DuFour Law Library Student Survey 2014

In February 2014 the DuFour Law Library conducted its biennial student satisfaction survey. The biennial student surveys serve several purposes; they help us assess the law students’ satisfaction with existing library resources and services, they promote existing library resources and services, and they assist us in identifying potential new resources and services. These surveys enable us to determine what is most important to our students while also providing a forum for us to respond to their concerns. Hopefully, through conducting these surveys the library staff is able to demonstrate that we value the opinions of our primary constituency as part of our overall commitment to improving the library.

The 2014 survey measured four general areas:

1. Library service
2. Library collection and online resources
3. Printing and technology
4. Library facilities

Highlights from the 2014 the survey include:

- Daily library use rose by 9% since 2012.
- Use of library resources has increased since 2012: print collection use rose by 20%, web resources use rose by 2 – 13%, and microform use rose by 15%.
- Satisfaction with library staff, which has always been strong, improved significantly. The increase in “Excellent” scores rose by 53% from 2012 to 2014.
- Students would like:
  - Adequate temperature control in the library
  - More technology support
  - An increase in library hours
  - A better mix of comfortable seating for individual and collaborative study
  - Presentations on court records and submitting your writing for publication
  - To be better-informed about library services and resources
Question 1

Analysis:

This is a simple demographic question, which enables us to determine the percentage of day student respondents, evening student respondents and LL.M. student respondents. A total of 128 students took the survey, which is 25% of the total law student population. Twenty seven percent of the day student population responded, 20% of the evening student population responded, and 33% of the LL.M student population responded. The total response was down slightly from 2012 when 28% of the total law student population responded.
Question 2

Analysis:

This is another demographic question that also helps us to analyze results through cross-tabulation. The majority of respondents were 2Ls, closely followed by 1Ls. This is a difference from past years, when responses from 1Ls usually predominated. The response rate for 3Ls and 4Es was also up slightly.
Question 3

How Often Do You Use the Library?

- Daily: 50.8%
- A few times a week: 30.3%
- A few times a month: 10.7%
- A few times a semester: 7.4%
- Never: 0.8%
- Other (please specify):
An
alysis:
The library plays an important role in the educational experience of both day and night students, as indicated by library usage numbers. Over 50% of law students use the library daily; this is up significantly from 2012 when the percentage of law students who used the library daily was 41.8%. A combined 81% of students use the library daily or a few times a week. A majority of first and second year law students use the library daily. Fewer evening students use the library daily but a significant number uses the library several times a week. These numbers clearly indicate that the law library is an integral part of students’ academic lives.
Analysis:

As demonstrated in past surveys, the top 3 reasons for using the library are to study for classes, to print documents, and to perform research. These results were true for both day and evening students. Several areas saw a surprising increase in usage from 2012: use of the library’s print materials jumped 20% and use of the microform collection increased by 15%. Usage of library computers also saw an increase of 8% and a slightly larger percentage reported seeking assistance from library staff (38% in 2014 as compared to 36% in 2012). Two new categories for this year, to prepare for work and to use the wifi, both received 41.3%.
Question 5

Do you use the library during the following times?

<table>
<thead>
<tr>
<th>Time</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams Saturday &amp; Sunday, 7am - 5am</td>
<td>56.5%</td>
<td>43.5%</td>
</tr>
<tr>
<td>Exams Saturday &amp; Sunday, midnight - 1:45am</td>
<td>27.3%</td>
<td>72.7%</td>
</tr>
<tr>
<td>Exams Monday - Friday, midnight - 1:45am</td>
<td>40.0%</td>
<td>60.0%</td>
</tr>
</tbody>
</table>
Question 5 (continued)

Evening Students only:

Analysis:

This question focused only on extended hours during the exam period. The majority of respondents do not use the library during extended hours, although the margin between yes and no was narrower for the Saturday and Sunday 7am hours. Of the students who do use the library during these times, it’s not surprising that evening students use the library during late hours more than day students, and day students use the library during early hours more than evening students. Similar usage was reflected in the 2012 survey results.
The Law Library recently changed its hours. Are you satisfied with the following hours?

- **Monday - Thursday**: 7:30am - 7:45pm
- **Friday**: 7:30am - 7:45pm
- **Saturday**: 9:00am - 7:45pm
- **Sunday**: 10:00am - 8:45pm

**Percentage of Satisfaction**
- **Monday - Thursday**: Yes 87.9%, No 12.1%
- **Friday**: Yes 64.0%, No 36.0%
- **Saturday**: Yes 65.5%, No 34.5%
- **Sunday**: Yes 60.7%, No 39.3%
Question 6 (continued)

Evening Students only:

The Law Library recently changed its hours. Are you satisfied with the following hours?

<table>
<thead>
<tr>
<th>Time Period</th>
<th>Yes (%)</th>
<th>No (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday - Thursday</td>
<td>3.3%</td>
<td></td>
</tr>
<tr>
<td>Friday, 7:30am - 7:45pm</td>
<td>70.0%</td>
<td>30.0%</td>
</tr>
<tr>
<td>Saturday, 9:00am - 7:45pm</td>
<td>60.0%</td>
<td>40.0%</td>
</tr>
<tr>
<td>Sunday, 10:00am - 6:45pm</td>
<td>65.5%</td>
<td>34.5%</td>
</tr>
</tbody>
</table>
Analysis:

In response to decreased funding, the law library reduced its hours for the spring 2014 semester. We asked this question to determine if the reduction in hours is having a negative effect on students. While the majority of students responded that they are satisfied with the new hours, 40% of respondents made a negative comment on the change. Of those comments, 66% requested later hours on the weekends. Of the sixteen comments received requesting earlier hours, five specifically mentioned a return to the 7am opening Monday – Friday. An examination of the responses by evening students reveals that they are slightly more dissatisfied with the reduction in weekend evening hours, particularly on Saturday nights. We received twelve responses for this question from moot court students. The majority of these students are dissatisfied with weekend evening hours, particularly Sunday. Responses by journal students did not differ significantly from the majority of students.
Question 7

Please rate the level of service provided by library staff

<table>
<thead>
<tr>
<th>Category</th>
<th>Excellent</th>
<th>Very Good</th>
<th>Good</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Circulation Full-time Staff</td>
<td>2.6%</td>
<td>0.9%</td>
<td>10.5%</td>
<td></td>
</tr>
<tr>
<td>Circulation Student Staff</td>
<td>4.4%</td>
<td>7.8%</td>
<td>36.1%</td>
<td>50.0%</td>
</tr>
<tr>
<td>Reference Staff</td>
<td>1.8%</td>
<td>0.9%</td>
<td>18.6%</td>
<td></td>
</tr>
<tr>
<td>Media Services (A/V) Staff</td>
<td>3.7%</td>
<td>1.9%</td>
<td>27.1%</td>
<td></td>
</tr>
<tr>
<td>Library Technology Staff</td>
<td>6.4%</td>
<td>24.6%</td>
<td>25%</td>
<td></td>
</tr>
</tbody>
</table>

Analysis:

This question remained largely unchanged from previous years, although “Library Technology Staff” was added as a new category in recognition of their increased visibility this year. Overall, nearly all categories of staff received a grade of excellent from 67-69% of the respondents. The Circulation student staff was the one category of staff receiving an excellent grade from only 50% of respondents. Surprisingly, there was little difference between the responses of the evening students and the day students; however the 1Ls did grade most of the staff at a slightly lower level than the other classes (the Library technology staff was the one exception), while the 3Ls graded the staff at a slightly higher level. Compared to the 2012 Student Survey, the level of satisfaction with the Library staff has improved quite significantly. In 2012 the full-time Circulation staff, the Reference staff and the Media staff each received scores of “Excellent” from 44.7%, 49.5% and 39.8% respectively. These numbers increased to 69.3%, 68.8%, and 67.3% respectively. This represented an average increase in “Excellent” scores of 53% from 2012 to 2014. The “Excellent” scores for the part-time students workers at the Circulation Desk also increased from 32.8% in 2012 to 50% 2014 (an increase of 52%). The written comments re-emphasized the general level of satisfaction with the Library staff, and certain members of the staff were singled out for particular praise (e.g. Len Davidson).
Question 8

Analysis:

The purpose of this question is to determine the level of student interest in library-provided research sessions. While there appeared to be a healthy level of interest in most of the suggested topics (“Foreign and International Law” was the one topic that received more “not interested” votes than “interested”), the topics that were particularly appealing were “Court Records and Briefs” and “Getting Your Writing Published.” Surprisingly, this seemed to hold true across all classes and types of students, although evening students showed a very strong (82.8% compared to 65% for day students) interest in a session on “Getting Your Writing Published.” The written comments also provided additional topics that might be of interest to some students; local jurisdiction legal research, and, perhaps surprisingly, becoming a law librarian.
The law library has a new online catalog that functions like a search engine. You enter search terms in a single box and then filter your results using a variety of categories. Do you like the new catalog?

- **Yes**: 34.2%
- **No**: 35%
- **I haven't used it**: 52.6%
- **No opinion**: 9.6%
Question 9 (continued)

Analysis:

This question was posed for several reasons: to promote the library’s new online catalog, to determine if students are using it, and to determine if the students like the new design. Unfortunately, the majority of respondents report that they have not used the new catalog. However, positive responses to question 10 about a specific feature of the new catalog indicate somewhat more use. The new catalog was launched in 2012 but was not promoted until 2013. Of those that have used the new catalog, only 3.5% of respondents did not like it. These results suggest that when exposed to it, students do like the new design. The question also confirmed our expectations in terms of which students were most likely to have been exposed to the new catalog: the 3Ls. Almost half of all responding 3Ls indicated that they liked the new catalog, and only 43% indicated that they had not used it. This contrasted with over 72% of 4Es and over 60% of 2Ls who have not used it.
Question 10

The new catalog includes journal articles from HeinOnline in its search results. How useful is this feature?

- Very useful: 44.6%
- Somewhat useful: 17.0%
- Not useful: 6.9%
- I didn't know journal articles were included: 37.5%
Question 10 (continued)

The new catalog includes journal articles from HeinOnline in its search results. How useful is this feature?

![Bar chart showing the percentage of students finding the feature useful, by class.]

Analysis:

The purpose of this question was also threefold: to promote the HeinOnline feature, to determine if students are using it, and to determine if students like it. We are pleased to note that the majority of respondents are using this feature and seem to like it. However, a significant portion of respondents, 37.5%, did not know that journal articles were included, which suggests that this feature needs to be better-promoted. Perhaps the most interesting information was collected by examining differences between the classes. In particular, it should be noted that 3Ls were twice as likely as 4Es to describe the journal articles feature as “Very Useful.” 4Es were also the only class to indicate that they wouldn’t find the feature useful at all, while 3Ls were the most informed class in terms of this catalog feature.
Question 11

Analysis:

The purpose of this question was twofold; first, to promote these traditionally underutilized databases, and second, to determine exactly how underutilized they are. Although it was not surprising that none of the databases received particularly strong results, the extent to which they are being ignored by students was far greater than anticipated. Bloomberg Law was the one database among the three that managed to at least receive some positive recognition by the students. In analyzing the results by class and type of student there appears to be little difference in how the respondents perceive these databases. In their written comments, a few students indicated that they found Bloomberg Law useful for docket searching.
Question 12

Please indicate why you use the library web page (check all that apply):

- Past exams: 83.5%
- Study Room Reservation System: 71.3%
- Library information: 60.9%
- Research databases: 60.0%
- Class recordings: 59.1%
- To search the library catalog for books: 53.0%
- Online Journal Finder (list of journals found in): 49.6%
- Interlibrary Loan: 27.0%
- Research & user guides: 26.1%
- Reference chat: 13.9%
- All Other Responses: 3.5%
Analysis:

Usage of most library web resources has been steadily increasing by 2 – 13% since 2010. The only exception is the online catalog, which has remained steady at around 53%. The Research & User Guides resource has seen the biggest increase, from 13% in 2010 to 16% in 2012 and 26% in 2014. The law library staff has worked hard to expand this resource, so it is gratifying to see usage increase. Usage of the Online Journal Finder has also increased by nearly 13%. Journal staff use the online catalog and the Online Journal Finder the most, closely followed by research assistants. Journal staff also use the library’s research databases the most heavily, followed by clinic and externship students.
Question 13

Is there a service or resource you’d like the library to offer?

Analysis:

In asking this question, we hoped to obtain ideas for possible new services our students might want. Surprisingly, this question received only 12 responses (just over 9%). Suggestions include self-renewal for reserve items, more audio lecture materials, a designated quiet floor, a designated eating area, free coffee, and making available headphones, electric cords, ear plugs, and book stands.
Question 14

Please indicate how you usually print on campus (only one answer):

- Wirelessly from my laptop in the law library: 75.2%
- Physically connect my laptop to a printer in the law library: 1.8%
- Log on to a desktop in the law library: 18.6%
- I don't print on campus: 1.8%
- Other (please specify): 2.7%
Question 14 (continued)

Analysis:

This question clearly addresses the means by which law students print on campus. After printing functionality was changed significantly by the University in the fall, the library technology staff wanted to know how students resolved their printing needs. Over 75% of students print wirelessly from their laptops, while most of the rest resorted to printing from a library supplied desktop computer. It should be noted however that evening students were far more likely to resort to printing from desktop computers than day students (33.3% versus 13.4%), while day students were far more likely to print wirelessly from their laptops than evening students (83% versus 53%). One surprising statistic is that 1Ls are three times as likely to print using a Library supplied desktop computer as a 3L (28.6% compared to 9.7%).
Question 15

Have you had trouble printing to laptop print queues in the law library?

- Frequently: 31.5%
- Sometimes: 30.6%
- Rarely: 21.6%
- Always: 6.3%
- I don't print to the queues: 6.3%
- Never: 3.6%
Analysis:

This is another question that addresses the issues created by the changes in printing that occurred last year. Specifically, this question attempts to determine whether students encountered printing problems in the Library. Only 3.6% of all law students indicated that they never had a problem with printing to the laptop print queues, while over 68% reported problems at least sometimes, and over 1/3 of all students indicated that they frequently or always encountered problems. The numbers change slightly when evening students are compared to day students. In the case of evening students, only 27% encountered problems frequently or always, while over 17% don’t use the print queues at all. In comparison, over 40% of day students encountered problems frequently or always, and less than 3% don’t use the print queues. When breaking the responses down by class, it is interesting to note that over 80% of 2Ls indicated that they “Sometimes” or “Frequently” encountered problems, however 0% of 2Ls indicated that they “Always” or “Never” encountered printing problems. A number of students used the written comments to express their frustration with the print process.
Question 16

Analysis:

We asked this question both to advertise to students that they need to use the authorized wireless network and to determine if they are using it. We also wanted to see if students were confused by the availability of two networks, which is a recent change. We are pleased to see that the majority of students are using the authorized wireless network.
Question 17

Evening Students only:
Question 17 (continued)

Analysis:

This question was asked to promote the various ways students can get technology assistance and to determine how helpful these resources are to students. The majority of respondents obtain assistance from law library staff and we are pleased to see that they find this assistance helpful. The other resources are not used by the majority of students. Of those students who have used the other resources, a small percentage has found them unhelpful. It is interesting to note that evening students use the CUA Technology Knowledge Base and Help Desk less than day students, but have found both resources more helpful than day students. Unfortunately, we neglected to include a comment box on this question, so students were not able to explain their choices.
Question 18

Please rate the following aspects of the library atmosphere:

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Excellent</th>
<th>Very Good</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Noise level</td>
<td>37.1%</td>
<td>33.6%</td>
<td>20.7%</td>
<td>8.6%</td>
<td></td>
</tr>
<tr>
<td>Lighting</td>
<td>29.3%</td>
<td>31.9%</td>
<td>24.1%</td>
<td>12.9%</td>
<td>1.7%</td>
</tr>
<tr>
<td>Individual study space</td>
<td>36.3%</td>
<td>36.3%</td>
<td>22.1%</td>
<td>2.7%</td>
<td></td>
</tr>
<tr>
<td>Casual seating areas</td>
<td>15.9%</td>
<td>24.8%</td>
<td>40.7%</td>
<td>14.2%</td>
<td>4.4%</td>
</tr>
<tr>
<td>Group Study Room availability</td>
<td>18.9%</td>
<td>27.0%</td>
<td>41.4%</td>
<td>11.7%</td>
<td></td>
</tr>
<tr>
<td>Temperature</td>
<td>9.6%</td>
<td>16.7%</td>
<td>23.7%</td>
<td>43.0%</td>
<td></td>
</tr>
<tr>
<td>Safety and security</td>
<td>15.7%</td>
<td>26.1%</td>
<td>27.8%</td>
<td>21.7%</td>
<td>5.7%</td>
</tr>
<tr>
<td>Restroom maintenance</td>
<td>26.1%</td>
<td>41.7%</td>
<td>24.3%</td>
<td>7.0%</td>
<td></td>
</tr>
<tr>
<td>Study chairs (carrels and tables)</td>
<td>23.9%</td>
<td>30.1%</td>
<td>32.7%</td>
<td>8.8%</td>
<td></td>
</tr>
</tbody>
</table>

Analysis:

Overall, students find most aspects of the law library facility and environment satisfactory. The majority of respondents rated almost all areas as good or above. As expected, most students (nearly 67%) rated the library temperature as either poor or fair. This is a change from 2012, when 57% of respondents rated the temperature as good or above. The majority of respondents complained that the law library is too cold, with a few noting that it’s often one extreme or the other.

Satisfaction also went down in the safety and security category. In 2012, only 13% of respondents rated safety as fair or poor. That figure jumped to 30% in 2014. Forty percent of respondents made comments, and 56% of those comments were that the library is too cold. Twenty-two percent commented on what they perceive as an increase in theft, although the library has experienced only one theft in the last year. We also received several comments about the lack of visible and responsive Campus Police officers in the law library and law school. Some students also noted the need for new bulbs in the table and carrel lights and that some study chairs need to be tightened.
What do you feel is the primary purpose of the law library? To provide a...(please rank 1 to 5, 1 being the most important)

- Place for individual study: 1.7
- Place to perform research: 2.32
- Place to get help with research, class preparation, etc.: 2.94
- Place to collaborate with fellow students: 3.55
- Place to learn new skills: 4.5
Question 19 (continued)

What do you feel is the primary purpose of the law library? To provide a...
(please rank 1 to 6, 1 being the most important)

![Bar chart showing responses to the question about the primary purpose of the law library.](chart.png)
Analysis:

This “big picture” question attempted to get to the heart of how the law students perceive the library. When looking at the above graphs it is essential to note that the numbers are averages and the lower the number the more weight it is given. The results, while not surprising, do shed some light on how the law students view the library. While the question had been slightly changed from previous surveys, the primary purpose of the library remained the same, a place for individual study. Although there was little differentiation in the responses from students in different classes, the one area where there was a large difference of opinion related to “Place for Individual Study.” This rated a 1.46 by the 1Ls, but rated a 2.71 by the 4Es. Once again, this year’s survey confirmed previous surveys in that law students do not view the library’s primary purpose as a place for collaborative study.
Question 20

If the law library were able to free up space for student use, what would you want most? Please rate 1 - 5, with 1 being the most important:

- Study Rooms for 1-2 people: 2.4
- Comfortable seating for collaborating with other students: 2.61
- Quiet space for individual study: 2.64
- Study Rooms for 3-8 people: 3.11
- Desktop computers / lab: 3.65
Question 20 (continued)

Analysis:

This new question looks to the future and attempts to help us predict what students would most like to see if library space is freed up. This is a question in which the responses with the lower number are rated higher. The most popular response among all students is “Study Rooms for 1-2 People,” however when filtered for just evening students this was third in popularity behind “Quiet Space...” and “Comfortable Seating...”. The largest disparity between the 3 classes of day students occurred in their response to “Comfortable Seating...” in which 3Ls were twice as likely as 1Ls to pick this as their top choice (45% to 23%). The written comments essentially combined elements of a number of the options by suggesting comfortable seating in quiet, individual or group study spaces.
Question 21

If you were in charge of the law library for just one day, what would be your top priority?

Analysis:

This open-ended free-text question has been asked since 2008 and provides an opportunity for the respondents to address issues that might not have been raised by the other questions on the survey. This question was answered by just over half of the respondents, an increase from last year when only 43% provided an answer. The majority of students who answered this question were day students (77%). Forty-five percent were 2Ls.

As expected, correcting the temperature was mentioned most often. Although we have had an unusual amount of temperature issues in the past several months, it is worth noting that temperature control has been a top complaint since we started conducting surveys in 2004, even in the years when the majority of students rated the temperature as good or above.

The other two areas that earned the most comments were technology and security. In the area of technology, students requested better support and easier and faster printing. In terms of security, a general improvement in safety and security was requested. It is interesting to note that these two areas were barely mentioned in the 2012 survey. Their appearance now is most likely due to recent changes that are unfortunately beyond the law library’s control.

Other requests include study spaces that are designated for individuals, 1-2 students, and 2 or more students, making students more aware of law library resources, and improving the comfort of the chairs.