

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 on-off classes and trainings, 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.		
Last updated	4/22/23 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.

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)	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)
1.1	LibQUAL+ (General Satisfaction Question 2 (GS-2): "In general, I am satisfied with library support for my learning, research and/or teaching needs"), responses from on- and off-campus undergraduate and graduate students	LibQUAL+: GS-2 scores \geq previous instrument implementation(s)	FY20 (Julene Jones, Director of Library Assessment))	LibQUAL+ 2020 GS-2 score increased since LibQUAL+ 2017 for both undergraduate and graduate students (GS-2 Mean scores: Undergraduate mean was 7.35 in 2017, increased to 7.59 in 2020. Graduate mean was 7.37 in 2017, increased to 7.47 in 2020.)	Target of overall student satisfaction with library support for learning, research and teaching was met and increased since the last LibQUAL+ implementation.	See LibQUAL+ Action Plan (updated every 6 mo.; link in Notes, below). All steps listed on the Action Plan could influence this measure. LibQUAL+ will be run again in FY24.	New library website was deployed 8/2021, direct linking in Primo was implemented 8/2021, OpenAthens will replace EZProxy (planned for summer 2023), both of which will create a more seamless UX. WIFI strengthened in Young (completed 01/2023). Outreach to graduate students increased by Ed. Services Matrix Group.
1.2	LibQUAL+ (UK Selected Question 5, (UK-5): "The library assists me in achieving academic success, " responses from on- and off-campus	LibQUAL+: UK-5 service adequacy gap mean scores \geq previous instrument implementation(s)	FY20 (Julene Jones)	2020 was the first time UK-5 was used in LibQUAL+ 2020. (See FY20 LibQUAL+ report for additional information)	Score indicated that UK Libraries is adequately meeting this expectation for students; service adequacy gap mean score for undergraduates in 2020 was 1.01; for graduate students, 0.81, meaning that UKL is	See LibQUAL+ 2020 Action Plan (link in Notes, below). All steps on the Action Plan could influence this measure. LibQUAL+ will be run again in FY24.	Direct linking in Primo was implemented 8/2021, meaning that electronic resources were more easily accessible; additional learning objects created about specific resources

	undergraduate and graduate students				exceeding the minimum expectations of undergraduates by 1.01 points and graduate students by 0.81 points. More data is needed for comparison; the next LibQUAL+ implementation will be in FY24.		and research practices by Educational Services Matrix Group.
1.3	Library Satisfaction Survey (LSS) question (Q14) “How important have UK Libraries been in your academic success?”, relevant on- and off-campus undergraduate and graduate student mean responses	Combined “very important” and “somewhat important” responses from students on this question ≥ previous implementations	Survey ran fall 2022 (Julene Jones) (LibQUAL+ instrument does not ask a similar question about the importance of libraries in users’ academic success)	This question was not asked in previous Library Satisfaction Surveys. In 2022 89.4% of total student respondents (n=339) perceive the library to be “very important” or “somewhat important” to their academic success; 88.4% of undergraduate respondents (n=301) rated the importance of UKL in their academic success as “very important” (67.4%) or “somewhat important” (20.9%); 97.4% of graduate students (n=38); (76.3% v. impmt; 21% somewhat impmt.)	The non-statistically significant results from this survey indicate that both undergraduate and graduate students <u>strongly</u> correlate their use of UKL with their academic success. More data is needed for comparison; the next Library Satisfaction Survey will be run in FY26.	The Library Satisfaction Survey will be run again in FY26 to continue to monitor this perception.	Continue to strive for improvement in student satisfaction with Libraries by assessing and meeting student needs for resources, spaces, services.

Outcome #2 Statement:		Students will identify, locate, evaluate, and use appropriate information in their research. (indirect, <i>direct to be determined</i>)					
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
2.1	LibQUAL+: each of the five information literacy outcomes (ILO) questions, on- and off-campus undergraduate and graduate student mean scores	LibQUAL+ ILO scores ≥ scores in previous implementation(s)	FY20 (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. <u>Undergraduates</u>	Undergraduates perceive that UK Libraries is improving in its positive impact on all 5 ILOs: UKL helps them stay abreast of developments in their field; aids their academic advancement; increases their academic efficiency; assists them in	Increase outreach to graduate students while continuing to support undergraduate education; increase learning objects created for and targeted to graduate students.	The Educational Services Matrix Group continues to regularly review the inventory of the Libraries’ learning objects. A subgroup of the matrix group created and continues to updates a

	<p>ILO-1: The library helps me stay abreast of developments in my field(s) of interest.</p> <p>ILO-2: The library aids my advancement in my academic discipline or work.</p> <p>ILO-3: The library enables me to be more efficient in my academic pursuits or work.</p> <p>ILO-4: The library helps me distinguish between trustworthy and untrustworthy information.</p> <p>ILO-5: The library provides me with the information skills I need in my work or study.</p>			<table border="1"> <thead> <tr> <th></th> <th>2017</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>ILO-1</td> <td>6.26</td> <td>6.53</td> </tr> <tr> <td>ILO-2</td> <td>7.04</td> <td>7.16</td> </tr> <tr> <td>ILO-3</td> <td>7.38</td> <td>7.52</td> </tr> <tr> <td>ILO-4</td> <td>6.59</td> <td>6.96</td> </tr> <tr> <td>ILO-5</td> <td>7.00</td> <td>7.29</td> </tr> </tbody> </table> <p><u>Graduate Students</u></p> <table border="1"> <thead> <tr> <th></th> <th>2017</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>ILO-1</td> <td>6.75</td> <td>6.78</td> </tr> <tr> <td>ILO-2</td> <td>7.50</td> <td>7.58</td> </tr> <tr> <td>ILO-3</td> <td>7.58</td> <td>7.32</td> </tr> <tr> <td>ILO-4</td> <td>6.51</td> <td>6.79</td> </tr> <tr> <td>ILO-5</td> <td>7.24</td> <td>7.35</td> </tr> </tbody> </table>		2017	2020	ILO-1	6.26	6.53	ILO-2	7.04	7.16	ILO-3	7.38	7.52	ILO-4	6.59	6.96	ILO-5	7.00	7.29		2017	2020	ILO-1	6.75	6.78	ILO-2	7.50	7.58	ILO-3	7.58	7.32	ILO-4	6.51	6.79	ILO-5	7.24	7.35	<p>distinguishing between trustworthy and untrustworthy information; and provides them with the information skills they need. Graduate students perceive the same impact of UKL on all ILO items except enabling them to become more efficient in their work.</p>	<p>These items are listed in the LibQUAL+ 2020 Action Plan.</p> <p>LibQUAL+ will be run again in FY24.</p>	<p>research guide specifically for graduate students.</p>
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<p>2.2</p>	<p>Students will learn information literacy and research skills and about using library resources through online and/or in-person instruction, workshops, and consultations</p>	<p>Increase number of participants by 2% annually (using counts from ARL, IPEDS #65, Canvas Information Literacy course participation and mean score on skills assessment)</p>	<p>Annually monitored by Library Educational Services Unit (Stacey Greenwell, Coordinator) and by newly hired Liaison Coordinator (start date 7/1/2023); data collected in LibInsight by Julene Jones</p>	<p>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.</p> <p>FY23: Canvas usage and mean scores were not available; ARL FY22 data indicates that 936 information literacy sessions were taught to 15,459 students. 436 consults were held.</p>	<p>Though the usage of the online information literacy Canvas module is not known for FY23.</p> <p>FY22 data collected for ARL indicates that information literacy sessions increased by 39%, reaching 40.5% more students than in FY21. Further, consultation counts reported to IPEDS indicate an increase of 166%; almost tripling!</p>	<p>The Coordinator of the Educational Services Matrix Group will continue to improve the Information Literacy Canvas module; she and the incoming Liaison Coordinator (start date 7/1/2023) will continue to encourage outreach to academic faculty.</p> <p>WTYL Reference personnel will continue to encourage users to contact their academic liaisons for consults.</p>	<p>The Educational Services Matrix Group made concerted efforts to provide even stronger outreach to academic faculty, yielding impressive results! With the integration of the WTYL Reference Desk into WTYL Circulation space, the consultation count increase was extraordinary.</p>																																				

Outcome #3 Statement:		Library users can easily identify and access information resources provided by the Library for their educational and research needs. (indirect)																																									
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3.1	<p>LibQUAL+: questions IC-2, IC-6, IC-7, aggregated and disaggregated service adequacy gap mean scores by user type</p> <p>IC-2 A library website enabling me to locate information on my own</p> <p>IC-6 Easy-to-use access tools that allow me to find things on my own</p> <p>IC-7 Making information easily accessible for independent use</p>	<p>UKL LibQUAL+ IC-2, IC-6 and IC-7 \geq previous instrument implementation(s) and IC-2, IC-6 and IC-7 perceived scores \geq minimum scores (i.e., positive service adequacy gap mean scores)</p> <p>That is, a negative service adequacy gap mean score indicates that the perceived value is less than the minimum acceptable value; that UKL is not meeting the minimum expectations held by that respondent group.</p>	FY20 (Julene Jones)	<p>All overall and undergraduate IC-2, IC-6, and IC-7 service adequacy gap mean scores increased; grad student scores increased for IC-2 and IC-7 but decreased for IC-6. Faculty IC-6 and IC-7 scores increased but IC-2 scores decreased.</p> <p><u>Undergraduates</u></p> <table border="1"> <thead> <tr> <th></th> <th>2017</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>IC-2</td> <td>0.71</td> <td>0.99</td> </tr> <tr> <td>IC-6</td> <td>0.88</td> <td>1.06</td> </tr> <tr> <td>IC-7</td> <td>0.74</td> <td>1.21</td> </tr> </tbody> </table> <p><u>Graduate Students</u></p> <table border="1"> <thead> <tr> <th></th> <th>2017</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>IC-2</td> <td>0.32</td> <td>0.45</td> </tr> <tr> <td>IC-6</td> <td>0.81</td> <td>0.51</td> </tr> <tr> <td>IC-7</td> <td>0.51</td> <td>0.66</td> </tr> </tbody> </table> <p><u>Faculty</u></p> <table border="1"> <thead> <tr> <th></th> <th>2017</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>IC-2</td> <td>-0.18</td> <td>-0.58</td> </tr> <tr> <td>IC-6</td> <td>-0.08</td> <td>0.29</td> </tr> <tr> <td>IC-7</td> <td>0.08</td> <td>0.21</td> </tr> </tbody> </table>		2017	2020	IC-2	0.71	0.99	IC-6	0.88	1.06	IC-7	0.74	1.21		2017	2020	IC-2	0.32	0.45	IC-6	0.81	0.51	IC-7	0.51	0.66		2017	2020	IC-2	-0.18	-0.58	IC-6	-0.08	0.29	IC-7	0.08	0.21	<p>Undergraduate and graduate students and faculty all continue to perceive that UKL is making information easily accessible for independent use (IC-7) and to perceive that this is increasingly closer to their desired level; undergraduate and graduate students also perceive that the UKL website enables them to locate information on their own (IC-2); undergraduate students and faculty members perceive that UKL provides easy-to use access tools that allow self-sufficient use (IC-6).</p> <p>However, in 2020 graduate students perceive that UKL is farther away from their desired level of fostering self-sufficiency in using access tools (IC-6) from 2017 levels.</p> <p>Further, faculty members perceive in 2020 that UKL's website continues to not meet their minimum acceptable level to locate information on their own (IC-2). (See 2020 LibQUAL+ report for additional information)</p>	<p>Redesign of Library website by a consultant with rollout planned for Fall 2022 (IC-2).</p> <p>A subgroup of the Educational Services Matrix Group created and continues to updates a research guide specifically for graduate students.</p> <p>Library services and learning objects were marketed to the Graduate Student Deans by the Libraries' liaison to that group (IC-6). See LibQUAL+ 2020 Action Plan.</p> <p>The Website Administration Group is considering future user experience assessments for the Libraries' website.</p> <p>LibQUAL+ will be run again in FY24.</p>	<p>Feedback on the redesigned UK Libraries website (IC-2) and on access tools (LibGuides / CourseGuides / Research Guides) were sought for and received in the Library Satisfaction Survey (Measure 3.2, below).</p>
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3.2	Library Satisfaction Survey (LSS) question "How easy is it for you to access the Libraries' information resources (print or online)? (1 star = very difficult; 5=very easy)", mean responses from overall respondents and all respondent groups	Mean scores on Q17a (the relevant LSS measure) ≥ previous implementations, where applicable	Survey ran fall 2022 (Julene Jones)	This question was not asked in previous Library Satisfaction Surveys. In 2022 (Q17a) overall respondents rated their access ease on a 5-point scale at a 4.17 (disaggregated data: undergraduates: 4.17; graduate students: 4.23; faculty: 3.93)	The non-statistically significant results from this survey indicate that all respondent groups report an overall access ease score of 83% (or 4.17 out of 5); undergraduates report the same value; graduates an 84.6% and faculty members a 78.6%.	Open Athens will replace EZProxy in summer 2023, allowing additional patrons electronic resource access. The Library Satisfaction Survey will be run again in FY26.	Continue to seek out and implement improvements for accessing library resources.
3.3	Continuous improvements in library discovery systems, Library website / UX	Announced / documented enhancement(s) to the Library website, or to access or discovery systems via WAG, ILS committee and/or systems librarian as well as ILS annual report	Annually (Web Administration Group (WAG) Town Hall reports / Dean's update emails, Integrated Library Systems (ILS) committee annual report & emails from Systems Librarian or Library Discovery Systems Coordinator)	<p>Continuous improvement in FY23 included deployment of the new UKL website in August 2022. The Web Developer Librarian position was filled through an internal appointment and the Head of Web Technologies and Development was hired with an appointment start date of January 1, 2023. The Web Advisory Group was dissolved with a newly created Web Administration Group charged with maintaining the website.</p> <p>The Libraries' Systems Librarian investigated the implementation of self-checkout (now cancelled) and smart lockers (referred to a vendor)</p> <p>ILS reviewed Primo interface tweaks including filter toggles, improved display of holdings information and revisited the Primo/Aeon integration display logic.</p>	<p>The new UKL website is being assessed by both the Library Satisfaction Survey and LibQUAL+. The Web Administration Group (WAG) seeks and receives feedback from internal users via its group email address.</p> <p>Feedback from internal users in 2022 caused WAG to move the link to Research Guides to the front page of the website.</p> <p>In addition, over 130 edits were made to pages on the Drupal site in FY23 (through May), including creating new content, interlinking pages and editing existing content. Library services, resources and expertise were highlighted in 38 news items, 27 library events were promoted and 10 collections or information resources were featured.</p> <p>WAG analyzed comments received in the LSS regarding difficulty using library website and catalog and implemented</p>	<p>WAG continues to assess the Library website, potentially performing user testing in FY24 or subsequent years.</p> <p>ILS and the Library Discovery Systems Coordinator will continue to make improvements to Primo. The ingest of Research Guides into Primo is planned for FY24.</p>	<p>The administration of the UKL website was streamlined by the creation of the WAG with library employee JAQs or DOEs edited to reflect this responsibility.</p> <p>The Web Advisory Group may be re-formed in FY24 to provide input to the Web Administration Group.</p> <p>SpringShare Research Guides will be ingested into Alma for easier discoverability in Infokat Discover beginning in May 2023.</p>

					<p>some interventions and is exploring user testing to receive additional input.</p> <p>The Systems Librarian and the ILS committee continue to seek to make improvements in Alma and Primo to better serve our users.</p>		
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Outcome #4 Statement:		Library personnel provide sufficient and courteous research support throughout the research lifecycle for all users. (direct and indirect)																																															
Strategic Plan Objective(s) Aligned with (e.g., 2.1)		UK Strategic Plan Principle I13																																															
Measure	Measurement	Target	Year(s) Assessed	Results	Interpretation of Results	Actions Planned	Reflection on Past Action Planned																																										
4.1	<p>LibQUAL+: overall <i>Affect of Service</i> dimension scores, aggregated and disaggregated service adequacy gap mean by user type</p> <p>AS-1 Employees who instill confidence in users</p> <p>AS-2 Giving users individual attention</p> <p>AS-3 Employees who are consistently courteous</p> <p>AS-4 Readiness to respond to users' questions</p> <p>AS-5 Employees who have the knowledge to answer user questions</p> <p>AS-6 Employees who deal with users in a caring fashion</p> <p>AS-7 Employees who understand the needs of their users</p>	<p>Overall UKL LibQUAL+ <i>Affect of Service</i> service adequacy gap mean scores \geq previous instrument implementation(s) and/or \geq previous adequacy gap percentile from ARL normative scores; UKL LibQUAL+ perceived scores \geq minimum scores (i.e., positive service adequacy gap mean scores)</p> <p>That is, a negative service adequacy gap mean score indicates that the perceived value is less than the minimum acceptable value; that UKL is not meeting the minimum expectations held by that respondent group.</p>	FY20 (Julene Jones)	<p>The majority of the 2020 LibQUAL+ <i>Affect of Service</i> aggregated and disaggregated service adequacy gap mean scores increased over those from 2017 and in 6 areas exceeded the desired mean score, with 7 exceptions:</p> <p><u>Overall respondents</u></p> <table border="1"> <thead> <tr> <th></th> <th>2017</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>AS-1</td> <td>1.00</td> <td>1.27</td> </tr> <tr> <td>AS-2</td> <td>1.18</td> <td>1.40</td> </tr> <tr> <td>AS-3</td> <td>1.03</td> <td>1.21</td> </tr> <tr> <td>AS-4</td> <td>1.00</td> <td>1.08</td> </tr> <tr> <td>AS-5</td> <td>0.81</td> <td>0.99</td> </tr> <tr> <td>AS-6</td> <td>0.98</td> <td>1.14</td> </tr> <tr> <td>AS-7</td> <td>0.78</td> <td>0.96</td> </tr> <tr> <td>AS-8</td> <td>0.83</td> <td>1.04</td> </tr> <tr> <td>AS-9</td> <td>0.76</td> <td>0.90</td> </tr> </tbody> </table> <p><u>Undergraduates</u></p> <table border="1"> <thead> <tr> <th></th> <th>2017</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>AS-1</td> <td>1.06</td> <td>1.44</td> </tr> <tr> <td>AS-2</td> <td>1.27</td> <td>1.62</td> </tr> <tr> <td>AS-3</td> <td>1.08</td> <td>1.26</td> </tr> </tbody> </table>		2017	2020	AS-1	1.00	1.27	AS-2	1.18	1.40	AS-3	1.03	1.21	AS-4	1.00	1.08	AS-5	0.81	0.99	AS-6	0.98	1.14	AS-7	0.78	0.96	AS-8	0.83	1.04	AS-9	0.76	0.90		2017	2020	AS-1	1.06	1.44	AS-2	1.27	1.62	AS-3	1.08	1.26	<p>In the majority of cases, overall respondents as well as each disaggregated respondent group, reported higher <i>Affect of Service</i> service adequacy gap mean scores in 2020 than in 2017 and for 6 items the service adequacy mean score met or exceeded the desired score. We conclude that library personnel are providing at minimum satisfactory customer service and requested information, and in several cases, are exceeding expectations.</p> <p>In 2020 these were providing individual attention to overall users, as well as faculty perceptions of courteous and caring employees who were able to be depended on to</p>	<p>The LibQUAL+ Action Plan instituted after the 2020 LibQUAL+ implementation (with progress updated every 6 months) focused on graduate student users by exploring ways to increase or enhance instruction for graduate students to elevate their research skills and to raise awareness of services and resources available. One librarian was assigned as the liaison to the Graduate School and meets monthly with the Graduate School Deans.</p>	<p>The targeted outreach of UKL to graduate students will be measured in subsequent LibQUAL+ implementations and was measured in FY23 in the Library Satisfaction Survey (see measure 4.2).</p> <p>In subsequent LibQUAL+ years the "D-M" score may be added as an assessment metric, as discussed in the 2020 LibQUAL+ report.</p>
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	<p>AS-8 Willingness to help users AS-9 Dependability in handling users' service problems</p>			<table border="0"> <tr><td>AS-4</td><td>1.01</td><td>1.14</td></tr> <tr><td>AS-5</td><td>0.80</td><td>1.09</td></tr> <tr><td>AS-6</td><td>1.06</td><td>1.18</td></tr> <tr><td>AS-7</td><td>0.82</td><td>1.18</td></tr> <tr><td>AS-8</td><td>0.92</td><td>1.15</td></tr> <tr><td>AS-9</td><td>0.83</td><td>0.79</td></tr> <tr><td colspan="3"><u>Graduate Students</u></td></tr> <tr><td></td><td><u>2017</u></td><td><u>2020</u></td></tr> <tr><td>AS-1</td><td>0.67</td><td>1.02</td></tr> <tr><td>AS-2</td><td>1.05</td><td>1.20</td></tr> <tr><td>AS-3</td><td>0.85</td><td>1.18</td></tr> <tr><td>AS-4</td><td>0.94</td><td>1.02</td></tr> <tr><td>AS-5</td><td>0.87</td><td>1.00</td></tr> <tr><td>AS-6</td><td>0.89</td><td>1.13</td></tr> <tr><td>AS-7</td><td>0.89</td><td>0.54</td></tr> <tr><td>AS-8</td><td>0.78</td><td>0.74</td></tr> <tr><td>AS-9</td><td>0.61</td><td>0.98</td></tr> <tr><td colspan="3"><u>Faculty</u></td></tr> <tr><td></td><td><u>2017</u></td><td><u>2020</u></td></tr> <tr><td>AS-1</td><td>1.51</td><td>0.80</td></tr> <tr><td>AS-2</td><td>1.12</td><td>1.07</td></tr> <tr><td>AS-3</td><td>1.27</td><td>1.18</td></tr> <tr><td>AS-4</td><td>1.28</td><td>0.96</td></tr> <tr><td>AS-5</td><td>0.55</td><td>0.63</td></tr> <tr><td>AS-6</td><td>0.92</td><td>1.04</td></tr> <tr><td>AS-7</td><td>0.46</td><td>0.52</td></tr> <tr><td>AS-8</td><td>0.70</td><td>1.10</td></tr> <tr><td>AS-9</td><td>0.86</td><td>1.26</td></tr> </table>	AS-4	1.01	1.14	AS-5	0.80	1.09	AS-6	1.06	1.18	AS-7	0.82	1.18	AS-8	0.92	1.15	AS-9	0.83	0.79	<u>Graduate Students</u>				<u>2017</u>	<u>2020</u>	AS-1	0.67	1.02	AS-2	1.05	1.20	AS-3	0.85	1.18	AS-4	0.94	1.02	AS-5	0.87	1.00	AS-6	0.89	1.13	AS-7	0.89	0.54	AS-8	0.78	0.74	AS-9	0.61	0.98	<u>Faculty</u>				<u>2017</u>	<u>2020</u>	AS-1	1.51	0.80	AS-2	1.12	1.07	AS-3	1.27	1.18	AS-4	1.28	0.96	AS-5	0.55	0.63	AS-6	0.92	1.04	AS-7	0.46	0.52	AS-8	0.70	1.10	AS-9	0.86	1.26	<p>handle users' service problems (AS-2, AS-3, AS-6 & AS-9)</p> <p>The seven areas in which UKL scores fell between 2017 and 2020 surveys were all within the standard deviation measurements for each item.</p> <p>For the seven items where the service adequacy gap mean scores fell between 2017 and 2020, the differences between the means ranged from 0.04 points to 0.71 points with only three items having differences greater than 0.09. These three items were the graduate student score on AS-7, the faculty score on AS-1 and on AS-4 (differences of 0.35, 0.32, and 0.71, respectively): In 2020 graduate students respondents perceived that UKL employees did not understand their needs to a greater extent than those in 2017; faculty members did not feel as confident in library employees in 2020 nor did they perceive that UKL employees were ready to respond to them in 2020 versus 2017.</p> <p>(See 2020 LibQUAL+ report for additional information)</p>	<p>Collections and services targeted to graduate students are also marketed in the Thomas Clark Graduate Study in WTYL and the Educational Services Matrix Group and Graduate Student liaison are continuing to update and promote the graduate student LibGuide, with members of the Matrix Group attending the graduate student boot camp to promote learning objects and collections. Finally, the STEM workshop series continues.</p> <p>LibQUAL+ will be run again in FY24.</p>	
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4.2	Library Satisfaction Survey (LSS) relevant results regarding research support. In FY23 these questions were:	Notable aggregated and disaggregated mean scores on Q15, Q19 a, b, c, e, j, & Q22 (the relevant LSS measures with FY23 numbering) ≥ previous	Instrument ran fall 2022 (Julene Jones)	The 2013 Library Satisfaction Survey asked these two similar questions to the 2022 survey: (Q14) Please indicate your degree of satisfaction with... each of the	The non-statistically significant results from this survey indicate that respondents to the survey that did use the Libraries in any way are highly	Suggested library-related topics for instructional sessions or trainings were sent to the Libraries'	The Library Satisfaction Survey will be run again in 2026 to continue to obtain input from additional library users as well as non-users.																																																																																				

	<p>Q15 How easy has it been for you to obtain library research assistance when you needed it? (with option to add comments in Q16);</p> <p>Q19 Are you satisfied or dissatisfied with the following items or library services? (with option to add comments in Q20)</p> <p>(a) Assistance from library employees at a library service desk</p> <p>(b) Assistance from Reference personnel (via chat, email and/or face to face)</p> <p>(c) Assistance from the librarian for your subject or department</p> <p>(e) Library instruction session (in a course or on a topic)</p> <p>(j) Research Guides or Course Guides (aka LibGuides or library webpages for specific subjects or courses)</p> <p>Q22 Are there any library-related topics about which you would like the Libraries to provide training and/or support?</p>	<p>implementations, where applicable, as well as comments from Q16 and Q20</p> <p>{FY23 questions mapping of 2022 instrument vs 2013 instrument:</p> <p>15 vs 24c</p> <p>19a vs 14a</p> <p>19b vs 24a, 24b</p> <p>19c vs 14e</p> <p>19e vs 14b</p> <p>19j n/a</p> <p>22 n/a}</p>		<p>following resources, facilities, or services that the library provides (scale of 1-5)</p> <p>(a) Information Services/Reference</p> <p>(b) Library instruction / information sessions</p> <p>(e) Subject or branch librarian for your department or college</p> <p>(Q24) "Please indicate your degree of satisfaction with... the service you receive from library employees (scale of 1-5):</p> <p>(a) Competence / knowledge of library employees</p> <p>(b) Courtesy of library employees</p> <p>(c) Speed of service</p> <p>Comparing the results on similar questions between the 2022 and 2013 instruments (see note at left for mapping):</p> <p>Speed of service, competency, and knowledge of library employees including those in information services / reference scored as being <u>highly satisfactory</u> for undergraduate, graduate and faculty member respondent groups in the 2013 and 2022 surveys, with the 2022 respondents indicating between 98 and 99% "very satisfied" or "satisfied" with assistance from Reference personnel, assistance at any service point and assistance from their academic liaison across all disaggregated respondent groups!</p> <p>The questions regarding subject / branch librarians and information or instruction</p>	<p>satisfied with the support they receive from the Libraries.</p> <p>However, little is known about specific services that they, that other users who did not respond to the survey much less what non-users of the Libraries would like us to add.</p> <p>See 2022 Library Satisfaction Survey report for additional information</p>	<p>Educational Outreach Coordinator.</p> <p>The librarians who host the Research Workshop Series are considering conducting a needs assessment per a meeting they had with the Director of Library Assessment in May 2023.</p>	
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				<p>sessions did not receive high response rates in 2013, but in 2022 between 97 and 98% “very satisfied” or “satisfied” with library instruction sessions across all disaggregated respondent groups!</p>			
4.3	<p>Track counts of reference transactions and consults by UKL employees in Association for Research Libraries (ARL) annual data</p>	<p>Trends in ARL index data for reference transactions are comparable to the level of University Review benchmark institutions</p>	<p>Annual data reported to ARL and ACRL/IPEDS data via LibInsight and quarterly reports (Julene Jones)</p>	<p>Consult counts increased from 164 in FY22 to 778 in FY23, though overall reference transactions continue to decline (from 10,211 in FY22 to 8,208 in FY23).</p> <p>Data reported to IPEDS for FY22 indicates that consultation counts increased by 166%!</p>	<p>With the move of the WTYL Reference Desk to be integrated into the WTYL Circulation Desk in August 2021, academic liaisons increased their marketing of consultation sessions.</p> <p>When comparing against our ARL benchmarks, the FY21 index data indicates that our decreasing count of reference transactions is similar to those of our benchmarks.</p>	<p>WTYL Reference personnel will continue to encourage users to contact their academic liaisons for consults.</p>	<p>Trends in ARL index data for reference transactions using the FY21 index continue to be comparable to the level of University Review benchmark institutions.</p>
4.4	<p>Campus outreach of RDSC Committee / Digital Scholarship Unit</p>	<p>Campus outreach by RDSC and Digital Scholarship Unit is sustained</p>	<p>Annual (Chair of RDSC Committee and Digital Scholarship Directors and Coordinators, Sarah Dorpinghaus and Jennifer Hootman)</p>	<p>The RDSC was disbanded at the end of FY21. The Digital Scholarship Visioning Task Force that proposed the creation of a Digital Scholarship Center which the Digital Scholarship Listening Working Group sought input upon; both TF have now become a single Digital Scholarship Task Force.</p> <p>The CreateUK pilot project and library employee support for UKnowledge continued.</p>	<p>The Digital Scholarship Task Force is continuing to plan the Digital Scholarship Lab, with architects being consulted in 2022. This space will be marketed towards academic faculty and graduate students.</p> <p>The Digital Humanities Librarian and the Digital Humanities cohort continue to support undergraduate digital coursework and research via CreateUK.</p> <p>UKnowledge has grown by 2,150 new works in the past year (as of 5/25/23) with 1,690,830 downloads during that period!</p>	<p>The Digital Scholarship Lab is being planned with anticipated opening summer or fall 2023.</p>	<p>The CreateUK pilot has continued to be successful, with over 140 faculty, staff, and student accounts.</p> <p>Plans progress for the new Digital Scholarship Center in the M. I. King Library.</p> <p>The RDSC Committee was disbanded and the Digital Scholarship Unit Head resigned and the unit was reconfigured. A new Research Data Librarian has been hired with a start date of 7/1/23.</p>

							This measure will be edited in FY24 to center on the Digital Scholarship Center.
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Outcome #5 Statement:		Library users are satisfied with the collections provided by the Libraries for their educational, business, and research needs. (direct and indirect)																																																																	
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5.1	<p>LibQUAL+: IC-1, IC-3, IC-4, IC-8, overall and disaggregated by user types, service adequacy gap mean scores</p> <p>IC-1 Making electronic resources accessible from my home or office</p> <p>IC-3 The printed library materials I need for my work</p> <p>IC-4 The electronic information resources I need</p> <p>IC-8 Print and/or electronic journal collections I require for my work</p>	<p>Select UKL IC LibQUAL+ service adequacy gap mean scores \geq previous instrument implementation(s); UKL LibQUAL+ perceived scores \geq minimum scores (i.e., positive service adequacy gap mean scores)</p> <p>That is, a negative service adequacy gap mean score indicates that the perceived value is less than the minimum acceptable value; that UKL is not meeting the minimum expectations held by that respondent group.</p>	FY20 (Julene Jones)	<p><u>Overall respondents</u></p> <table border="1"> <thead> <tr> <th></th> <th>2017</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>IC-1</td> <td>0.46</td> <td>0.72</td> </tr> <tr> <td>IC-3</td> <td>1.05</td> <td>1.13</td> </tr> <tr> <td>IC-4</td> <td>0.95</td> <td>1.19</td> </tr> <tr> <td>IC-8</td> <td>0.65</td> <td>0.73</td> </tr> </tbody> </table> <p><u>Undergraduates</u></p> <table border="1"> <thead> <tr> <th></th> <th>2017</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>IC-1</td> <td>0.84</td> <td>1.02</td> </tr> <tr> <td>IC-3</td> <td>1.06</td> <td>1.22</td> </tr> <tr> <td>IC-4</td> <td>1.39</td> <td>1.60</td> </tr> <tr> <td>IC-8</td> <td>1.10</td> <td>1.07</td> </tr> </tbody> </table> <p><u>Graduate Students</u></p> <table border="1"> <thead> <tr> <th></th> <th>2017</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>IC-1</td> <td>0.16</td> <td>0.37</td> </tr> <tr> <td>IC-3</td> <td>1.00</td> <td>0.88</td> </tr> <tr> <td>IC-4</td> <td>0.74</td> <td>0.87</td> </tr> <tr> <td>IC-8</td> <td>0.41</td> <td>0.25</td> </tr> </tbody> </table> <p><u>Faculty</u></p> <table border="1"> <thead> <tr> <th></th> <th>2017</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>IC-1</td> <td>-0.49</td> <td>-0.13</td> </tr> <tr> <td>IC-3</td> <td>1.23</td> <td>1.18</td> </tr> <tr> <td>IC-4</td> <td>-0.25</td> <td>-0.01</td> </tr> <tr> <td>IC-8</td> <td>-0.02</td> <td>0.06</td> </tr> </tbody> </table>		2017	2020	IC-1	0.46	0.72	IC-3	1.05	1.13	IC-4	0.95	1.19	IC-8	0.65	0.73		2017	2020	IC-1	0.84	1.02	IC-3	1.06	1.22	IC-4	1.39	1.60	IC-8	1.10	1.07		2017	2020	IC-1	0.16	0.37	IC-3	1.00	0.88	IC-4	0.74	0.87	IC-8	0.41	0.25		2017	2020	IC-1	-0.49	-0.13	IC-3	1.23	1.18	IC-4	-0.25	-0.01	IC-8	-0.02	0.06	<p>All service adequacy gap mean scores increased for overall respondents.</p> <p>Three of these four values for undergraduate students increased with one decreasing by a minimal amount (IC-8).</p> <p>For graduate students, service adequacy gap mean values for IC-1 and IC-4 increased while those for IC-3 and IC-8 (print collection and print or electronic journal collection) decreased from 2017 to 2020.</p> <p>Though below minimum-acceptable scores were received from faculty respondents in LibQUAL+ 2020 on item IC-1 and minimally on item IC-4, these two values did increase between the two survey implementations with the value for IC-8 increasing by a very small amount and the value for IC-3 decreasing by a very small amount (items</p>	<p>Below minimum scores for faculty members on IC-1 led the Libraries to investigate direct linking in Primo and reducing multiple sign in screens for off-campus access.</p> <p>(See 2020 LibQUAL+ Action Plan for additional information)</p> <p>LibQUAL+ will be run again in FY24.</p>	<p>The below-minimum scores on IC-4 and decrease in scores for IC-3 and IC-8 impacted the Library Satisfaction Survey's questions.</p> <p>The migration from EZProxy to OpenAthens is planned for summer 2023, increasing access to electronic resources for both on- and off-campus patrons and library access to regional campus users.</p>
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5.2	<p>Library Satisfaction Survey (LSS) relevant results</p> <p>In 2022 implementation, the relevant questions were numbered Q17 & Q23:</p> <p>Q17 Please rate the following items (1-5): (a) How easy is it for you to access the Libraries' information resources (print or online)? (1 = very difficult; 5=very easy); (b) How satisfied are you with the Libraries' print resources? (1 = very dissatisfied; 5=very satisfied); (c) How satisfied are you with the Libraries' online or electronic resources (e-books, journal articles, library databases)? (1 = very dissatisfied; 5=very satisfied)</p> <p>Q23 What are the titles of key resource(s) in your field(s) of study or area(s) of research that you suggest that the Libraries <i>consider</i> purchasing? If you would prefer these items in a specific format (i.e. print or electronic), please indicate that as well.</p>	<p>Scores on Q17 a,b,c and Q23 (the relevant LSS items in 2022) ≥ previous implementations, where applicable</p> <p>{FY23 questions mapping of 2022 instrument vs 2013 instrument: 17a n/a 17b vs 18b 17c vs 18a 23 n/a}</p>	Fall 2022 (Julene Jones)	<p>The 2013 Library Satisfaction Survey asked these two similar questions to the 2022 survey: (Q18) Please indicate your degree of satisfaction with... each of the following resources, facilities, or services that the library provides (scale of 1-5)</p> <p>(a) Online resources (electronic books, e-journals, databases such as Academic Search Premier, JSTOR, ARTstor, Web of Science, etc.) (b) Physical collections (books, journals, microforms, DVDs, newspapers, etc.)</p> <p>There were no comparable questions asked in 2013 for 2022 questions 17a and 23.</p> <p>Comparing the results on similar questions between the 2022 and 2013 instruments (see note at left for mapping):</p> <table border="0"> <tr> <td colspan="2">Satisfaction with print collections</td> </tr> <tr> <td>2013 (n)</td> <td>2022 (n)</td> </tr> <tr> <td colspan="2"><u>Overall</u></td> </tr> <tr> <td>4.21 (2,146)</td> <td>3.89 (373)</td> </tr> <tr> <td colspan="2"><u>Undergraduate</u></td> </tr> <tr> <td>4.36 (812)</td> <td>3.92 (301)</td> </tr> <tr> <td colspan="2"><u>Graduate students</u></td> </tr> <tr> <td>4.17 (979)</td> <td>3.67 (43)</td> </tr> <tr> <td colspan="2"><u>Faculty</u></td> </tr> <tr> <td>3.97 (355)</td> <td>4.00 (16)</td> </tr> </table> <p>Satisfaction with online resources</p>	Satisfaction with print collections		2013 (n)	2022 (n)	<u>Overall</u>		4.21 (2,146)	3.89 (373)	<u>Undergraduate</u>		4.36 (812)	3.92 (301)	<u>Graduate students</u>		4.17 (979)	3.67 (43)	<u>Faculty</u>		3.97 (355)	4.00 (16)	<p>The non-statistically significant results from this survey indicate that satisfaction with print and online resources fell for overall respondents and for all disaggregated users groups with the exception of a negligible increase in satisfaction for online resources by faculty members, which is easily explained by the difference in sample sizes.</p> <p>For the questions that were not asked in 2013, the ease of access to the Libraries' information resources (17a), the data is displayed below. It appears that respondents overall found access for information resources relatively easy, though faculty member respondents experienced the most difficulty.</p> <p>Research collection areas and specific titles that were suggested by respondents to question 23 were forwarded to the Collections Advisory Committee.</p> <p>Satisfaction with ease of access <u>Overall</u></p>	<p>The Collections Advisory Committee will review the suggested titles and research areas received from Q23 to consider additional purchases; the academic liaisons are being re-tasked with coordinated priorities. The impact on satisfaction with print and online collections and access to them will continue to be monitored.</p> <p>The Library Satisfaction Survey will be run again in FY26.</p>	<p>These Library Satisfaction Survey questions were selected to obtain user perspectives on ease of access to collections, satisfaction with print and electronic resources and sought input on specific resources for purchase consideration.</p>
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5.3	Track ILL usage, collection circulation and collection materials expenditures (ARL index data)	ARL index data indicates that collection circulation and collection materials expenditure trends are comparable to the level of University Review benchmark institutions	Annual (Julene Jones)	The University Review Committee (URC) benchmark institutions were updated in FY23. Of the 14 current URC institutions, UK ranks 2 nd in initial circulations per 1,000 students and 9 th of 14 in materials expenditures per 1,000 students.	With the newly selected URC institutions, UK appears to compare more favorably than with previous URC institution for initial circulation and materials expenditure.	Continue to monitor UK ranking comparable to URC institutions for materials expenditure and initial circulation.	The UKL Dean continuously forefronts UKL budgetary needs for library collections to upper administration. Base budget increases are anticipated for FY24 (Library faculty meeting 5/15/23)
5.4	Library collections budget re-allocations made by AD or Collections Advisory Committee (CAC)	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)	<p>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.</p> <p>From CAC FY23 annual report: purchased Journal of Visual Experiments (JoVE) streaming videos of lab training and methods to support high demand across UK's lab sciences,</p> <p>Completed first year of JSTOR and SAGE EBA programs and selected titles for perpetual ownership based on usage, collection gaps, and campus</p>	Resources are allocated or re-allocated based on college, departmental or curricular changes.	In summer 2022, the Director of Acquisitions cancelled the Undergraduate Approval Plan. CAC will monitor the impact of this cancellation on circulation and ILL.	Support for DEI-related resources was made in FY22 and has become one of the permanent activities of the CAC. Proposed changes to allocation of collection support are being discussed by academic liaisons (spring 2023)

				priorities; and launched JSTOR's DDA program.			
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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																																																											
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6.1	<p>LibQUAL+: <i>Library as Place</i> dimension service adequacy gap mean scores, aggregated and disaggregated by user types:</p> <p>LP-1 Library space that inspires study and learning</p> <p>LP-2 Quiet space for individual activities</p> <p>LP-3 A comfortable and inviting location</p> <p>LP-4 A getaway for study, learning, or research</p> <p>LP-5 Community space for group learning and group study</p>	Overall and disaggregated user group UKL LibQUAL+ Library as Place service adequacy gap mean scores \geq previous instrument implementation(s) and/or \geq previous service adequacy gap percentile from ARL normative scores; UKL LibQUAL+ perceived scores \geq minimum scores (i.e., positive service adequacy gap scores)	FY20 (Julene Jones)	<p>All except for three of the LibQUAL+ 2020 service adequacy gap mean scores for the Library as Place dimension rose from their 2017 values.</p> <table border="1"> <thead> <tr> <th>Overall</th> <th>2017</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>LP-1</td> <td>1.08</td> <td>1.48</td> </tr> <tr> <td>LP-2</td> <td>0.56</td> <td>1.00</td> </tr> <tr> <td>LP-3</td> <td>1.07</td> <td>1.40</td> </tr> <tr> <td>LP-4</td> <td>0.95</td> <td>1.18</td> </tr> <tr> <td>LP-5</td> <td>1.17</td> <td>1.14</td> </tr> </tbody> </table> <p><u>Undergraduates</u></p> <table border="1"> <thead> <tr> <th></th> <th>2017</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>LP-1</td> <td>0.96</td> <td>1.45</td> </tr> <tr> <td>LP-2</td> <td>0.56</td> <td>1.10</td> </tr> <tr> <td>LP-3</td> <td>0.98</td> <td>1.47</td> </tr> <tr> <td>LP-4</td> <td>0.89</td> <td>1.11</td> </tr> <tr> <td>LP-5</td> <td>1.07</td> <td>0.95</td> </tr> </tbody> </table> <p><u>Graduate Students</u></p> <table border="1"> <thead> <tr> <th></th> <th>2017</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>LP-1</td> <td>1.05</td> <td>1.19</td> </tr> <tr> <td>LP-2</td> <td>0.29</td> <td>0.58</td> </tr> <tr> <td>LP-3</td> <td>0.96</td> <td>1.06</td> </tr> <tr> <td>LP-4</td> <td>1.28</td> <td>1.10</td> </tr> <tr> <td>LP-5</td> <td>1.15</td> <td>1.28</td> </tr> </tbody> </table>	Overall	2017	2020	LP-1	1.08	1.48	LP-2	0.56	1.00	LP-3	1.07	1.40	LP-4	0.95	1.18	LP-5	1.17	1.14		2017	2020	LP-1	0.96	1.45	LP-2	0.56	1.10	LP-3	0.98	1.47	LP-4	0.89	1.11	LP-5	1.07	0.95		2017	2020	LP-1	1.05	1.19	LP-2	0.29	0.58	LP-3	0.96	1.06	LP-4	1.28	1.10	LP-5	1.15	1.28	<p>Not only did the majority of the service adequacy gap mean scores in LibQUAL+ 2020 increase, but the faculty respondents indicated that library spaces exceeded their expectations in both 2017 and 2020!</p> <p>Scores on three items decreased, the largest of which was for graduate students on LP-4, or “a getaway for study, learning, or research.”</p> <p>Full analysis indicates the library users indicate that library spaces are considered to be safe, welcoming and inclusive. (See 2020 LibQUAL+ report for additional information)</p>	<p>Improvements in wifi strength in WTYL were made based on LibQUAL+ survey results and feedback.</p> <p>Need for additional individual study spaces expressed in the William T. Young Library.</p> <p>The liaison to the Graduate School marketed the Thomas D. Clark Graduate Study to Graduate Student Deans to communicate to their departments.</p> <p>For more information, see 2020 LibQUAL+ Action Plan</p> <p>LibQUAL+ will be run again in FY24.</p>	<p>Concerns raised by the LQ+ 2020 respondents led to the improvements of wifi strength in Young Library by UK ITS in Spring 2022.</p> <p>The WTYL space survey was developed and implemented (see 6.4).</p> <p>The King Library Great Hall was updated with soft seating and promoted as a student study space.</p> <p>Individual study spaces were formed in four former copier rooms in WTYL in spring 2023 with donors being sought to fund additional similar space renovations.</p>
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6.2	<p>Library Satisfaction Survey (LSS) relevant results. In the 2022 implementation, this questions were numbered Q17:</p> <p>Please rate the following items (1-5):</p> <p>(d) How satisfied are you with the Libraries' facilities and/or study spaces? (1=very dissatisfied; 5=very satisfied)</p> <p>(e) How safe do you feel in the Libraries? (1=very unsafe; 5=very safe)</p> <p>(f) How welcome do you feel in the Libraries? (1=very unwelcome; 5=very welcome)</p>	<p>Scores on Q17 d, e, and f (the relevant 2022 LSS measures) ≥ previous implementations, where applicable</p> <p>{FY23 questions mapping of 2022 instrument vs 2013 instrument:</p> <p>17d vs 22c</p> <p>17e vs 22b</p> <p>17f n/a</p>	<p>Fall 2022 (Julene Jones)</p>	<p>The 2013 Library Satisfaction Survey asked these two similar questions to the 2022 survey:</p> <p>(Q22) Please indicate your degree of satisfaction with... each of the following resources, facilities, or services that the library provides (scale of 1-5)</p> <p>(b) Comfort and safety (signage, climate control, lighting, seating, noise in designated quiet areas, security, etc.)</p> <p>(c) Library spaces (group study and collaborative spaces, individual study spaces, classrooms, The Hub, etc.)</p> <p>There were no comparable questions asked for 2022 question 17f regarding sense of welcome in 2013.</p> <p>Comparing the results on similar questions between the 2022 and 2013 instruments (see note at left for mapping):</p> <table border="1"> <thead> <tr> <th colspan="2">Perception of comfort and/or safety</th> </tr> <tr> <th>2013 (n)</th> <th>2022 (n)</th> </tr> </thead> <tbody> <tr> <td><u>Overall</u></td> <td></td> </tr> <tr> <td>4.28 (2,577)</td> <td>4.73 (373)</td> </tr> <tr> <td><u>Undergraduate</u></td> <td></td> </tr> <tr> <td>4.34 (1,109)</td> <td>4.74 (301)</td> </tr> <tr> <td><u>Graduate students</u></td> <td></td> </tr> </tbody> </table>	Perception of comfort and/or safety		2013 (n)	2022 (n)	<u>Overall</u>		4.28 (2,577)	4.73 (373)	<u>Undergraduate</u>		4.34 (1,109)	4.74 (301)	<u>Graduate students</u>		<p>The non-statistically significant results from this survey indicate that overall respondents and all disaggregated user groups reported increasing satisfaction with library facilities and study spaces in 2020 than in 2013 with the exception of graduate student users. Overall respondents and all user groups, disaggregated, perceived library spaces to be more safe in 2020 than in 2013.</p> <p>For the question regarding sense of welcome (not asked in 2013), the data indicates that all user groups and overall users feel very welcome in library spaces:</p> <p>Sense of being welcome</p> <table border="1"> <thead> <tr> <th colspan="2"><u>Overall</u></th> </tr> </thead> <tbody> <tr> <td>4.70</td> <td>(373)</td> </tr> <tr> <th colspan="2"><u>Undergraduate</u></th> </tr> <tr> <td>4.73</td> <td>(301)</td> </tr> <tr> <th colspan="2"><u>Graduate students</u></th> </tr> <tr> <td>4.56</td> <td>(43)</td> </tr> <tr> <th colspan="2"><u>Faculty</u></th> </tr> <tr> <td>4.56</td> <td>(16)</td> </tr> </tbody> </table>	<u>Overall</u>		4.70	(373)	<u>Undergraduate</u>		4.73	(301)	<u>Graduate students</u>		4.56	(43)	<u>Faculty</u>		4.56	(16)	<p>With the relocation of the microform readers in fall 2022 to the first floor of WTYL, this available space on the second floor of WTYL is going to be redeveloped into group study space.</p> <p>Though the security personnel employed in WTYL have been removed, then replaced with a single security officer, the impact on perception of safety has not decreased. (The security desk on the first floor of WTYL has become a Welcome Desk.)</p> <p>The Library Satisfaction Survey will be run again in FY26.</p>	<p>This survey intentionally included the opportunity for respondents to rate Library spaces (safety, atmosphere, resources, and collections).</p>
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6.3	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 and will be updated again in fall 2023.	The FY22 Facilities List was provided to the University personnel writing SACSCOC 13.7, Physical Facilities.	Items to be added for FY23: planned Digital Scholarship Center in Science, reconfiguration of 4 former copier rooms in WTYL into 4-seat study alcoves	Continue to maintain the Libraries' official Facilities list.
6.4	William T. Young Library Space Survey (ran 2/22-4/22) to evaluate library space in this facility	Users of the Young Library report that they are satisfied with WTYL user spaces, and perceive that they are welcome and safe within them.	Spring 2022 (Julene Jones)	Of those who responded to this question, 91% of undergraduates (n=66), 71% of graduate students (n=54) and 42% of faculty (n=16) reported that WTYL spaces currently met their needs.	Undergraduate and graduate student users are satisfied with WTYL spaces; faculty less so. All user groups report needs for building maintenance and prefer the addition of more individual and/or quiet spaces and enforcement of quiet study areas. User groups prefer that individual study areas be created in existing spaces rather than any additional group study areas.	Results from WTYL space survey were presented to all library employees in April 2023. PPD is replacing missing lightbulbs and addressing loose or non-functioning outlets. As a way to add additional seating options to WTYL, soft seating has been ordered for the 2 nd floor former PNM area (the same seating type as used in former copier alcoves). The Library Development Officer is working to see if donors would fund the furnishing of additional copy rooms into small study alcoves.	Consider additional space assessments in campus library locations. Space assessment is proposed for Science and Engineering Library 4 floor space for fall 2024 or spring 2025.

6.5	Libraries' FY22 Strategic Initiative 2: Evaluate wayfinding in library spaces	FY22 Strategic Initiative 2 (SI 2): Improve wayfinding in library spaces based on user feedback from LibQUAL+	Calendar years 2022-2024 (possibly beyond); Strategic Initiative 2 Task Force (Shanna Wilbur, chair)	SI 2 TF conducted a sign audit in 2022 and as of March 2023: TF designed and deployed a wayfinding survey at Young Library, visited the Science and Engineering Library to discuss interim wayfinding challenges, due to renovation for Digital Scholarship Center and met with University architect Paul Knowles & a local architectural firm discuss campus resources and recommendations regarding wayfinding in library facilities.	Wayfinding improvements are being planned for WTYL and are being discussed in SEL.	Improvements are being made to address wayfinding issues in library spaces from LibQUAL+ feedback. This Strategic Initiative Task Force will continue into FY24.	The Wayfinding Task Force continues to plan wayfinding improvements in UK Library spaces.
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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.

The LibQUAL+ Action Plan document is available here: <https://docs.google.com/spreadsheets/d/1tdr4Mp9YX2fzXnKP3OinNPFK2ILz1E-EREjrdeui3DE>

APPENDIX I: UK STRATEGIC PLAN GOALS AND OBJECTIVES

PUTTING STUDENTS FIRST	
SF1	Enhance & 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 & co/extra-curricular exp. w/ state-wide & global relevance, led & fostered by faculty & staff excellence.
SF3	Further utilize the distinctive attribute of academic medical center & full range of academic colleges & offerings to enhance holistic student well-being as part of a comprehensive approach to support for our community, in connection w/ activities within the principle “Taking Care of Our People.”
SF4	Enhance our smart enrollment plan for econ. growth, workforce & societal devel. of Commonwealth — in alignment w/ CPE’s goals for educational attainment —reflecting diverse, complex world...
TAKING CARE OF OUR PEOPLE	
OP1	Enhance highest levels of holistic wellness for faculty, staff & students by expanding comprehensive, integrated structures to support working & learning environments where all may flourish & thrive.
OP2	Advance our transformational culture & environment where students, faculty & staff are enabled & inspired to flourish & thrive by experiencing meaning & engagement in work & learning.
OP3	Create a healthier Kentucky for a more diverse & better prepared workforce for tomorrow, in coordination w/ “Putting Students First” & “Inspiring Ingenuity” principles.
OP4	Expand & enhance the land-grant mission to entire campus community & leverage community-based resources to accelerate health, workforce, & econ. devel. across the Commonwealth
INSPIRING INGENUITY	
II1	Build upon our strengths in research & creative work to address a broader range of local, national & global challenges, the solutions to which will attract prosperity & well-being to Kentucky.
II2	Advance a culture of innovation in research, teaching & creative work that integrates disciplines &/or fields of study to address local, national & international challenges.
II3	Promote an agile research & creativity ecosystem that supports impactful, self-sustaining, & efficient research addressing present & future challenges facing our local, national & global communities.
ENSURING GREATER TRUST, TRANSPARENCY, & ACCOUNTABILITY	
TTA1	To ensure more responsive institution that can timely adapt when necessary, assess language & application of university policies to better define roles w/ respect to principle of shared governance...
TTA2	Empower effective decision-making at all levels by transparently utilizing resource-based budgeting approaches to support the university’s mission in alignment w/ the Strategic Plan & inst’l. values.
TTA3	Strengthen & expand orientation & training across all levels to promote compliance w/ university standards & processes grounded in UK’s institutional values, goals, & objectives.
TTA4	Develop additional programs & approaches to engaging, resonant communication w/ both internal & external audiences.
BRINGING TOGETHER MANY PEOPLE, ONE COMMUNITY	
MPOC1	Further recruit & retain diverse populations (students, faculty, staff) within all units on campus.
MPOC2	To create greater & direct partnerships between the university & communities throughout the Commonwealth on DEI-related matters.
MPOC3	To model & provide a hospitable, safe & inclusive env. acknowledging our past & creating opportunities for free & open exchange of ideas to all people of the Commonwealth, U.S. & world.
MPOC4	To broadly demonstrate & communicate the value of diversity of the UK campus to the Commonwealth & world to create more interaction & involvement b/t campus & communities on DEI matters.