

# Duke Libraries 2015 Enrolled Student Survey: *Responses and Peer Library Comparisons*

## Recommendations

1. Learn more about Hispanic and Black students' library and research needs, especially related to library spaces and instruction sessions. Use findings to develop recommendations for developing or enhancing library spaces and instruction.
2. Provide targeted programs and outreach services to first-generation students (e.g., schedule tours or events geared to the needs of first-generation students, send a start-of-year letter to first-generation students and families detailing focused services and events).
3. Partner with university-level offices and programs created to support first-generation and international students to develop targeted tours, research instruction, and other services (note: DUL staff have already partnered with units that support international students; we have not yet developed as many partnerships with units created to support first-generation students).
4. Include the same library questions in the 2018 Enrolled Student Survey; track trends between 2015 and 2018 in light of new services or targeted outreach for international, first-generation students, Black, and Hispanic students.

## Background

In February and March of 2015, 769 Duke undergraduate students responded to the 2015 COFHE<sup>2</sup> Enrolled Student Survey, and among those respondents, 681 students responded to the question on library resources. The survey was conducted from 2/3/15-3/9/15. Seniors are not included in this survey at Duke, though they are at many COFHE peer libraries. Compared with a separate Senior Survey distributed at Duke, the response rate of the Enrolled Student Survey is historically lower, typically around 20-25%.

The library question on the survey is as follows:

“During the current academic year, how helpful have the following library resources been to you?”

- Study space
- Research help

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<sup>2</sup> The Consortium on Financing Higher Education (COFHE) is a voluntary, institutionally-supported organization of thirty-five highly selective, private liberal arts colleges and universities. COFHE surveys provide for systematic examination of the undergraduate experience. All data supplied to, compiled by, and shared among the Consortium are subject to strict confidentiality guidelines <http://web.mit.edu/cofhe/>.

- Electronic and print resources
- Library classes and presentations

Response choices included:

- Not used
- Not very helpful
- Somewhat helpful
- Very helpful

We were able to explore survey results along several demographic dimensions:

- Race
- Gender
- Financial aid recipient status
- First generation student status
- Class (first year, sophomore, junior)
- International student status

In our analysis, we compare Duke responses to the COFHE average response. The findings below frequently refer to two different groups: “respondents” and “users.” The term “respondents” is used when referring to the entire set of survey respondents, while the term “users” includes only those students who report having used a resource or service.

#### **Questions we hoped to answer through this study:**

1. To what extent have Duke students of different types never used particular services? How does this compare to peers?
2. To what extent do Duke students of different types find library resources and services helpful? How does this compare to peers?

### **Key findings**

#### **Study spaces**

- Overall we see a similar trend in Duke and COFHE responses. Most users find our spaces very helpful (71%), and only 8% of respondents report not having used our spaces.
- Duke international users find study spaces very helpful 10% *more* often than non-international users (81% to 71%). The gap is only 2% among peers.
- Black library users at Duke find study space very helpful 12% *less* often than the peer average (54% to 66%) and Black users at Duke find study space very helpful 17% *less* than users of other races at Duke (54% to ~71%). Among peer schools, all races responded very similarly in

“somewhat” and “very” helpful categories; at Duke, many more Black users feel the library spaces are only somewhat helpful (43% to ~25%).

Figure 1. Study spaces by race – all respondents

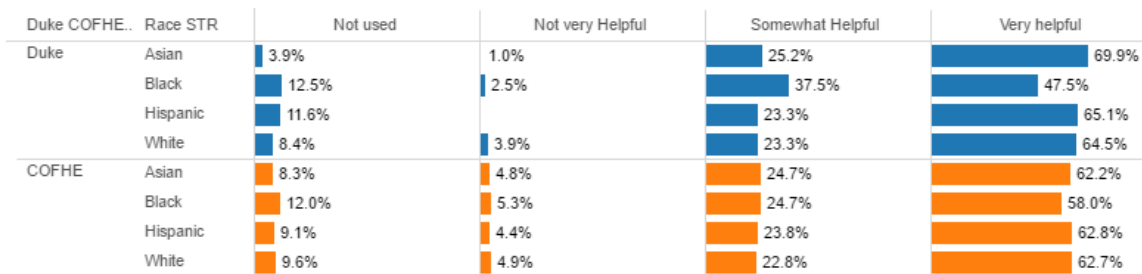
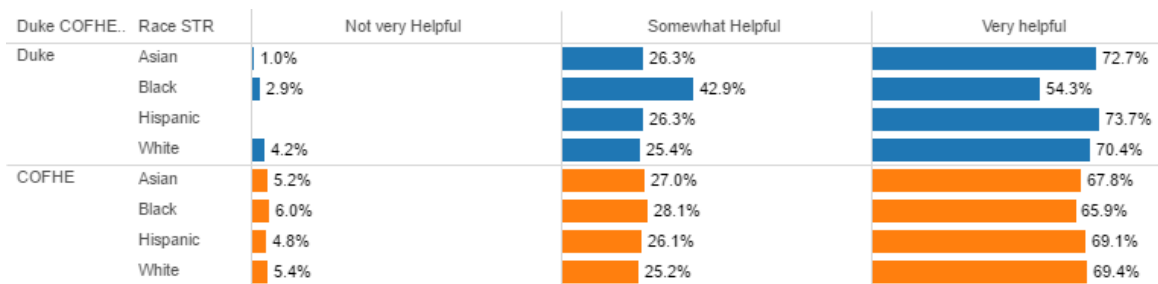
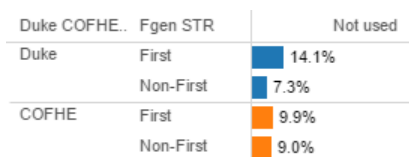


Figure 2. Study spaces by race – only those who have used spaces



- Twice as many first generational respondents at Duke do not use study spaces at all compared to non-first generational respondents (7% to 14%). Peer schools average roughly the same values for both groups (9-10%).

Figure 3. Study spaces by first generation status – respondents who have never used library study spaces



- Not a single first-generational user of Duke’s spaces finds them “not very helpful.”
- Class: the percentage of users who find spaces very helpful declines gradually from first year onward in both Duke and peer groups.

**Research help**

- Half of all students at Duke and at peer schools have not used research help. Of those who have at Duke and peers, only a third found it very helpful.

- More international users find research help very helpful than other users (39% to 31%); international students also use research help at a higher rate than non-international students (60% to 49%). Among peers 34% of international student users find research help very helpful.
- White students are the least likely to have used research help and to find it very helpful for both Duke and peers: 59% of White students have not used research help at Duke; 15 percentage points higher than any other race and 26 percentage points higher than the race who responded “not used” at the lowest rate (Black students at 33%). Among Asian and Black users at Duke, 90-94% find research help somewhat or very helpful. Duke’s trend is ahead of other peer schools in the area of research help and race -- only 75-80% of Black and Asian users at other schools find research help somewhat or very helpful. Two and half times as many Black users rate research help “not very helpful” at peer institutions than at Duke (19% to 7%).

Figure 4. Research help by race – all respondents

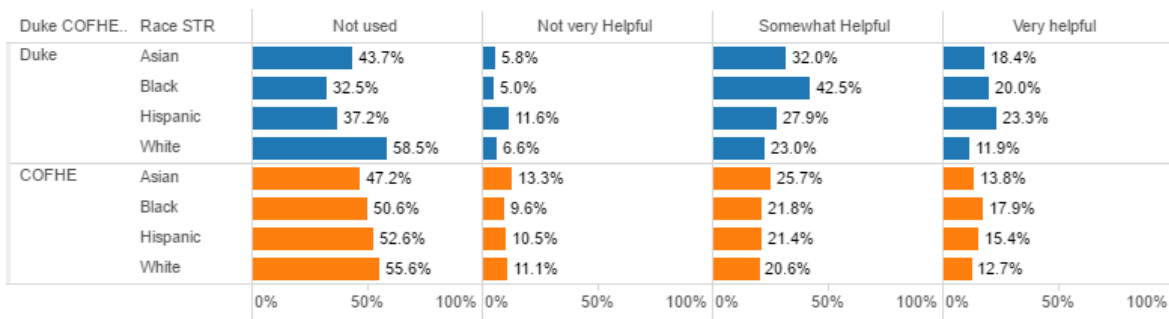
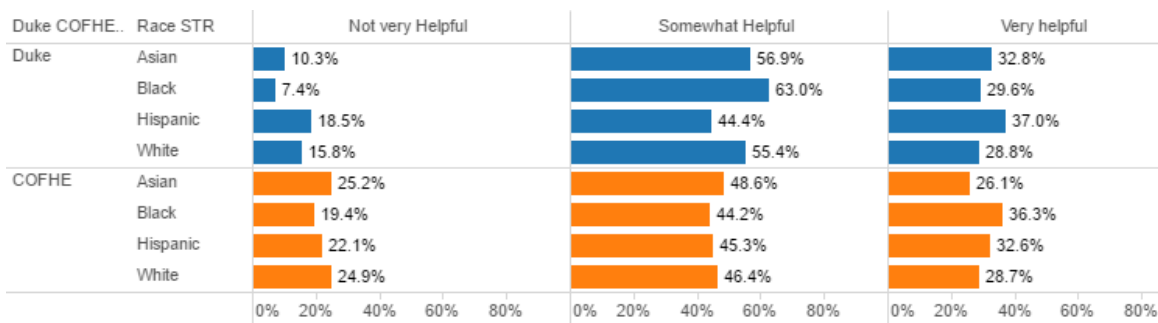


Figure 5. Research help by race – only those who have used spaces



- At Duke, students who receive financial aid and have used research help find research help very helpful at a rate 10 percentage points higher than non-aided students who have used research help (37% to 27%). Note that close to 50% of Duke students are recipients of some degree of financial aid.

- A slightly higher number of financial aid recipient users find the libraries' research help very helpful at Duke than at peer libraries (37% to 31%).

### Electronic and print resources

- Compared to peers, Duke users overall find our resources more helpful (76% very helpful compared to 61% -- a 15 percentage point difference) and only 3% of Duke users find them not very helpful compared to our peers' 8%.
- Compared to peers, there is a larger difference in satisfaction by gender. Female users find library resources very helpful at a rate 13 percentage points higher than males (81% to 68%); the difference is only seven percentage points among females and males in the peer group (64% to 57%).

Figure 6. Electronic and print resources by gender – all respondents

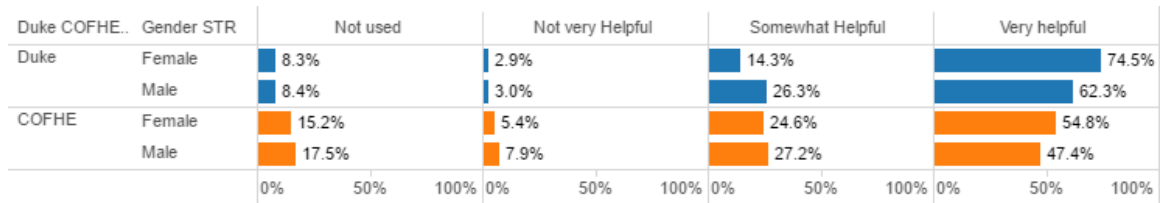
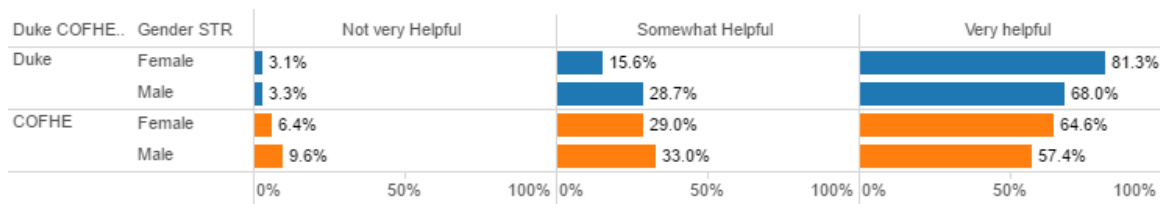


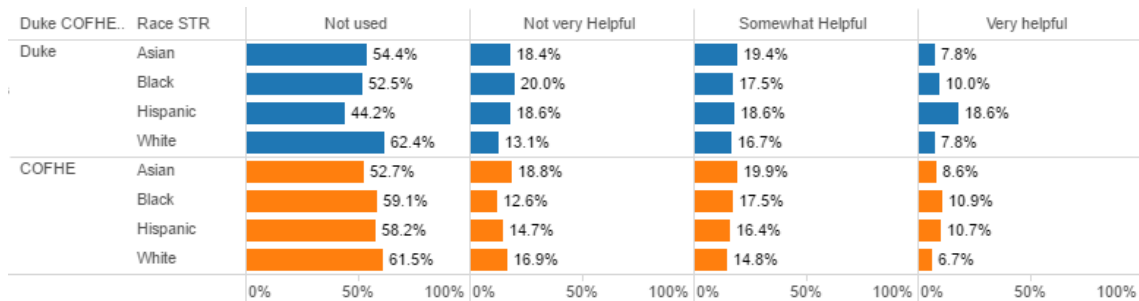
Figure 7. Electronic and print resources by gender – only those who have used spaces



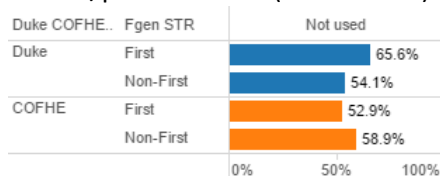
- Users of all races except Asian find Duke resources to be very helpful at much higher levels than peers: Black users at 20 percentage points higher, Hispanic at 12 percentage points higher, and Whites at 14 percentage points higher. Black users find resources to be very helpful at a rate 10 percentage points higher than the next highest group, at 89%.
- First generation users at Duke find our resources very helpful at a rate 10 percentage points higher than non first-generation users (compared to a three percentage point gap at peer libraries). Compared to peer averages, first generation users at Duke find resources very satisfying at a much higher rate (84% to 64%). In general, 76% of Duke users find our resources very helpful compared to peer libraries' 61%.

### Library classes/presentations

- Overall, 56% of Duke students (similar to peers) say they have not participated in library classes/presentations in the past year. Of those who did, a third did not find them very helpful. At both Duke and peer institutions, a smaller percentage of students found these services very helpful than any other set of services surveyed (21-23%).
- International student users at both Duke and peer institutions found classes/presentations very useful at a rate about 11 percentage points higher than non-international students (at Duke, 20% to 9%; at peer institutions, 17% to 8%).
- While rates of use and satisfaction are relatively similar among Duke and peers for Asian and White students, a higher rate of Black and Hispanic respondents have used library classes/presentations at Duke than at COFHE peers (59% to 53% for Black and 58% to 44% for Hispanic). At Duke, Hispanic students who have used classes/presentations find these resources very helpful more frequently than any other race (33% compared to 17-21%).



- At Duke, more first generation students have *not* experienced library classes/presentations than non-first generational students by 12 percentage points (66% to 54%). This is the opposite trend of our peers, where more first generation students *have* experienced library classes/presentations by 6 percentage points more than others (59% to 53%). Compared to the peer average, many more first generation students at Duke have *not* experienced library classes/presentations (66% to 53%).



- At Duke, 47% of first-year students claim they have not experienced a class or presentation, compared to 55% at peer institutions. In considering whether this means students actually have not had instruction or do not remember having any instruction, take into consideration that the survey at Duke was run in February and March – it is possible that 50% of our first year students had not yet received their library instruction, as most spring Writing 101 instruction occurs in February and March.

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