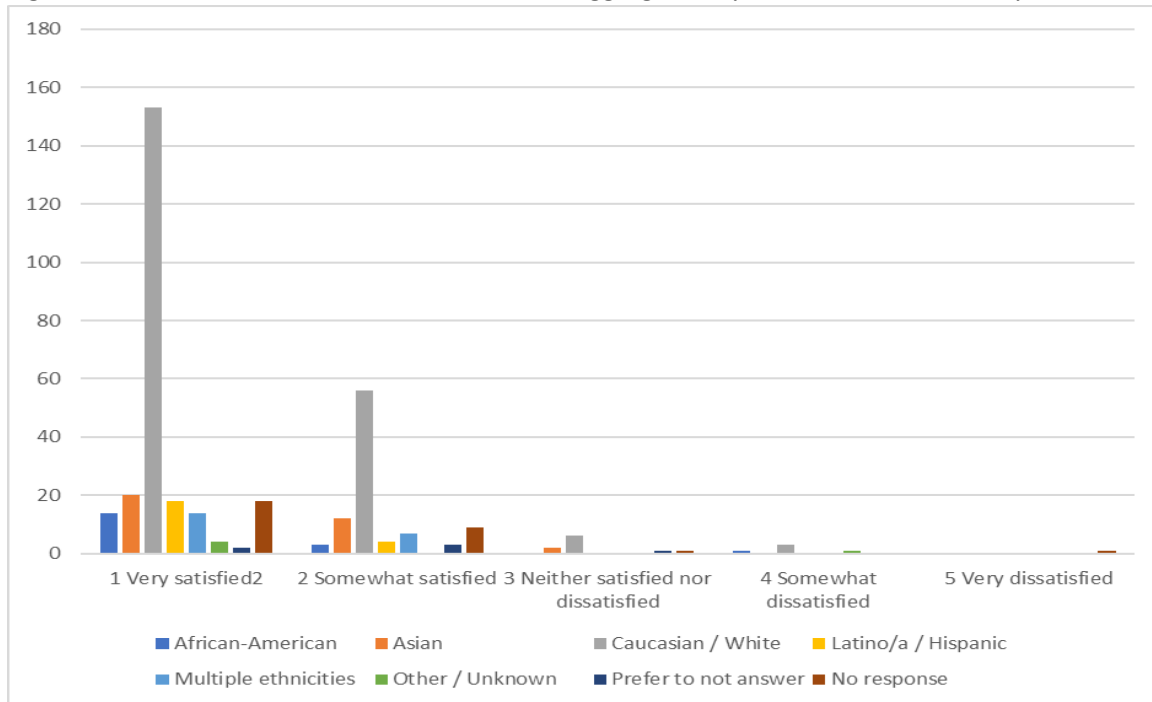
Self-reported gender

When considering respondents by gender, the majority of all disaggregated self-identified gender categories, including those who did not respond to this question and those who selected that they preferred not to answer all reported being "very satisfied" with UK Libraries, as seen in Chart 4 and Figure 4, below. (Those who identify themselves as female were over-represented among respondents to this survey, which corresponds to the usual demographic of those who typically respond to online surveys.)

Chart 4. Satisfaction Level by Self-Identified Gender	Very satisfied	Somewhat satisfied	Neither satisfied nor dissatisfied	Somewhat dissatisfied	Very dissatisfied	Grand Total	% very satisfied	% very satisfied and satisfied
Female	156	47	5	2		210	74.3%	96.7%
Male	61	34	4	2		101	60.4%	94.1%
Non-binary	3	2				5	60.0%	100%
Prefer to not answer	5	2		1		8	62.5%	87.5%
No response	18	9	1		1	29	62.1%	93.1%
Grand Total	**243**	**94**	**10**	**5**	**1**	**353**		

Figure 4. Satisfaction level with UK Libraries, disaggregated by self-identified gender
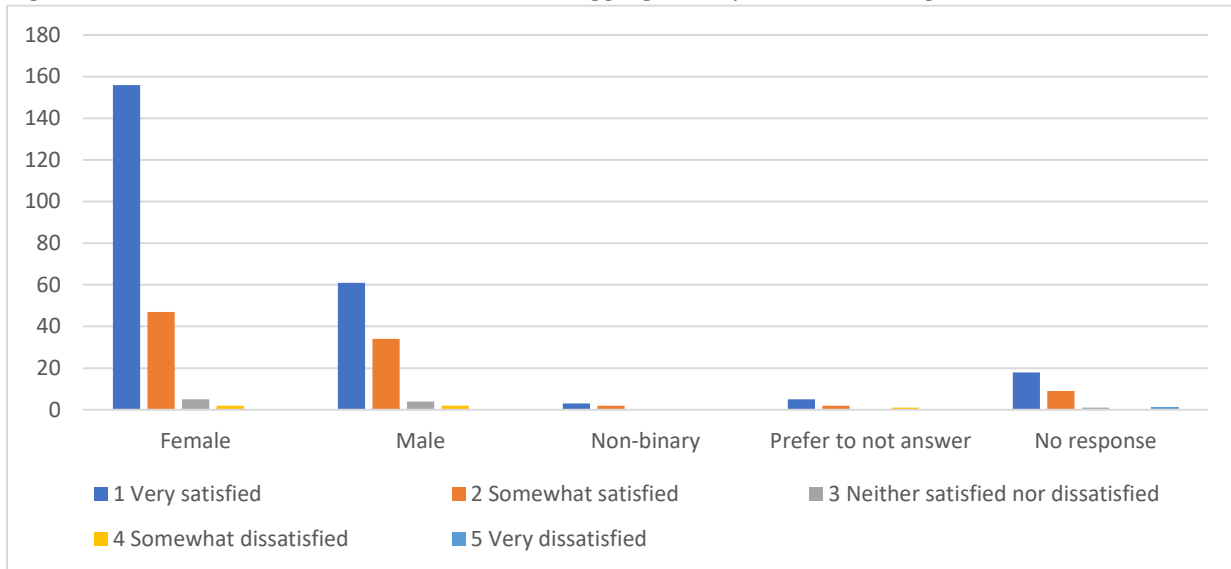
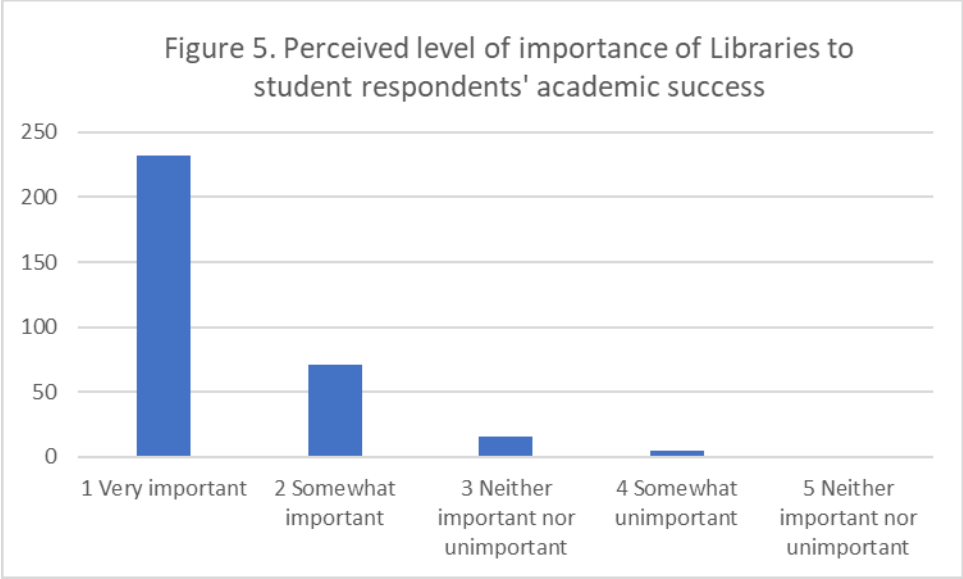As with most survey results, those who are most satisfied or least satisfied are most likely to take surveys, and the offering of incentives for this survey for undergraduates may have influenced them to report higher satisfaction numbers. Again, due to low response rate, these results are not conclusive or representative in any way of general satisfaction with UK Libraries, however, it is clear that these respondents are very satisfied with UK Libraries overall.

Perceived Importance of Libraries in Academic Success

A second single direct question (Question 14) asked in this survey was "How important have the Libraries been in your academic success," with Likert scale responses of Very important to Very unimportant. This question was only asked of those who identified themselves as students (undergraduate, graduate, professional or doctoral). There were 48 non-responses to this question; 325 respondents completed this question.

All student respondents in the aggregate indicate that a strong majority (71%) perceive the Libraries as "very important" in their academic success. With the addition of the 22% who reported that the Libraries was "somewhat important" in their academic success, 93% of student respondents reported that the Libraries were at least somewhat important in their academic success. This data is shown in Chart 5 and Figure 5, below.

Chart 5. Perceived Level of Importance of Libraries to Student Respondents' Academic Success	Count	Percent of Total Responses to Q.14
Very important	232	71.4%
Somewhat important	71	21.8%
Neither important nor unimportant	16	4.9%
Somewhat unimportant	5	1.5%
Neither important nor unimportant	1	0.3%
Grand Total	**325**	

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Figure 5. Perceived level of importance of Libraries to student respondents' academic success

Disaggregated respondent categories

Self-reported ethnicity of Undergraduate Students

When reviewed by self-reported ethnicity, the perceived level of importance of the Libraries to undergraduate student respondents' academic success remained high. 298 respondents completed both questions. The majority of respondents in each of the ethnicity categories responded that the Libraries were very important to their academic success, with Asian/Asian-American students reporting this to the greatest extent, as shown in Chart 6.

Chart 6. Perceived Level of Importance of Libraries to Undergraduate Student Respondents' Academic Success, by self-reported ethnicity	Very important	Somewhat important	Neither important nor unimportant	Somewhat unimportant	Very unimportant	Grand Total	% Very important	% very important and Important
African/African-American	12	4	1			17	70.5%	94.1%
Asian/Asian-American	26	2	4			32	81.2%	87.5%
Caucasian / White	148	44	8	3	1	204	72.5%	94.1%
Latino/a / Hispanic	14	6	1			21	66.7%	95.2%
Multiple ethnicities	11	6	2	1		20	55.0%	85.0%
Other / Unknown	3	1				4	75.0%	100%
Grand Total	**214**	**63**	**16**	**4**	**1**	**298**		

Self-reported gender

When reviewed by self-reported gender, the perceived level of importance of the Libraries to student respondents' academic success remained high. 301 respondents completed both questions. The majority of respondents in each of the gender categories responded that the Libraries were very

important to their academic success, with female students reporting this to the greatest extent, as shown in Chart 7.

Chart 7. Perceived Level of Importance of Libraries to Student Respondents' Academic Success, by self-reported gender	Very Important	Somewhat important	Neither important nor	Somewhat unimportant	Very unimportant	Grand Total	% very impor -tant	% very important and Important
Female	154	34	10	2		200	77.0%	94.0%
Male	54	28	5	2	1	90	60.0%	91.1%
Non-binary	3	1	1			5	60.0%	80.0%
Prefer to not answer	4	2				6	66.7%	100%
Grand Total	**215**	**65**	**16**	**4**	**1**	**301**		

Ease & Timeliness of Library Assistance

A question that was requested by the Dean was about the ease with which users were able to obtain assistance from library employees, as well as the timeliness of that assistance. This was asked in a single question (Question 15): "How easy has it been for you to obtain library research assistance when you needed it?"

The majority of overall respondents (n=352 for this question) reported that it was "Very easy" (31%) or "easy" (34%) for them to obtain this assistance as they needed it, as shown in Chart 8. It is noteworthy from this data that (1) no respondent selected the option of "Very difficult"; (2) only 4 respondents reported that it was "difficult", and that 25% of the respondents have never sought library assistance. This survey did not ask those who had never sought library assistance as to why they had not.

Chart 8. Perceived Ease and Timeliness of Library Assistance	Count of Responses	Total Percentage	% of those who have sought assistance
Very easy	107	30.8%	39.9%
Easy	120	33.9%	44.8%
Neither easy nor difficult	37	9.5%	13.8%
Difficult	4	0.8%	1.5%
I have never sought library assistance	84	25.0%	
Grand Total	**352**	**100.00%**	

Of those that had sought assistance, 84.7% found it to be "very easy" or "easy" to obtain timely assistance. Given that 25% of overall respondents who use the Libraries in some way had never sought library assistance, this question will be examined further in the next section about respondents non-use of the Libraries.

Following this question, respondents were asked if they had any comments about the ease and/or timeliness of obtaining library research assistance. These will be discussed below in the Comments section.

Disaggregated respondent categories

UK affiliation

All UK affiliates by affiliation category also reported the most frequently that they found it "very easy" or "easy" to obtain timely library assistance. Chart 9 displays the results to this question by UK affiliation group (n=352; 21 respondents did not complete this question), with the final column combining the counts of respondents who selected "very easy" or "easy":

Chart 9. Perceived Ease and Timeliness of Library Assistance, by UK affiliation	Very easy	Easy	Neither easy nor difficult	Difficult	I have never sought library assistance	Grand Total	% very easy and easy	% of those who have sought assistance, very easy and easy
Faculty (including Administration)	5	6	3	1	1	16	68.8%	73.3%
Graduate Student, Professional School Student, or Doctoral Student	8	17	2		12	39	64.1%	93.0%
Staff member	3	4	3		1	11	63.6%	70.0%
Undergraduate Student	91	93	29	3	70	286	64.3%	85.2%
Grand Total	**107**	**120**	**37**	**4**	**84**	**352**		

Again, no respondents reported that they found it "very difficult" to obtain library assistance.

Self-reported ethnicity of Undergraduate Students

All undergraduate respondents by self-reported ethnicity also reported the most frequently that they found it "very easy" or "easy" to obtain timely library assistance. Chart 10 displays the results to this question by self-reported ethnicity (n=318; 55 respondents did not complete both questions), with the final column combining the counts of respondents who selected "very easy" or "easy":

Chart 10. Perceived Ease and Timeliness of Library Assistance, by self-identified ethnicity, undergraduate students	Very easy	Easy	Neither easy nor difficult	Difficult	I have never sought library assistance	Grand Total	% very easy and easy	% of those who have sought assistance, very easy and easy
African / African-American	9	3	3		3	18	66.7%	80.0%
Asian / Asian-American	11	8	6	2	7	34	55.9%	70.4%
Caucasian / White	69	71	22	1	55	218	64.2%	85.9%
Latino/a / Hispanic	6	12	2		2	22	81.8%	90.0%
Multiple ethnicities	4	6	1		10	21	47.6%	90.9%
Other / Unknown	2	3				5	100%	100%
Grand Total	**101**	**103**	**34**	**3**	**77**	**318**		

Again, no respondents reported that they found it "very difficult" to obtain library assistance. Respondents who indicated that they identified with multiple ethnicity categories (n=21) reported the

same percentage in any category than the combined "very easy" and "easy" categories, indicating that they had never sought library assistance to the same relative frequency (47.6%). With such a low response rate for this self-reported ethnicity category, this data point should not be used to reach any conclusions.

Self-reported gender

All respondents by self-reported gender also reported the most frequently that they found it "very easy" or "easy" to obtain timely library assistance. Chart 11 displays the results to this question by self-reported gender (n=324; 49 respondents did not complete both questions), with the final column combining the counts of respondents who selected "very easy" or "easy":

Chart 11. Perceived Ease and Timeliness of Library Assistance, by self-identified gender	Very easy	Easy	Neither easy nor difficult	Difficult	I have never sought library assistance	Grand Total	% very easy and easy	% of those who have sought assistance, very easy and easy
Female	75	67	17	3	48	210	67.6%	87.7%
Male	24	35	15		27	101	58.4%	79.7%
Non-binary	1	2	2			5	60.0%	60.0%
Prefer to not answer	2	2	1		3	8	50.0%	80.0%
Grand Total	102	106	35	3	78	324		

Again, respondents who self-identified as female are over-represented in this sample.

Information about those who do not use the Libraries or do not seek Library Assistance

Respondents were asked the frequency in the past year that they (a) physically visited an on-campus library location or (b) used the Libraries' electronic resources. If a respondent indicated that they had not done either of these two things in the past year, they were directed to question 8, "Based on your response to the previous question, you have not used the Libraries in the past year. Please let us know: why not?" and then were directed to skip to the end of the survey.

Only one respondent replied to this question: a graduate, professional or doctoral student in the Mathematics department who said that the Libraries are too far from their office in POT and wanted the POT service point to be re-installed.

From Chart 8, above, it can be seen that 25% of overall respondents report that they have never sought Library assistance. 32% of graduate students in this sample (12 of 39) and 24% of undergraduate students in this sample (70 of 286) reported never seeking Library assistance. Further, 48% (n=21) of those who identified themselves as being of multiple ethnicities had never sought library assistance; 23% of undergraduate students who identified themselves as female (n=210) and 27% of those who

identified themselves as male (n=101) reported that they also had not sought library assistance. This survey did not specifically ask why this was the case.

## Why Respondents most frequently use Library facilities or services

Respondents who indicated that they had either visited a physical Library location and/or used electronic resources provided by the Libraries in the past year were asked in Question 18 to indicate from a list or supply a reason after selecting "Other" why they most frequently used UK Libraries' facilities or services.

This question allowed respondents to select as many of the supplied reasons as they wanted. Most respondents selected six or fewer reasons for using Library facilities or services, with the most frequent count of responses being five, as shown in Figure 6.

Figure 6. Distribution of response count: Q.18. "Why do you most frequently use UK Libraries services or facilities?"
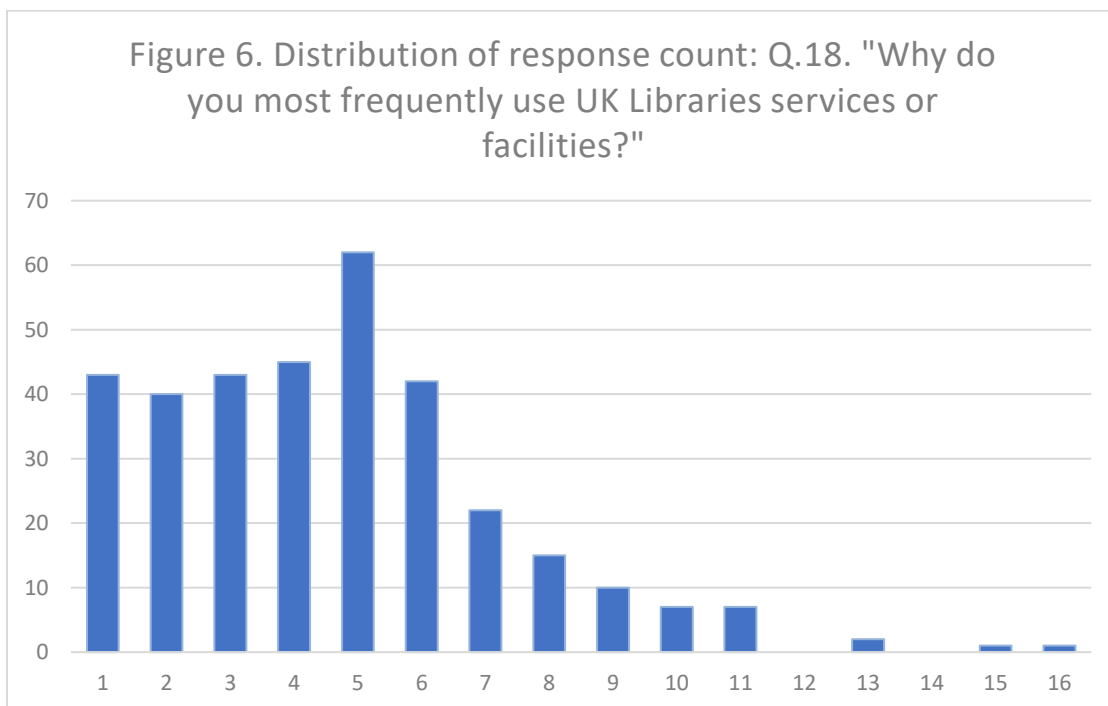
The frequency of the top ten responses is shown in Figure 7. The most frequently reported response was "to study or work on my own" (n=300), followed by "To study or work with a group (2 or more people)."

Figure 7. Frequency of responses: Q.18 "Why do you most frequently use UK Libraries services or facilities?" (top 10)
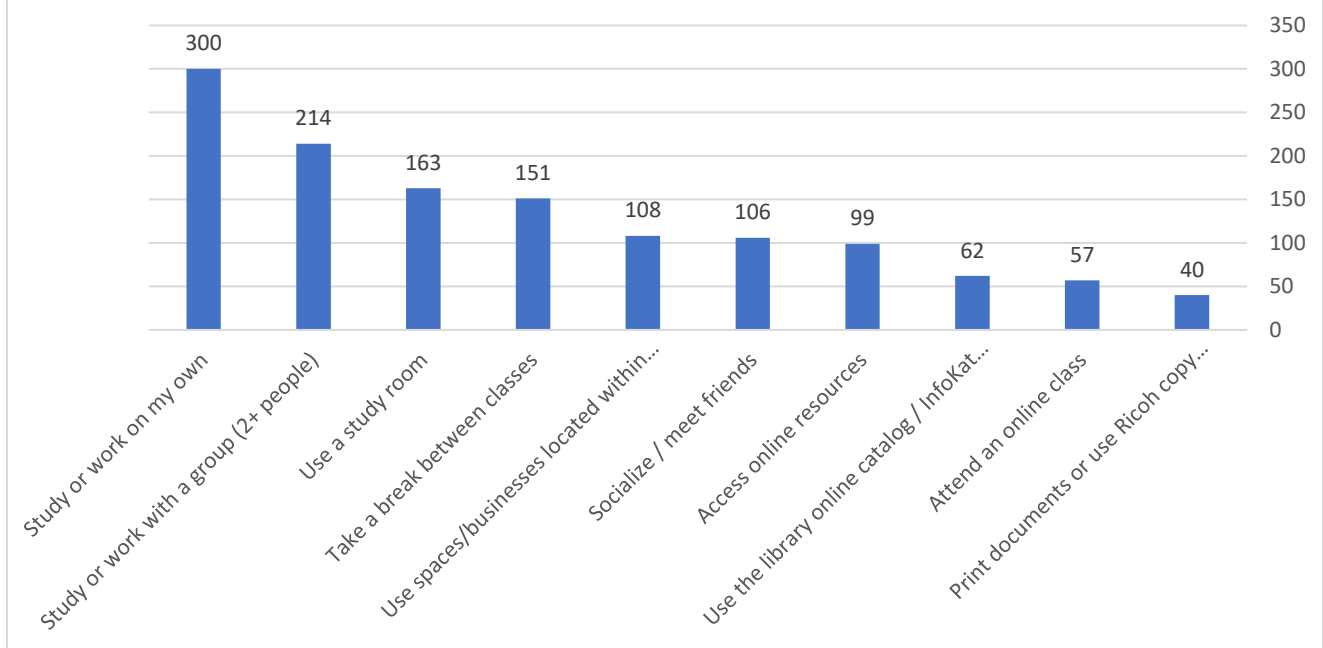
Satisfaction with Specific Items

This report has so far examined the results of four specific questions on the twenty-six question survey. The majority of the remaining twenty-two questions can be grouped into: (1) questions about respondent satisfaction with nine specific items; (2) questions that asked respondents to rate their experiences with library services, collections, or being in library spaces; and (3) several opportunities to provide comments or suggestions. These three categories will be discussed at this point.

The respondent satisfaction and respondent ratings questions are the most similar to questions asked in LibQUAL+, and will be compared to our 2020 LibQUAL+ results.

Satisfaction with the following items was asked in Question 19:

> Are you satisfied or dissatisfied with the following items or library services? If you have not used a listed service, please choose "Not applicable."

- Assistance from library employees at a library service desk
- Assistance from Reference personnel (via chat, email and/or face to face)
- Assistance from the librarian for your subject or department
- Inter-library loan (ILL) or document delivery
- Library instruction session (in a course or on a topic)
- Library online catalog / InfoKat Discovery
- Library study spaces
- Library website

- Research Guides (library webpages for specific subjects or courses)
- Other _____

Respondents overall reported that they were overwhelmingly satisfied with each of these given items, as shown in Chart 12, with "Not Applicable" responses removed.

Chart 12. Overall respondent degree of satisfaction with given items (Q.19)	Satisfied	Dissatisfied	Response Count	% Satisfied
Assistance from library employees at a library service desk	231	2	233	99.1%
Assistance from Reference personnel (via chat, email and/or face to face)	169	2	171	98.8%
Assistance from the librarian for your subject or department	169	3	172	98.3%
Inter-library loan (ILL) or document delivery	148	6	154	96.1%
Library instruction session (in a course or on a topic)	133	4	137	97.1%
Library online catalog / InfoKat Discovery	230	16	246	*93.5%*
Library study spaces	289	19	308	*93.8%*
Library website	254	22	276	*92.0%*
Research Guides (library webpages for specific subjects or courses)	184	9	193	95.3%
Other	0	9	9	0.0%

As can be seen in Chart 12, though responses were overwhelmingly favorable about these items as being satisfactory, slight dissatisfaction was expressed (% satisfied indicated in italics) for InfoKat Discovery, Library study spaces, and the Library website. These three items are also mentioned in the comments respondents left, discussed in the Comments section, below. The nine respondents who supplied items for the "Other" option listed these items (listed alphabetically):

Cleanliness of stairwells
Cleanliness of tables
Ease of printing and cost of printing
Many burnt out lights in cubicles *[assuming this means study carrels]*
Outlets in study tables *(two respondents)*
Printing documents
Wifi *(two respondents)*

The results from reviewing satisfaction of specific items by disaggregated respondents are shown in Chart 13.

Chart 13. Satisfaction with Specific Items by Disaggregated Respondent Categories (Question 19)	Assistance from employees at a library service desk	Assistance from Reference personnel (any mode)	Assistance from the librarian for your subject or department	ILL	Library instruction session	Library online catalog / InfoKat Discovery	Library study spaces	Library website	Research Guides
Faculty	100%	89%	100%	67%	100%	62%	100%	58%	83%
Graduate students	100%	100%	100%	100%	92%	86%	88%	90%	95%
Staff members	100%	100%	100%	83%	100%	100%	100%	88%	100%
Undergraduate	99%	99%	98%	98%	98%	96%	94%	94%	96%
Undergraduates: Female	99%	99%	98%	98%	98%	96%	94%	95%	97%
Undergraduates: Male	98%	97%	97%	100%	97%	96%	97%	93%	95%
Undergraduates: Caucasian/White	98%	99%	98%	99%	99%	95%	95%	95%	96%
Undergraduates: African/African-American	100%	100%	100%	100%	71%	100%	93%	100%	100%
Undergraduates: Asian/Asian-American	100%	100%	100%	100%	100%	100%	92%	92%	95%
Undergraduates: Latino/a / Hispanic	100%	100%	100%	88%	100%	100%	100%	94%	100%
Undergraduate: Multiple ethnicities	100%	100%	88%	100%	100%	100%	100%	100%	86%
Undergraduates: Other or prefer not to answer	100%	100%	100%	100%	100%	92%	76%	83%	100%

As can be seen in Chart 13, there are very few patterns that can be determined, so it would be untrue to report that any given item is universally dissatisfactory. Again, the small sample sizes for faculty, graduate students and staff allow the responses of a few to bias these results. However, reviewing the items in red font by university affiliation (the first four rows of data in the chart) reveals that there is some dissatisfaction from faculty and/or graduate student respondents with the assistance from Reference personnel, interlibrary loan, InfoKat Discovery, library study spaces, the library website, and Research Guides. Items with the highest degree of dissatisfaction reported here are among faculty for the library website (58%, n=12), for InfoKat Discovery (67%, n=13), and for ILL (67%, n=12). Reviewing this data for undergraduate respondents by self-identified ethnicity reveals that there is dissatisfaction among African or African-American students for library instruction (71%, n=7), and among those who preferred not to respond or selected "other" as their ethnicity for library study spaces (76%, n=17).

Ratings

Question 17 of the Library Satisfaction Survey asked respondents to assign a rating (1-5) for specific items: how easy it is for them to access Library information (in any format), how safe and how welcome they feel in Library spaces, and how satisfied they are with the Libraries' print and electronic resources, and Library facilities/study spaces.

Chart 14 shows the averages of the responses by overall respondents, then disaggregated for each of these ratings questions.

Chart 14. Ratings for Specific Items by Overall Respondents and Disaggregated Respondent Categories (Question 17)	Ease of accessing Libraries' information resources (print or online)? (1=very difficult; 5=very easy)	Satisfaction with Libraries' print resources? (1=very dissatisfied; 5=very satisfied)	Satisfaction with Libraries' online or electronic resources? (1=very dissatisfied; 5=very satisfied)	Satisfaction with Libraries' facilities and/or study spaces? (1=very dissatisfied; 5=very satisfied)	Perception of safety in the Libraries? (1=very unsafe; 5=very safe)	Perception of being welcome in the Libraries? (1=very unwelcome; 5=very welcome)
Overall respondents	4.17	3.89	4.26	4.48	4.73	4.70
Faculty	3.93	4.00	3.67	4.38	4.69	4.57
Graduate students	4.23	3.67	4.13	4.13	4.74	4.56
Staff members	4.11	3.89	4.00	4.33	4.33	4.56
Undergraduate	4.17	3.92	4.32	4.54	4.74	4.73
Undergraduates: Female	4.25	4.01	4.41	4.55	4.71	4.74
Undergraduates: Male	4.17	3.83	4.21	4.53	4.89	4.78
Undergraduates: Caucasian/White	4.23	3.98	4.36	4.59	4.76	4.77
Undergraduates: African/African-American	4.27	4.07	4.53	4.40	4.60	4.60
Undergraduates: Asian/Asian-American	4.04	3.61	4.25	4.50	4.64	4.64
Undergraduates: Latino/a / Hispanic	4.05	3.95	4.32	4.42	4.89	4.79
Undergraduate: Multiple ethnicities	4.25	4.19	4.41	4.65	4.94	4.65
Undergraduates: Other or prefer not to answer	3.80	3.42	3.80	4.30	4.45	4.58

As can be seen in Chart 14, overall respondents have high perceptions of their safety and sense of welcome in Library spaces, are somewhat satisfied with our e-resources and ease of accessing any Library resources, but have a lower sense of satisfaction with our print collections. This low sense of satisfaction with our print collection continues for the majority of the disaggregated respondent categories. Since this sample is far from being representative or even statistically significant, it is impossible to accurately calculate any statistical significance among any of the data, however, in red text in the table are the averages that fell below 4.0, corresponding on a 5-point Likert scale to being below "Easy", "Satisfied", "Safe" or "Welcome" as appropriate to each question and approaching "Neither easy nor difficult," "Neither satisfied nor dissatisfied," "Neither safe nor unsafe," and "Neither welcome nor unwelcome."

From reviewing the university affiliation disaggregated data, faculty experience the most difficulty in accessing our print or online resources, as well as the least satisfaction with our online resources (average scores of 3.93 and 3.67, respectively), though there were only 14 faculty members who responded to this ranking question. Graduate students (n=36) report experiencing the least satisfaction with print resources, scoring their satisfaction with them 3.67 out of 5. Undergraduates who selected

"Other" or preferred to not respond to the question about their ethnicity also expressed the same difficulty/dissatisfaction (average scores of 3.80 for both items).

Undergraduates who identify as female are more satisfied with the Libraries print resources than those who identify as males (average scores of 4.01 and 3.83, respectively), and are more satisfied with the Libraries' e-resources (average scores of 4.41 and 4.21, respectively) yet also perceive Library spaces to be less safe than those who identify as male (average scores of 4.71 and 4.89, respectively), though both score all the facility-related questions high.

All UKL facilities-related questions were scored high in both the aggregated and disaggregated data (scores range from 4.13 for graduate students' satisfaction with library facilities to Latino/a / Hispanic undergraduate students scoring their perception of feeling welcome in our facilities as 4.79). Undergraduates who selected "Other" or "Prefer to not answer" on the survey's ethnicity question reported the lowest scores in the disaggregated data by ethnic categories, meaning that they had the most difficulty accessing our resources, were the least satisfied with our print and electronic resources, the least satisfaction with our facilities and/or study spaces, and felt the most unsafe and the most unwelcome in our spaces. It may be possible that respondents who tend to select "prefer to not answer" on these kinds of questions are also biased in other ways that may lead them to be less satisfied with Library resources or facilities or to feel more unsafe or unwelcome in Library spaces. However, there were only 20 respondents who selected either of these ethnicity options who also responded to these ranking questions.

The largest perception differences in these ranking questions by self-reported ethnicity categories was for satisfaction with the Libraries' print resources and satisfaction with the Libraries' e-resources. For both print and e-resources, undergraduates who reported that they were of multiple ethnicities and those who reported that they were African/African-American reported that they were the most satisfied. Undergraduates who selected "Other" as their ethnicity or preferred to not answer the question reported the least satisfaction. Asian/Asian-American undergraduates, Latino/a/Hispanic undergraduates and undergraduates who selected "other" ethnicity or preferred to not answer this question all experienced more difficulty accessing the Libraries' resources (4.04, 4.05, 3.80); conversely, African/African-American undergraduates and undergraduates who reported multiple ethnicities reported experiencing the least difficulty. Those who reported multiple ethnicities and undergraduates who selected White/Caucasian perceived the most satisfaction with the Libraries' facilities and/or study spaces; those who selected "Other" or "Prefer to not answer" were least satisfied. Undergraduates who reported multiple ethnicities and those who selected Latino/a/Hispanic reported feeling the safest in the Libraries; White/Caucasian and Latino/a/Hispanic undergraduate students reported feeling the most welcome; those who selected "Other" or "Prefer to not answer" felt least safe and the least welcome, though these were the highest two scores for this ethnicity category.

Satisfaction and Ratings: Comparison to LibQUAL+ 2020 Results

There was additional support for main findings of the LibQUAL+ 2020 report; both the positive results and the areas of opportunity.

There were three major successes for the Libraries in the 2020 LibQUAL+ results, which were:

A. Undergraduate student responses reported close-to-service superiority in the Libraries "having the electronic information resources I need";
B. Graduate students report service superiority in the item "the library is a comfortable and inviting location"; and
C. Faculty members reported highest service superiority for "library space that inspires study and learning"; the Library is "a getaway for study, learning or research" and the Library is a "community study space for group learning and group study".

Each of these conclusions are borne out in the Library Satisfaction Survey 2022 data:
A. As seen in Chart 14, the undergraduate respondents rate their "satisfaction with Libraries' online or electronic resources" as 4.32; higher than any of the other respondent categories by university affiliation.
B&C. Chart 14 does support this as well: graduate students and faculty members ranked the three space / facility related questions high. Further, a relevant question specifically asked of graduate/professional/doctoral students that is not discussed elsewhere in this report is Question 12, "If you have heard of or used the Thomas D. Clark Graduate Student Study in the William T. Young Library, please share any comments you have about it here." was asked of graduate student respondents. Of the 23 graduate students who responded to this question, 43% (n=10) had used it, liked or "loved" it, and nine of these students had suggestions for its improvement. 3 (13%) had tried to use it but were unsuccessful since they were students from the College of Medicine, 22% (n=5) had heard of it but didn't use it, and the same percentage and count had not heard of it. This indicates that some explanation and additional marketing should be done around the Graduate Study, both to explain if COM students are eligible to use it, and to alert graduate students who haven't yet heard of it to its existence. The suggestions from the Graduate students who do use this space can be seen in the Comments Slicer.

The areas that LibQUAL+ 2020 indicated that UK Libraries could improve in were:
A. Libraries website (Information Control item number 2, or IC-2): overall respondents reported the least service adequacy for this item. This was also true for graduate students specifically, and it was an area where faculty respondents reported service inferiority, meaning that they perceived the level of service did not meet their minimum level of desired service, to use the language of the LibQUAL+ instrument;
B. Print and/or electronic journal collections required for their work (IC-8). This was the lowest scoring item for undergraduate respondents and an area in which faculty members reported service inferiority;
C. Providing the electronic information resources they need (IC-4) was an area that faculty members reported service inferiority;
D. Making electronic resources easier to use (UK-1) and more accessible from their home or office (IC-1): graduate students ranked both of these low; faculty members reported service inferiority for the second of these two items.

The four scores listed above in which faculty members reported service inferiority are the only negative adequacy means of any user group for the entire 2020 LibQUAL+ survey, and have received lower or lowest scores for all of the last five LibQUAL surveys (2003, 2004, 2007, 2011 and 2017). Almost all of items in the IC dimension were among the faculty's highest-desired items but received the lowest (negative) service quality scores. With the exception of IC-3, the printed library materials I need for my work, all items in the Information Control dimension were well-below the faculty's minimum-acceptable

level of service, in other words, seven of the eight Information Control items were reported by faculty to have service inferiority.

Support for each of these items can also be seen in these Library Satisfaction Survey results by reviewing Charts 12, 13, and 14, though not for each disaggregated population.

A. In Chart 12 regarding Question 19: overall respondents reported the lowest percentage of satisfaction of the given items in this question: 92% satisfaction. It was unclear from the LibQUAL+ 2020 results if the respondents were actually considering the "Library website" to include items such as InfoKat Discovery and/or Research Guides, and the Library Satisfaction Survey seems to suggest that this dissatisfaction extends to InfoKat Discovery for overall respondents: "Library website" received a 92% satisfaction rating, while InfoKat Discovery received 93.5% (the lowest two satisfaction percentages) and Research Guides 95%. Chart 13 further supports that graduate, professional, and doctoral students are not completely satisfied with InfoKat Discovery (86%) and strongly supports that faculty members are less than satisfied with InfoKat Discovery (62%) and with the library website (58% satisfaction).

B. Chart 14 provides support for the findings from LibQUAL+ 2020 that undergraduates rank the print and/or electronic collections required for their work low and that faculty ranked this item as having service inferiority: Undergraduates ranked print resources as 3.92, faculty at 3.89 out of 5. Graduate students (n=36) report experiencing the least satisfaction with print resources, scoring their satisfaction with them 3.67 out of 5.

C. Satisfaction with online or electronic resources was again ranked low by faculty member respondents specifically in this survey (Chart 14), at 3.67.

D. Ease of accessing the Libraries information resources (Print or online) was ranked low by faculty members (Chart 14), at 3.93, but not as low by graduate students, at 4.23. From reviewing the university affiliation disaggregated data, faculty experience the most difficulty in accessing our print or online resources, as well as the least satisfaction with our online resources (average scores of 3.93 and 3.67, respectively), though there were only 14 faculty members who responded to this ranking question.

Further, by examining the students who were enrolled only in online courses this semester, it was found that all respondents in this category were graduate students (and all from the College of Communication and Information). These students ranked their ease of access to information resources as 4.60, but their satisfaction with e-resources as a 3.80.

Comments

226 respondents left a comment in any of the seventeen open-ended questions for a total of 501 comments received. Comments are able to be viewed in a Library Satisfaction Survey Comments Slicer by university affiliation, college affiliation, self-identified gender, ethnicity, type of courses enrolled in during the Fall 2022 semester, the most frequently used library, how frequently the respondent visited a library in the last year or used e-resources in the last year, and/or their responses to their overall satisfaction with the Libraries, how important the Libraries have been to their academic success (student respondents only), or how easy it has been for them to obtain library assistance in a timely manner.

By reviewing the Comments Slicer, it can be seen that many users of William T. Young Library (the most frequently used facility) reported enjoying using the space, but desire stronger wifi, more comfortable chairs, more white boards, improvements to outlets or repairs to lights, and as always, are frustrated by the noise level throughout the building. Frustration with accessing items through InfoKat Discovery

continues to be an issue frequently mentioned, as well as items that are found to be missing from the print collection. Printing appears to be a more frequent complaint than in the past, perhaps due UK's Managed Printing Services. Regardless of location, comments were received about wanting libraries to be open longer, to be cleaner, lighting (to replace those that are burned out or flickering, or broken light fixtures), to have better heating or air conditioning, and to have improved wayfinding, especially in Young Library.
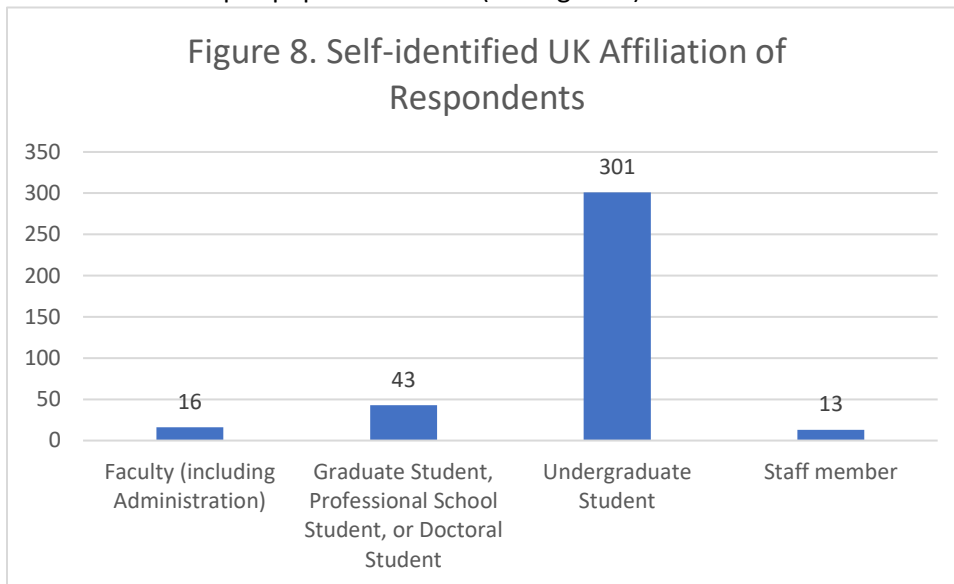
Several concerning comments included:

More spaces that are friendly for students with disabilities, wheelchair access, more space for students with mobility aids to move more comfortably.
There was one time when I asked a question to a lady at a service desk, she responded with short answer with a face with no smile when I smiled at her. Maybe since I am an international student, the way I asked a question was confusing or she was going through something but whatever the reason was, I didn't feel welcomed, and felt awkward and as if I asked a wrong question after getting a response like that. That was my first time asking a question at the service desk and because of that experience, ever since then I feel hesitant and afraid of asking questions. I hope other international students won't experience that.
The wifi is brutal in Willy T
…I can never charge my devices because the outlets are so old and used up the plugs cannot stay in
I'm not sure of all the databases that UK has to offer so I've just been using what I learned in high school.
…As a student diagnosed with ADHD/ADD it's important for my academic success that I'm able to study in a quiet but also welcoming space. The study rooms in the Science and Engineering Library are quiet and private but they're falling apart. They're filled with sticky, stained desks and unmatched chairs covered in holes. This space doesn't promote productivity, it doesn't allow creativity. If anything it promotes me leaving the library….
In Willy T I have not felt safe lately as there have been multiple times this semester that I have been approached by people who are clearly not students nor staff, and asked for money or made uncomfortable by their actions.
More physical books and the ILL system is sometimes confusing because the system tells me that it can't loan a book because UK libraries have it, but then when I go to UK libraries it directs me to ILL.
Willy T: better system for reserving study rooms. It's very difficult to schedule now with only 30 minute time slots so you have to schedule twice for an hour which is still not very much time. I wish we could reserve back-to-back slots in one reservation up to 1-2 hours for easier access.

Comments that mentioned a specific individual will be emailed to those individuals and their supervisors. Responses to the question seeking suggestions for possible materials to add to UK's collection will be sent to the AD for Outreach, Engagement and Collections, and responses to the question seeking suggestions for library-related training will be sent to the Coordinator of Educational Services.

Demographics and Basic Library Usage of Respondents

Undergraduate students were over-represented among respondents, which approximately corresponds to the overall campus population of UK (see Figure 8).

Figure 8. Self-identified UK Affiliation of Respondents

Affiliation	Count
Faculty (including Administration)	16
Graduate Student, Professional School Student, or Doctoral Student	43
Undergraduate Student	301
Staff member	13

Those who identify themselves as female were over-represented among respondents, which corresponds to the usual demographic of those who typically respond to online surveys.

Figure 9. Self-identified Gender of Respondents

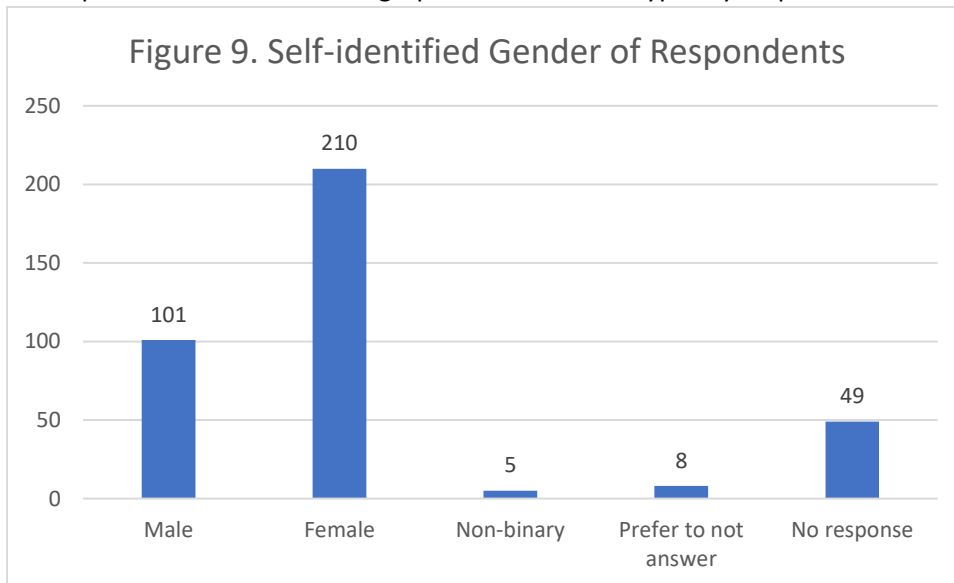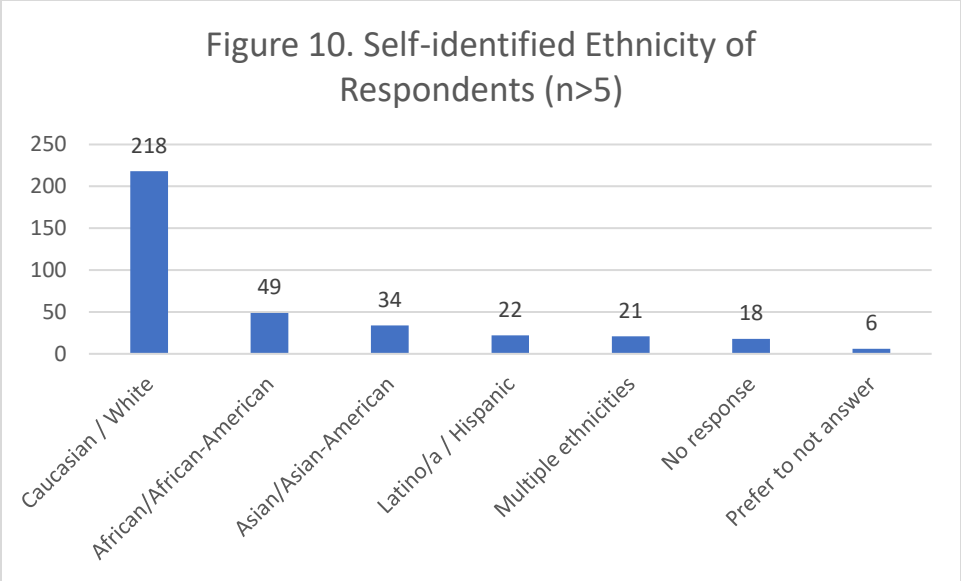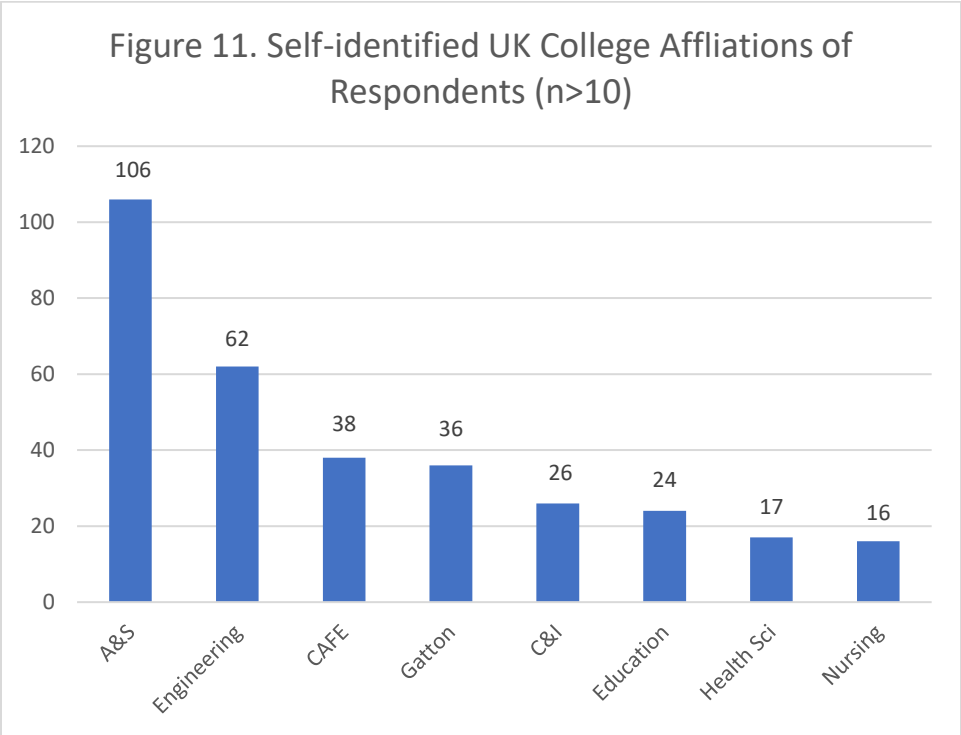| Gender	Count
Male	101
Female	210
Non-binary	5
Prefer to not answer	8
No response	49

Figure 10 presents the self-identified ethnicity of respondents for selections that received more than 5 respondents:

Figure 10. Self-identified Ethnicity of Respondents (n>5)

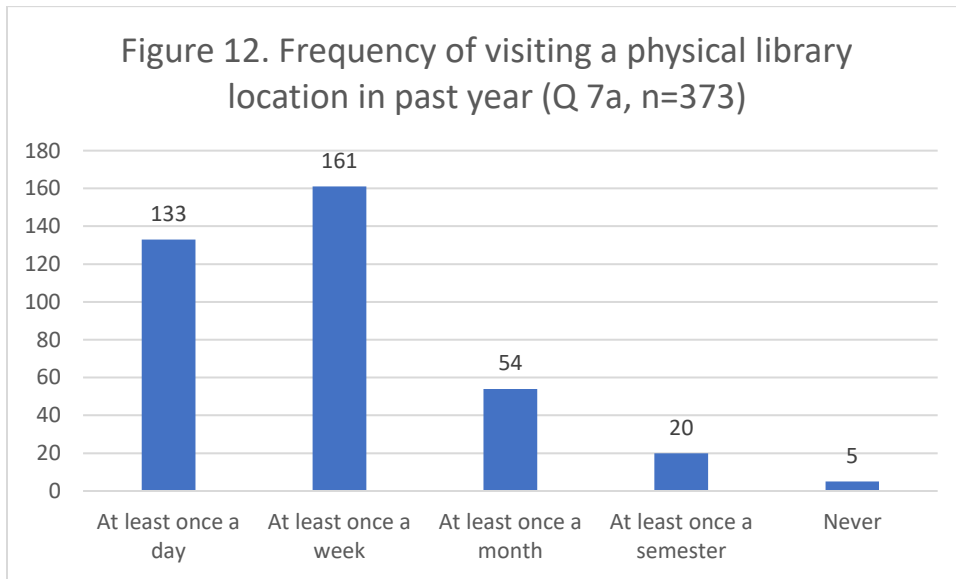| Ethnicity	Count
Caucasian / White	218
African/African-American	49
Asian/Asian-American	34
Latino/a / Hispanic	22
Multiple ethnicities	21
No response	18
Prefer to not answer	6

And, Figure 11 presents the College affiliation of respondents, which approximates the population of UK affiliations by College[1] in the sense that the College of Arts & Sciences (A&S in this chart) is the largest college and is most represented in this sample, and that the colleges with the 2nd through 4th highest enrollment (Business & Economics, now called Gatton; Engineering; and CAFE, respectively) are all included in the 2nd through 4th highest represented in this survey, but in different order:

Figure 11. Self-identified UK College Affliations of Respondents (n>10)

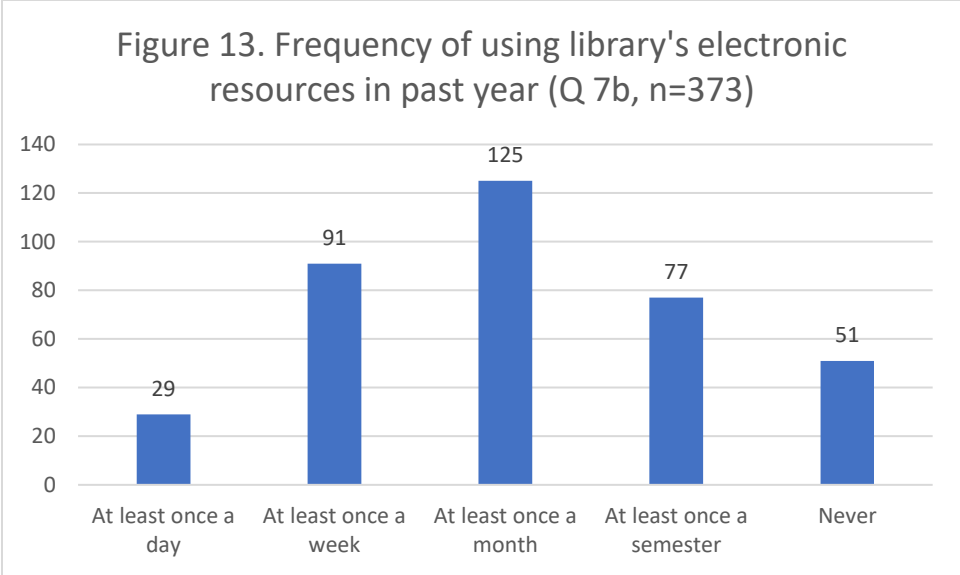| College	Count
A&S	106
Engineering	62
CAFE	38
Gatton	36
C&I	26
Education	24
Health Sci	17
Nursing	16

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[1] See https://www.uky.edu/irads/enrollment-demographics, College/Degree tab

Given that the response rate was so low for any of these given Colleges, survey results were analyzed by College affiliation, but no meaningful results could be identified.

As for basic library usage data provided by respondents, most of them visited library locations in the past year at least once a week, followed by at least once a day (Figure 12); most used the Libraries' electronic resources at least once a month, followed by at least once a week or once a semester (Figure 13) and the vast majority of respondents visited William T. Young Library the most frequently (Figure 14):

Figure 12. Frequency of visiting a physical library location in past year (Q 7a, n=373)

Category	Count
At least once a day	133
At least once a week	161
At least once a month	54
At least once a semester	20
Never	5

When reviewing the disaggregated data by university affiliation, undergraduates tended to visit a library facility more frequently (at least once a day or once a week), and tended to only visit one library location), graduate students tended to visit a library facility less often (once a week or once a month) and tended to visit more than one location, and faculty members tended to visit a library facility even less often (once a month or once a semester) and visit two or more locations. Female and male undergraduate students reported using the library equally as frequently. Comparing self-reported ethnicity responses of undergraduate respondents indicates that most visit a facility once a week, with a large proportion of Caucasian/White, Asian/Asian-American, Latino/a/Hispanic or those who preferred not to respond reporting that they also visited library facilities once a day.

Figure 13. Frequency of using library's electronic resources in past year (Q 7b, n=373)

Category	Value
At least once a day	29
At least once a week	91
At least once a month	125
At least once a semester	77
Never	51

Disaggregated data by university affiliation indicates that faculty members use electronic resources the most frequently (at least once a week), followed by graduate students, who tend to use electronic resources at least once a month if not at least once a week, followed by undergraduate students, who reported using the Libraries electronic resources once a month, on average. Female undergraduate students reported using the library's electronic resources more frequently than did males: female undergraduate students reported using e-resources once a month on average while male undergraduate students reported using them equally between once a semester, once a month or once a week. A higher proportion of male undergraduates (n=18 of 74 total male undergraduate students, or 24.3%) reported never having used our e-resources than females (n=23 of total 181 female undergraduate respondents, or 12.7%). Again, though self-reported ethnicity of undergraduate respondents was low, the majority of them across ethnicity categories reported using the Libraries' electronic resources once a month most frequently. Those who identified as African/African-American, or Asian/Asian-American also frequently reported that they used e-resources once a week, and Latino/a/Hispanic undergraduate students frequently reporting that they used e-resources once a semester.

Figure 14. Responses to Q 9 "Which library do you use most often?" (n=373)
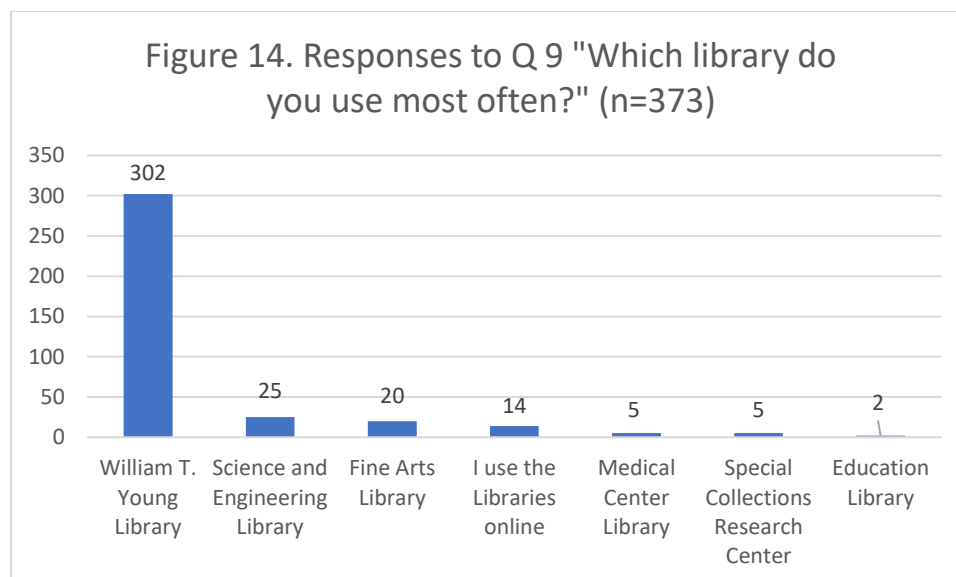
It is possible that respondents did not frequently see the "I use the Libraries online" option in the question responses possibility. Only one response selection was allowed to this question, so it is surprising that this option was not more frequently selected. It was the response that was most frequently selected to the follow-up question, "If you regularly use any other library or libraries, please select those below." (Question 10, multiple responses allowed).

For Future Library Satisfaction Surveys

Survey Instrument

- While it is interesting to report the extent to which student respondents felt that the Libraries were important in their academic success, this does not necessarily indicate that they felt that the Libraries services and/or collections directly contributed to their academic success. They could simply be indicating that they use the Libraries for study space, and that they perceive that as importance in their academic success. Therefore, asking to what extent the Libraries *impacted* or to what extent Library *collections or services were useful* in their academic success could be considered for further studies.
- Given the relative lower satisfaction levels that most of the disaggregated survey results indicate with our print collections, the reasons for this should be explored in more detail.
- Reduce the number of questions, and/or change the estimated time to complete in the introduction. The average length of time respondents spent on the survey in 2022 was 28 minutes.

Survey Procedure

- Ask that Web Advisory Group retain the link on the Libraries homepage for the duration of the survey and that the link be automatically added in the mobile header view.
- Ask the Dean to distribute an email to all Deans to distribute the survey to increase participation.
- Consider seeking campus-wide email approval for survey announcement to be sent to all campus affiliates as we do in LibQUAL+ to increase participation.

- If technology / electronic incentives are to be used, verify that they work before distributing them to winners.

Appendix A. 2022 Library Satisfaction Survey

The 2022 Library Satisfaction Survey, incentive prize form, publicity materials and this report can be found [here](#).