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University of Kentucky Libraries' LibQUAL+ Report 2024

University of Kentucky

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July, 2024

University of Kentucky Libraries' LibQUAL+ Report 2024

Julene L. Jones, *University of Kentucky*



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LibQUAL+ Report 2024, University of Kentucky Libraries

Julene Jones, Director of Library Assessment

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Executive Summary

LibQUAL+ 2024 was implemented for the University of Kentucky Libraries (UKL) between February 15 and March 1, 2024. The survey was distributed via announcements in UKnow, table tents, yard signs and bookmarks in library locations, as well as use of the Alma patron list via the Circulation email address. The core dimensions, items, and five locally-selected items measured in this survey are listed in Appendix B. The following abbreviations are used throughout this report: core dimensions: Affect of Service (AS); Information Control (IC); Library as Place (LC); as well as General Satisfaction (GS), Information Literacy Outcomes (ILO) and the library-selected items (UK). The results presented in this report use the comparative data of the mean minimum, perceived and desired levels of service quality, the adequacy mean (perceived mean – minimum mean), the superiority mean (perceived mean – desired mean) and the calculated D-M score.

The improvements that were suggested in the 2017 and 2020 implementations of LibQUAL+ that have been implemented and are specifically being monitored in the 2024 implementation are improvements to the library website and Primo (measured here as IC-2), streamlined access to electronic resources (IC-1), stronger wifi in library locations (IC-5), access tools for self-learning (i.e., LibGuides and CourseGuides) (IC-6, IC-7 and UK-3), and quiet and group study spaces (LP-1, LP-2, and LP-3). Each of these areas has increased between 2017 and 2020, but results were mixed when comparing the 2020 to 2024 scores for these select items.

All of the overall UKL mean scores (including those in which service inadequacy was noted) were higher than the ARL normative scores when compared by the calculated overall D-M scores for UK overall scores and ARL normative scores¹. This is also true for the disaggregated undergraduate and graduate and professional student mean scores (see below).

A total of 1,435 valid responses were collected, which is almost 30% more responses than the 2020 implementation of the LibQUAL+ survey. The survey collected 371 comments from a sample that approximates the proportions of undergraduate students, graduate students, and faculty members in the UK campus population on campus and in their affiliated colleges, with minor variances. Faculty members from College of Law as well as all of the Health / Medical Colleges were slightly underrepresented.

When reviewed in the aggregate, overall respondents reported that UKL has service adequacy in all twenty-two of the core items and the five locally-selected items and has service superiority in providing “community space for group learning and group study” (LP-5)². The item giving users individual attention (AS-2) also was deemed to have service superiority as we did in 2020, which also holds true for two of the three user groups. Faculty members did not report service superiority in AS-2, and reported the most variance in their responses, as is typical for UK Libraries’ results. Overall respondents, undergraduate students, and faculty members each reported service superiority in “employees who are willing to help users” (AS-8); graduate students reported service adequacy for this item.

The overall respondents and each of the three disaggregated respondent groups specifically indicate that they are highly satisfied with the ways in which they are treated at the Libraries (General Satisfaction-1) and each group reports that the Libraries assist them in achieving academic success (UK-5) and in their advancement of their academic discipline or work (ILO-2). Overall respondents as well as undergraduate and graduate students also reported that they also feel strongly they can get the research help they need (UK-1) and that the library collections represent a range of voices, viewpoints and perspectives (UK-2, a new question for 2024). Overall

¹ See the section starting on page 55 for more information about benchmarking against the ARL normative scores; see page 13 & Appendix D in this report for a description of the D-M scores and the calculated scores.

² D-M scores indicate that undergraduates feel that UKL exceeds their expectations for this item by 10%; graduate students by 29% and faculty by an astonishing 95%!

respondents as well as undergraduates reported service superiority in teaching them how to locate, evaluate and use information (UK-4). Additional variations include that undergraduate respondents perceived service superiority for employees who are consistently courteous (AS-3) as well as service superiority in the printed materials they need for their work (IC-3). Further, undergraduate respondents added that they received superior service in the library providing them with the information skills they need (ILO-5); graduate students added that they experience service superiority in employees who instill confidence in the user (AS-1), in employees who have the knowledge to answer user questions (AS-5), and in being dependable in handling users' service problems (AS-9). The highest information literacy outcome scores for graduate students were the library enables me to be more efficient in my academic pursuits or work (ILO-3) and The library provides me with the information skills I need in my work or study (ILO-5).

Faculty member respondents reported that they perceived service superiority in the items "employees who have the knowledge to answer user questions" (AS-5), "library space that inspires study and learning" (LP-1); and "a comfortable and inviting location" (LP-3).

Areas of concern for overall respondents were employees who understand the needs of the users (AS-7), the Libraries website (IC-2), and easy-to-use access tools that allow me to find things on my own (IC-6). Each of these were also areas of concern for graduate students and faculty members specifically. Undergraduate respondents were dissatisfied with the library being a quiet space for individual activities (LP-2), graduate student respondents were dissatisfied with the library having print and/or electronic journal collections required for their work (IC-8³) and faculty members were dissatisfied with employees who instill confidence in users (AS-1).

When comparing service adequacy mean scores between 2020 and 2024, most aggregated and disaggregated scores rose, with some exceptions: undergraduate and faculty respondents reported that they perceived the Library as Place dimension to be lower and undergraduate and graduate student respondents ranked "Making me aware of library resources and services" (UK-3) lower in 2024 than 2020. Further, faculty members scored two of the Information Literacy Outcomes lower in 2024 than in 2020: The library aids my advancement in my academic discipline or work (ILO-2), and the library enables me to be more efficient in my academic pursuits or work (ILO-3).

Unlike the aggregated responses from undergraduate and graduate students, there were two measures for which the aggregated perceived means fell below the minimum aggregated means for faculty respondents and for which the D-M scores are negative (indicating the percentage by which UK Libraries is falling below expected values). These two scores in which faculty members reported service inferiority were providing access to electronic resources from their home or office (IC-1 with a D-M score of -19), an item that they reported service inferiority with in 2020, and easy-to-use access tools that allow me to find things on my own (IC-6 with a D-M score of -17). Faculty members also felt that making information easily accessible for independent use (IC-7, D-M score of only 3) and the library website (IC-2, D-M score of only 5) needs improvement, scoring this only 0.04 points above the minimum service they find acceptable.

To review the comments, please use the LibQUAL+ 2024 Comments Slicer Excel workbook.

Many comments expressed how appreciative the respondents were for UK Library employees, spaces, or services, particularly quiet study spaces and the spaces with many white boards as well as ILL.

Suggestions or concerns raised included:

³ Graduate students reported a D-M score of 20 on this item, indicating that UK Libraries is only exceeding their minimum expectations by 20%.

- An increase in hours of branch locations;
- Suggestions of specific titles to add to our collections or general areas that need some collection development work. Faculty members expressed that our collections do not support their research needs;
- Anything to reduce the noise level in W. T. Young Library and in the Medical Center Library;
- More comfortable chairs in W. T. Young Library;
- Cleanliness and upkeep of W. T. Young Library;
- Additional guides / tutorials to assist graduate students to learn about library services or specific databases;
- Continued review of the group study room reservation policies (suggestion to allow cancellation up to the reservation time);
- Areas for collection growth;
- The purchase of additional whiteboards and more comfortable chairs for patron use; and
- Improvements to Primo for more intuitive searching or to reduce the initial search results to UK Libraries-holdings only.

As stated above, when comparing the UK Libraries D-M scores versus those calculated from the ARL normative data, all of the D-M scores for UKL overall respondents as well as those from the disaggregated undergraduate and graduate student respondents for LibQUAL+ 2024 exceed the ARL normative D-M scores. **However, in the results from UKL faculty members the UK D-M score is less than the ARL normative D-M score on five items and very close to the ARL normative mean D-M score on two additional items (see Chart 26).**

Finally, when comparing against the only other ARL institution that implemented LibQUAL+ in 2024 and was willing to share their results in the LibQUAL+ dataset, Auburn University, UK Libraries results generally corresponded to Auburn's. Faculty members at Auburn did not rate any items as having service inadequacy, whereas UK faculty members did.

The author's recommendations for improvements to UK Libraries can be found on pages 56-58, though these should be considered to be suggestions only.

Introduction, Background, and LibQUAL+ Methodology

LibQUAL+ is a survey instrument administered by the Association for Research Libraries that has been implemented at UK Libraries (UKL) during its pilot period 2001-2003, then again in 2004, 2007, 2011, 2017, 2020 and most recently, in 2024. At least the last four of these implementations have used the LibQUAL+ Lite version of the survey for all respondents, including the 2024 implementation. The survey opened February 12 and closed March 1, 2024.

The LibQUAL+ survey instrument gathers data about library user perceptions of service quality against those users' minimum and desired levels of service. This instrument is implemented at UKL approximately every four years to systematically and quantitatively, yet indirectly, measure user experience and user expectations as well as the impact of improvements or policy changes instituted due to scores or comments from the last implementation of the survey instrument.

LibQUAL+ measures library users' minimum, perceived, and desired expectations of service in three core areas (22 items): Affect of Service (AS): customer service, how users feel that they are treated (9 items); Information Control (IC): library collections, electronic resources and users' ability to find and use information independently (8 items); and Library as Place (LP): library space and facilities (5 items). UKL has included the use of locally-selected questions since its 2004 implementation, though the specific questions (UK) have varied over time (five items). The final question of LibQUAL+ seeks any comments that respondents may wish to add. All responses are anonymous and confidential. For each item, users indicate their minimum-acceptable level of service, desired level of service and perceived level of service performance on a scale of 1 to 9. An example survey can be found in Appendix A and a list of the core and locally-selected questions used in 2024 can be found in Appendix B. On the recommendation of the Director of Library Assessment, the Libraries' Executive Committee again approved implementing the Lite version of LibQUAL+.⁴ In the Lite version of the survey, all respondents answer a core set of questions. Item sampling is used to administer the remaining survey questions so that responses are received for all items but users' time to complete the survey is greatly reduced.

The use of a broadcast email to announce the survey was not approved for the 2024 implementation. The Libraries' Marketing Coordinator, Shanna Wilbur, consulted with Systems Librarian Jason Griffith to request that active user emails loaded from SAP into Alma be emailed using the Alma Circulation email address. This was later discouraged by UK IT, though it appeared to be our only mass-email opportunity at the time. In addition, notices were emailed by the Libraries' academic liaisons to their colleges or departments, as well as being included in the Faculty Senate newsletter written by the Chair of the Senate, distributed to all faculty. In addition, Whitney Hale drafted a media release that was distributed across campus through the University e-newsletter, *UKNow*, to publicize the survey the day after it opened, February 13, 2024.

UK Libraries Marketing Team member Lissette De La Cruz designed new imagery to be used on publicity materials which included yard signs, flyers, posters, table tents, and bookmarks, to publicize the survey around campus and also to be projected on monitors in the libraries, in campus residence halls, and the video walls in The Hub in W. T. Young Library. This unit's Robby Hardesty also coordinated all marketing messages about the survey, including the text for the Library website, a reminder email for the Dean to distribute to the Deans listserv, the *UKNow* announcement text as well as email messages for students and faculty that were created for mass distribution by campus, but were later sent instead by the UKL Circulation email address.

The UKL webmaster, Eric Weig, created a pop-up announcement with the survey link that was to be added to

⁴ For an example of the LibQUAL+ Lite survey implemented, see Appendix A. A sample is presented here, as each respondent is presented with only a subset of the 22 core questions. For more information, please see "LibQUAL+ Lite" https://www.libqual.org/about/LQ_lite

the UKL website during the duration of the survey and was also added to the Primo initial screen and the LibGuides homepage and to several other common “entry points” to the Libraries’ website. The link directed potential respondents to an intermediary page that described the LibQUAL+ Lite survey. If IRB approval had been required, the bit.ly link would have directed users to the IRB-approved recruitment message with the LibQUAL+ Lite link at the bottom.

The Dean of Libraries sent an announcement on the opening day of the survey (February 12, 2024) to the Deans of UK Colleges and to the UK Senate Library Committee alerting them to the survey and asking them to alert their faculty and students.

In 2020, the UK Office of Research Integrity reviewed the LibQUAL survey protocol multiple times and did not approve the protocol as of the date it was determined that we would postpone LibQUAL+ until the fall. In a meeting with UK OSPIE, the Dean was told that their office does not consult IRB on their campus-wide surveys, and so he decided that we would not consult them any further for LibQUAL+. ⁵

The results from the 2024 implementation of LibQUAL+ will be presented and discussed here, along with benchmarking data from our past six implementations and to the ARL normative data. Given that none of the members of the 2024 LibQUAL+ cohort were ARL members and further, that no members were benchmarks to or comparable to UK, there is no comparison in this report to the other members of the LibQUAL+ 2024 cohort.

Improvements Made Based on LibQUAL+ 2017, 2020 Surveys

The Director of Library Assessment and the Libraries’ Executive Committee collaborated to develop a LibQUAL+ Action Plan for the 2020 survey results (see the Plan and tracking data in Appendix E). The improvements that were made do not correspond directly to the items measured on LibQUAL+ and so they may not necessarily be judged to be successful or not, based on this data.

The improvements that were suggested in the 2017 and 2020 implementation of LibQUAL+ that have been implemented and are specifically being monitored in the 2024 implementation are improving the library website and to Primo (measured here as IC-2), stronger wifi (measured here through IC-5), providing access tools for self-learning (i.e., LibGuides and CourseGuides) (IC-6, IC-7 and UK-3), quiet and group study spaces (LP-1, LP-2 and LP-3) and in the 2020 implementation only: streamlined access to electronic resources (IC-1). One recommendation made in from the 2020 survey results is still being considered: streamlining the process for users requesting materials purchase. This item will be compared to LibQUAL+ results in a future LibQUAL+ survey. Comparing the 2017 to the 2020 LibQUAL+ scores for respondents overall finds that scores for all items increased. Comparing the 2020 scores to the 2024 LibQUAL+ scores for these specific items yields mixed results for overall respondents, however the majority of the 2024 scores fell between the 2017 and 2020 values. These scores are shown in Chart 1, below.

These improvements include:

- Improving the Library website with assistance from consulting firm NewCity around website architecture and usability. The redesigned website went live 8/1/2022;
- Upgrade the network and wifi signal strength over two years, completed in January 2023;
- Creation of new learning objects for graduate students, including editing the graduate student LibGuide, marketed by social media and to Graduate School (at graduate student events and to Graduate School Deans);

⁵ For additional information about the 2020 LibQUAL+ implementation, see the 2020 LibQUAL+ closure report, available on SharePoint.

- Review of quiet study spaces as well as group study spaces led UKL to convert four copier alcove rooms into four-person semi-private study areas in spring 2023 and the renovation of the WTYL Reference wing into student study space with semi-private study areas with white boards installed permanently on multiple surfaces and mobile white board displays available in the space for use with custom furniture for that purpose. The renovation of this space was completed in spring 2024; and
- PrimoVE implemented July 2021; direct linking implemented 8/2021 and migration from the proxy server EZProxy to OpenAthens to offer a single-sign on authentication process to access library electronic resources was finalized 7/2023.

Chart 1. Measuring Improvements made that were suggested by the 2017 or 2020 LibQUAL+ implementations by the 2024 LibQUAL+ Implementations, scores from overall respondents, in order of list above

Item ID	Question Text	2017 Service Adequacy Mean, overall respondents	2020 Service Adequacy Mean, overall respondents	2024 Service Adequacy Mean, overall respondents
IC-2	A library website enabling me to locate information on my own	0.45	0.63 ↑	0.57 ↓
IC-5	Modern equipment that lets me easily access needed information	0.77	0.80 ↑	0.83 ↑
IC-6	Easy-to-use access tools that allow me to find things on my own	0.72	0.81 ↑	0.65 ↓
IC-7	Making information easily accessible for independent use	0.57	0.90 ↑	0.74 ↓
LP-1	Library space that inspires study and learning	1.08	1.48 ↑	1.28 ↓
LP-2	Quiet space for individual activities	0.56	1.00 ↑	0.75 ↓
LP-3	A comfortable and inviting location	1.07	1.40 ↑	1.24 ↓
IC-1	Making electronic resources accessible from my home or office	0.46	0.72 ↑	0.73 ↑
UK-3 [‡]	Making me aware of library resources and services	1.04	1.27 ↑	0.97 ↓

[‡]This item was coded as UK-4 in the 2017 UK LibQUAL+ Implementation.

Given that the majority of the 2024 service adequacy means for overall respondents on these items decreased in comparison to the 2020 service adequacy means, it is important to stress that five of these values fell between the 2017 and 2020 values, with only two of the 2024 values being higher than the 2020 values and only two falling below their 2017 values. The two 2024 mean values that were lower than the 2017 mean values were for items IC-6, Easy-to-use access tools that allow me to find things on my own; and UK-3, Making me aware of library resources and services, indicated above in red font.

Overall Results and Findings

A total of 1,435 valid responses were collected between mid-February and March 1, 2024, an increase of almost 30% response rate over the 2020 survey. For the Lite version of this survey ARL determines responses to be valid when there are not “too many” responses of “N/A” and there are fewer than 4 logical inconsistencies where the Minimum score selected is higher than the Desired score.

LibQUAL+ allows institutions to select five questions to add to the LibQUAL measures, and UK Libraries has always done this. As Thomson, Cook, and Kyrillidou wrote, libraries frequently selects questions that encompass

concepts that LibQUAL+ does not measure, but that they are particularly interested in.⁶ According to this article, the questions that UK selected as questions 3 and 4 are two of the most commonly utilized locally-selected questions in their American English sample of libraries.⁷ The locally-selected questions for the 2024 LibQUAL+ instrument included one new question added this year, question 2, selected by the Libraries' Executive Committee (in order of their usage in LibQUAL+):

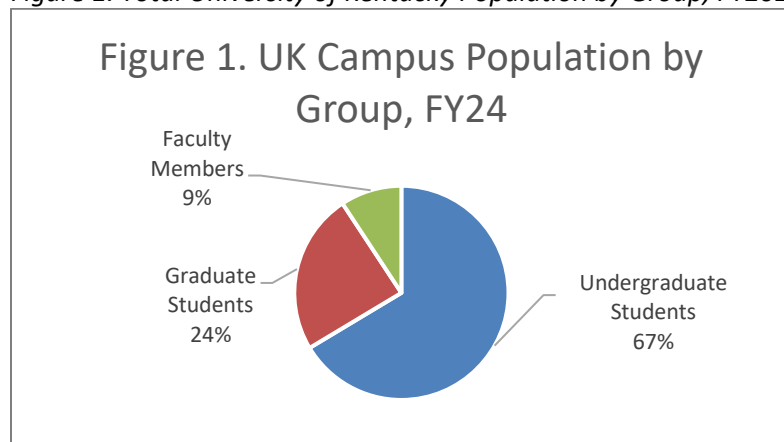
- 1) *Getting research assistance and finding the help I need.*
- 2) *Library collections that represent a range of voices, viewpoints, and perspectives (new for 2024)*
- 3) *Making me aware of library resources and services*
- 4) *Teaching me how to locate, evaluate, and use information*
- 5) *The library assists me in achieving academic success*

The question that was used in 2020 that was removed in 2024 was "Ease of use of electronic resources."

General Information and Responses, Overall

As usual, the majority of the responses were received from undergraduate students (48%) which approximates the proportion of the campus population⁸ who were contacted (students and faculty only; undergraduate students make up 66% of the survey population). 29% of respondents were graduate students (24% of survey population) and 9% were faculty (10% of survey population). Professional students were over-represented in this sample versus the population (3% of sample vs 1% in population). No other groups were significantly over-represented, and none were under-represented in our sample when compared to the total population. The total UK population and LibQUAL+ 2024 respondent populations are shown in the following two figures, and based on their proportional similarity, they can be viewed as representative of the entire UK campus student and faculty population, with the standard caveats for respondents to online surveys⁹.

Figure 1. Total University of Kentucky Population by Group, FY2024



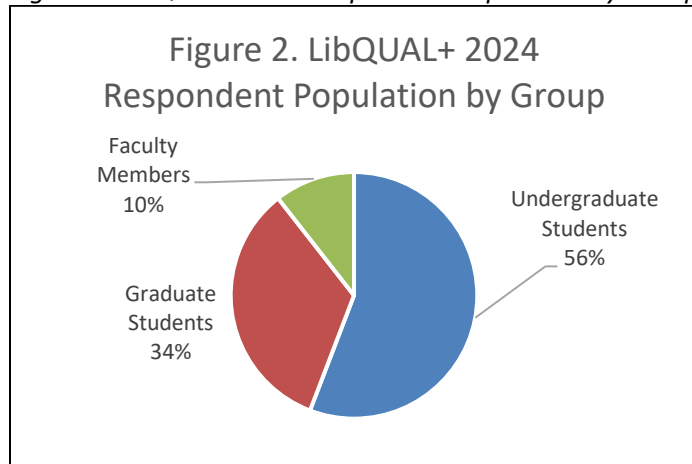
⁶ Thompson, B., Cook, C., & Kyrillidou, M. (2006). Using Localized Survey Items to Augment Standardized Benchmarking Measures: A LibQUAL+ Study. *portal: Libraries and the Academy* 6(2), 219-230, p.228.

⁷ Ibid.

⁸ UK population data from 2023-2024 statistics found at UK Institutional Research, Analytics, and Decision Support (IRADS), Interactive Fact Book, Enrollment & Demographics <https://www.uky.edu/irads/enrollment-demographics> and UK IRADS, Interactive Fact Book, Faculty & Employee Data / Faculty Appointments & Demographics, <https://www.uky.edu/irads/faculty-appointments-demographics>

⁹ See "Areas of Further Study" section at the end of this document for further discussion.

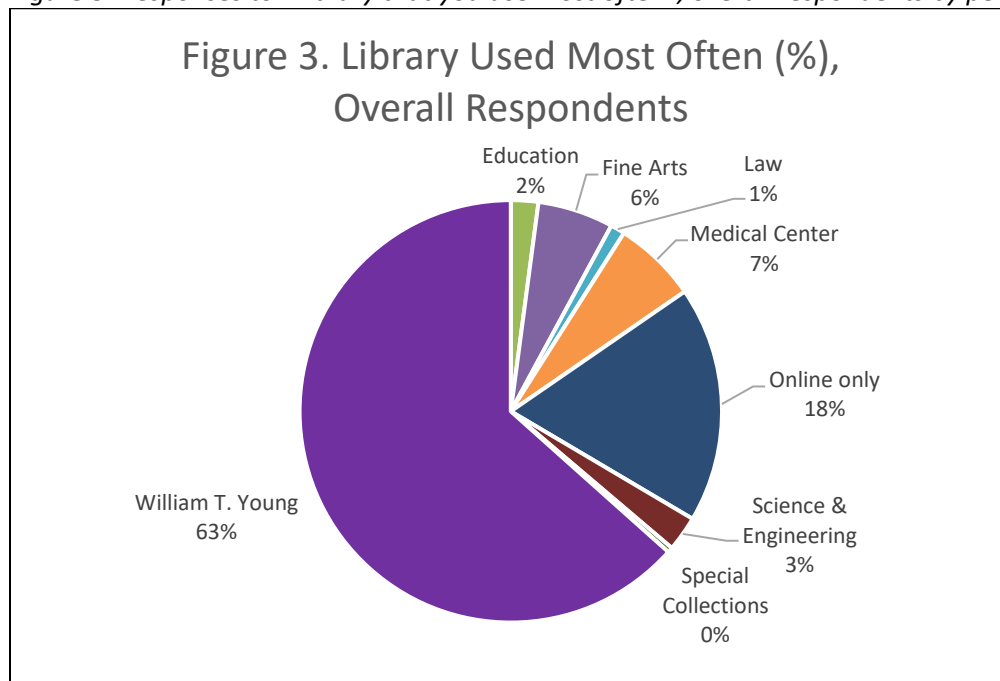
Figure 2. LibQUAL+ 2024 Respondent Population by Group



By college / discipline, respondents were proportional to the survey population, with only slight variations between the two.

Overall, respondents reported that they use the William T. Young library most frequently, followed by online-use only. See Figure 3 for complete responses.

Figure 3. Responses to “Library that you use most often”, overall respondents by percentage

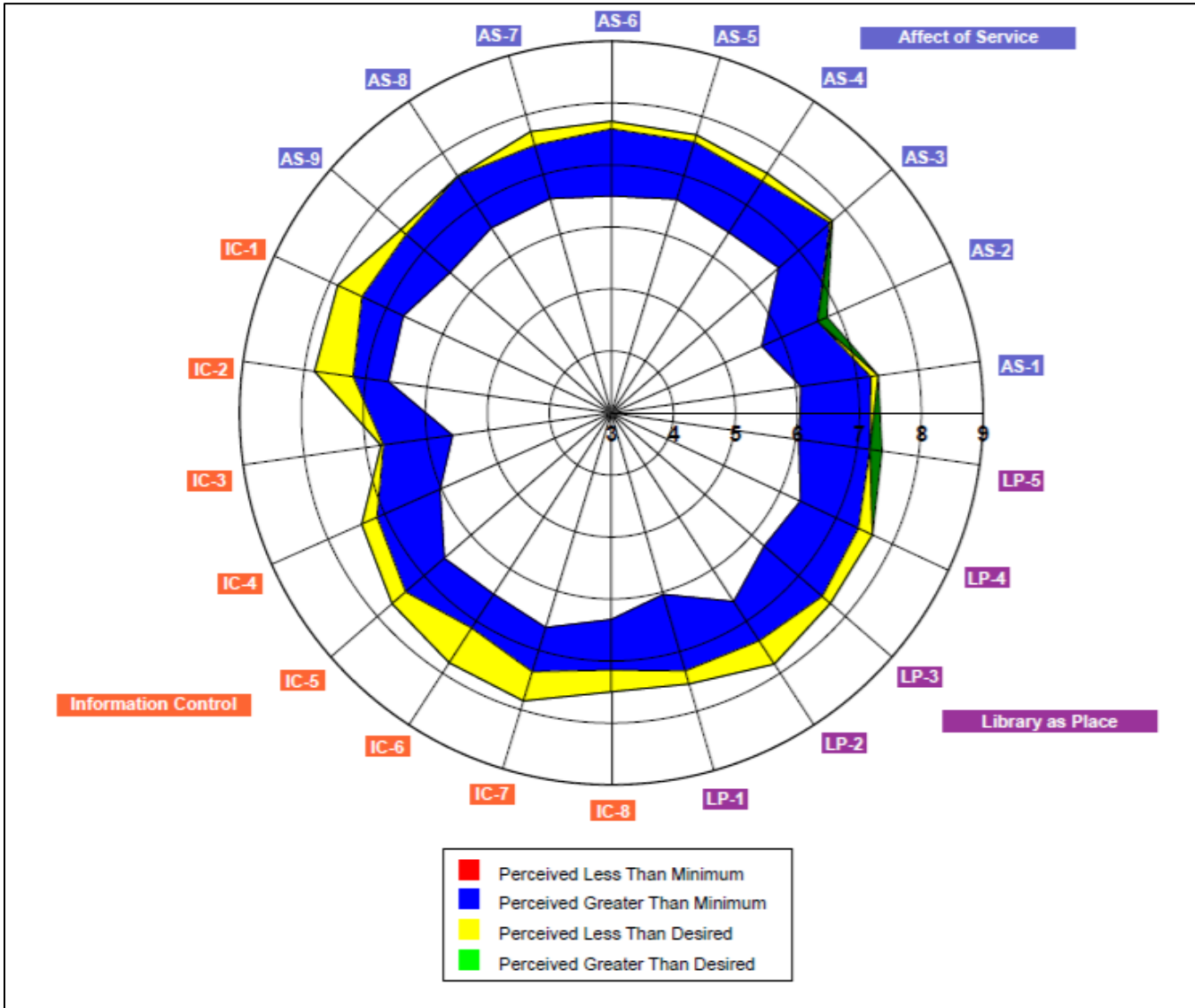


The overall responses indicate that users “use Yahoo™, Google™ or other non-library gateways for information” daily (most frequent score, at 69%), access library resources through a library webpage weekly or monthly (a total of 62% of the responses), and use resources on library premises weekly, monthly or quarterly (a total of 72%, almost equally divided between those three selections).

Core Questions

LibQUAL+ produces radar charts to show aggregate results for the core survey questions, with each axis representing one question by question code. The codes used are Affect of Service, AS; Information Control, IC; and Library as Place, LP.¹⁰ The overall responses for the core questions for LibQUAL+ 2024 are shown in Figure 4a, with a comparison to LibQUAL+ 2020 scores below (Figure 4b).

Figure 4a. Core Questions Summary, Overall Responses, 2024



As shown in Figure 4a, for overall responses, for all core questions, all responses about perceived services are greater than the minimum scores, with three values falling at or above the desired level. To use the language of LibQUAL+, all overall perceptions but one fall within the “zone of tolerance”, indicating that UKL is providing adequate service, and in three area we are providing superior service.¹¹ The areas in which our overall responses indicate a level of perceived service at or above the desired level, or in which we have service superiority are AS-2 or, Giving users individual attention (also in this category in 2020); AS-8, Willingness to help

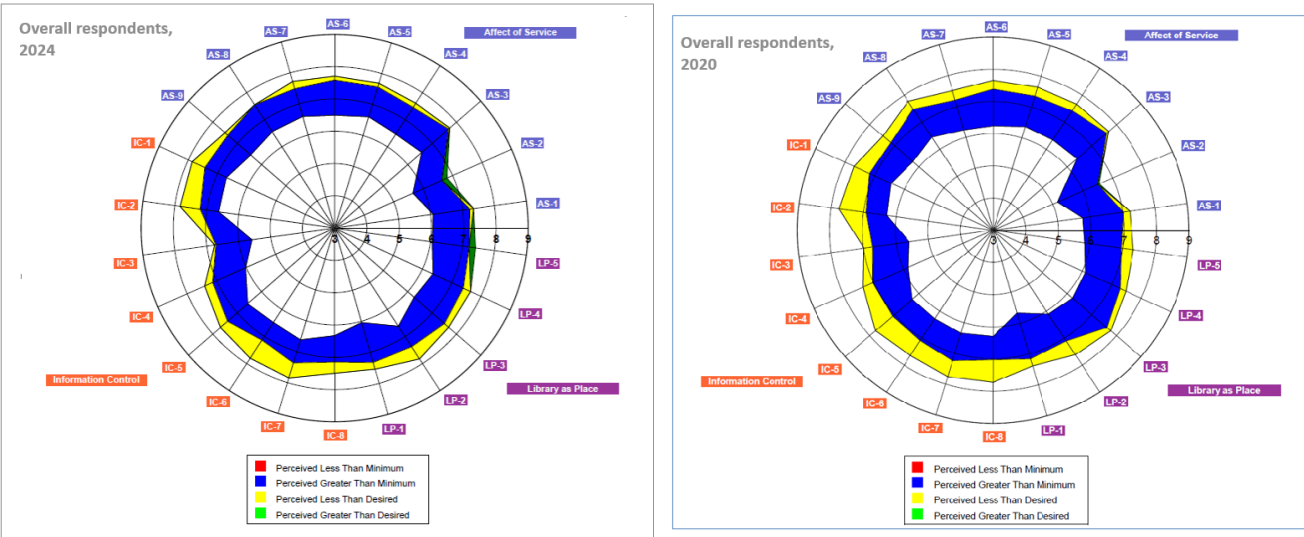
¹⁰ For specific question definitions, see Appendix B.

¹¹ For an explanation of LibQUAL+ terminology, see Appendix C.

users; and LP-5, Community space for group learning and group study.

The standard deviations for service adequacy for overall responses for the core questions range between 1.64 and 2.38, with the highest standard deviation being for question IC-3, the printed library materials I need for my work.

Figure 4b. Comparison of LibQUAL+ 2024 responses to LibQUAL+ 2020 responses, core questions, overall respondents:



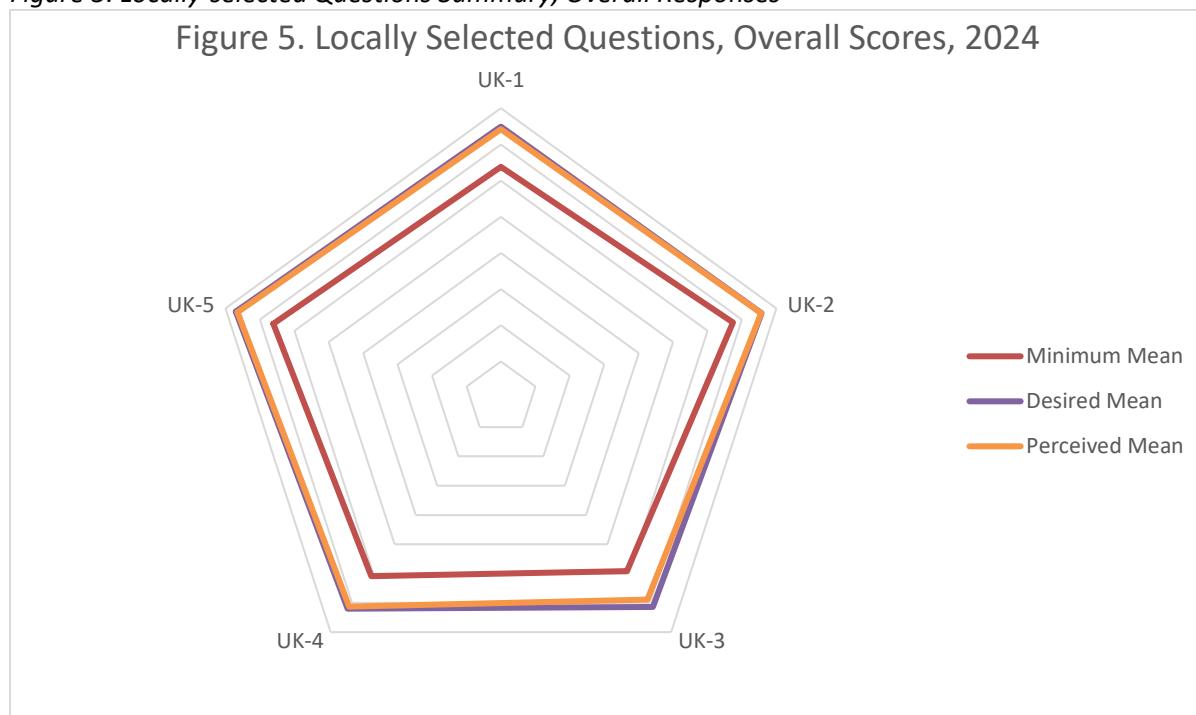
Similarities can be seen when comparing the overall respondent scores between 2020 and 2024, as shown in Figure 4b. Overall respondents' scores on AS-2 and IC-3 are overall lower in both survey implementations, indicating that "Giving users individual attention" and "Printed library materials I need for my work" are of a less priority for our users than other items. It can also be seen that UK Libraries is improving in all areas according to overall respondents, given that the perceived scores are all higher than in 2020 (that is, the service adequacy gap, or the area in blue versus yellow decreased in 2024).

Locally-selected Questions

For the UK Libraries-selected questions, (see Figure 5) coded here as UK-1 to UK-5, overall responses indicate that we are providing service adequacy, or that overall perceived responses lie between the minimum and desired means. The aggregated perceived service means are almost indistinguishable in this figure from the aggregated desired service means for all measures, except for a superiority mean of -0.25 for UK-3, Making me aware of library resources and services.

The standard deviation in responses for the perception of locally selected questions for overall responses ranges from 1.47 to 1.80, with the highest degree of standard deviation found in responses to the above-mentioned UK-3.

Figure 5. Locally-selected Questions Summary, Overall Responses



Given that there are not ARL benchmarks for the locally-selected questions, further analysis is required. When correlated in SPSS, the locally-selected questions that are described below as areas in which we are most successful or areas that need improvement were all show to be statistically significant at the .95 confidence level. One additional measure that is suggested by Dennis and Baker¹² to be methodologically appropriate is the “D-M Score”, which contextualizes the perceived mean scores within the reported minimum and desired expectations. This normalized score is calculated as the adequacy gap (perceived – minimum) divided by the zone of tolerance (or the minimum mean subtracted from the desired mean) multiplied by 100. By situating the perception of respondents in the context of their own expectations, this single score is more understandable and more methodologically sound. The scores found in this calculation will lie between 0 and 100 and the “higher the D-M score, the better the perception of service quality.”¹³ These D-M scores were compared only in the overall response section (for full results, see Appendix D). D-M scores that are negative indicate the percentage by which UK Libraries is falling below the minimum service level, those between 0 and 100 indicate the percentage by which UK Libraries is meeting expectations, and scores above 100 indicate the amount (over 100) by which UK Libraries exceeds desired expectations.

Where We Are Successful, Overall

Overall respondents reported that we are meeting or exceeding their desired level of service in three areas: AS-2 or, Giving users individual attention (overall respondents reported that we were exceeding their desired level of service in 2020); AS-8, Willingness to help users; and LP-5, Community space for group learning and group study. Scores for these items are shown in Chart 2, below, in bold italicized font.

In addition to these item scores, all item scores where UK Libraries can be considered to be highly successful,

¹² Dennis, B. & Bower, T, (2007) "How to Get More From Your Quantitative LibQUAL+™ Dataset: Making Results Practical." Western Michigan University Libraries Faculty & Staff Publications. 25. Available at https://scholarworks.wmich.edu/library_pubs/25

¹³ Ibid, p. 11

determined by identifying those that had the smallest amount of difference¹⁴ between the perceived mean and the desired mean are also shown in Chart 2, in item ID order.

Chart 2. Core Items with smallest amount of absolute difference between perceived and desired mean values (superiority mean), overall responses

Core Item ID	Question Text	Perceived Mean	Desired Mean	Adequacy Mean (Perceived Mean – Minimum Mean)	Superiority Mean (Perceived Mean-Desired Mean)	D-M Score
AS-1	Employees who instill confidence in users	7.23	7.35	1.14	-0.12	90
AS-2*	<i>Giving users individual attention</i>	6.81	6.64	1.15	0.17	117
AS-3	Employees who are consistently courteous	7.68	7.73	1.10	-0.05	96
AS-5	Employees who have the knowledge to answer user questions	7.58	7.69	0.96	-0.12	90
AS-6	Employees who deal with users in a caring fashion	7.59	7.71	1.09	-0.12	90
AS-8	<i>Willingness to help users</i>	7.55	7.55	0.99	0	100
AS-9	Dependability in handling users' service problems	7.39	7.5	0.93	-0.11	89
IC-3	The printed library materials I need for my work	6.71	6.75	1.12	-0.04	97
LP-5	<i>Community space for group learning and group study</i>	7.41	7.21	1.35	0.2	117

*item(s) were reported as areas of success in 2020 results

When reviewing the D-M scores for overall respondents (see Appendix D), the same three measures listed above where we are meeting or exceeding desired expectations (AS-2, AS-8, and LP-5) are the three items for which the D-M score was over 100. These three D-M scores are 117, 100, and 117, respectively.

Chart 3 displays the scores for each of the locally selected items. The perceived values on four of the five locally selected items were very close to exceeding the desired values and are shown in bold italicized font. In 2020, only UK-3 and UK-4 were approaching the desired values, and in these results, results for UK-3 have decreased. The local measure for which we had greatest adequacy mean was UK-2, which was a newly added locally-selected question.

¹⁴ For overall users, author defines this as items with a superiority mean greater than or equal to -0.12 or a D-M score of 90 or above.

Chart 3. Locally-selected Questions Summary, overall responses

Locally Selected Item ID	Question Text	Perceived Mean	Desired Mean	Adequacy Mean (Perceived Mean – Minimum Mean)	Superiority Mean (Perceived Mean-Desired Mean)	D-M Score
UK-1	Getting research assistance and finding the help I need.	7.42	7.49	1.05	-0.07	94
UK-2	Library collections that represent a range of voices, viewpoints, and perspectives	7.56	7.57	0.83	-0.01	99
UK-3	Making me aware of library resources and services.	6.89	7.14	0.97	-0.25	80
UK-4*	Teaching me how to locate, evaluate, and use information	7.13	7.2	1.04	-0.07	94
UK-5	The library assists me in achieving academic success	7.65	7.7	1.04	-0.05	95

*item(s) were reported as areas of success in 2020 results

Overall respondents' General Satisfaction Scores received very high mean scores, with standard deviations between 1.19 and 1.4, lower than the 2020 standard deviations on these items. The highest score in overall results was to the question "In general, I am satisfied with the way in which I am treated at the library", indicated in bold in Chart 4. This was also the highest score in 2020.

Chart 4. General Satisfaction Questions Summary, overall responses

General Satisfaction Item ID	Satisfaction Question Text	Mean	Standard Deviation
GS-1*	In general, I am satisfied with the way in which I am treated at the library.	8.07	1.19
GS-2	In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.68	1.40
GS-3	How would you rate the overall quality of the service provided by the library?	7.81	1.23

*item(s) were reported as areas of success in 2020 results

The final area that LibQUAL+ provides results by respondent category is on Information Literacy Outcomes Questions. Each of these ILO mean values have risen over their 2020 values. In 2024 the highest scores were in response to "The library aids my advancement in my academic discipline or work" and "The library enables me to be more efficient in my academic pursuits or work," ILO-2 and ILO-3, respectively. Full responses to this question are shown in Chart 5, with the highest score indicated in font that is bold and italicized. Values in red font will be discussed in the next section.

Chart 5. Information Literacy Outcomes Questions Summary, overall responses

Information Literacy Outcome Item ID	Information Literacy Outcomes Question Text	Mean	Standard Deviation
ILO-1	The library helps me stay abreast of developments in my field(s) of interest.	6.68	1.94
ILO-2	The library aids my advancement in my academic discipline or work.	7.68	1.43
ILO-3*	The library enables me to be more efficient in my academic pursuits or work.	7.69	1.52
ILO-4	The library helps me distinguish between trustworthy and untrustworthy information.	7.02	1.76
ILO-5	The library provides me with the information skills I need in my work or study.	7.48	1.47

*item(s) were reported as areas of success in 2020 results

Therefore, UKL overall is successful in giving users individual attention (AS-2), willingness to help users (AS-8), providing community space for group learning and group study (LP-5), providing research assistance and finding the help they need (UK-1), library collections that represent a range of voices, viewpoints, and perspectives (UK-2), teaching them how to locate, evaluate, and use information (UK-4) and assisting them in achieving academic success (UK-5). Overall respondents reported that they are highly satisfied with the way in which they are treated at the library (General Satisfaction 1), and scores for general satisfaction with library support for learning, research, and/or teaching needs (General Satisfaction 2) and overall quality of the service provided by the library (General Satisfaction 3) were also very high. Finally, for information literacy outcomes, the highest scoring areas were to the statements “The library aids my advancement in my academic discipline or work” (Information Literacy 2) and “The library enables me to be more efficient in my academic pursuits or work” (Information Literacy 3).

Where We Could Improve, Overall

For no core items did our perceived means fall below the minimum means for overall respondents. Core items that had the most difference between the perceived measures and the desired measures are shown in Chart 6, with the lowest superiority mean shown in red font.

The core items that we could most improve in mainly fall in the area of Information Control with one in the Library as Place dimension. Overall respondents report concerns with the library website (though it is unclear if they are meaning our actual website or Primo), access tools, allowing for independent use of information, and finally quiet spaces in our facilities. The lowest scoring area for overall respondents is item IC-6, regarding easy-to-use access tools.

Chart 6. Core Items with largest amount of absolute difference between perceived and desired mean values, overall responses

Core Item ID	Question Text	Perceived Mean	Desired Mean	Adequacy Mean (Perceived Mean – Minimum Mean)	Superiority Mean (Perceived Mean-Desired Mean)	D-M Score
IC-1	Making electronic resources accessible from my home or office	7.44	7.87	0.73	-0.43	63
IC-2*	A library web site enabling me to locate information on my own	7.21	7.84	0.57	-0.63	48
IC-6	Easy-to-use access tools that allow me to find things on my own	7.14	7.8	0.65	-0.67	50
IC-7	Making information easily accessible for independent use	7.36	7.86	0.74	-0.49	60
LP-2	Quiet space for individual activities	7.38	7.83	0.75	-0.45	63

*item(s) were reported as areas of concern in 2020 results

All responses to the locally selected items are shown above in Chart 3, and those to the General Satisfaction items in Chart 4. None of the 2024 responses express significant concern with any of these items.

Only one Information Literacy Outcome fell below a 7.0 as shown in Chart 5, above, was for ILO-1, “The Library helps me stay abreast of developments in my field of interest”. In 2024 the mean score was 6.68 with a standard deviation of 1.94. This question also scored the lowest of the ILO scores in the 2020 implementation, receiving a mean score of 6.60 with a standard deviation of 2.02.

Finally, reviewing the calculated D-M scores supports the noted items above as areas of concern. The items that fell below a D-M score of 60 (the author’s selected measure for scores that should be monitored) with two scores at 50 or below (the author’s selected measure for that should be considered problematic). These scores are fully displayed in Appendix D, with these two selected categories of lower scores shown in Chart 7.

Chart 7. Core and Locally-Selected Measures with calculated D-M Scores lower than 60, sorted lowest to highest, overall responses

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Superiority Mean (Perceived Mean-Desired Mean)	D-M Score
IC-2*	A library web site enabling me to locate information on my own	7.21	7.84	0.57	-0.63	48
IC-6*	Easy-to-use access tools that allow me to find things on my own	7.14	7.8	0.65	-0.67	50
IC-7	Making information easily accessible for independent use	7.36	7.86	0.74	-0.49	60

*item(s) were reported as areas of concern in 2020 results

As seen in Chart 7, there are three measures in which the overall respondents report that substantial improvements could be made to attain the desired level in these library service areas, all in the dimension of Information Control. The area in which overall respondents indicated that UKL is closest to their minimum acceptable score (and therefore, furthest from their desired score) is IC-2, “A library website enabling me to

locate information on my own". This was also true in 2020, when there were a total of seven items with D-M scores at or below 60. For this measure, the D-M score is 48, meaning that UKL is only 48% of the way towards meeting the overall patron group's desired level of service. The next lowest score is for measure IC-6, "Easy-to-use access tools that allow me to find things on my own", where the D-M score is 50, indicating that the overall respondents perception is that UKL is half-way between the minimum and desired levels of adequacy in our access tools. The final low measure, the one that should be monitored is IC-7, "Making information easily accessible for independent use."

Therefore, though none of the perception scores for any of the Core Items fell below the minimum means, the perception scores do indicate that UKL could take measures to improve our library website and our "access tools." Finally, "making information easily accessible for independent use," (IC-7) improving electronic resource access (IC-1) and quiet spaces (LP-5) could also be areas for improvement.

Summary and Analysis of Results by User Group

Findings from Undergraduate Student Respondents

General Information and Responses, Undergraduate Students

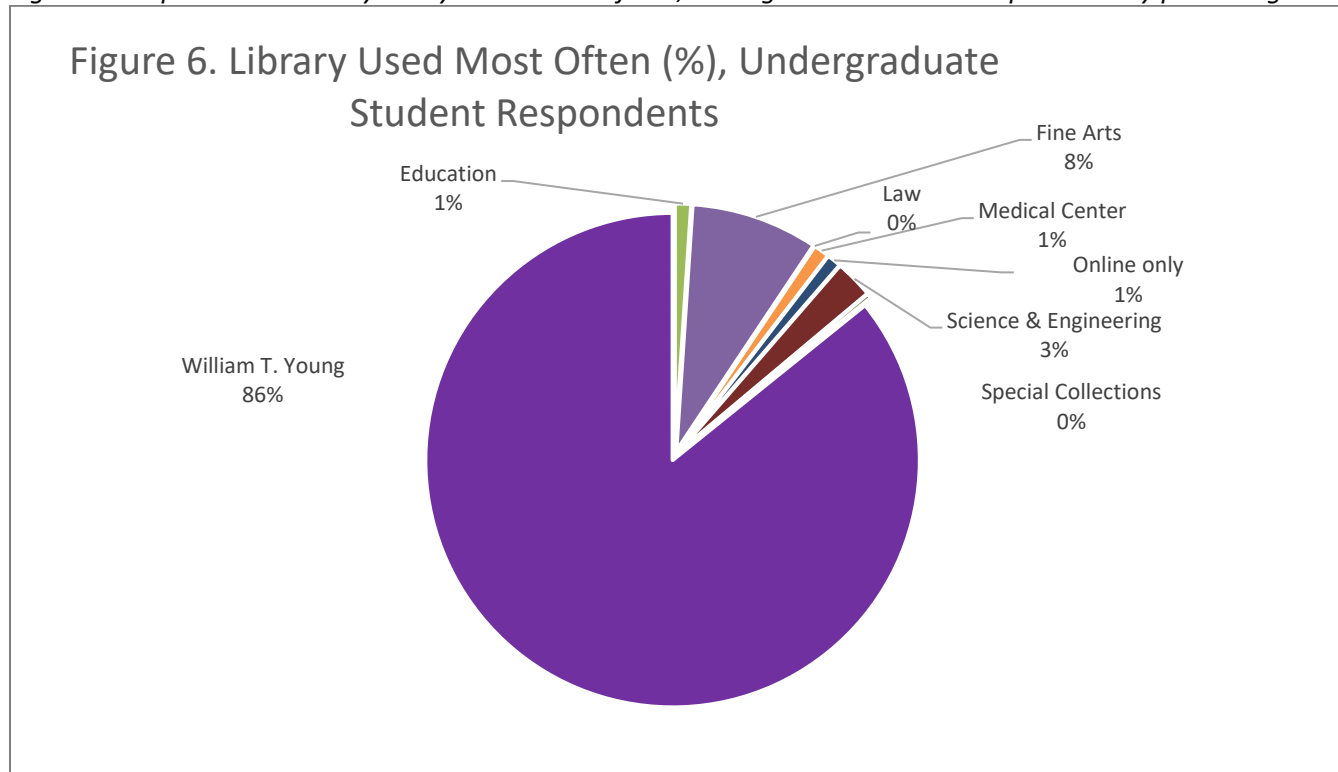
Undergraduate students were the highest represented population in our sample: 47.5% of our total 1,435 respondents and were overall representative by College affiliation (the Gatton College of Business was underrepresented by 6.6% while the Health Science enterprise was overrepresented by 6.8%). 91.9% of undergraduate respondents indicated that they were full-time students; 6.2% were part-time students (2% indicated that this question did not apply to them). Full-time undergraduate students represent 87.8% of the total undergraduate population; part-time undergraduates make up 12.2% of the total undergraduate population.¹⁵ Since these percentages of respondents by College and by full-time/part-time status are so similar, the findings discussed below can be viewed as representative of all undergraduate students attending UK.¹⁶

Undergraduate respondents indicated that they use the William T. Young library most frequently (81.5%), followed by the Little Fine Arts Library (7.9%). See Figure 6 for complete responses.

¹⁵ UK population data from 2023-2024 statistics found at UK Institutional Research, Analytics, and Decision Support (IRADS), Interactive Fact Book, Enrollment & Demographics <https://www.uky.edu/irads/enrollment-demographics>

¹⁶ The LibQUAL+ question for gender was not asked in 2024 as the available question is only a binary.

Figure 6. Responses to “Library that you use most often”, undergraduate student respondents by percentage

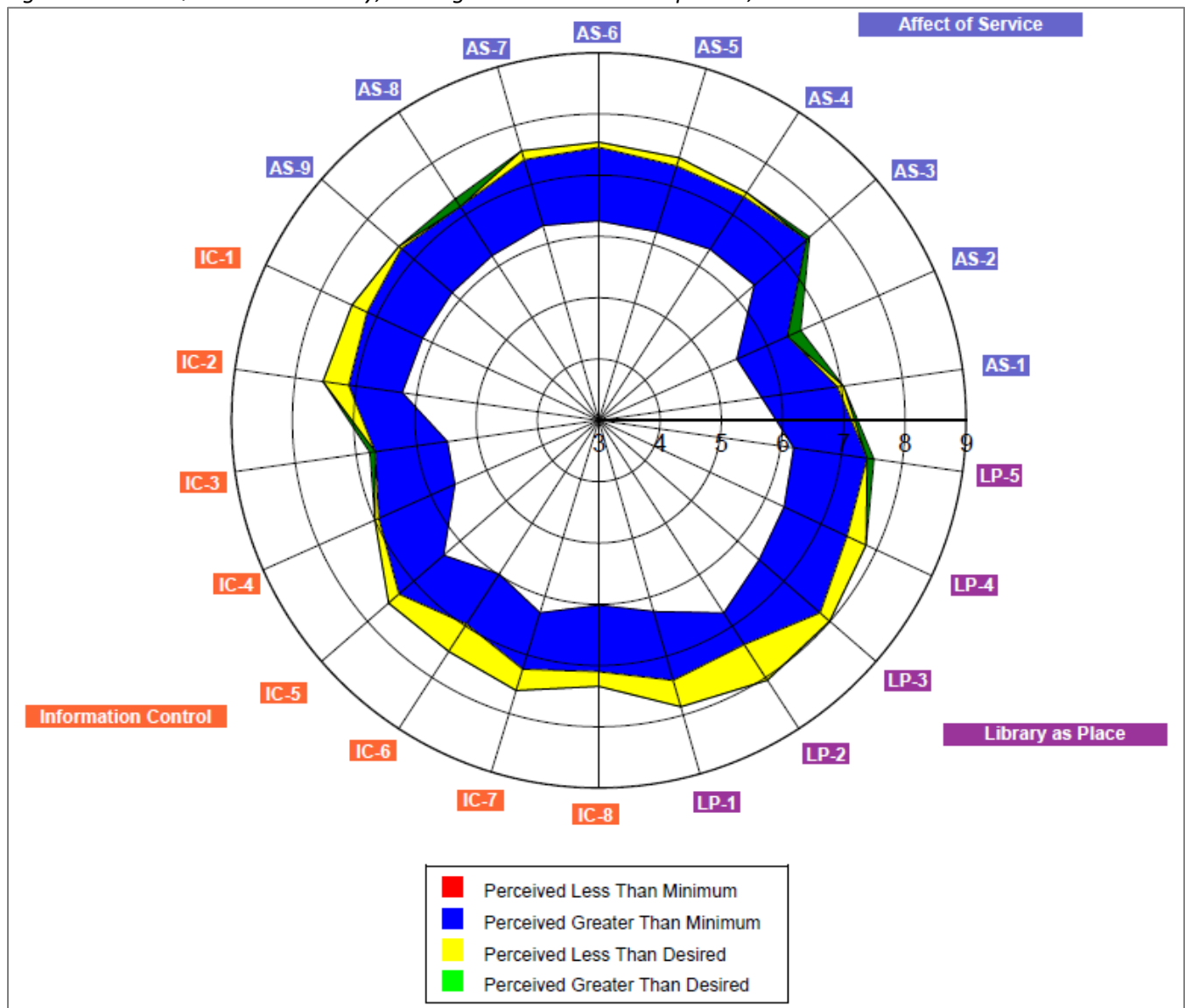


The responses from undergraduate students indicate that respondents “use Yahoo™, Google™ or other non-library gateways for information” daily (most frequent score, at 72.4%), access library resources through a library webpage weekly or monthly (a total of 65.5% of the responses), and use resources on library premises weekly or monthly (a total of 63%; 39% weekly and 23% monthly).

On all measures, undergraduate respondents reported higher perceptions of levels of service than their minimum scores but lower than their desired scores; in other words, they report experiencing at least service adequacy on all items, and for five items, they report service superiority.

The summary of aggregated responses to the core questions by undergraduate student respondents is shown in Figure 7a.

Figure 7a. Core Questions Summary, Undergraduate Student Responses, 2024

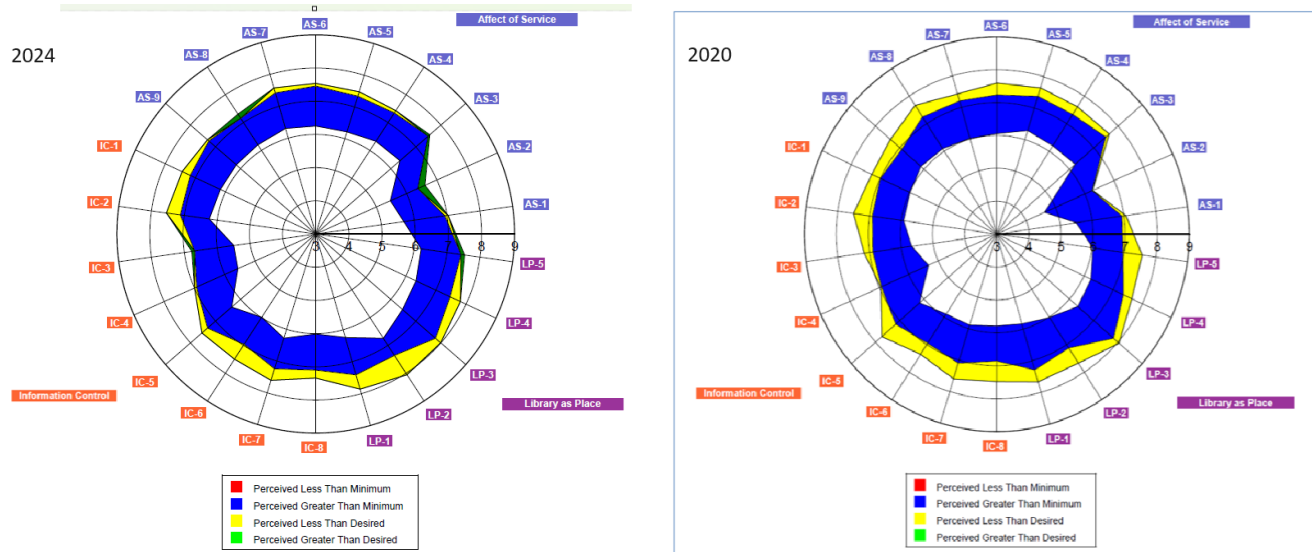


As shown in Figure 7a, undergraduate student respondents indicate that scores for all perceived services are greater than the minimum scores, with five items scoring higher than the desired scores. To use the language of the LibQUAL+ survey instrument, all overall perceptions fall within the “zone of tolerance”, indicating that UKL is providing at least adequate service to undergraduate students.

The five areas in which undergraduate student responses indicate service superiority (items for which the perceived mean value is higher than the desired mean value) are AS-2, AS-3, AS-8, IC-3 and LP-5. The three underlined items in the last sentence are those for which we had service superiority in the overall responses.

The standard deviations for service adequacy in the undergraduate student responses for the core questions range between 1.60 and 2.28, with the highest standard deviation again being for question IC-3, the printed library materials I need for my work.

Figure 7b. Core Questions Summary, Undergraduate Student Responses, Results from LibQUAL+ 2024 compared to LibQUAL+ 2020

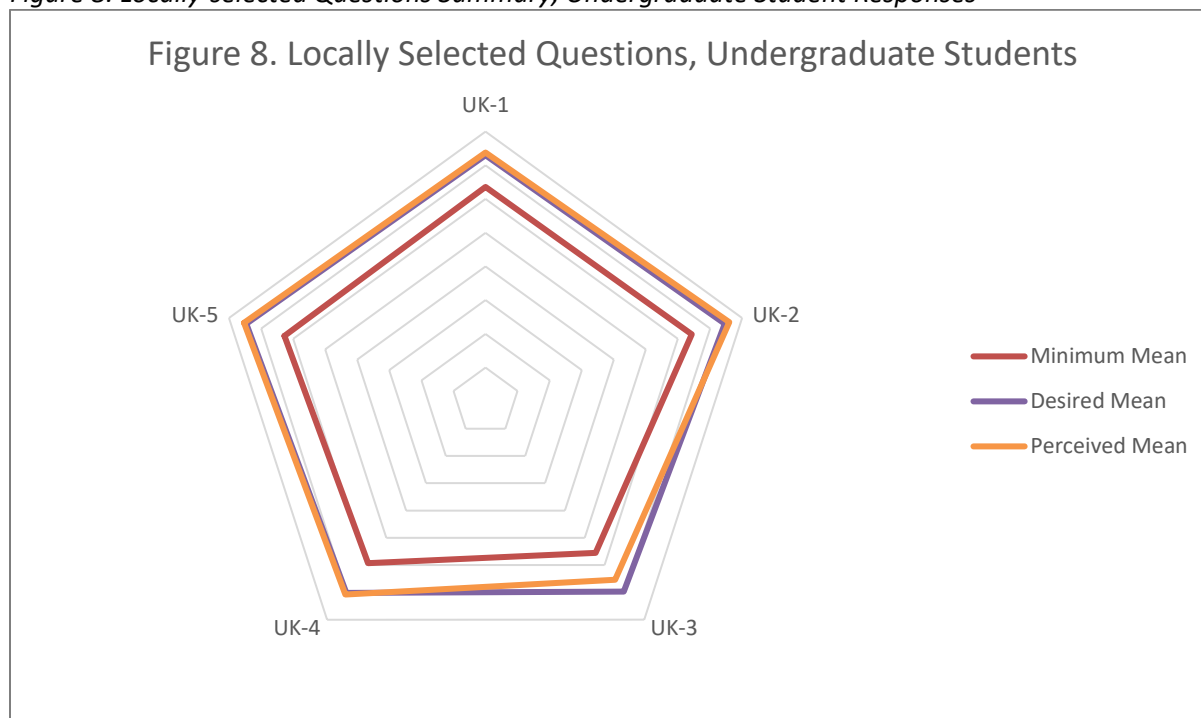


Similarities can again be seen when comparing the undergraduate respondent scores between 2020 and 2024, as shown in Figure 7b. Undergraduate respondents' scores on AS-2 and IC-3 are overall lower in both survey implementations, again indicating that "Giving users individual attention" and "Printed library materials I need for my work" are of a less priority for our undergraduate users than other items. It can also be seen again that UK Libraries is improving in all areas according to undergraduate student respondents, given that the perceived scores are all higher than in 2020 (that is, the service adequacy gap, or the area in blue versus yellow decreased in 2024).

For the UK Libraries-selected questions, (see Figure 8, below), undergraduate student responses indicate that we are providing service superiority, or that overall perceived responses lie beyond the desired means for four items, and that we are providing service adequacy for the one item whose mean lies between the minimum and perceived values (UK-3, "Making me aware of library resources and services").

The standard deviation in service adequacy mean responses for the locally selected questions for undergraduate student responses range from 1.82 to 2.07, with the highest degree of standard deviation again found in responses to UK-3.

Figure 8. Locally-selected Questions Summary, Undergraduate Student Responses



Where We Are Successful, According to Undergraduate Students

Undergraduate student responses indicate that we are highly successful in meeting their minimum service levels on all LibQUAL Core Items, with five items indicating service superiority (perceived mean is higher than desired mean) or having high D-M scores. These items are shown below in Chart 8, in order by measure ID. The two items in bold font in Chart 8 had the highest D-M scores.

Each of the five items shown in Chart 8 were the items where undergraduates indicated our success in the LibQUAL+ 2020 results.

Chart 8. Core Items with smallest amount of absolute difference between perceived and desired mean values, undergraduate student responses

Core Item ID	Question Text	Perceived Mean	Desired Mean	Superiority Mean Perceived Mean – Desired Mean	D-M Score
AS-2*	Giving users individual attention	6.61	6.37	0.24	127
AS-3*	Employees who are consistently courteous	7.56	7.5	0.06	105
AS-8*	Willingness to help users	7.31	7.16	0.15	116
IC-3*	The printed library materials I need for my work	6.77	6.69	0.09	107
LP-5*	Community space for group learning and group study	7.54	7.42	0.11	110

*item(s) were reported as areas of success in 2020 results

Undergraduate student responses to each of the locally-selected measures are given in Chart 9. For all locally-selected measures, undergraduate student respondents indicated that UK Libraries is providing service

superiority (indicated in bold font) except for one item for which we are providing service adequacy, UK-3.

Chart 9. Locally-selected Questions Summary, Undergraduate Student responses

Locally Selected Item ID	Question Text	Perceived Mean	Desired Mean	Superiority Mean Perceived Mean – Desired Mean	D-M Score
UK-1	Getting research assistance and finding the help I need	7.38	7.3	0.07	109
UK-2	Library collections that represent a range of voices, viewpoints, and perspectives	7.6	7.46	0.14	114
UK-3*	Making me aware of library resources and services	6.54	6.97	-0.42	70
UK-4	Teaching me how to locate, evaluate, and use information	7.08	7.02	0.05	106
UK-5	The library assists me in achieving academic success	7.53	7.46	0.07	106

*item(s) were reported as areas of success in 2020 results

The mean scores were very high for undergraduate students for each of the three questions in the General Satisfaction section, with standard deviations between 1.14 and 1.37. The highest score in this section for undergraduate students was to the question “In general, I am satisfied with the way in which I am treated at the library”, indicated in bold in Chart 10, which was the same General Satisfaction question that undergraduate respondents rated highest in the 2020 results.

Chart 10. General Satisfaction Questions Summary, Undergraduate Student responses

General Satisfaction Item ID	Satisfaction Question Text	Mean	Standard Deviation
GS-1*	<i>In general, I am satisfied with the way in which I am treated at the library.</i>	8.1	1.14
GS-2	In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.7	1.37
GS-3	How would you rate the overall quality of the service provided by the library?	7.85	1.18

*item(s) were reported as areas of success in 2020 results

The final area that LibQUAL+ provides results is on Information Literacy Outcomes Questions. Our aggregated responses from undergraduate students indicate that the highest score was in response to ILO-3, “The library enables me to be more efficient in my academic pursuits or work,” which was the highest in 2020 results as well. *Please note: As in 2020, the undergraduate score on this item (7.86) was higher than the mean score overall (7.69) as well as the mean graduate score (7.73), with smaller standard deviation (1.31 versus 1.52 and 1.50, respectively), meaning that undergraduate respondents perceive that the library enables their success higher than do graduate students, with less variation across the entire group of undergraduate student respondents.*

Full responses to this question are shown in Chart 11, with the highest score indicated in font that is bold and italicized. Values in red font will be discussed in the next section.

Chart 11. Information Literacy Outcomes Questions Summary, Undergraduate Student responses

Information Literacy Outcome Item ID	Information Literacy Outcomes Question Text	Mean	Standard Deviation
ILO-1	The library helps me stay abreast of developments in my field(s) of interest.	6.74	1.92
ILO-2	The library aids my advancement in my academic discipline or work.	7.71	1.39
ILO-3*	The library enables me to be more efficient in my academic pursuits or work.	7.86	1.31
ILO-4	The library helps me distinguish between trustworthy and untrustworthy information.	7.07	1.68
ILO-5	The library provides me with the information skills I need in my work or study.	7.50	1.46

*item(s) were reported as areas of success in 2020 results

Therefore, the undergraduate student aggregated scores indicate that UKL is successful in giving users individual attention (AS-2), and has employees who are consistently courteous (AS-3) and willing to assist users (AS-8). They feel that the Libraries have the printed library materials they need for their work (IC-3), and that the library spaces are satisfactory as community spaces for group learning and group study (LP-5). Further, undergraduate respondents reported service superiority for four of the five locally-selected questions: they report that they are able to [get] research assistance and find the help they need (UK-1), they feel that the library collections represent a range of voices, viewpoints, and perspectives (UK-2), they perceive the library as teaching them how to locate, evaluate, and use information (UK-4) and that the library assists me in achieving academic success (UK-5).

Overall, undergraduate students responded that they are highly satisfied with the way in which they are treated at the library (General Satisfaction-1), higher than aggregated users overall as well as graduate students.

Finally, for information literacy outcomes, the highest scoring area for undergraduate student respondents was to the statement “The library enables me to be more efficient in my academic pursuits or work” (ILO-3), as it was in 2020.

Where We Could Improve, According to Undergraduate Students

For no Core Items did the aggregated perceived means fall below the minimum aggregated means for undergraduate student respondents, meaning that UK Libraries is providing at least service adequacy on all items. Core Items that had the most difference between the perceived measures and the desired measures are shown in Chart 12, with the lowest superiority mean shown in red font.

No items’ perception means for undergraduates fell below the minimum means, meaning that we are providing service adequacy for all core items. There was only one item for undergraduate respondents that fell below a 50 on the D-M scores: LP-2, or quiet space for individual activities. This item received the lowest superiority mean for undergraduate respondents as well. In 2020 the lowest scoring area for superiority mean for undergraduate students was IC-8, print and/or electronic journal collections I require for my work, which in 2024 received a D-M score of 82, the ninth lowest score of the 22 core items.

Chart 12. Core Items with lowest superiority mean, Undergraduate Student Responses

Core Item ID	Question Text	Perceived Mean	Desired Mean	Superiority Mean Perceived Mean – Desired Mean	D-M Score
LP-2*	Quiet space for individual activities	7.36	8.06	-0.69	47

*item(s) were reported as areas of concern in 2020 results

For the locally selected items, all responses are given above in Chart 9. No response is particularly concerning to the author in this area, because UK-3, “Making me aware of library resources and services” was the item that received the lowest D-M score or lowest superiority mean was also the item for which the minimum mean and desired mean are the lowest for these respondents. In other words, this item was the lowest sought after by undergraduates and we are providing service adequacy for this item.

Chart 10, above, displays the General Satisfaction Scores. Each of the mean scores were very high, but the lowest of the three scores was (as in 2020) for the question “In general, I am satisfied with library support for my learning, research, and/or teaching needs” (General Satisfaction-2), though with a score of 7.70, this is only a relatively low score, not an absolute one, and also has the highest standard deviation of the General Satisfaction scores.

Finally, for the Information Literacy Outcomes, the lowest score as shown in Chart 11, above, was for “The library helps me stay abreast of developments in my field of interest” (Information Literacy-1). This question received a mean score of 6.48, significantly lower than the other mean scores in this dimension, with the highest standard deviation of 2.11 of these items. In 2020, this was the same lowest-scoring items for undergraduates with a score of 6.53 and standard deviation of 1.99.

None of the perception mean scores received from undergraduate students for any of the Core, General Satisfaction, or Information Literacy Outcome items fell below the minimum means, and the scores on only one item indicate an area for improvement according to undergraduate respondents: improve our physical spaces both for quiet study usage (LP-2). Finally, assisting our undergraduate users with staying abreast of developments in their fields of interest (Information Literacy-1) could also be useful.

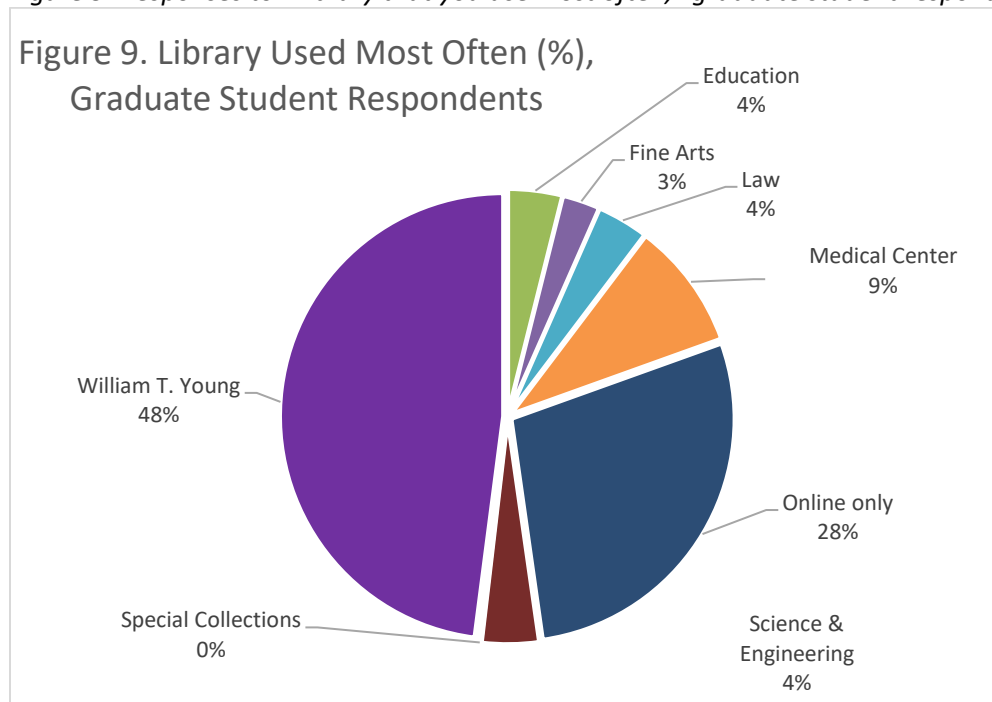
Findings from Graduate and Professional Student Respondents

General Information and Responses, Graduate and Professional Students

Graduate and professional student respondents (hereafter referred to as graduate students) represented 34% of the sample (n=411), and represent 24% of the UK campus affiliation (n= 8,784). Of the graduate student respondents, students from the College of Engineering were very slightly over-sampled (5.1% of population; 7.5% of sample) and students from the Colleges of Arts and Sciences and the Colleges of the Medical Center and Health Sciences were under-sampled (33.9% and 31.1% of the population; 31.1% and 26% of the sample, respectively). The percentage of the population and of the sample of full-time graduate students matched at 78%. Since these percentages of college affiliation of respondents are so similar, the findings discussed below can be viewed as representative of all graduate students attending UK.

Graduate student respondents indicated that they use the William T. Young library most frequently, followed by online-use only, then by the Medical Center Library. See Figure 9 for complete responses.

Figure 9. Responses to “Library that you use most often,” graduate student respondents by percentage

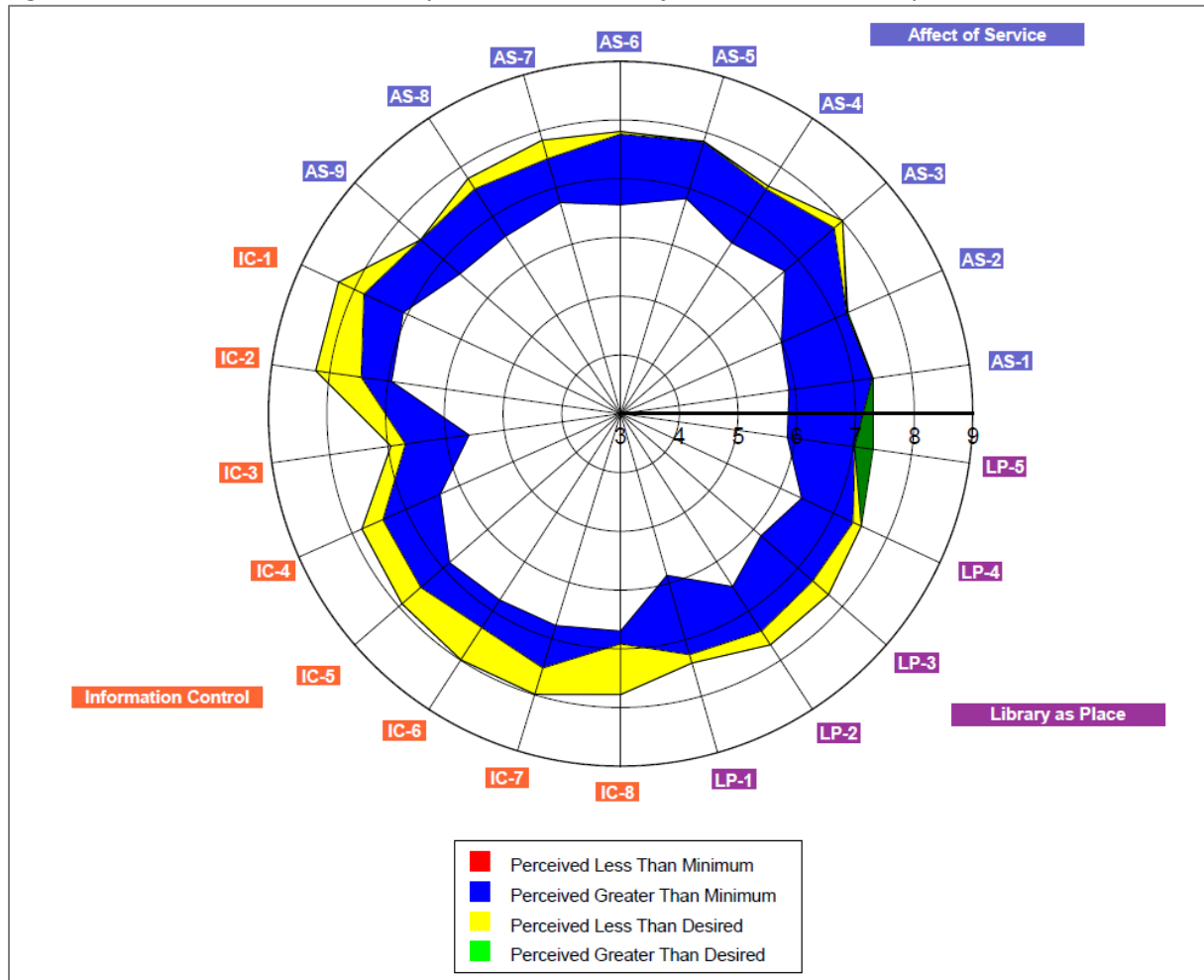


The responses from graduate students indicate that respondents “use Yahoo™, Google™ or other non-library gateways for information” daily (most frequent score, at 65.7%), access library resources through a library webpage daily or weekly (a total of 69.3% of the responses), and use resources on library premises weekly, monthly or quarterly (a total of 77%). 25% report that they never use resources on library premises.

On all measures, graduate respondents reported higher perceptions of levels of service that their minimum scores, indicating service adequacy. For five items, graduate students reported that UK Libraries is providing their desired level of service or above (service superiority).

The summary of aggregated responses to the core questions by graduate student respondents is shown below in Figure 10a.

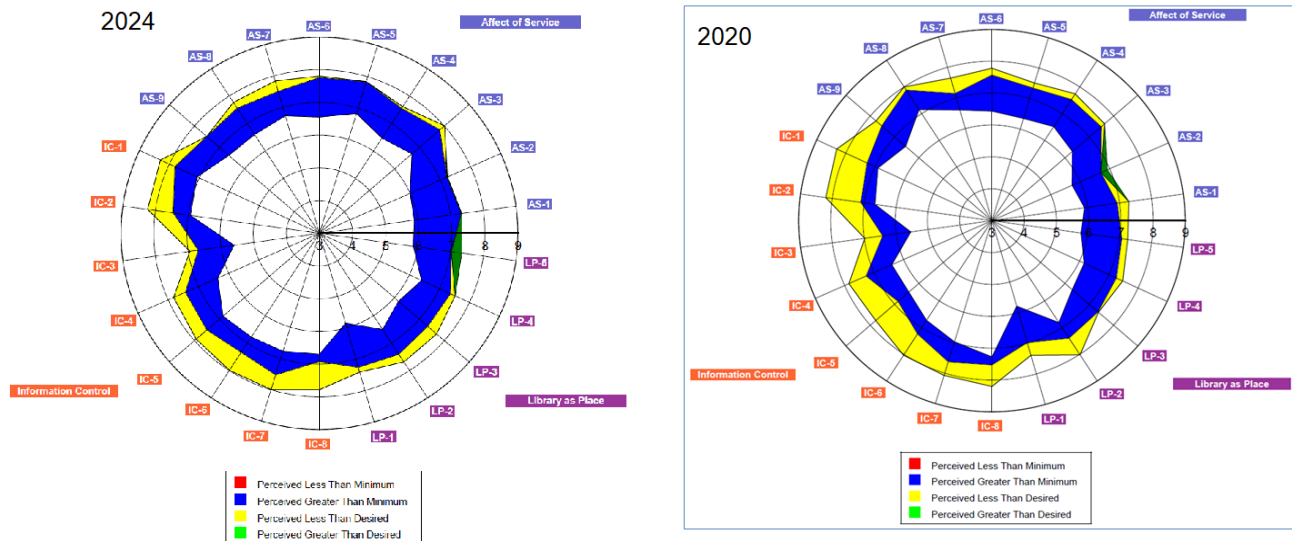
Figure 10a. Core Questions Summary, Graduate and Professional Student Responses



As shown in Figure 10a, (though it is difficult to tell) graduate student perception responses on all core questions lie between their minimum and desired values, with five aggregated perception responses being at or higher than the desired response level and two that are just under the desired response level (0.04 and 0.06 points below).

The standard deviations for service adequacy among the graduate student responses for the core questions ranged between 1.35 and 2.39, with the highest standard deviation being for question LP-5, Community space for group learning and group study.

Figure 10b. Core Questions Summary, Graduate and Professional Student Responses, Results from LibQUAL+ 2024 compared to LibQUAL+ 2020

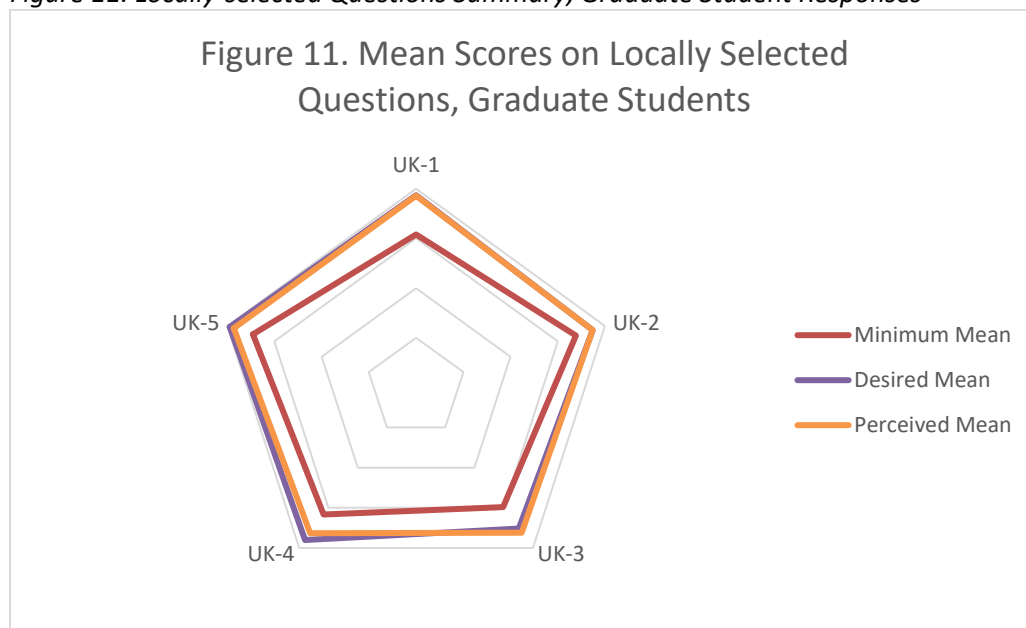


Similarities can again be seen when comparing the graduate student respondent scores between 2020 and 2024, as shown in Figure 10b. Graduate student respondents' scores on AS-2 and IC-3 are overall lower in both survey implementations, again indicating that "Giving users individual attention" and "Printed library materials I need for my work" are of a less priority for our these users than other items. It can also be seen again that UK Libraries is improving in all areas according to overall respondents, given that the perceived scores are all higher than in 2020 (that is, the service adequacy gap, or the area in blue versus yellow decreased in 2024).

For the UK Libraries-selected questions, (see Figure 11, below), graduate student responses indicate that UKL is providing service superiority, or that mean perceived responses lie above the desired mean on two items (UK-2 and UK-3), and that we provide service adequacy, or that the mean perceived responses between the minimum and desired means on the remaining three measures.

The standard deviations in the service adequacy mean responses for the locally selected questions for graduate student responses range from 1.49 to 2.33, with the highest degree of standard deviation found in responses to UK-3.

Figure 11. Locally-selected Questions Summary, Graduate Student Responses



Where We Are Successful, According to Graduate Students

In 2020, graduate student responses indicated that there was only one core item on which UK Libraries was providing service superiority, with one additional item falling 0.02 points below the desired mean. In 2024 five core items met or exceeded the desired aggregated score and two additional items being 0.06 points below meeting the aggregated desired score. Graduate student responses indicate that we are highly successful in meeting their minimum scores on all LibQUAL Core items. The core items of service superiority are shown in Chart 12 in bold and italicized font, in order by measure ID.

Chart 12. Core Items with smallest amount of difference between perceived and desired mean values, graduate student responses

Core Item ID	Question Text	Perceived Mean	Desired Mean	Superiority Mean Perceived Mean – Desired Mean	D-M Score
AS-1	<i>Employees who instill confidence in users</i>	7.34	7.33	0.02	101
AS-2*	<i>Giving users individual attention</i>	7.24	7.21	0.02	102
AS-4	Readiness to respond to users' questions	7.56	7.62	-0.06	95
AS-5	<i>Employees who have the knowledge to answer user questions</i>	7.85	7.84	0.01	101
AS-6	Employees who deal with users in a caring fashion	7.76	7.8	-0.04	97
AS-9	<i>Dependability in handling users' service problems</i>	7.51	7.51	0	100
LP-5	<i>Community space for group learning and group study</i>	7.35	7.02	0.32	129

*item(s) were reported as areas of success in 2020 results

In 2020, no graduate student responses to any locally-selected items received a positive or a zero value superiority mean; all locally-selected items fell in service adequacy (though one question was removed and one added in 2024 to the locally-selected series of questions). In 2024 two locally-selected items (including the newly-added question) indicated service superiority and one was within 0.02 of the desired mean score (Chart 13, bold italicized font). Graduate student responses indicate that we are highly successful in meeting their minimum scores on all LibQUAL locally-selected items, as shown in Chart 13 in measure ID order.

Chart 13. Locally-selected Questions Summary, Graduate Student responses

Locally-selected Measure ID	Question Text	Perceived Mean	Desired Mean	Superiority Mean Perceived Mean – Desired Mean	D-M Score
<i>UK-1*</i>	<i>Getting research assistance and finding the help I need.</i>	<i>7.72</i>	<i>7.74</i>	<i>-0.02</i>	<i>99</i>
<i>UK-2</i>	<i>Library collections that represent a range of voices, viewpoints, and perspectives</i>	<i>7.48</i>	<i>7.48</i>	<i>0</i>	<i>100</i>
<i>UK-3</i>	<i>Making me aware of library resources and services.</i>	<i>7.23</i>	<i>7.03</i>	<i>0.2</i>	<i>119</i>
UK-4	Teaching me how to locate, evaluate, and use information	7.26	7.60	-0.33	73
<i>UK-5</i>	<i>The library assists me in achieving academic success</i>	<i>7.72</i>	<i>7.89</i>	<i>-0.17</i>	<i>83</i>

*item(s) were reported as areas of success in 2020 results

The mean scores were very high for graduate student respondents for each of the three questions in the General Satisfaction section, with standard deviations between 1.13 and 1.37. The highest score in this section for graduate student respondents was to the first question in this area, “In general, I am satisfied with the way in which I am treated at the library,” indicated in bold and italics in Chart 14.

Chart 14. General Satisfaction Questions Summary, Graduate Student responses

General Satisfaction Item ID	Satisfaction Question Text	Mean	Standard Deviation
<i>GS-1*</i>	<i>In general, I am satisfied with the way in which I am treated at the library.</i>	<i>8.12</i>	<i>1.13</i>
GS-2	In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.78	1.37
GS-3	How would you rate the overall quality of the service provided by the library?	7.87	1.19

*item(s) were reported as areas of success in 2020 results

The final area that LibQUAL+ provides results is on Information Literacy Outcomes Questions. The aggregated responses from graduate students have three scores that are high and close together: “The library aids my advancement in my academic discipline or work” (ILO-2), “The library enables me to be more efficient in my academic pursuits or work,” (ILO-3) and “The library provides me with the information skills I need in my work or study” (ILO-5). Full responses to this question are shown in Chart 15, with the highest scores indicated in font that is bold and italicized. Values in red font will be discussed in the next section.

Chart 15. Information Literacy Outcomes Questions Summary, Graduate Student responses

Information Literacy Outcome Item ID	Information Literacy Outcomes Question Text	Mean	Standard Deviation
ILO-1	The library helps me stay abreast of developments in my field(s) of interest.	6.48	2.11
ILO-2*	The library aids my advancement in my academic discipline or work.	7.68	1.5
ILO-3	The library enables me to be more efficient in my academic pursuits or work.	7.73	1.5
ILO-4	The library helps me distinguish between trustworthy and untrustworthy information.	7.13	1.73
ILO-5	The library provides me with the information skills I need in my work or study.	7.68	1.3

*item(s) were reported as areas of success in 2020 results

Therefore, the graduate student aggregated scores indicate that UKL is exceeding expectations in instilling confidence in users (AS-1), in giving users individual attention (AS-2), in having employees with the knowledge to answer user questions (AS-5) in handling users' service problems dependably (AS-9), and in providing community space for group learning and study (LP-5). Among the locally-selected questions, UK-1 or getting research assistance and finding the help I need demonstrated service superiority, though all locally-selected items scored highly. Overall, graduate students responded that they are highly satisfied with the way in which they are treated at the library (General Satisfaction-1), and scores for general satisfaction by graduate students with library support for learning, research, and/or teaching needs (General Satisfaction-2) and overall quality of the service provided by the library (General Satisfaction-3) were also very high. Finally, for information literacy outcomes, the highest scoring areas for graduate student respondents were to the statements "The library aids my advancement in my academic discipline or work" (ILO-2), "The library enables me to be more efficient in my academic pursuits or work" (ILO-3), and "The library provides me with the information skills I need in my work or study" (ILO-5).

Where We Could Improve, According to Graduate Students

For no Core Items did the aggregated perceived means fall below the minimum aggregated means for graduate student respondents. Core Items that had the most difference between the perceived measures and the desired measures are shown in Chart 16, with the lowest superiority mean shown in red font.

The Core Items that we could most improve in according to graduate student respondents all fall in the area of Information Control, as they did in 2020, with many of the same items being reported again in 2024. The two lowest scoring areas for superiority mean for graduate students are IC-2, a library website enabling me to locate information on my own; and IC-8, the print and/or electronic journal collections I require for my work, both of which were also reported as areas of concern in 2020. The score for IC-6, "Easy-to-use access tools that allow me to find things on my own" was not as low as for IC-2 or IC-8, but the D-M score was 46 (i.e., below the 50 point baseline for D-M scores as determined by the author), and IC-6 was an item of concern in 2020.

Chart 16. Core Items with lowest superiority mean, Graduate Student Responses

Core Item ID	Question Text	Perceived Mean	Desired Mean	(Superiority Mean) Perceived Mean -Desired Mean	D-M Score
IC-1*	Making electronic resources accessible from my home or office	7.82	8.3	-0.48	61
IC-2*	A library Web site enabling me to locate information on my own	7.46	8.24	-0.78	40
IC-5*	Modern equipment that lets me easily access needed information	7.5	7.93	-0.43	60
IC-6*	Easy-to-use access tools that allow me to find things on my own	7.34	7.99	-0.65	46
IC-7	Making information easily accessible for independent use	7.53	7.99	-0.47	62
IC-8*	Print and/or electronic journal collections I require for my work	6.92	7.78	-0.86	20

*item(s) were reported as areas of concern in 2020 results

No responses to any of the locally selected questions (see Chart 13) or the General Satisfaction questions (Chart 14) are low enough to indicate concern.

Finally, for the Information Literacy Outcomes (Chart 15, above), the lowest score was for “The Library helps me stay abreast of developments in my field of interest” (ILO-1).

Therefore, though none of the perception scores by graduate students for any of the Core Items fell below the minimum means, the perception scores do indicate that UKL could take measures to improve our library website (IC-2), access tools that are easy to use for independent users (IC-6) and required print or electronic journals (IC-8). Finally, assisting our graduate users with staying abreast of developments in their fields of interest (Information Literacy-1) could also be useful.

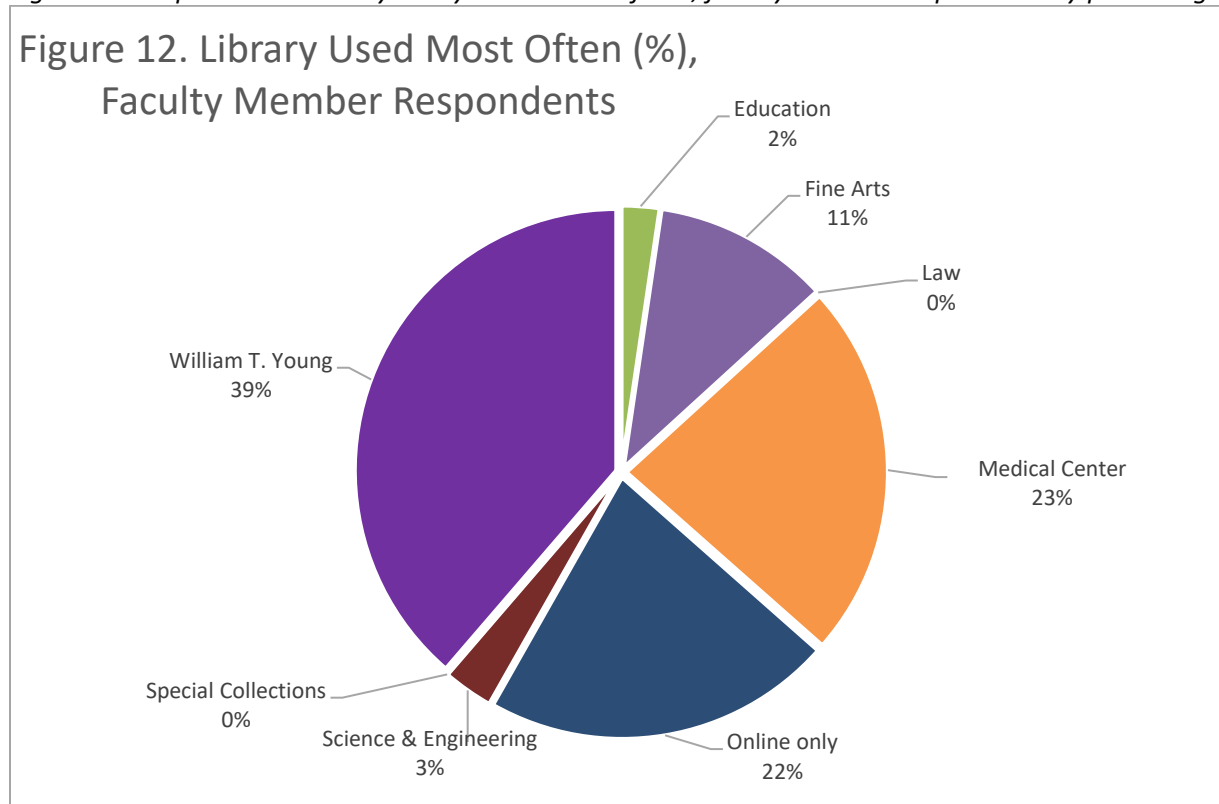
Findings from Faculty Member Respondents

General Information and Responses, Faculty Members

Faculty member respondents represented 11% of the sample (n=129) and represent 9% of the UK campus affiliation. Of the faculty member respondents, those from the Medical Center and Health Sciences Colleges were under-sampled (46% of the population; 38% of the sample) as were those from the College of Law (1% of the population, 0% of the sample). Taking this under-sampling of UK Healthcare Enterprise and Law into account, the author believes that the responses from faculty members are representative of all faculty members at UK.

Faculty member respondents indicated that they use the William T. Young library most frequently, followed by the Medical Center Library, then by online-use only. Faculty member respondents utilize a wider representation of our library facilities than do undergraduate or graduate respondents. See Figure 12 for complete responses.

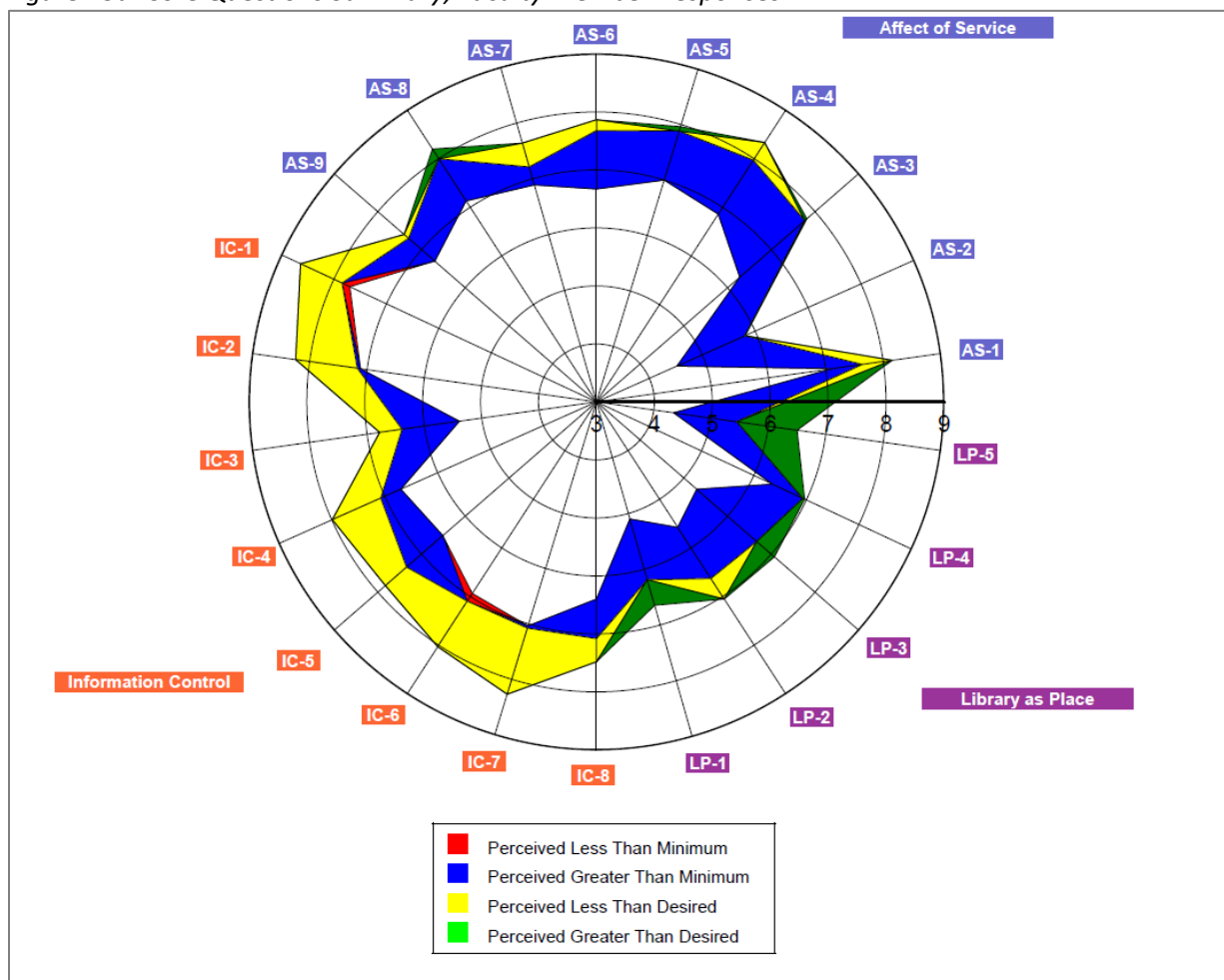
Figure 12. Responses to “Library that you use most often”, faculty member respondents by percentage



The responses from faculty members indicate that respondents “use Yahoo™, Google™ or other non-library gateways for information” daily (most frequent score, at 61.2%), access library resources through a library webpage daily or weekly (a total of 75.2% of the responses; 30% daily, 45.7% weekly), and use resources on library premises with frequencies of weekly, monthly, quarterly or never (a total of 95%; 21% weekly; 24% monthly, 22% quarterly and 28% never).

Of all respondents, as usual, faculty members provided the most varied responses. Of the 22 Core Items, aggregate scores indicate superior service in eight areas, adequate service in twelve areas and inadequate service in two areas. The summary of aggregated responses to the core questions by faculty member respondents is shown in Figure 13a.

Figure 13a. Core Questions Summary, Faculty Member Responses



As shown in Figure 13a and said above, faculty member perception responses on eight of the core questions lie at or above the desired level, twelve lie between their minimum and desired values, and two aggregated perception response lie slightly below the minimum values.

The areas in which faculty members indicate **service superiority** or **high service superiority** are AS-2, giving users individual attention (the same area that overall scores, undergraduate scores and graduate scores were very high); AS-3, employees who are consistently courteous; AS-5, employees who have the knowledge to answer user questions; AS-8, willingness to help users; LP-1, library space that inspires study and learning; LP-3, a comfortable and inviting location; LP-4, a getaway for study, learning, or research; and LP-5, community study space for group learning and group study (see items in green font in chart 17, below, with highest service superiority scores in bold italicized font).

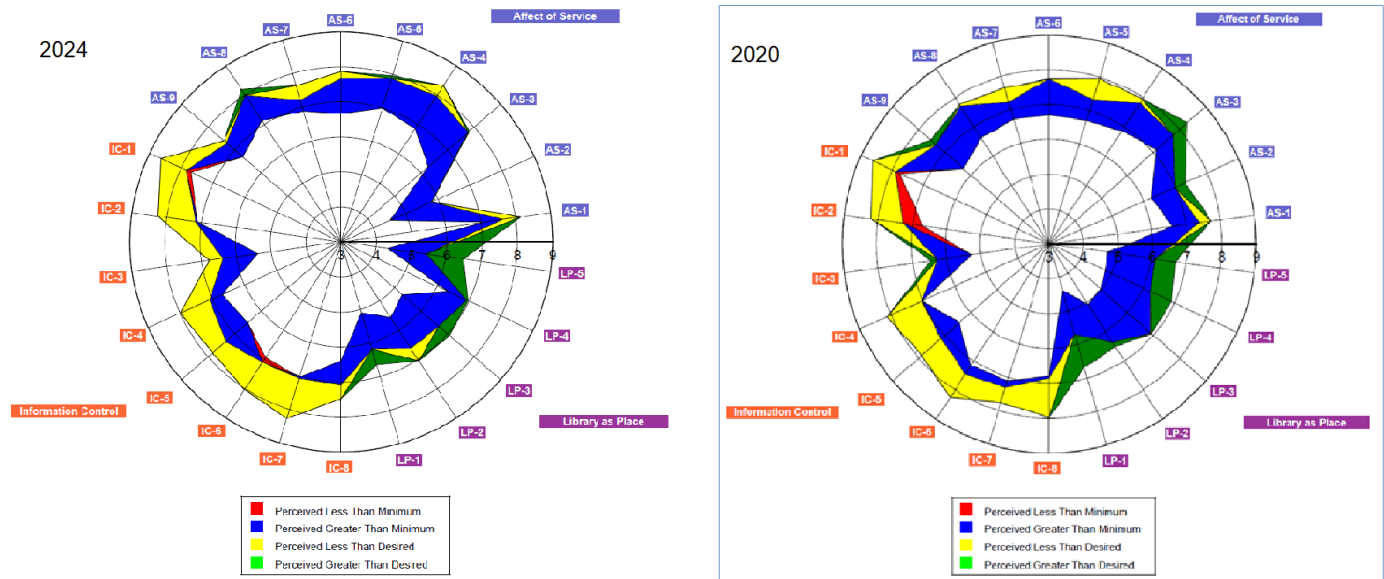
The areas in which faculty members indicate **service adequacy** are AS-4; readiness to respond to users' questions; AS-6 (by 0.01 points), employees who deal with users in a caring fashion; AS-9, dependability in handling users' service problems; IC-3, printed library materials I need for my work; IC-5, modern equipment that lets me easily access needed information; IC-8, print and/or electronic journal collections I require for my work; and ; LP-2 quiet space for individual activities (see items in blue font in chart 17, below, with highest service adequacy scores in bold italicized font).

The areas in which faculty members indicate **service inadequacy** or **high service inadequacy** are: AS-1,

employees who instill confidence in users; AS-7, employees who understand the needs of their users; IC-1, making electronic resources accessible from my home or office; IC-2, a library website enabling me to locate information on my own; IC-4, the electronic information resources I need; IC-6, easy-to-use access tools that allow me to find things on my own; and IC-7, making information easily accessible for independent use (see items in red font in chart 17, below, with highest service inadequacy scores in bold italicized font).

The standard deviations for service adequacy among the faculty member responses for the core questions range between 1.36 and 2.94, with the highest standard deviation being for question LP-5, Community space for group learning and group study.

Figure 13b. Core Questions Summary, Faculty Responses, Results from LibQUAL+ 2024 compared to LibQUAL+ 2020



Similarities can again be seen when comparing the overall respondent scores between 2020 and 2024, as shown in Figure 13b. Faculty respondents’ scores on AS-2 and LP-5 are overall lower in both survey implementations, again indicating that “Giving users individual attention” and “Community space for group learning and group study” are of a less priority for our faculty users than other items. It can also be seen again that UK Libraries is improving in all areas according to overall respondents, given that the perceived scores are all higher than in 2020 (that is, the service adequacy gap, or the area in red decreased overall, as well as the areas in blue versus yellow decreased in 2024).

Chart 17. Core Questions Summary, Faculty Member Responses (service *superiority*, *adequacy*, *inadequacy*)

Core Item ID	Question Text (adequacy standard deviation)	Minimum Mean	Perceived Mean	Desired Mean	Adequacy Mean (Perceived Mean – Minimum Mean)	Superiority Mean (Perceived Mean–Desired Mean)	D-M Score
AS-1	Employees who instill confidence in users (1.36)	7.12	7.64	8.16	0.52	-0.52	50
AS-2*	Giving users individual attention (1.85)	4.52	5.81	5.81	1.29	0	100
AS-3*	Employees who are consistently courteous (2.13)	6.28	7.81	7.77	1.53	0.05	103

AS-4	Readiness to respond to users' questions (1.83)	6.86	7.97	8.33	1.11	-0.36	76
AS-5	Employees who have the knowledge to answer user questions (1.95)	7	7.96	7.88	0.96	0.08	109
AS-6	Employees who deal with users in a caring fashion (1.95)	6.67	7.68	7.87	1.01	-0.18	84
AS-7	Employees who understand the needs of their users (2.28)	6.89	7.21	7.64	0.32	-0.43	43
AS-8	Willingness to help users (2.36)	7.13	8.2	8	1.07	0.2	123
AS-9	Dependability in handling users' service problems (1.73)	6.7	7.3	7.4	0.6	-0.1	86
IC-1**	Making electronic resources accessible from my home or office (1.64)	7.85	7.7	8.64	-0.15	-0.94	-19
IC-2**	A library web site enabling me to locate information on my own (2.01)	7.11	7.17	8.25	0.06	-1.08	5
IC-3	Printed library materials I need for my work (2.52)	5.39	6.39	6.78	1	-0.39	72
IC-4**	The electronic information resources I need (2.31)	6.7	7.08	7.99	0.38	-0.91	29
IC-5	Modern equipment that lets me easily access needed information (1.64)	6.51	7.34	7.83	0.83	-0.49	63
IC-6	Easy to use access tools that allow me to find things on my own (2.03)	7.1	6.94	8.03	-0.16	-1.1	-17
IC-7	Making information easily accessible for independent use (2.51)	7.04	7.08	8.27	0.04	-1.19	3
IC-8	Print and/or electronic journal collections I require for my work (1.99)	6.4	7.08	7.48	0.68	-0.4	63
LP-1*	Library space that inspires study and learning (2.66)	5.1	6.65	6.19	1.55	0.46	142
LP-2	Quiet space for individual activities (2.27)	5.58	6.63	7.05	1.05	-0.42	71
LP-3	A comfortable and inviting location (2.10)	5.3	7.07	6.67	1.78	0.41	129
LP-4*	A getaway for study, learning, or research (2.54)	6.35	6.97	6.94	0.61	0.03	105
LP-5*	Community study space for group learning and group study (2.94)	4.35	6.5	5.45	2.15	1.05	195

*item(s) were reported as areas of success in 2020 results

**item(s) were reported as areas of concern in 2020 results

Faculty member responses to the UK Libraries-selected questions are shown in Figure 14 and Chart 18, below. Unlike in 2020, faculty respondents did not indicate that UKL is providing service superiority for any of these items (UK-3 and UK-4 in 2020), nor did any locally-selected questions receive indications of service inadequacy as the question that was selected as UK-1 did in 2020. In 2024, all locally-selected questions indicated service adequacy.

The standard deviation in service adequacy mean responses for the locally selected questions for faculty member responses range from 1.79 to 2.37, with the highest degree of standard deviation reported in responses to UK-5.

Figure 14. Locally-selected Questions Summary, Faculty Member Responses

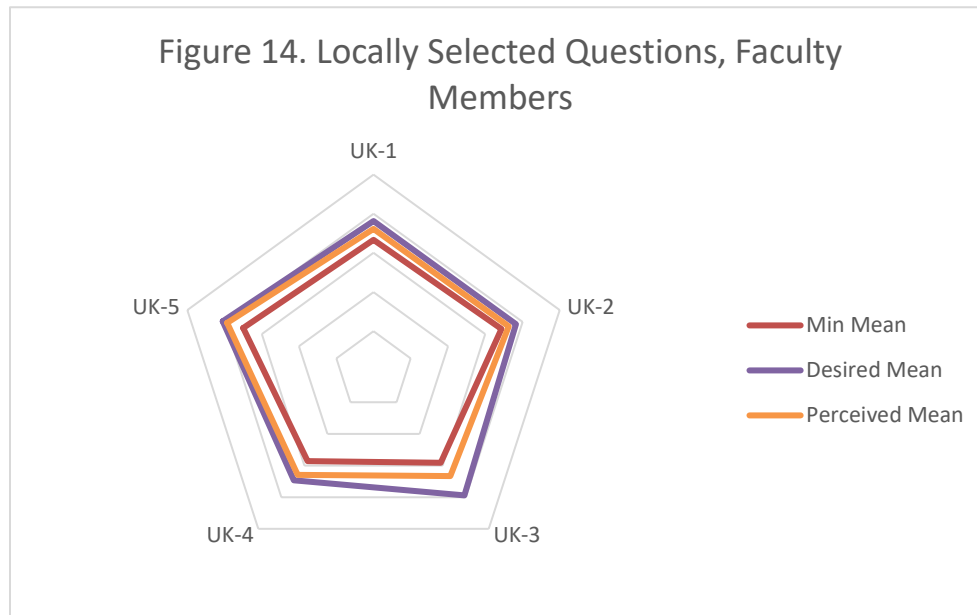


Chart 18. Locally-selected Questions Summary, Faculty Member responses

Locally Selected Item ID	Question Text	Minimum Mean	Perceived Mean	Desired Mean	Adequacy Mean (Perceived Mean – Minimum Mean)	Superiority Mean (Perceived Mean-Desired Mean)	D-M Score
UK-1	Getting research assistance and finding the help I need	6.67	7.63	7.23	0.57	-0.4	58
UK-2	Library collections that represent a range of voices, viewpoints, & perspectives	6.87	7.65	7.26	0.39	-0.39	50
UK-3	Making me aware of library resources and services	5.83	7.89	6.67	0.83	-1.22	41
UK-4	Teaching me how to locate, evaluate, and use information	5.73	6.93	6.6	0.87	-0.33	73
UK-5	The library assists me in achieving academic success	7	8.1	7.86	0.86	-0.24	78

Where We Are Successful, According to Faculty Members

Remembering that the faculty sample is under-representative of the Law and Health Care and Health Service Colleges, the faculty member responses received indicate that UKL is successful or highly successful in meeting all of their Library as Place (LP) Core items, and is either adequately or superior in meeting most of their desired levels of Affect of Service (AS) Items, but is only somewhat successful in meeting their minimum or desired scores in Information Control (IC) Core Items. Further, UKL is also adequately meeting the desired scores for the locally-selected questions. The specific measures in which faculty member respondents aggregated perception scores exceed their aggregate desired scores are shown in chart 19 below in **green font**, with those that are highest in superiority mean in **green, bold, and italicized font**. Those in **blue font** are those where the faculty's aggregated perception scores exceed their aggregate minimum scores (data copied from charts 17 and 18, above).

Chart 19. Core and Locally-selected Measures with highly positive *adequacy* or *superiority* means, faculty responses

Core & Locally-selected measure IDs	Question Text (adequacy standard deviation)	Minimum Mean	Perceived Mean	Desired Mean	Adequacy Mean (Perceived Mean – Minimum Mean)	Superiority Mean (Perceived Mean – Desired Mean)	D-M Score
AS-2*	Giving users individual attention (1.85)	4.52	5.81	5.81	1.29	0	100
AS-3*	Employees who are consistently courteous (2.13)	6.28	7.81	7.77	1.53	0.05	103
AS-4	Readiness to respond to users' questions (1.83)	6.86	7.97	8.33	1.11	-0.36	76
AS-5	Employees who have the knowledge to answer user questions (1.95)	7	7.96	7.88	0.96	0.08	109
AS-6	Employees who deal with users in a caring fashion (1.95)	6.67	7.68	7.87	1.01	-0.18	84
AS-8	Willingness to help users (2.36)	7.13	8.2	8	1.07	0.2	123
AS-9	Dependability in handling users' service problems (1.73)	6.7	7.3	7.4	0.6	-0.1	86
IC-3	Printed library materials I need for my work (2.52)	5.39	6.39	6.78	1	-0.39	72
IC-5	Modern equipment that lets me easily access needed information (1.64)	6.51	7.34	7.83	0.83	-0.49	63
IC-8	Print and/or electronic journal collections I require for my work (1.99)	6.4	7.08	7.48	0.68	-0.4	63
LP-1*	Library space that inspires study and learning (2.66)	5.1	6.65	6.19	1.55	0.46	142
LP-2	Quiet space for individual activities (2.27)	5.58	6.63	7.05	1.05	-0.42	71

LP-3	<i>A comfortable and inviting location (2.10)</i>	5.3	7.07	6.67	1.78	0.41	129
LP-4*	A getaway for study, learning, or research (2.54)	6.35	6.97	6.94	0.61	0.03	105
LP-5*	<i>Community study space for group learning and group study (2.94)</i>	4.35	6.5	5.45	2.15	1.05	195
UK-5	The library assists me in achieving academic success (2.37)	7	8.1	7.86	0.86	-0.24	78

*item(s) were reported as areas of success in 2020 results

As can be seen by the asterisked items in Chart 19, several of the areas of success in 2020 continue to be areas of success in 2024. The overall highest superiority mean of all measures was LP-5 (1.05 superiority mean), “Community study space for group learning and group study.” The library as place scores had some of the highest standard deviation, meaning that responses had high variability for those measures.

In response to the general satisfaction questions, faculty members had very high responses, with “in general, I am satisfied with the way in which I am treated at the library” (General Satisfaction-1), see Chart 20.

Chart 20. General Satisfaction Questions Summary, Faculty Member responses

General Satisfaction Item ID	Satisfaction Question Text	Mean	Standard Deviation
GS-1*	<i>In general, I am satisfied with the way in which I am treated at the library.</i>	8.10	1.16
GS-2	In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.56	1.43
GS-3	How would you rate the overall quality of the service provided by the library?	7.61	1.36

*item(s) were reported as areas of success in 2020 results

The final area that LibQUAL+ provides results is Information Literacy Outcomes (ILO). Our aggregated responses from faculty members indicate that the highest score was in response to “The library aids my advancement in my academic discipline or work.” Full responses to this question are shown in Chart 21, with the highest scoring item indicated in font that is bold and italicized. Values in red font will be discussed in the next section.

Chart 21. Information Literacy Outcomes (ILO) Questions Summary, Faculty Member responses

ILO Item ID	Information Literacy Outcomes Question Text	Mean	Standard Deviation
ILO-1	The library helps me stay abreast of developments in my field(s) of interest.	6.74	1.95
<i>ILO-2*</i>	<i>The library aids my advancement in my academic discipline or work.</i>	7.59	1.55
ILO-3	The library enables me to be more efficient in my academic pursuits or work.	7.32	1.95
ILO-4	The library helps me distinguish between trustworthy & untrustworthy information.	6.35	2.14
ILO-5	The library provides me with the information skills I need in my work or study.	7.27	1.52

*item(s) were reported as areas of success in 2020 results

Therefore, the faculty member aggregated scores indicate that UKL is providing service superiority in the following areas: having employees who have the knowledge to answer user questions (AS-5) and who are willing to help users (AS-8); providing library space that inspires study and learning (LP-1) in a comfortable and inviting location (LP-3) as well as providing community study space for group learning and group study (LP-5).

Overall, faculty members responded that they are highly satisfied with the way in which they are treated at the library (General Satisfaction-1), and scores for general satisfaction by faculty members with library support for learning, research, and/or teaching needs (General Satisfaction-2) and overall quality of the service provided by the library (General Satisfaction-3) were also very high. Finally, for information literacy outcomes, the highest scoring area for faculty members was to the statement “The library aids my advancement in my academic discipline or work” (Information Literacy-2).

Where We Could Improve, According to Faculty Members

Unlike the aggregated responses from undergraduate and graduate students, the aggregated responses from faculty members indicated that there were several items for which the aggregated perceived means fell below the minimum aggregated means for faculty respondents, indicating service inadequacy. Each of the areas that faculty member respondents indicated as inadequate fall in the Information Control dimension. These items that need the most improvement were making electronic resources accessible from my home or office (IC-1); having a library website that enables them to locate information on their own (IC-2), providing electronic resources they need (IC-4), easy-to-use access tools that allow me to find things on my own (IC-6) and making information easily accessible for independent use (IC-7). However, it should be noted that the desired means for each of these measures, the desired mean values are relatively high, so it may also be true that faculty members have higher expectations than do other groups of respondents. The core and locally-selected measures that indicated low adequacy or any level of inadequacy are shown in Chart 22, with the highest inadequacy means shown in red font.

Chart 22. Core Items with lowest adequacy means, Faculty Member Responses

Core Item ID	Question Text (adequacy standard deviation)	Minimum Mean	Perceived Mean	Desired Mean	Adequacy Mean (Perceived Mean – Minimum Mean)	Superiority Mean (Perceived Mean-Desired Mean)	D-M Score
AS-1	Employees who instill confidence in users (1.36)	7.12	7.64	8.16	0.52	-0.52	50
AS-7	Employees who understand the needs of their users (2.28)	6.89	7.21	7.64	0.32	-0.43	43
IC-1**	Making electronic resources accessible from my home or office (1.64)	7.85	7.7	8.64	-0.15	-0.94	-19
IC-2**	A library web site enabling me to locate information on my own (2.01)	7.11	7.17	8.25	0.06	-1.08	5
IC-4**	The electronic information resources I need (2.31)	6.7	7.08	7.99	0.38	-0.91	29
IC-6	Easy to use access tools that allow me to find things on my own (2.03)	7.1	6.94	8.03	-0.16	-1.1	-17

IC-7	<i>Making information easily accessible for independent use (2.51)</i>	7.04	7.08	8.27	0.04	-1.19	3
UK-3	Making me aware of library resources and services (2.28)	5.83	7.89	6.67	0.83	-1.22	41

**item(s) were reported as areas of concern in 2020 results

None of the General Satisfaction Scores were significantly lower, indicating that in general, faculty are overall satisfied with UKL services. Finally, for the Information Literacy Outcomes, the lowest scores, shown in Chart 21, above, was for ILO-4, “The library helps me distinguish between trustworthy and untrustworthy information” (ILO -4).

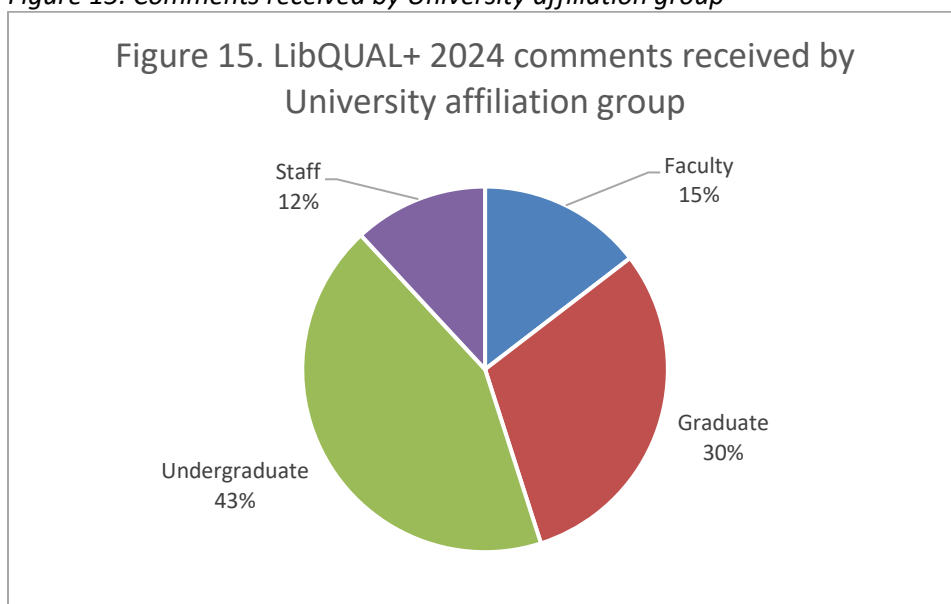
Therefore, though faculty member respondents indicated inadequacy or very low adequacy in several areas related to electronic resources, it is true that the faculty member sample was skewed away from the College of Law and the Health Care and Health Sciences Colleges, though it is unclear if the faculty in these colleges would have responded differently. UKL should take measures to improve the library website, our electronic collections, and access to them. Finally, assisting our faculty member in distinguishing between trustworthy and untrustworthy information (ILO-4) could also be useful.

Comments

General Information and Responses, Comments

There were a total of 371 total comments received in the 2024 implementation of LibQUAL+. 43% of them were received from undergraduate students, with the frequency of graduate and professional students’ and faculty comments decreasing from there (30% and 15%, respectively). Staff comments represented 12% of all comments received. This is displayed in Figure 15.

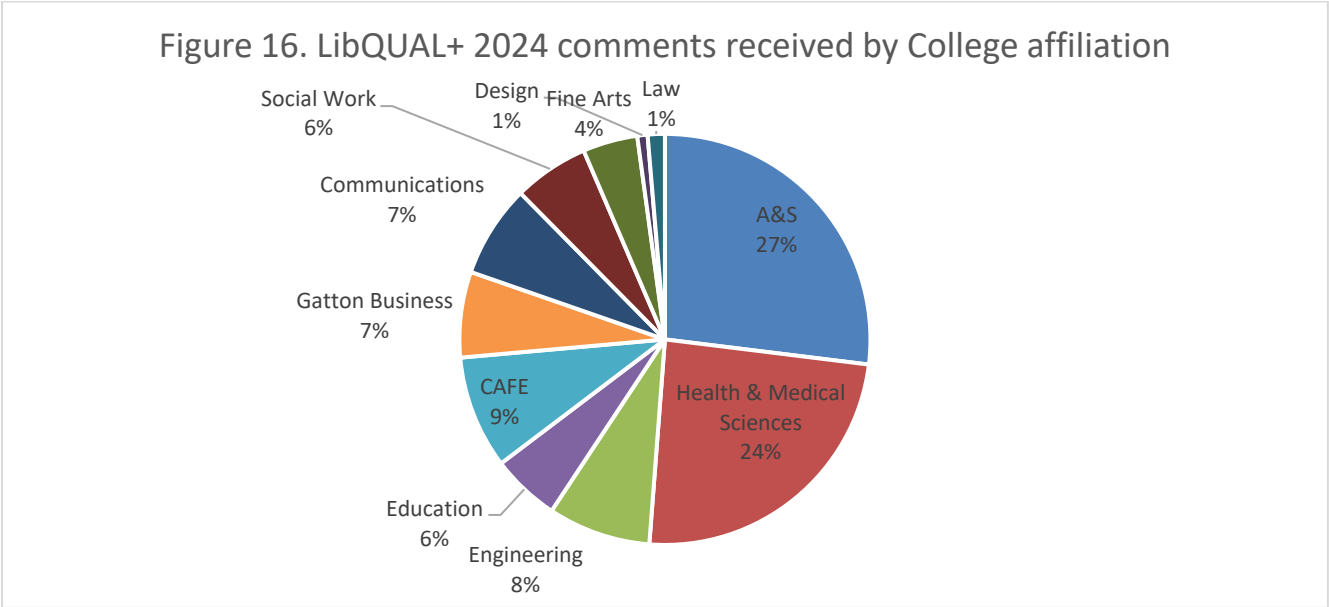
Figure 15. Comments received by University affiliation group



There was representation from all UK Colleges by those who left comments. The College of Arts and Sciences was the highest represented college among respondents who provided comments. The distribution of

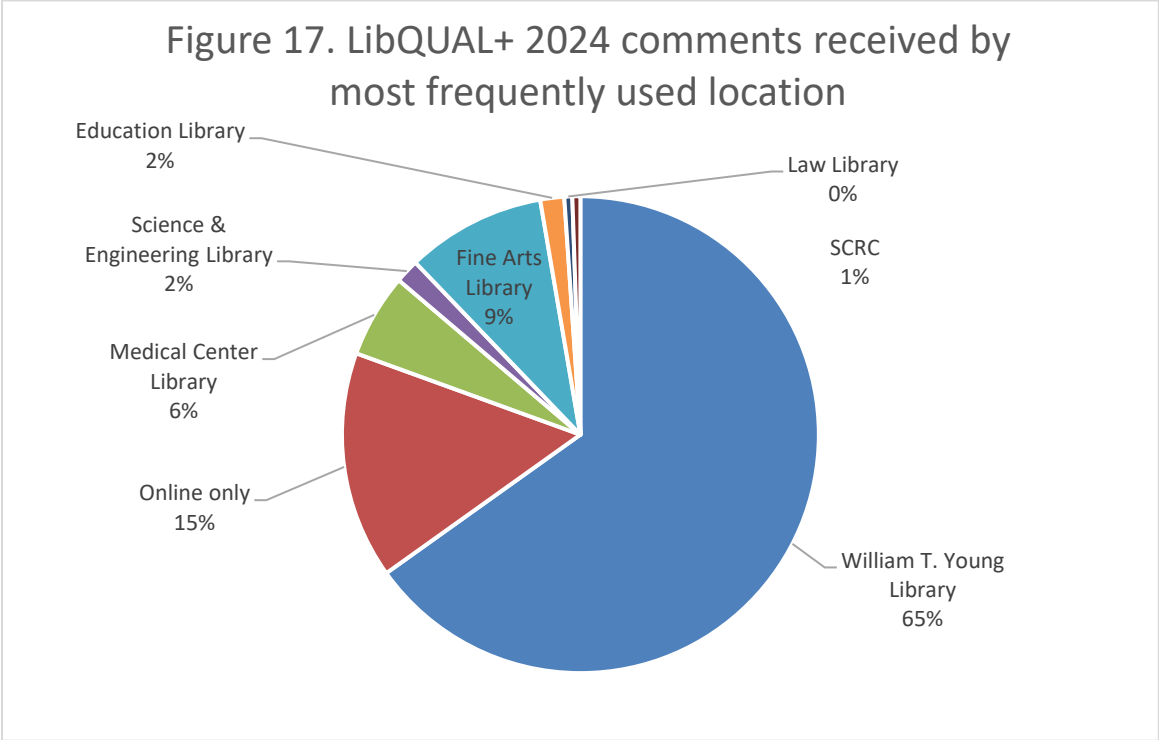
comments received by respondent college is shown in Figure 16.

Figure 16. Comments received by College affiliation



All library locations were selected by commenters as those they most frequently used, including “Online only.” The most common response for branch most frequently used by commenters was William T. Young. The distribution of most frequent branch used by those respondents who submitted comments can be seen in Figure 17.

Figure 17. Branch usage of respondents who included a comment with their LibQUAL+ 2024 response



Summary of Comments by User Group

The set of individual comments for each library, unit, and user group should be reviewed by library employees and administrators in order to address suggestions and issues raised by users. The following summary provides themes and threads running through the set of comments for each user group, but is not meant to replace a thorough review of the comments with a focus on creating improvements.

Undergraduates

Comments received from undergraduates indicate that they are in general, quite happy with UK Libraries staff, services, and especially the facilities. Some undergraduates commented that they love the library and its inviting spaces (one called it their favorite place on campus), and consider it a positive impact on their educational experience. Approximately 16% of undergraduate commenters expressed concerns about the age or cleanliness of William T. Young restrooms or study rooms, their desire for more comfortable chairs, or comments regarding other specific spaces in William T. Young Library, with an additional 12% expressing the desire for some type of noise reduction, noise monitoring, personnel oversight of noise, etc. Several expressed appreciation for the newly renovated wing on the second floor of Young Library, either expressing appreciation for the many white boards or expressing concern about the non-functioning electrical outlets.

Undergraduates also mentioned that they were unaware of many of the resources and services that the Libraries provide and would appreciate more promotion of these services by the Libraries. Finally, they reported difficulty navigating the library website and/or Primo.

Selected comments from undergraduates:

- Staff is super friendly and always very helpful. 4th floor study cubbies are great but not utilized to full potential, status quo is one person/party per cubbie despite there being four seats, which limits their usage. Some sort of divider to turn each into two cubbies (one desk at each) may be beneficial, as the 4th floor is quiet anyways and does not encourage group work as the lower levels do.
- PLEASE UPDATE THE BATHROOMS. The bathrooms in William T Young are incredibly outdated and found very dirty most of the time.
- I enjoy the library. Other libraries besides Willie T should be open for extended hours
- The access to white boards in the study space is awesome and I love the versatility of spaces here!
- The library should incorporate a living room space in which the students would relax in massage chairs. Also the library should put more solar umbrellas around the library. Also they should also provide chargers to borrow and check out.

Graduate Students

Graduate students tend to be heavy users of libraries, using the collections/e-resources, services, and facilities for their coursework, as well as research and teaching. Their comments, as in past years, indicate that they appreciate the helpful library staff, ILL services, and are grateful for the electronic resources and collections. Several mentioned their continued appreciation of the 2019-implemented Thomas D. Clark Graduate Study in William T. Young Library, suggested by the LibQUAL+ 2017 results.

However, graduate students also had concerns as well as many specific suggestions, listed here in order of frequency of topic:

Suggestions for purchase of specific electronic resources or equipment were made by many graduate students; *(see coded comments for “ER access,” “collections,” and “purchase suggestion”)*

Several policy changes were mentioned by the graduate students, including allowing Medical Center graduate/professional students to use the Thomas D. Clark study rooms (or advertising this if it is already allowed); creating additional quiet study spaces, particularly in the Medical Center Library and expanding hours;

Information literacy/library orientation: Need more instructional videos, sessions for new graduate students; and/or single page informational documents giving overviews of library services or resources as well as offering workshops, instruction, or refresher sessions on specific databases; *(see coded comments for “outreach”)*

Primo is not as intuitive as graduate students would like. *(see coded comments for “Primo” and maybe “ER access”)*

Selected comments from graduate or professional students:

- The staff was kind and knowledgeable, spaces in the library were often clean and comfortable, and every time I have requested a book from another university it arrived on time. This helped me greatly in writing my publications and dissertation.
- As a medical student, I would like to have access to the graduate student study area.
- ILL is great and covers a multitude of sins! Even if we don't have the holdings I need, I always have a high degree of confidence that we can order them in.
- I love using study rooms and appreciate the library spaces as areas to focus. i did wish someone enforced the quiet levels more but overall i love the library.
- I would like more training on how to use the library. Where to go online when searching for what kinds of information. How to request article copies of articles not in database or inter library loan materials.
- It would be nice to have more soft seating that's in quiet spaces. All the soft seating is in group study areas.
- I enjoy the library greatly, but I wish there were more small or quiet areas for individual study in which that was enforced. The graduate lounge is typically perfect, but sometimes the door is left open and loud undergraduate groups sneak in and make a lot of noise.

Faculty

Faculty comments indicate that they are happy with and appreciate the services and assistance received from librarians, academic liaisons, and library staff. The comments indicated that for the most part, faculty find services to be very good, particularly interlibrary loan.

A large number of the comments from faculty focused on the issue of inadequate collections and especially the need for specific journals/e-journals to support faculty research in their disciplines. They report that our collections, journals/e-journals, e-resources are inadequate to support their research and, in some cases, the major journals in their disciplines are not available through UK Libraries. *(Please see comments coded “collections,” and “ER access.”)*

As they did in 2020, faculty cited the need for easier, simpler access to available e-journals and e-resources from offices on campus and indicated that other universities have easier access methods in place. Several negative comments were left regarding Primo / InfoKat.

In addition to the items mentioned above, faculty member suggestions included:

- instituting publishing agreements with journal publishers;
- the purchase of specific journal titles; journals in specific disciplines; (*see comments coded “ER access,” “collections”*)
- suggested improvements for ILL requests; and
- improving the Library website (the majority specifically regarding Primo)

Selected comments from faculty:

- I love our libraries, and most of what I dislike about them could be solved with better funding.
- We need a separate area for research help. Currently, the research desk is located at circulation. Students need a place to sit down with a research librarian for extended help.
- “I often find there is limited access to journals in my field - surgery” (or “top journals in economics,” or “easier access to Ovid for online journal search” or “rhetoric and technical communication” or specific journal titles, etc.) (*again, see “collection” or “ER access” coded comments*)
- The library has a good deal of online information but few books (for a research library). The physical condition of the library has deteriorated quite a bit in the 18 years I have been here. Tattered carpets, unclean bathrooms, broken water fountains, blinking or unilluminated light fixtures
- InfoKAT is a terrible search function. There are redundant entries; irrelevant entries appear early and extremely relevant entries appear late.

Benchmark Comparisons

Service Adequacy Benchmarking, 2003-2024

As previously noted, the service adequacy score is a strong measure of service quality over time. The figures below compare service adequacy for each of the three dimensions, aggregated, comparing responses from undergraduates, graduate students, and faculty respondent groups from 2003-2024. Service adequacy across all core dimensions for all user groups have generally improved over time, and most have improved between 2017 and 2024. Service adequacy for the locally-selected questions that have multiple years of data for comparison also improved over time, with the exception of UK-1 “Getting research assistance and finding the help I need” (this was a new question in 2020), UK-3 “Making me aware of library resources and services” for both undergraduate students and faculty and UK-4 “Teaching me how to locate, evaluate, and use information” for faculty, scores for all of which decreased between 2020 and 2024. Please note that the numbering for the locally selected questions (UK) has changed over time; the 2024 UK numbers are used below.

Figure 18. Service Adequacy Means by Respondent Group: Affect of Service

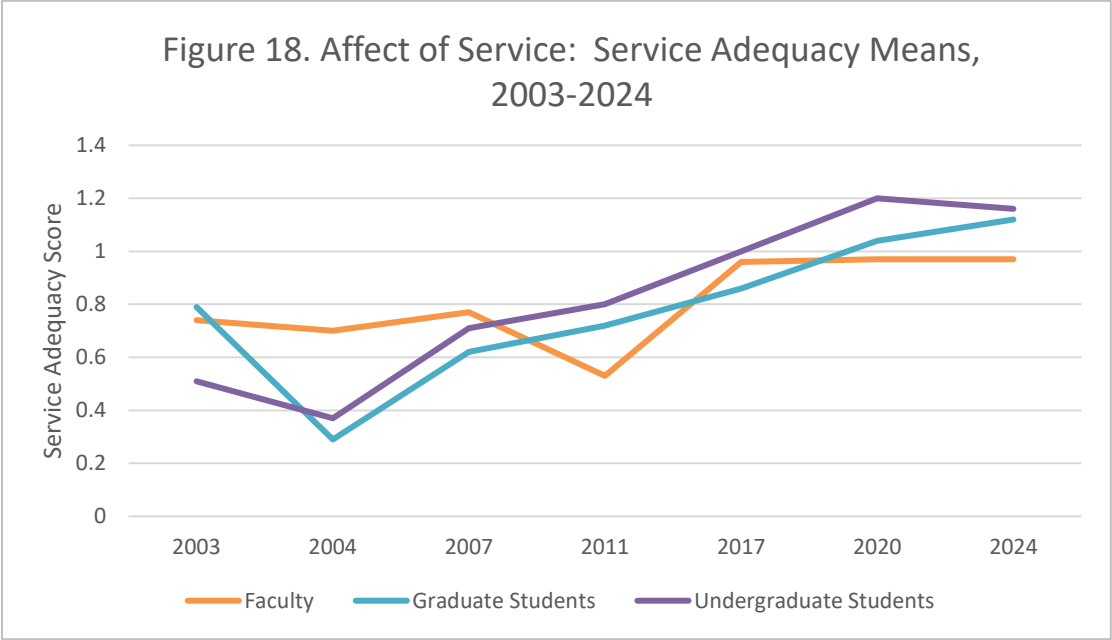


Figure 19. Service Adequacy Means by Respondent Group: Information Control

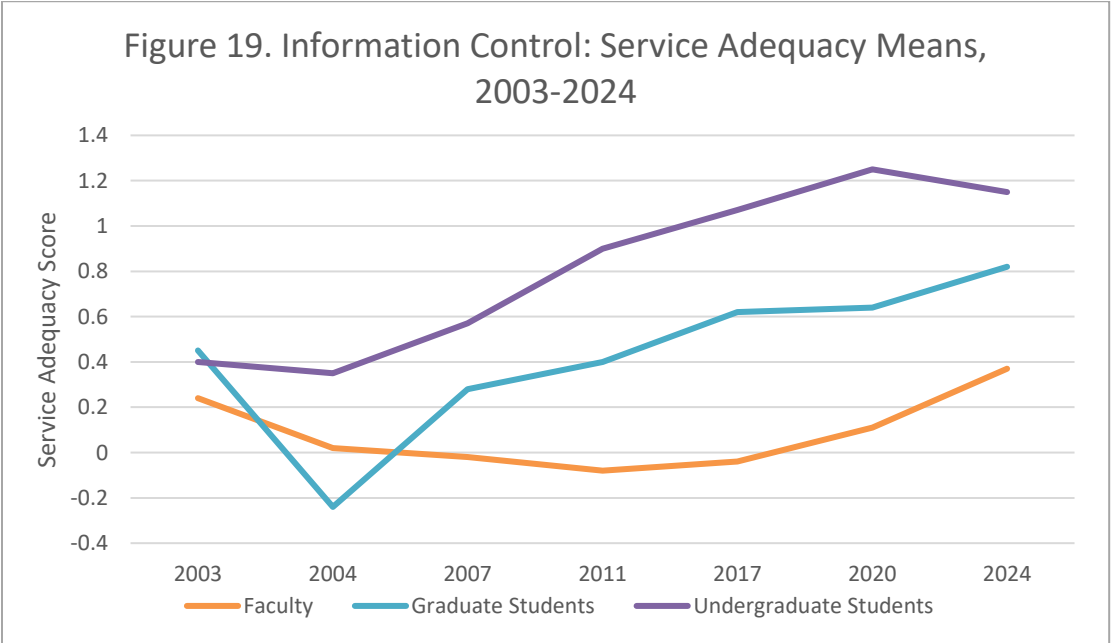


Figure 20. Service Adequacy Means by Respondent Group: Library as Place

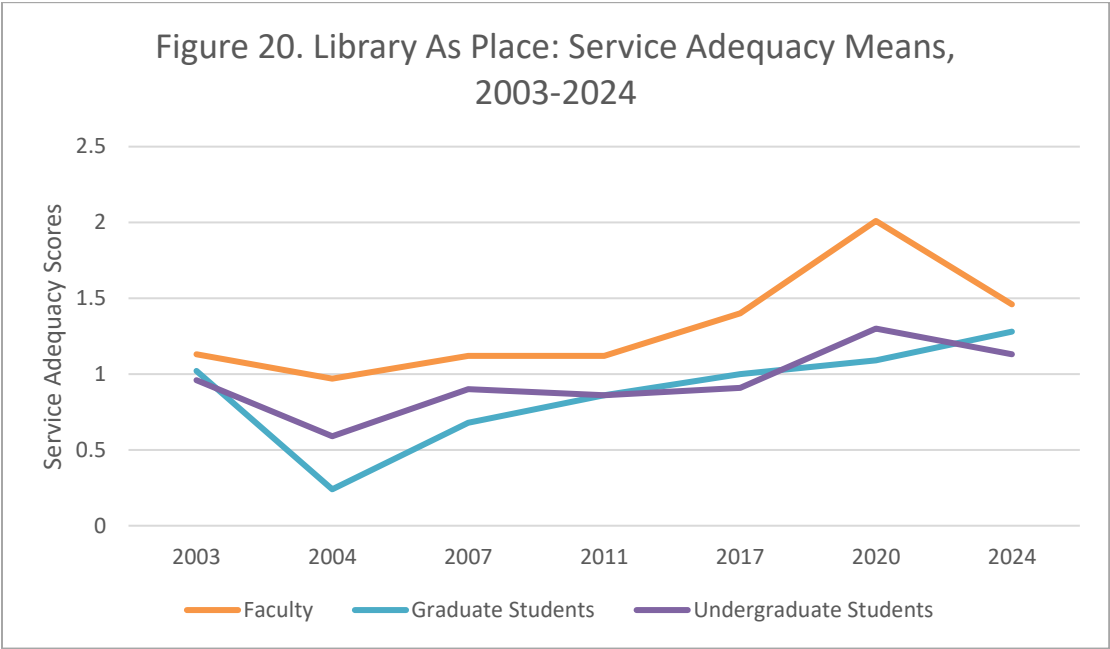


Figure 21. Service Adequacy Means by Respondent Group: Overall Service Adequacy

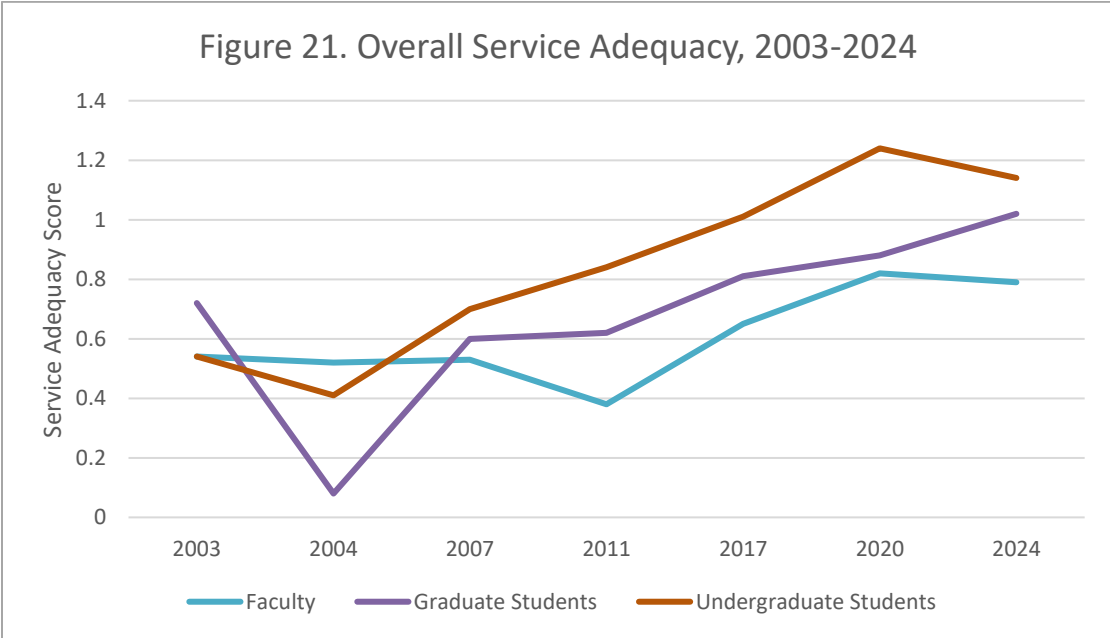


Figure 22. *Service Adequacy Means by Respondent Group: UK-1*

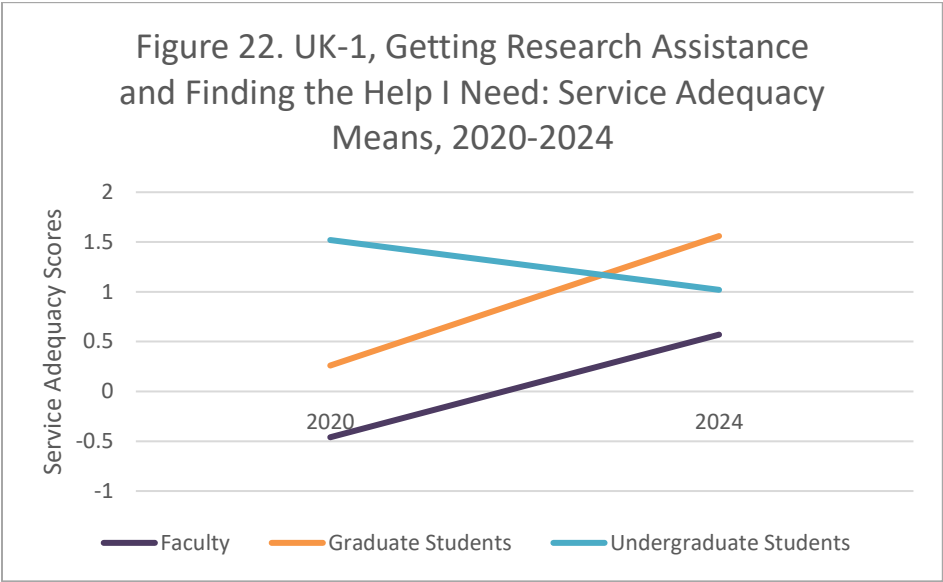


Figure 23. *Service Adequacy Means by Respondent Group: UK-3*

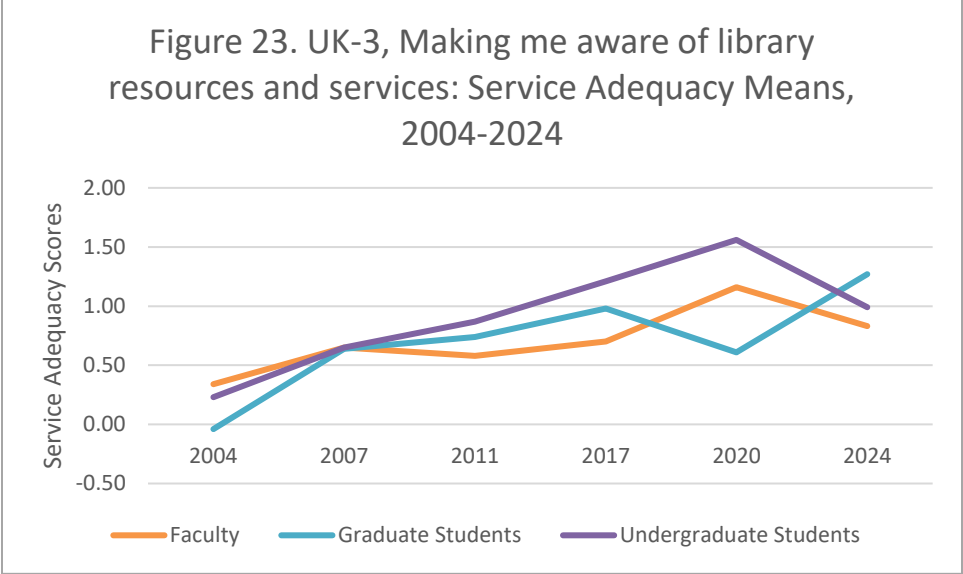


Figure 24. Service Adequacy Means by Respondent Group: UK-4

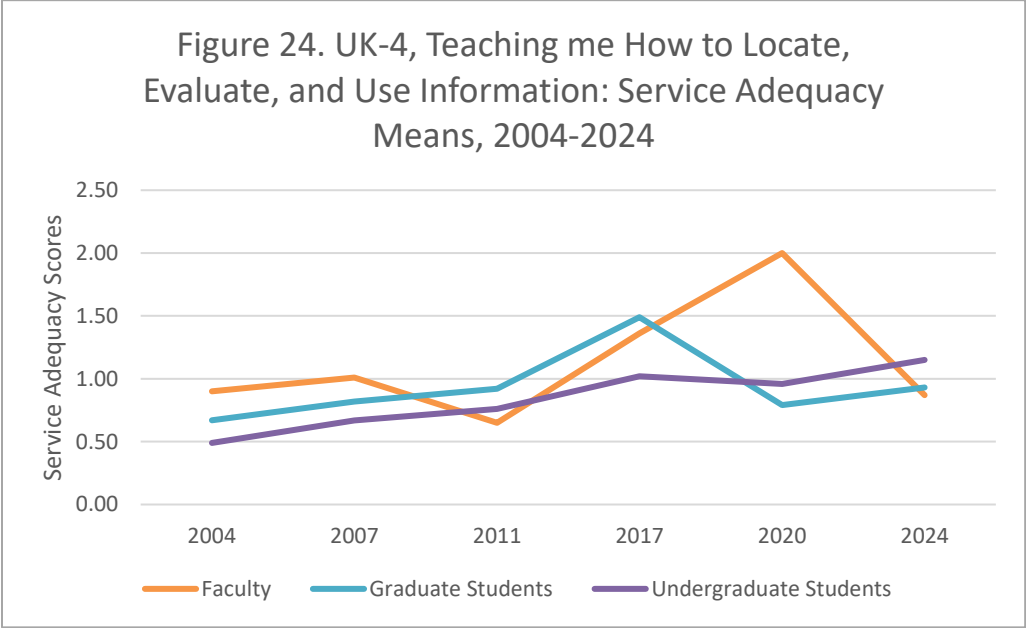
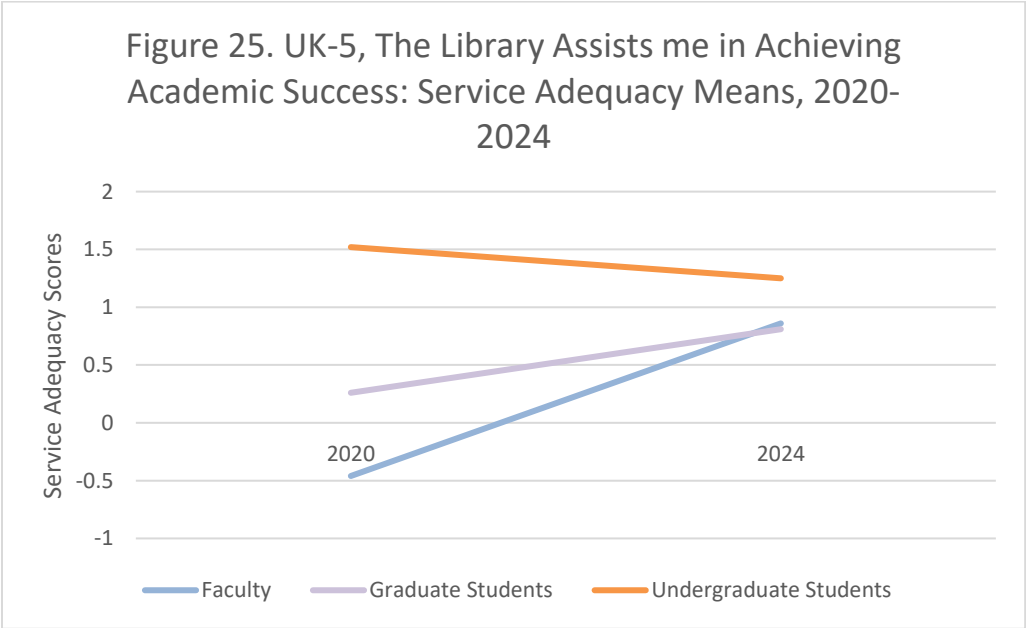


Figure 25. Service Adequacy Means by Respondent Group: UK-5



Information Literacy Service Adequacy Benchmarking, 2003-2024

The figures below compare the results of LibQUAL+ information literacy items for UK undergraduate, graduate student, and faculty responses between 2003 and 2024. The information literacy service adequacy for all user groups have remained fairly consistent over time, however between 2020 and 2024, the graduate and professional student respondents’ perception adequacy score fell for Information Literacy question 1 by 0.45 points as did the faculty member respondents perception adequacy score for Information Literacy question 2.

Faculty member respondents perception adequacy score also fell for ILO-3 by 0.35 points, and by a 0.07 points for ILO-4

Figure 26. Information Literacy Service Adequacy by Respondent Group: Question 1

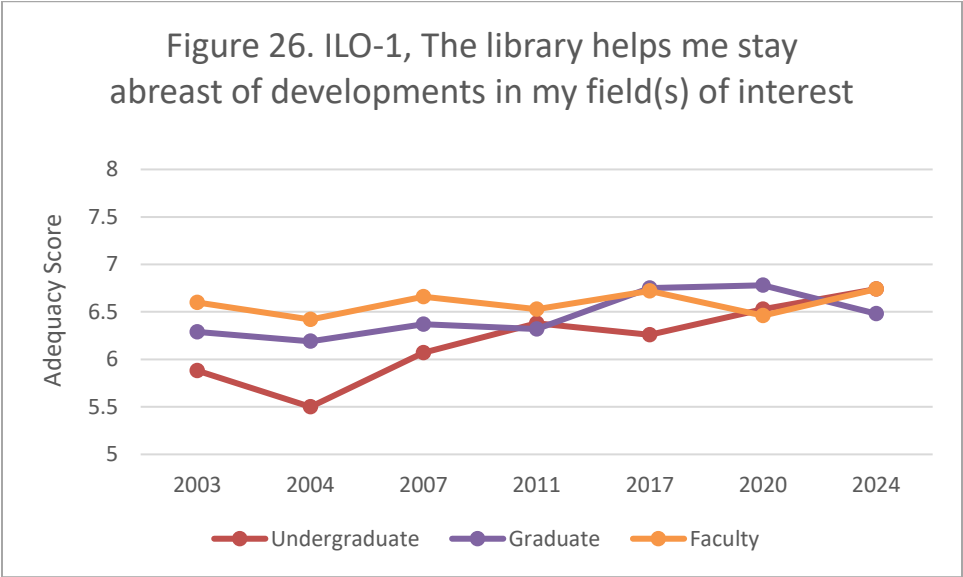


Figure 27. Information Literacy Service Adequacy by Respondent Group: Question 2

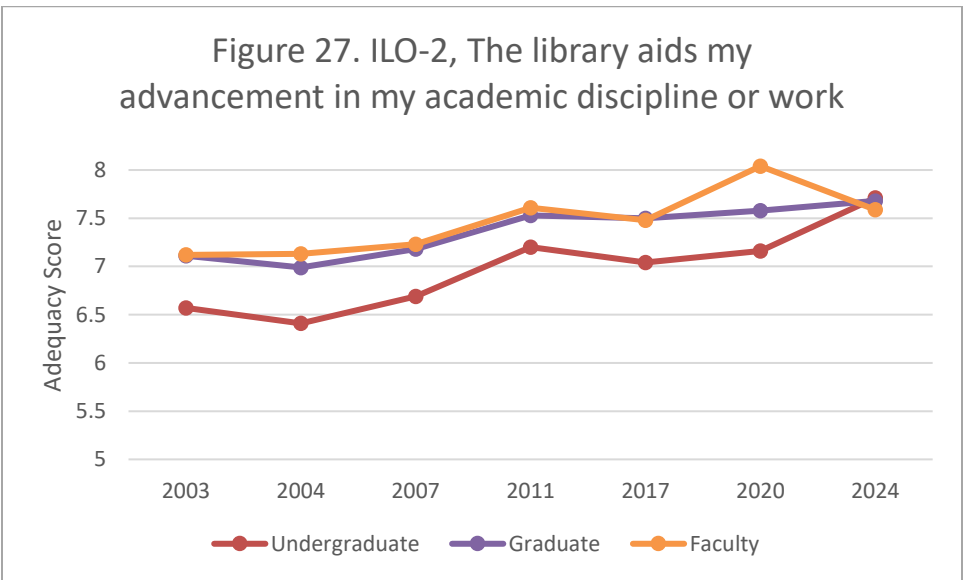


Figure 28. Information Literacy Service Adequacy by Respondent Group: Question 3

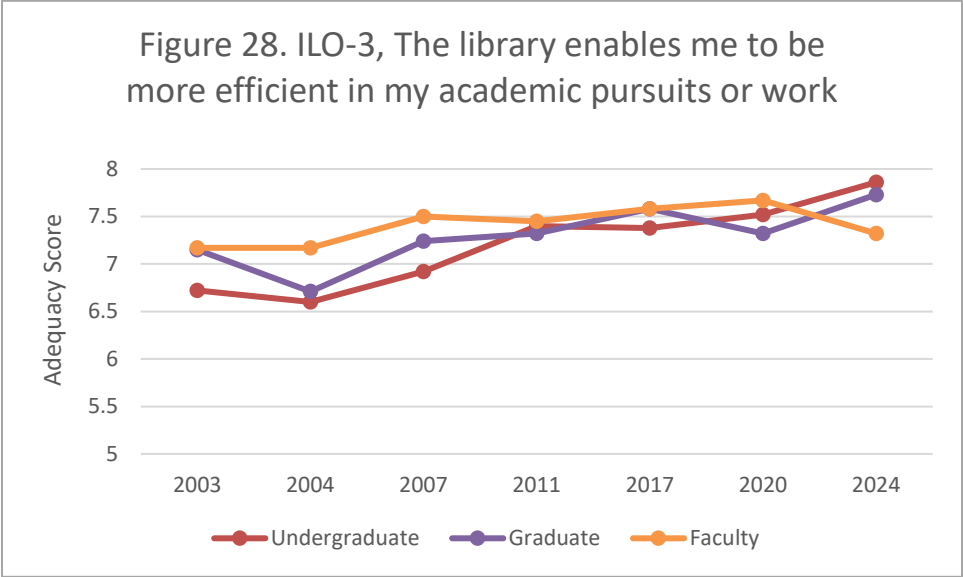


Figure 29: Information Literacy Service Adequacy by Respondent Group: Question 4

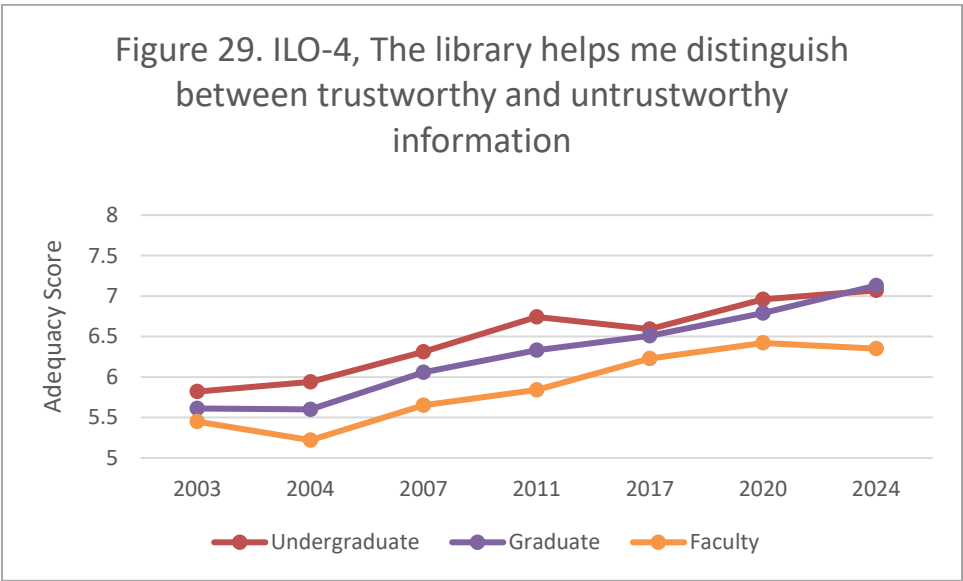
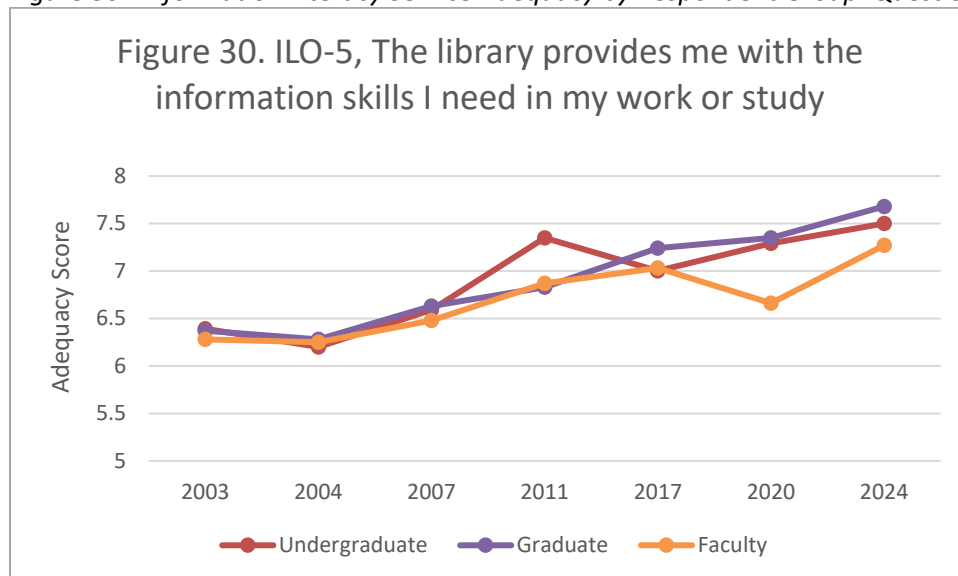


Figure 30. Information Literacy Service Adequacy by Respondent Group: Question 5



Benchmarking against ARL normative scores for LibQUAL+

From information received from Mr. Gary Roebuck, former Associate Executive Director for Finance and Administration at ARL, ARL does not produce annual norms for LibQUAL because the norms have been proven to be stable over time, as shown in a 2005 study by Bruce Thompson, Colleen Cook, and Martha Kyrillidou.¹⁷ Instead, the ARL normative data from 2005 is used for all ARL comparisons. In general, ARL Libraries tend to score highest on AS items, followed by LP items, and then lowest on IC items, and UK Libraries again follows this trend, as we have in every other LibQUAL+ implementation.

Instead of directly comparing the perception or desired means directly between the ARL normative means and the UKL means, the D-M scores were compared in order to contextualize and normalize each set of data. When comparing the UKL overall respondents D-M scores to the ARL normative D-M scores, UKL exceeds all of the ARL normative D-M scores, as shown in Chart 23. The items with the greatest difference between the UKL D-M score and the ARL normative D-M score are shown in this chart in bold, given that these are items in which UKL is highly exceeding the ARL normative score. The items in red font are those in which the UKL D-M score is closest to the ARL normative D-M score, though, again, none of the UKL D-M scores for overall respondents are very close to nor below the ARL scores. As stated before, the D-M scores contextualize the perceived mean scores within the minimum and desired mean scores and indicate the percentage towards which UKL is meeting the patron group's desired level of service for a given item.

D-M scores that are negative indicate the percentage by which UK Libraries is falling below the minimum service level, those between 0 and 100 indicate the percentage by which UK Libraries is meeting expectations, and scores above 100 indicate the amount (over 100) by which UK Libraries exceeds desired expectations.

¹⁷ Thompson, B., Cook, C., & Kyrillidou, M. (2006). Stability of library service quality benchmarking norms across time and cohorts: A LibQUAL+TM study. Available from the University of Arizona Campus Repository at <http://hdl.handle.net/10150/106442>

Chart 23. Comparison of University of Kentucky Libraries, LibQUAL+ 2024 calculated D-M scores to ARL normative LibQUAL+ calculated D-M scores, Overall Respondents

Item No.	Question	D-M (UKL 2020)	D-M (ARL Norm)	UKL(2020) - ARL(norm)
AS-1	Employees who instill confidence in users	90.5	49.4	41.1
AS-2	Giving users individual attention	117.3	31.9	85.4
AS-3	Employees who are consistently courteous	95.7	42.9	52.7
AS-4	Readiness to respond to users' questions	86.7	43.7	43.0
AS-5	Employees who have the knowledge to answer user questions	89.8	51.8	38.0
AS-6	Employees who deal with users in a caring fashion	90.1	43.7	46.4
AS-7	Employees who understand the needs of their users	80.4	49.3	31.1
AS-8	Willingness to help users	100.0	28.5	71.5
AS-9	Dependability in handling users' service problems	89.4	26.9	62.5
IC-1	Making electronic resources accessible from my home or office	62.9	27.2	35.8
IC-2	A library Web site enabling me to locate information on my own	47.9	10.7	37.2
IC-3	The printed library materials I need for my work	96.6	-9.7	106.2
IC-4	The electronic information resources I need	80.4	22.0	58.4
IC-5	Modern equipment that lets me easily access needed information	74.1	14.6	59.5
IC-6	Easy-to-use access tools that allow me to find things on my own	49.6	20.6	29.0
IC-7	Making information easily accessible for independent use	59.7	14.0	45.6
IC-8	Print and/or electronic journal collections I require for my work	69.2	7.7	61.5
LP-1	Library space that inspires study and learning	85.3	10.8	74.5
LP-2	Quiet space for individual activities	62.5	14.34	48.1
LP-3	A comfortable and inviting location	87.9	25.6	62.3
LP-4	A getaway for study, learning, or research	80.5	46.2	34.2
LP-5	Community space for group learning and group study	117.4	38.2	79.2

Chart 24. Comparison of University of Kentucky Libraries, LibQUAL+ 2024 calculated D-M scores to ARL normative LibQUAL+ calculated D-M scores, Undergraduate Respondents

Item No.	Question	D-M (UKL 2020)	D-M (ARL Norm)	UKL(2020) - ARL(norm)
AS-1	Employees who instill confidence in users	92.5	49.4	43.1
AS-2	Giving users individual attention	126.7	31.9	94.8
AS-3	Employees who are consistently courteous	105.3	42.9	62.4
AS-4	Readiness to respond to users' questions	92.7	43.7	49.0
AS-5	Employees who have the knowledge to answer user questions	88.9	51.8	37.1
AS-6	Employees who deal with users in a caring fashion	93.8	43.7	50.1
AS-7	Employees who understand the needs of their users	87.4	49.3	38.1
AS-8	Willingness to help users	115.6	28.5	87.2
AS-9	Dependability in handling users' service problems	94.8	26.9	67.8
IC-1	Making electronic resources accessible from my home or office	78.1	27.2	51.0
IC-2	A library Web site enabling me to locate information on my	67.2	10.7	56.5

	own			
IC-3	The printed library materials I need for my work	106.7	-9.7	116.4
IC-4	The electronic information resources I need	95.1	22.0	73.1
IC-5	Modern equipment that lets me easily access needed information	80.7	14.6	66.1
IC-6	Easy-to-use access tools that allow me to find things on my own	64.7	20.6	44.1
IC-7	Making information easily accessible for independent use	72.9	14.0	58.9
IC-8	Print and/or electronic journal collections I require for my work	81.8	7.7	74.1
LP-1	Library space that inspires study and learning	72.2	10.8	61.4
LP-2	Quiet space for individual activities	46.6	14.4	32.2
LP-3	A comfortable and inviting location	86.8	25.6	61.2
LP-4	A getaway for study, learning, or research	76.9	46.2	30.6
LP-5	Community space for group learning and group study	110.0	38.2	71.8

Chart 25. Comparison of University of Kentucky Libraries, LibQUAL+ 2024 calculated D-M scores to ARL normative LibQUAL+ calculated D-M scores, Graduate and Professional Student Respondents

Item No.	Question	D-M (UKL 2020)	D-M (ARL Norm)	UKL(2020) - ARL(norm)
AS-1	Employees who instill confidence in users	100.7	49.4	51.3
AS-2	Giving users individual attention	102.5	31.9	70.6
AS-3	Employees who are consistently courteous	85.4	42.9	42.5
AS-4	Readiness to respond to users' questions	94.8	43.7	51.1
AS-5	Employees who have the knowledge to answer user questions	101.0	51.8	49.2
AS-6	Employees who deal with users in a caring fashion	96.8	43.7	53.1
AS-7	Employees who understand the needs of their users	70.9	49.3	21.7
AS-8	Willingness to help users	82.1	28.5	53.6
AS-9	Dependability in handling users' service problems	100.0	26.9	73.1
IC-1	Making electronic resources accessible from my home or office	60.7	27.2	33.5
IC-2	A library Web site enabling me to locate information on my own	40.0	10.7	29.3
IC-3	The printed library materials I need for my work	81.3	-9.7	91.0
IC-4	The electronic information resources I need	73.3	22.0	51.3
IC-5	Modern equipment that lets me easily access needed information	59.8	14.6	45.2
IC-6	Easy-to-use access tools that allow me to find things on my own	46.3	20.6	25.7
IC-7	Making information easily accessible for independent use	62.3	14.0	48.3
IC-8	Print and/or electronic journal collections I require for my work	20.4	7.7	12.7
LP-1	Library space that inspires study and learning	91.0	10.8	80.2
LP-2	Quiet space for individual activities	76.3	14.4	61.9
LP-3	A comfortable and inviting location	77.0	25.6	51.3
LP-4	A getaway for study, learning, or research	86.6	46.2	40.4
LP-5	Community space for group learning and group study	128.7	38.2	90.5

Chart 26. Comparison of University of Kentucky Libraries, LibQUAL+ 2024 calculated D-M scores to ARL normative LibQUAL+ calculated D-M scores, Faculty Member Respondents

Item No.	Question	D-M (UKL 2020)	D-M (ARL Norm)	UKL(2020) - ARL(norm)
AS-1	Employees who instill confidence in users	50.0	49.4	0.6
AS-2	Giving users individual attention	100.0	31.9	68.1
AS-3	Employees who are consistently courteous	102.7	42.9	59.8
AS-4	Readiness to respond to users' questions	75.5	43.7	31.8
AS-5	Employees who have the knowledge to answer user questions	109.1	51.8	<u>57.3</u>
AS-6	Employees who deal with users in a caring fashion	84.2	43.7	40.5
AS-7	Employees who understand the needs of their users	42.7	49.3	-6.6
AS-8	Willingness to help users	123.0	28.5	94.5
AS-9	Dependability in handling users' service problems	85.7	26.9	58.8
IC-1	Making electronic resources accessible from my home or office	-19.0	27.2	-46.2
IC-2	A library Web site enabling me to locate information on my own	5.3	10.7	-5.4
IC-3	The printed library materials I need for my work	71.9	-9.7	81.6
IC-4	The electronic information resources I need	29.5	22.0	7.5
IC-5	Modern equipment that lets me easily access needed information	62.9	14.6	48.3
IC-6	Easy-to-use access tools that allow me to find things on my own	-17.2	20.6	-37.8
IC-7	Making information easily accessible for independent use	3.3	14.0	-10.8
IC-8	Print and/or electronic journal collections I require for my work	63.0	7.7	55.3
LP-1	Library space that inspires study and learning	142.2	10.8	131.4
LP-2	Quiet space for individual activities	71.4	14.4	57.0
LP-3	A comfortable and inviting location	129.2	25.6	103.6
LP-4	A getaway for study, learning, or research	105.1	46.2	58.8
LP-5	Community space for group learning and group study	195.5	38.2	157.3

As can be seen in Charts 23 through 25, all items' D-M scores from UKL overall respondents as well as those from the disaggregated undergraduate and graduate student for LibQUAL+ 2024 exceed the ARL normative D-M scores. However, Chart 26 displays results from UKL faculty member respondents where the UK D-M score is less than the ARL normative D-M score on five items and very close to the ARL normative mean D-M score on two additional items. These are the same items that faculty rated as lowest adequacy (see Chart 22).

Benchmarking against 2024 cohort of LibQUAL+ ARL participant institutions

A review of the institutions in the 2024 cohort of LibQUAL+ participants revealed that there were two ARL institutions who participated besides University of Kentucky: Auburn University and SUNY-Buffalo. Of these two institutions, only Auburn elected to share its results in the LibQUAL+ Data Repository. Receiving 2,976 valid and completed surveys, 51% of which were undergraduate students, 24% graduate or professional students, and 14% faculty members, Auburn University Libraries received very similar results for overall users (slight service superiority or near service superiority on AS-2, AS-3 and LP-5, and no service inadequacy, the same as UKL). Auburn's undergraduate respondents reported slight service superiority or near service superiority on AS-2, AS-3, IC-3, and IC-4 and no service inadequacy which is identical to UKL's undergraduate results, though our undergraduate respondents also reported service superiority on LP-5.

Graduate and professional students at Auburn reported service superiority or near service superiority on AS-1, AS-2, AS-3, AS-4, AS-8, IC-3, and LP-5. UKL graduate and professional student respondents did not rate AS-3 (Employees who are consistently courteous) as highly, though they did rank AS-5, AS-6, and AS-9 higher than did Auburn's graduate students (Employees who have the knowledge to answer user questions; Employees who deal with users in a caring fashion; and Dependability in handling users' service problems, respectively). Auburn's graduate and professional students indicated that their library is providing exactly the printed library materials they need for their work (IC-3 has a superiority mean of 0.00), where UKL graduate and professional students rated this item as a -0.25 superiority mean.

Faculty members at Auburn did not rate any items as having service inadequacy, as UK faculty members did. Auburn's faculty indicated that they perceived service superiority or near service superiority on items AS-1, AS-4, LP-1, LP-2, LP-4 and LP-5. UK faculty members had two items of service inadequacy with an additional two at near service-inadequacy. Our scores on AS-1, AS-4, and LP-2 indicated service adequacy (again, lower than Auburn's scores), but our faculty members reported service superiority on some of the same items as did Auburn's (LP-1, LP-4 and LP-5).

Auburn's overall respondents followed the same pattern as UK Libraries' did of having higher scores on AS and LP dimensions, and lower on the IC dimension.

Author's Recommendations for Improvement of UK Libraries

The specific recommendations compiled by the author are listed in Chart 27, along with the source of the recommendation or suggestion for monitoring in future LibQUAL+ implementations.

Chart 27. Recommendations and interpretations or further suggestions from LibQUAL+ 2024 results, in order of respondent priority

Recommendation / Suggestion from Respondents	Sources	Interpretation / Further suggestion(s)
Improve Primo*	Low mean overall users; low D-M score for graduate and extremely low D-M scores for faculty on IC-1, IC-2 and IC-7; low overall IC-6 means, comments coded "collections," "Primo"	Primo was described in the comments as being difficult to navigate / not intuitive, overwhelming, and contains too much & too much irrelevant information. Suggest ILS committee investigates user comments, perhaps does usability / UX studies, investigate default to UK holdings versus universe ; could use proposed student advisory board here

Improve UKL website*	Low mean, low D-M for graduate and faculty on IC-2, comments coded "website"	UKL website was described in comments as having too much text, that the catalog is difficult to find, search area at top right not redirecting to InfoKat. Specific pages mentioned in comments (MCL, ILL); may want to review from perspective of different user groups. Suggest collaboration between ILS, Reference services, academic liaisons, and WAG group (or call for suggestions through All-Lib). Could also do usability / UX studies; could use proposed student advisory board here
Review anything to mitigate noise in WTYL*	Low undergraduate LP-2, comments coded "noise"	Many users report dissatisfaction with noise levels in WTYL. They suggest having a "SWAT team," "quiet monitor," asking the tour guides to lower their voices; new / increased "level up" signage
Evaluate print and e-journal collections versus expressed needs*	Low mean, extremely low D-M IC-8 for graduate students, and IC-4 for faculty; comments include purchase suggestions (general areas as well as titles); see comments coded "ER access," "collections"	Library Satisfaction Survey for FY26 should include question regarding specific journal titles and preferred format for purchase. CAC and/or academic liaisons could consider ways to address and review purchase suggestions made in comments. " Request A Purchase " option could be made more visible / could be marketed, and/or could be expanded to allow for journal title and other materials to be suggested beyond just "book."
Increase outreach/promotion of open library instruction sessions: EndNote, etc., especially for faculty and graduate students*	Low UK-3, IC-6, and AS-7 mean and D-M scores for graduate and faculty respondents, comments coded "outreach"	Graduate students and faculty respondents indicated that they are unsure of current access tools; faculty members feel that UKL does not understand their needs. Perhaps adding a "what are you looking for?" FAQ popup to UKL website or Primo could help? In general, respondents frequently felt that they were unaware of library services / resources. Graduate students mentioned wanting videos / tip sheets for searching databases
Facilities updates and cleanliness*	Comments coded "facilities," "chairs," "computer labs," "food"	Several comments mentioned need for facilities repair / upgrades: discomfort of chairs in Fine Arts and WTYL, particularly in quiet study areas; cleanliness or renovation of WTYL bathrooms; light fixtures out of order / blinking; carpet; cleanliness of Graduate Study and group study rooms; repair of broken movable shelves; reduce number of fire alarm tests; problems with temperature; determine if wifi dead zones still exist in WTYL (possibly in basement?); explore options for healthier options in WTYL vending machines; purchase additional whiteboards (add carts per floor like those found in previous Reference wing?)

Review access to Thomas D. Clark Graduate Study	Comments coded "graduate study"	College of Medicine students report not having access to Graduate Study: if this has been resolved, perhaps marketing this information to these students could help
Review hours libraries are open*	Undergraduate and graduate student comments coded "hours"	Consider extending WTYL hours for Friday and/or Saturday evenings, branch library hours as a whole
Review study room policies	Comments coded "study rooms"	Graduate students would like to be able to access unused faculty study areas; desire for individual study pods; desire for reservation to be simplified (remove reservation up to reservation time, have shorter and longer reservation blocks).

*items were indicated as areas of concern in LibQUAL+ 2020

Limitations and Areas of Further Study

Though the respondent sample for LibQUAL+ 2024 closely mirrors the general population of UK's campus, with the exception of staff employees, for which I do not make any claims in this report, it is the case that we offered incentives for student respondents which could have influenced response rate, as could the usual concerns about online surveys: those who feel the strongest are more motivated to respond; and those with reliable internet connections may be higher represented.

Specifically for UK Libraries' Satisfaction Survey:

- Approximately 25% of graduate and professional students and 29% of faculty respondents report that they do not use the library: what avenues exist for UKL to reach them?
- Assess staff member perceptions of libraries
- Do our patrons feel that our space is welcoming?
- Do our patrons feel safe in our spaces?
- Do either of the latter two questions vary by ethnicity or gender of respondent?

Appendices

Appendix A. LibQUAL+ Lite example survey



LibQUAL+ 2020 Survey

Welcome!

We are committed to improving your library services. Better understanding your expectations will help us tailor those services to your needs.

We are conducting this survey to measure library service quality and identify best practices through the Association of Research Libraries' LibQUAL+® program.

Please answer all items. Thank you for your participation!

Please rate the following statements (1 is lowest, 9 is highest) by indicating:

Minimum - the number that represents the minimum level of service that you would find acceptable

Desired - the number that represents the level of service that you personally want

Perceived - the number that represents the level of service that you believe our library currently provides

For each item, you must EITHER rate the item in all three columns OR identify the item as "N/A" (not applicable). Selecting "N/A" will override all other answers for that item.

When it comes to...	My Minimum Service Level Is	My Desired Service Level Is	Perceived Service Performance Is	
	Low 1 2 3 4 5 6 7 8 9	High Low 1 2 3 4 5 6 7 8 9	High Low 1 2 3 4 5 6 7 8 9	High 1 2 3 4 5 6 7 8 9
1) The electronic information resources I need	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="checkbox"/> N/A
2) Library space that inspires study and learning	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="checkbox"/> N/A
3) Employees who deal with users in a caring fashion	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="checkbox"/> N/A
4) Easy-to-use access tools that allow me to find things on my own	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="checkbox"/> N/A
5) Dependability in handling users' service problems	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="checkbox"/> N/A
When it comes to...	My Minimum Service Level Is	My Desired Service Level Is	Perceived Service Performance Is	
	Low 1 2 3 4 5 6 7 8 9	High Low 1 2 3 4 5 6 7 8 9	High Low 1 2 3 4 5 6 7 8 9	High 1 2 3 4 5 6 7 8 9
6) Print and/or electronic journal collections I require for my work	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="checkbox"/> N/A
7) Community space for group learning and group study	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="checkbox"/> N/A
8) Willingness to help users	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="checkbox"/> N/A
9) Making me aware of library resources and services	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="checkbox"/> N/A

Please indicate the degree to which you agree with the following statements:

10) The library aids my advancement in my academic discipline or work.

1 2 3 4 5 6 7 8 9
Strongly Disagree Strongly Agree

11) The library enables me to be more efficient in my academic pursuits or work.

1 2 3 4 5 6 7 8 9
Strongly Disagree Strongly Agree

12) In general, I am satisfied with the way in which I am treated at the library.

1 2 3 4 5 6 7 8 9
Strongly Disagree Strongly Agree

13) How would you rate the overall quality of the service provided by the library?

1 2 3 4 5 6 7 8 9
Extremely Poor Extremely Good

Please indicate your library usage patterns:

14) How often do you use resources on library premises?

15) How often do you access library resources through a library Web page?

16) How often do you use Yahoo™, Google™, or non-library gateways for information?

Please answer a few questions about yourself:

17) The library that you use most often:

18) Age:

19) Full or part-time student?

20) Discipline:

21) Position: (Select the ONE option that best describes you.)

22) Please enter any comments about library services in the box below:

23) Enter your e-mail address if you would like to enter an optional drawing. Your e-mail address will be kept confidential and will not be linked to your r

Complete the Survey

If you have any questions, e-mail the Survey Webmaster.

Appendix B. LibQUAL+ Dimensions

Affect of Service

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

Information Control

- IC-1** Making electronic resources accessible from my home or office
- IC-2** A library Web site enabling me to locate information on my own
- IC-3** The printed library materials I need for my work
- IC-4** The electronic information resources I need
- IC-5** Modern equipment that lets me easily access needed information
- IC-6** Easy-to-use access tools that allow me to find things on my own

IC-7 Making information easily accessible for independent use

IC-8 Print and/or electronic journal collections I require for my work

Library as Place

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

General Satisfaction

- GS-1** In general, I am satisfied with the way in which I am treated at the library
- GS-2** In general, I am satisfied with library support for my learning, research, and or teaching needs.
- GS-3** How would you rate the overall quality of the service provided by the library?

Information Literacy Outcomes

- ILO-1** The library helps me stay abreast of developments in my field(s) of interest.
- ILO-2** The library aids my advancement in my academic discipline or work
- ILO-3** The library enables me to be more efficient in my academic pursuits or work.
- ILO-4** The library helps me distinguish between

trustworthy and untrustworthy information.

ILO-5 The library provides me with the information skills I need in my work or study.

University of Kentucky Libraries-Selected Questions

UK-1 Getting research assistance and finding the help I need.

UK-2 Library collections that represent a range of voices, viewpoints, and perspectives (*new for 2024*)

UK-3 Making me aware of library resources and services.

UK-4 Teaching me how to locate, evaluate, and use information.

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

Appendix C. Definitions of LibQUAL+ Measurements

This information is copied from the LibQUAL+ survey results notebook, p.4-5 with omissions made and emphasis added by the author.

Means

The mean of a collection of numbers is their arithmetic average, computed by adding them up and dividing by their total number. In this [data], means are provided for users' minimum, desired, and perceived levels of service quality for each item on the LibQUAL+ survey. Means are also provided for the general satisfaction and information literacy outcomes questions.

Standard Deviation

Standard deviation (SD) is a measure of the spread of data around their mean. The standard deviation depends on calculating the average distance of each score from the mean. If all users rated an item identically, the SD would be zero. Larger SDs indicate more disparate opinions of the users about library service quality.

Service Adequacy

The service adequacy gap score is calculated by subtracting the minimum score from the perceived score on any given question, for each user. Both means and standard deviations are provided for service adequacy gap scores on each item of the survey, as well as for each of the three dimensions of library service quality. *In general, service adequacy is an indicator of the extent to which you are meeting the minimum expectations of your users.* A negative service adequacy gap score indicates that our users' perceived level of service quality is below their minimum level of service quality and is printed in red.

Service Superiority

The service superiority gap score is calculated by subtracting the desired score from the perceived score on any given question, for each user. Both means and standard deviations are provided for service superiority gap scores on each item of the survey, as well as for each of the three dimensions of library service quality. *In general, service superiority is an indicator of the extent to which you are exceeding the desired expectations of your users.* A positive service superiority gap score indicates that your users' perceived level of service quality is above their desired level of service quality and is printed in green.

Radar Charts

Radar charts are commonly used throughout the following pages to display both aggregate results and results from individual institutions. Radar charts are useful when you want to look at several different factors all related to one item. Sometimes called "spider charts" or "polar charts," radar charts feature multiple axes or spokes along which data can be plotted. Variations in the data are shown by distance from the center of the chart. Lines connect the data points for each series, forming a spiral around the center. In the case of the LibQUAL+ survey results, each axis represents a different survey question. Questions are identified by a code at the end of each axis. The three dimensions measured by the survey are grouped together on the radar charts, and each dimension is labeled: Affect of Service (AS), Information Control (IC), and Library as Place (LP). Radar charts are used in this [data] to present the item summaries (the results from the 22 core survey questions).

How to read a radar chart

Radar charts are an effective way to show strengths and weaknesses graphically by enabling you to observe symmetry or uniformity of data. Points close to the center indicate a low value, while points near the edge indicate a high value. When interpreting a radar chart, it is important to check each individual axis as well as the chart's overall shape in order to gain a complete understanding of its meaning. You can see how much data fluctuates by observing whether the spiral is smooth or has spikes of variability. Respondents' minimum, desired, and perceived levels of service quality are plotted on each axis of your LibQUAL+ radar charts. The resulting gaps between the three levels are shaded in blue, yellow, green, and red. Generally, a radar graph shaded blue and yellow indicates that users' perceptions of service fall within the "zone of tolerance"; the distance between minimum expectations and perceptions of service quality is shaded in blue, and the distance between their desired and perceived levels of service quality is shown in yellow. When users' perceptions fall outside the "zone of tolerance," the graph will include areas of red and green shading. If the distance between users' minimum expectations and perceptions of service delivery is represented in red, that indicates a negative service adequacy gap score. If the distance between the desired level of service and perceptions of service delivery is represented in green, that indicates a positive service superiority gap score.

Note: Sections with charts and tables are omitted from the following pages when there are three or fewer individuals in a specific group.

Data Screening

In compiling the summary data reported here, several criteria were used to determine which responses to include in the analyses.

1. Complete Data. In order to submit the survey successfully, users must provide a rating of (a) minimally-acceptable service, (b) desired service, and (c) perceived service or rate the item "not applicable" ("N/A"). If these conditions are not met, when the user attempts to submit the questionnaire, the software shows the user where missing data are located and requests complete data. The user may of course abandon the survey without completing all the items. *Only records with complete data on the presented core items and where respondents chose a user group were retained in summary statistics.*

2. "N/A" Responses. Because some institutions provide incentive prizes for completing the survey, some users might select "N/A" choices for all or most of the items rather than reporting their actual perceptions. Or, some users may have views on such a narrow range of quality issues that their data are not very informative. *Records [...] of the Lite version containing more than 4 "N/A" responses are eliminated from the summary statistics.*

3. Inconsistent Responses. One appealing feature of a gap measurement model is that the rating format provides a check for inconsistencies (i.e., score inversions) in the response data (Thompson, Cook & Heath, 2000). Logically, on a given item the "minimum" rating should not be higher than the "desired" rating on the same item. *Records [...] of the Lite version containing more than 3 logical inconsistencies were eliminated from the summary statistics.*

Appendix D. Calculated D-M Scores from LibQUAL+ 2024

The D-M score, developed by Dennis and Bower¹⁸ is calculated as a ratio, as follows:

$$\begin{aligned} \text{Adequacy gap} &= \text{Perceived Mean} - \text{Minimum Mean} \\ \text{Zone of Tolerance} &= \text{Desired Mean} - \text{Minimum Mean} \\ \text{D-M Score} &= (\text{Adequacy Gap} / \text{Zone of Tolerance}) * 100 \end{aligned}$$

This normalized measurement situates the perceived mean scores in context of the respondents' minimum and desired scores, with higher scores representing higher perceived service quality.¹⁹

Appendix D. Chart 1. D-M scores, Overall Respondents, sorted by highest D-M scores, with scores at or above 100 in **bold** and those at or below to 50 in **red font**.

ID	Minimum Mean	Desired Mean	Perceived Mean	D-M Score
LP-5	6.06	7.21	7.41	117
AS-2	5.66	6.64	6.81	117
AS-8	6.56	7.55	7.55	100
UK-2	6.74	7.57	7.56	99
IC-3	5.59	6.75	6.71	97
AS-3	6.58	7.73	7.68	96
UK-5	6.61	7.7	7.65	95
UK-1	6.38	7.49	7.42	94
UK-4	6.09	7.2	7.13	94
AS-1	6.09	7.35	7.23	90
AS-6	6.5	7.71	7.59	90
AS-5	6.61	7.69	7.58	90
AS-9	6.46	7.5	7.39	89
LP-3	6.27	7.68	7.51	88
AS-4	6.48	7.61	7.46	87
LP-1	6.05	7.55	7.33	85
LP-4	6.37	7.65	7.4	80
IC-4	6.03	7.41	7.14	80
AS-7	6.6	7.72	7.5	80
UK-3	5.92	7.14	6.89	80
IC-5	6.57	7.69	7.4	74
IC-8	6.33	7.5	7.14	69
IC-1	6.71	7.87	7.44	63
LP-2	6.63	7.83	7.38	63
IC-7	6.62	7.86	7.36	60
IC-6	6.49	7.8	7.14	50
IC-2	6.63	7.84	7.21	48

¹⁸ Dennis, B. & Bower, T, (2007) "How to Get More From Your Quantitative LibQUAL+™ Dataset: Making Results Practical." Western Michigan University Libraries Faculty & Staff Publications. 25. Available at https://scholarworks.wmich.edu/library_pubs/25

¹⁹ D-M scores that are negative indicate the percentage by which UK Libraries is falling below the minimum service level, those between 0 and 100 indicate the percentage by which UK Libraries is meeting expectations, and scores above 100 indicate the amount (over 100) by which UK Libraries exceeds desired expectations.

Appendix D. Chart 2. D-M scores, Undergraduate Respondents, sorted by highest D-M scores, with scores at or above 100 in **bold** and those at or below to 50 in *red font*.

ID	Minimum Mean	Desired Mean	Perceived Mean	D-M Score
AS-2	5.47	6.37	6.61	127
AS-8	6.2	7.16	7.31	116
UK-2	6.43	7.46	7.6	114
LP-5	6.22	7.42	7.54	110
UK-1	6.36	7.3	7.38	109
IC-3	5.5	6.69	6.77	107
UK-5	6.27	7.46	7.53	106
UK-4	5.93	7.02	7.08	106
AS-3	6.37	7.5	7.56	105
IC-4	5.57	7	6.93	95
AS-9	6.18	7.33	7.27	95
AS-6	6.25	7.54	7.46	94
AS-4	6.33	7.43	7.35	93
AS-1	5.69	7.03	6.93	93
AS-5	6.22	7.48	7.34	89
AS-7	6.31	7.58	7.42	87
LP-3	6.47	7.99	7.79	87
IC-8	6.02	7.34	7.1	82
IC-5	6.36	7.55	7.32	81
IC-1	6.17	7.45	7.17	78
LP-4	6.34	7.81	7.47	77
IC-7	6.28	7.61	7.25	73
LP-1	6.24	7.86	7.41	72
UK-3	5.55	6.97	6.54	70
IC-2	6.24	7.55	7.12	67
IC-6	5.99	7.49	6.96	65
LP-2	<i>6.75</i>	<i>8.06</i>	<i>7.36</i>	<i>47</i>

Appendix D. Chart 3. D-M scores, Graduate and Professional Student Respondents, sorted by highest D-M scores, with scores at or above 100 in **bold** and those at or below to 50 in **red font**.

ID	Minimum Mean	Desired Mean	Perceived Mean	D-M Score
LP-5	5.87	7.02	7.35	129
UK-3	5.96	7.03	7.23	119
AS-2	6	7.21	7.24	102
AS-5	6.83	7.84	7.85	101
AS-1	5.9	7.33	7.34	101
AS-9	6.63	7.51	7.51	100
UK-2	6.77	7.48	7.48	100
UK-1	6.16	7.74	7.72	99
AS-6	6.56	7.8	7.76	97
AS-4	6.47	7.62	7.56	95
LP-1	5.86	7.41	7.27	91
LP-4	6.4	7.52	7.37	87
AS-3	6.71	8.01	7.82	85
UK-5	6.91	7.89	7.72	83
AS-8	6.6	7.77	7.56	82
IC-3	5.61	6.95	6.7	81
LP-3	6.17	7.69	7.34	77
LP-2	6.51	7.69	7.41	76
IC-4	6.36	7.82	7.43	73
UK-4	6.33	7.6	7.26	73
AS-7	6.74	7.84	7.52	71
IC-7	6.77	7.99	7.53	62
IC-1	7.08	8.3	7.82	61
IC-5	6.86	7.93	7.5	60
IC-6	6.78	7.99	7.34	46
IC-2	6.94	8.24	7.46	40
IC-8	6.7	7.78	6.92	20

Appendix D. Chart 4. D-M scores, Faculty Respondents, sorted by highest D-M scores, with scores at or above 100 in **bold** and those at or below to 50 in **red font**.

ID	Minimum Mean	Desired Mean	Perceived Mean	D-M Score
LP-5	4.35	5.45	6.5	195
LP-1	5.1	6.19	6.65	142
LP-3	5.3	6.67	7.07	129
AS-8	7.13	8	8.2	123
AS-5	7	7.88	7.96	109
LP-4	6.35	6.94	6.97	105
AS-3	6.28	7.77	7.81	103
AS-2	4.52	5.81	5.81	100
AS-9	6.7	7.4	7.3	86
AS-6	6.67	7.87	7.68	84
UK-5	7	8.1	7.86	78
AS-4	6.86	8.33	7.97	76
UK-4	5.73	6.93	6.6	73
IC-3	5.39	6.78	6.39	72
LP-2	5.58	7.05	6.63	71
IC-8	6.4	7.48	7.08	63
IC-5	6.51	7.83	7.34	63
UK-1	6.67	7.63	7.23	58
AS-1	7.12	8.16	7.64	50
UK-2	6.87	7.65	7.26	50
AS-7	6.89	7.64	7.21	43
UK-3	5.83	7.89	6.67	41
IC-4	6.7	7.99	7.08	29
IC-2	7.11	8.25	7.17	5
IC-7	7.04	8.27	7.08	3
IC-6	7.1	8.03	6.94	-17
IC-1	7.85	8.64	7.7	-19

Appendix E. LibQUAL+ 2020 Action Plan

This plan was developed collaboratively by the Director of Library Assessment and the Libraries' Executive Committee after reviewing the 2020 LibQUAL+ results. All recommendations are complete except for **one that is still under review**. The original document is saved here:

<https://docs.google.com/spreadsheets/d/1tdr4Mp9YX2fzXnKP3OiINPFK2ILz1E-EREjrdeui3DE/edit#gid=0>

and was updated every 6 months through June 2024 by EC or the author.

Recommendation	Point Person / Lead	Status	Actions Taken	Notes
Improve UKL Website	Kelly / Shanna / WAG	Complete	One-time funds were used to hire a consulting firm (NewCity) to improve the Libraries website architecture and usability. Redesign website went live 8/1/2022, managed by new Web Administration Group.	UKL website was described in the comments as being difficult to navigate and that it does not contain needed information.
Streamline access to electronic resources	Kelly / Jason	Complete	Direct linking has been implemented in Primo (08/2021). Explore options for limiting log-ins for users.	UK Libraries will move to OpenAthens as its single sign-on authentication system in place of EZproxy. This will increase efficiency of internal workflows, create a more seamless and branded experience for users, improve support for offsite users with and without linkblue IDs, and improve security. We expect the project to begin in early 2023 with an official launch in summer 2023. (Dean Way's News and Updates email 11/9/22)
Streamline process for users requesting resources to be acquired	Julene / Assessment Committee Kate / Jason / Daniel	Partially completed	Library satisfaction survey (fall 2022) sought and received purchase considerations. Link to form to request purchases continues to be available on new website (Find and Borrow / Where do I start? / scroll down to "request a purchase" form (https://uky.az1.qualtrics.com/jfe/form/SV_74EhLOUI743TEDY). Alma Purchase Requests continue to be considered per EC meeting 04/2022	Library satisfaction survey (planned for fall 2022) will seek input on sources to consider purchasing; add a purchase request button/option in Primo; increase visibility of existing purchase request option on Libraries website; Alma Purchase Requests are being explored for possible implementation in fall 2023. <i>Director of Acquisitions comment from 8/30/21: The form usually goes to Director of Collections or an Academic Liaison who agrees to forward requests as appropriate. I would like to look at the option of using Alma Purchase Request rather than just a web based form.</i>
Improve Wi-Fi strength throughout library	ITS	Complete	UKITS upgrading beginning in spring 2022 in Young	Clain Hendrix discussed a potential network upgrade at WT Young Library in April 2021 that would involve a

spaces				two-year upgrade process. UKITS issued a RFP for bidding on the project in late July 2021 and began upgrading Young WiFi in spring 2022, completed by end of January 2023. Library satisfaction survey (ran fall 2022) results indicate continued dissatisfaction with WTYL WiFi strength.
Create learning objects, such as instructional videos or simple instruction guides about specific resources or research practices that would be available on demand	Educational Services Matrix Group	Complete	Currently inventorying existing learning objects - 96 so far. Reviewing those to look for necessary updates and gaps. New ones will be created based on those gaps.	This was a comment made by a graduate student (Medical Center)[1]; could be folded into next recommendation. ESMG creating new learning objects that are marketed in social media and is reviewing current guides for accessibility. Coverage of learning objects is good.
Explore ways to increase or enhance instruction for graduate students to elevate their research skills and to raise awareness of services and resources available	Educational Services Matrix Group	Complete	Stephanie Henderson has been appointed liaison to the graduate school. Working to market collections and services in the Clark Graduate Study with posters and table tents.	ESMG continuing to promote graduate student LibGuide, attended graduate student boot camp to promote learning objects, collections. STEM workshop series being recorded.
Improve user experience in Primo	Jason	Complete	Primo VE implemented 07/01/21; Direct Linking implemented (users now have immediate access to an article or e-book from preferred vendor(s) avoiding the past intervening menu of choices) 08/20/21	Library satisfaction survey (ran fall 2022) results indicate continued dissatisfaction with Primo UX.
Review quiet and group study spaces across libraries	Julene / Assessment Committee	Complete	W. T. Young space survey ran 2/15-4/15/22 and Library Satisfaction Survey 10/22-11/22; King Great Hall updated with soft seating and was promoted as student study space; lighting and outlet repairs suggested by LSS are being conducted in WTYL in spring and summer 2023.	WTYL space survey indicated that students continue to desire additional individual quiet study spaces; undergraduate students also indicated a desire for additional group workspaces. In spring 2023 four former copier rooms in WTYL were converted to four-person study areas that are seeing heavy use.