

## DUL 2016 Student survey: *First-year students*

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### Background

The biannual student survey was distributed to a random sample of 5,889 undergraduate and graduate students and promoted through library websites and email lists in January and February 2016. A total of 3,215 students responded to the survey, 509 (16%) of them first-years. Of these, 189 (37% of first-years) identified Lilly as their primary library and 283 (56% of first-years) identified Perkins & Bostock as their primary library. Below is a synopsis of survey findings for these two groups. “PB” represents the responses of those first-years who selected Perkins & Bostock as their primary library, while “Lilly” represents the responses of those first-years who selected Lilly as their primary library. “TAR” is the “total aggregate response” of all respondents who selected the same primary library.

### Key Findings

#### Frequency of visit

At PB, 70% of first-years visit either daily (16%) or more than once a week (54%). Compared to the TAR, this is a lower rate of daily visits but higher rate of more than once a week (24% and 40% respectively). First years visit Lilly a bit less frequently than their PB counterparts: 16% visit daily and 38% visit more than once a week. However, first-years visit Lilly just as frequently as the TAR.

#### Please rate your overall satisfaction with your primary library

The main difference between satisfaction ratings is that there is a much higher rate of “extremely satisfied” at PB than Lilly and conversely a higher rate of “somewhat satisfied” at Lilly. First-years at Lilly have a lower rate of extreme satisfaction than the Lilly TAR (8% to 14%). This trend is flipped at PB, where first-years have a higher rate of extreme satisfaction than the TAR (22% to 15%).

<b>Rating</b>	<b>First-years</b>	<b>TAR</b>
<b>Lilly first-years</b>	<b>40%</b>	<b>12%</b>
Not very satisfied	2%	2%
Somewhat satisfied	23%	18%
Very Satisfied	68%	66%
Extremely Satisfied	8%	14%
<b>PB first-years</b>	<b>60%</b>	<b>88%</b>
Not very satisfied	0.4%	0.6%
Somewhat satisfied	10%	14%
Very Satisfied	68%	70%
Extremely Satisfied	22%	15%

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## Materials – what’s important to them

PB First-years are fairly similar to the TAR in all areas in all areas of Materials. By far the most important material to first-years is online journals/articles at 82%. Ebooks and print books ranked of equal, secondary importance at 56%. Streaming video and music are more important to first-years than the TAR (video at 34% to 24% and music at 26% to 12%).

### *Marketing opportunity*

Lilly Of first-years at Lilly, 70% say online journals are important to them – 12% less than PB. Print books are of similar importance and ebooks are less important to Lilly first-years than to PB first-years (59% and 47% respectively). ILL is less important to first-years than to the TAR (51% to 62%). *Marketing opportunity*

## Materials – the degree to which our materials meet their needs

PB Similar to the TAR, over 50% of first-years do not know that PB has streaming video, music CDs, digital maps, or streaming music, and another 27% don’t know the library provides datasets. Perhaps of more interest is that 17% don’t know the library has ebooks, compared to just 8% for the TAR. *Marketing opportunity*

Some of the items that are both of the least importance to PB first-years and that they don’t know the library provides are where we see our largest percentages of “does not meet my needs” responses. This includes streaming music, digital maps, DVDs, and music CDs. For those aware that we offer these materials, 7-12% say they do not meet their needs.

Between 70-75% of the first-years who are aware of materials are completely satisfied with our print, reserve, print and e-journal, and special collections. These total satisfaction rates were lower for the TAR – for example, only 59% are completely satisfied with physical reserve materials compared to 71% of first-years.

Lilly First-years at Lilly are generally more aware of the existence of services than students at PB. More than 50% of Lilly first-years don’t know about two services: streaming music (51%) and digital maps (50%). Additionally, 36-37% don’t know about streaming video and music CDs and 15-16% don’t know we have ebooks, special collections or ILL; 15%; 10% don’t know about physical or digital reserves. These are not that different from the TAR at Lilly.

### *Marketing opportunity*

We see the highest complete satisfaction levels with online journals and DVDs (69%), streaming video (68%), and print materials (61-66%). Again, this is not dissimilar to the TAR.

For ILL and digital maps, 48% of first-years aware of the services say they only somewhat meets their needs – this is similar to the TAR.

PB The two most important services to first-years who selected PB as their primary library are the two that the Libraries don’t provide: “help with my computer” (66%) and “support from the writing studio” (57%). Support from the Writing Studio is far more valued by first-years than the TAR – only 37% of the general public finds this service important. Over 50% say ILL and inter-Duke library book transfer is very important, and drop-in assistance at service desks is very important to nearly half at 47% (the same as the TAR). All services are important to 25% or more of first-years.

Lilly The most important service to Lilly first-years is access to online materials (63%) – this is also the most important to the TAR but at a higher rate of 73%, followed by the same two services popular in Perkins that are not provided by the library: “help from the writing studio” (52%, same as TAR) and “help with my computer” (53%, TAR 43%). Other services are of similar importance between Lilly and PB first-years.

### Services – to what extent do services meet their needs

PB The highest rates of “does not meet my needs” among those who are aware of services come from ILL at 9% (twice the TAR’s 4.5%) [\[Assessment opportunity\]](#), self-checkout stations at 8.5% and in-class sessions led by a librarian at 8% (both similar to the TAR); 37.5% don’t know we offer support for using, analyzing, and visualizing data (only 30% of the TAR don’t know); 31% don’t know about chat, much higher than the TAR (19%); 25% don’t know they can schedule a research consultation, slightly more than the TAR (20%); 33% don’t know about self-checkout stations, much more than the TAR (18%); 25% don’t know about in-class sessions led by a librarian, higher than the TAR (17%). [Marketing opportunities](#)

Lilly The highest rates of “does not meet my needs” among those who are aware of services come from two services that are not provided at Lilly: self-checkout stations and help with my computer. This may imply that students would like these services at Lilly. This is the same for the TAR. Additionally, 24% don’t know about ILL, more than the TAR (18%) and 25% don’t know about chat, more than the TAR (20%). [Marketing opportunity](#)

### Spaces – what’s important to them

PB 60% or more of the space-related items listed are very important to half or more of first-years: Adequate quiet study spaces at 91% (TAR 78%), access to printers and variety of seating options at 80% (seating options is 64% for the TAR). Late-night hours are also more important to first-years (69% to the TAR’s 58%); electrical outlets at 77% (TAR 70%). Physical library collections are only important to 25% and desktop computing to 16% -- this is similar to the TAR.

Lilly Late-night hours are more important to Lilly first-years than the TAR: 70% to 63%. Collaboration space is also a higher concern to first-years: 51% to the TAR’s 40%. [Assessment opportunity](#)

**Spaces – to what extent do spaces meet their needs**

PB All responses in this section of the survey are similar between first-years and the TAR.

Large numbers of first-years don't know about the DVS, Digital Studio, or the reservable interview room (44%, 43%, 27%). *Marketing opportunity*

Of those aware of the services, 11% say that the reservable group study and interview rooms do not meet their needs, 7% say available desktop computing and electrical outlets do not meet their needs, 6% say access to scanners and variety of seating options do not meet their needs.

There are a lot of first-year students for whom quiet study space only somewhat meets their needs: 48% of those aware of it. Other areas with very high "somewhat meets my needs" ratings include reservable study rooms (49%), variety of seating (47%), electrical outlets (45%), the interview room (43%). In these areas, over 50% of respondents reported that their needs are somewhat met or not met.

Computers are a secondary issue to address for both first-years and the TAR when you combine the bottom two scores: 35% of first-years say their needs are only somewhat or not met. *Assessment opportunity; Service improvement opportunity*

Lilly Like the TAR, first-years have a lot of problems with adequate collaboration space and reservable study rooms in Lilly. Only a quarter of the population is completely satisfied with these, and only 19% of first-years are completely satisfied with reservable study rooms, while 23% (31% TAR) say it does not meet their needs. Twenty-one percent of first-years (22% TAR) say adequate collaboration space does not meet their needs. *Assessment opportunity; Service improvement opportunity*

Both first-years and the TAR at Lilly take issue with the seating options and availability of outlets. Over 50% of both groups say their needs are not completely met in these areas. *Assessment opportunity; Service improvement opportunity*

**How would you like to be informed about library services, events, and other helpful resources?**

First-year students as a group would like to be kept informed first and foremost by a library listserv (21%), non-library email blasts (16%), the library website (15%), and social media (14%). Eight percent want to be informed by their residence hall librarians, quite a bit more than other academic classes.

**Which expanded services would most enhance your experience using Duke University Libraries?**

Enhancing the service of books delivered between East and West campus is almost twice as important to first-year students than to the TAR. Like the TAR, the main areas of interest to first-years across the board are more space for quiet or individual study (20%), and more space to work in groups and practice presentations (17%). *Assessment opportunity; Service improvement opportunity*