

## **Student Satisfaction with Law School Services Survey Analysis (Updates)**

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Prepared for Northeastern University School of Law

In this report, The Hanover Research Council presents and analyzes the results of the Student Satisfaction with Law School Services Survey administered in March 2010 to students of Northeastern University School of Law.

## Executive Summary

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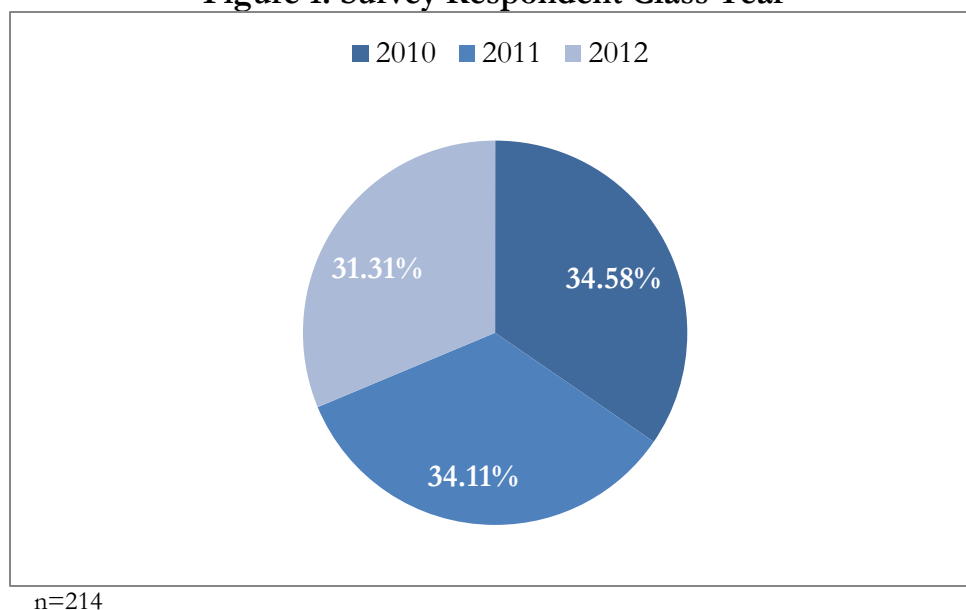
In March of 2010, Northeastern University School of Law retained The Hanover Research Council to survey students enrolled in the institution at both first-year and upper levels. The survey—entitled “Student Satisfaction with Law School Services Survey”—aimed to obtain student feedback on various administrative offices within the School of Law as well as collect information about NUSL’s co-op program. Results are intended to inform the institution’s strategic planning. This report details closed and open-ended survey responses in relation to a number of services provided by the School. A number of key trends and observations emerge, including the following:

- ❖ The completion rate for the survey was 36 percent, with respondents fairly evenly divided among class years. The majority identified as female and Caucasian.
- ❖ The majority of respondents reported being “satisfied” with their educational experiences, overall.
- ❖ The two services that garner the most use by students are the Law Library and the Office of Cooperative Legal Education. The two services that garner the least use are the Office of the Dean’s fiscal support and building services and the Office of Computer Services. Students’ use of the Office of Career Services decreases with decreasing class year, but is high amongst third year students, 72 percent of whom have used the Office of Career Services.
- ❖ In relation to co-op opportunities, students reported being most interested in judicial clerkships and government positions in the Boston area.
- ❖ In relation to factors assisting co-op preparation, students rated highly the Legal Research and Writing component of LSSC, but most did not feel that the Social Justice and project components were of benefit.
- ❖ In general, students rated their co-op experiences highly but many complained of the “No Contact” policy preventing them from networking to achieve a position.
- ❖ Students reported some dissatisfaction with the services of the Office of Academic and Student Affairs. Negative comments were especially common in relation to the time taken in providing evaluations, the conduct of examination proctors, and the scheduling system.
- ❖ Even in divisions like the Law Library that receive the most usage, students reported simply “not knowing” how to rate many specific services. Results suggest that Northeastern University School of Law may do well to publicize more widely the support services and resources already available to students.

## Overview

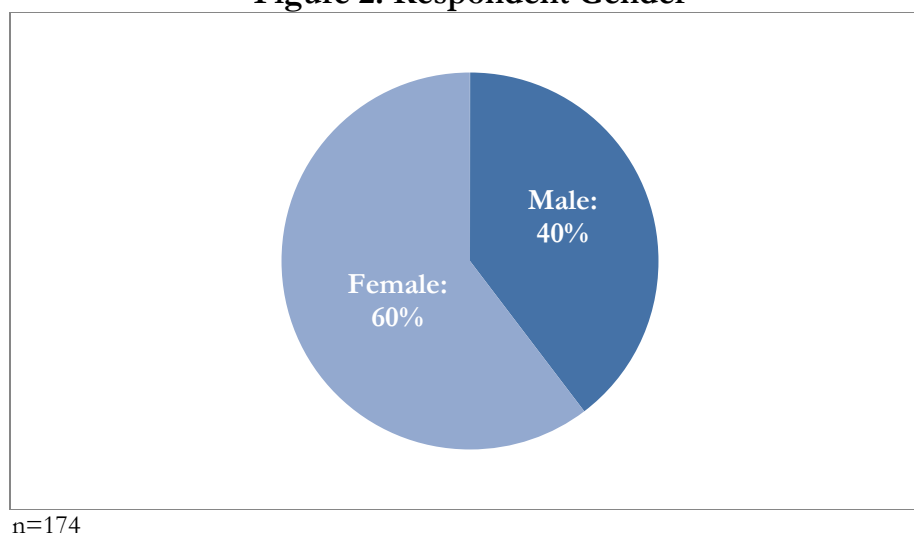
The Hanover Research Council sent the online survey to 603 contacts supplied by the institution. Of this total, we received 219 unique respondents. Generally, because the number of respondents varied significantly by question, we provide the number of respondents to each question being analyzed throughout this survey. For the questions regarding class year, the respondents were **dispersed fairly evenly among the three classes currently enrolled in the institution**. 74 respondents were from the Class of 2010, 73 from the Class of 2011, and 67 from the Class of 2012. The respondents were asked to identify themselves by co-op rotation as well. The majority (123 respondents) identified as being part of the Fall/Spring co-op rotation, while the other 91 respondents identified as being part of the Summer/Winter co-op rotation.

**Figure 1: Survey Respondent Class Year**



## Respondent Demographics

Students were asked to further identify themselves demographically. The respondent group was **40 percent male and 60 percent female**. In addition, the respondent pool was **77 percent Caucasian**. African-American, Hispanic, Asian, and “Other” groups were evenly distributed across the remaining portion. Finally, students in the **25-29 year old age range comprised nearly 60 percent** of the respondent pool. Respondents 22-24 years old and 30-34 years old occupied the next most represented categories.

**Figure 2: Respondent Gender**

n=174

**Table 1: Respondent Demographic Profile<sup>1</sup>**

| Ethnicity<br>n=167        | Percentage of<br>Respondents | Age Range (Years)<br>n=174 | Percentage of<br>Respondents |
|---------------------------|------------------------------|----------------------------|------------------------------|
| Caucasian                 | 77%                          | 22-24                      | 27%                          |
| African-American          | 5%                           | 25-29                      | 59%                          |
| Hispanic                  | 5%                           | 30-34                      | 11%                          |
| Asian/Pacific<br>Islander | 6%                           | 35-29                      | 1%                           |
| Other                     | 6%                           | 40-49                      | 1%                           |
|                           |                              | 50+                        | 1%                           |

### Respondent Satisfaction Ratings

For the most part, students currently enrolled at NUSL report **satisfaction with the important aspects of their institution**. Of the 214 students responding to the question probing satisfaction levels in relation to overall educational experience in the School of Law, by far **the most (99 respondents), selected the option “Satisfied.”** Thirty-eight students selected “Very Satisfied” and 52 selected “Somewhat Satisfied.” Only 13 of the 214 respondents to this question characterized themselves as being “not very” or “not at all” satisfied.

<sup>1</sup> Percentages may not sum to 100 due to rounding.

**Table 2. In general, how satisfied have you been with you overall educational experience in the School of Law so far?**

| Rating                | Percentage of Respondents |
|-----------------------|---------------------------|
| Very Satisfied        | 18%                       |
| Satisfied             | 46%                       |
| Somewhat Satisfied    | 24%                       |
| Somewhat Dissatisfied | 6%                        |
| Not Very Satisfied    | 4%                        |
| Not Satisfied At All  | 2%                        |

n=214

### Organization of the Report

The remainder of our analysis of the “Student Satisfaction with Law School Services Survey” is divided into eleven sections.

The **first section**, *Summary of Scores to Survey Questions*, condenses respondent ratings assigned to each survey question—quantified as average scores—into a single table. This table allows the reader to see how services compare to *each other* in terms of the uniform inquiries asked of respondents for each of NUSL’s administrative offices.

**Section Two** explores questions pertinent to law students of a particular year. A series of items on co-op experiences and employment aspirations initially gather information on first-year NUSL students before turning to examine upper-level NUSL students on these same topics.

**Section Three** begins the analysis of the various administrative offices within NUSL. A similar analysis is continued through **Section Ten**. A uniform series of questions—with minimal variation—are asked of respondents with respect to the Office of Academic and Student Affairs (including the Assistant Dean for Student Affairs), Office of Cooperative Legal Education, Office of Career Services, Law Library, Office of Computer Services, Office of Financial Aid, and the Office of the Dean’s fiscal support and building services.

For these Offices, each of which is covered by its own section in the analysis, respondents are asked about the **frequency with which they use the services** of the Office as well as their satisfaction with the Office’s fulfillment of these services. In addition, within each section, the services rated by respondents are divided into two categories. The first—“**internal functions**”—refers to the internal functioning of the service, including qualities relating to office staff responsiveness and the accommodation of students’ needs. The second—“**external functions**”—refers to those technical services which the Office provides (for example, the service of administering exams is included as an “external function” in the section on the Office of Academic and Student Affairs).

## Section 1: Summary of Scores to Survey Questions

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The Student Satisfaction Survey gathered student feedback about various administrative offices within the School of Law, including the Law Library and the Offices of Academic and Student Affairs (including the Assistant Dean for Student Affairs), Cooperative Legal Education, Career Services, Computer Services, Financial Aid, and of the Dean. A uniform series of inquiries was asked in relation to each of these offices. While responses to each of these question clusters will be detailed in later sections, we summarize response trends here in order to provide a comparative perspective on institutional services.

Unless otherwise noted, a five point scale was used for each of the items in this section as well as in the sections that follow. The scale is as follows: **1=very dissatisfied, 2=dissatisfied, 3=neutral, 4=satisfied, and 5=very satisfied.** A weighted mean, drawn from the number of respondents selecting each rating level, was then taken for responses to each survey item. A mean above 3 therefore denotes a positive response to the question on average, while a mean less than 3 denotes a negative response.

In addition, the first part of Table 3 below measures the frequency with which students used the services of various offices within the institution. For this area of inquiry, a four point scale was used in analyzing the data. The scale used is as follows: **1=never, 2=rarely, 3=occasionally, 4=often.**

The survey contains “Use of Services of the Office” questions that yielded an interesting pattern of responses. **Nearly every respondent indicated using the Law Library and the Office of Cooperative Legal Education** at some point during his or her tenure at the school. A comfortable majority of respondents also indicated visiting the Office of Academic and Student Affairs, the Office of Financial Aid, and the Office of Computer Services. The majority of third year students indicated using the Office of Career Services; however, this was not the case for second or first year students.

Respondents were also asked to indicate how frequently, according to a four point scale, they accessed the services of these Offices through various means. Students tend, as would be expected, to **visit the Law Library in person** more often than any of the other offices, while they **very rarely visited the Office of the Dean.** Notably, though, students still do use the services of the Office of the Dean in person more than by any other means. After visiting in person, using electronic means of communication such as email or the website were the next most common mechanisms for accessing the services of these offices. The phone was a rarely used means of contacting these offices. Please see commentary following Table 3 for student ratings on satisfaction with regard to a variety of services offered by law school offices.

**Table 3. Services and Ratings of Various Law School Offices**

|   | Office of Academic and Student Affairs | Office of Cooperative Legal Education | Office of Career Services <sup>2</sup>               | Law Library | Office of Computer Services | Office of Financial Aid | Office of the Dean |
|---|--|---------------------------------------|--|-------------|-----------------------------|-------------------------|--------------------|
| <b>Use the Services of the Office</b>   |  |                                       |  |             |                             |                         |                    |
| Have you ever used the services of this office?<br>Percent Responding "Yes"                     | 76%                                    | 91%                                   | 2010 Class: 72%<br>2011 Class: 32%<br>2012 Class: 7% | 95%         | 37%                         | 73%                     | 26%                |
| <b>Scale: 1=never, 2=rarely, 3=occasionally, 4=often</b>  |  |                                       |  |             |                             |                         |                    |
| In Person   | 2.85                                   | 3.09                                  | 2.63   | 3.29        | N/A                         | 2.53                    | 1.57               |
| Through Email   | 2.30                                   | 2.86                                  | 2.49   | 2.85        | N/A                         | 2.61                    | 1.45               |
| Through Website or WEBoard of MyLaw   | 2.23                                   | 3.03                                  | 2.54   | 2.85        | N/A                         | 2.02                    | 1.29               |
| By Phone  | 1.53                                   | 1.59                                  | 1.44   | 1.20        | N/A                         | 1.64                    | 1.06               |
|   | Office of Academic and Student Affairs | Office of Cooperative Legal Education | Office of Career Services                            | Law Library | Office of Computer Services | Office of Financial Aid | Office of the Dean |
| <b>Satisfaction in the Following Areas</b>  |  |                                       |  |             |                             |                         |                    |
| <b>Scale: 1=very dissatisfied, 2=dissatisfied, 3=neutral, 4=satisfied, and 5=very satisfied</b> |  |                                       |  |             |                             |                         |                    |
| Availability of Staff   | 3.97                                   | 3.80                                  | 4.21   | 4.25        | 3.73                        | 3.73                    | 3.58               |
| Courtesy of Staff   | 4.20                                   | 4.06                                  | 4.50   | 4.41        | 3.84                        | 3.54                    | 3.70               |
| Knowledge of Staff  | 3.81                                   | 3.91                                  | 4.20   | 4.51        | 4.06                        | 3.79                    | 3.63               |
| Sensitivity to Diversity  | 4.05                                   | 4.08                                  | 4.00   | 4.25        | 4.04                        | 3.73                    | 3.50               |
| Print Resources   | 3.36                                   | 3.65                                  | 3.83   | N/A         | N/A                         | N/A                     | N/A                |
| Online Resources  | 3.22                                   | 3.54                                  | N/A  | N/A         | N/A                         | N/A                     | N/A                |

<sup>2</sup> Use of the services of the Office of Career Services is broken down by class year because it is expected that usage by class year should vary more significantly for this Office than other offices.

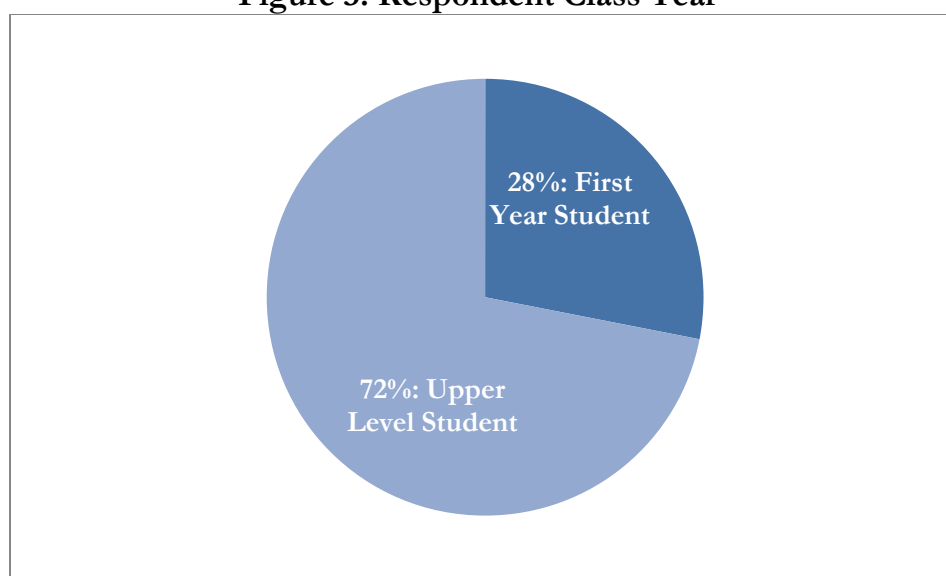
Across the board, **students rated relatively highly the range of Administrative Office characteristics** examined by the survey. Students seem to be most satisfied with the Law Library, which is an important validation because this resource is also used most frequently as compared with all other Offices included in the survey. Nevertheless, students do voice suggestions for the improvement of the Library, as will be examined in further detail in the section below devoted to the Library.



## Section Two: Questions by Student Year

This section investigates several items pertinent to the NUSL co-op program. The survey questions associated with this section measure what types of law students aspire to study and what types of employers they hope to gain exposure to through the co-op system. A similar sequence of questions was asked of all respondents, though some variation occurred in relation to the grade level of the survey respondent. In this section of the survey, 128 respondents (72%) identified themselves as “upper level” students in comparison to 50 respondents identifying as “first year” students (28%).

**Figure 3: Respondent Class Year<sup>3</sup>**



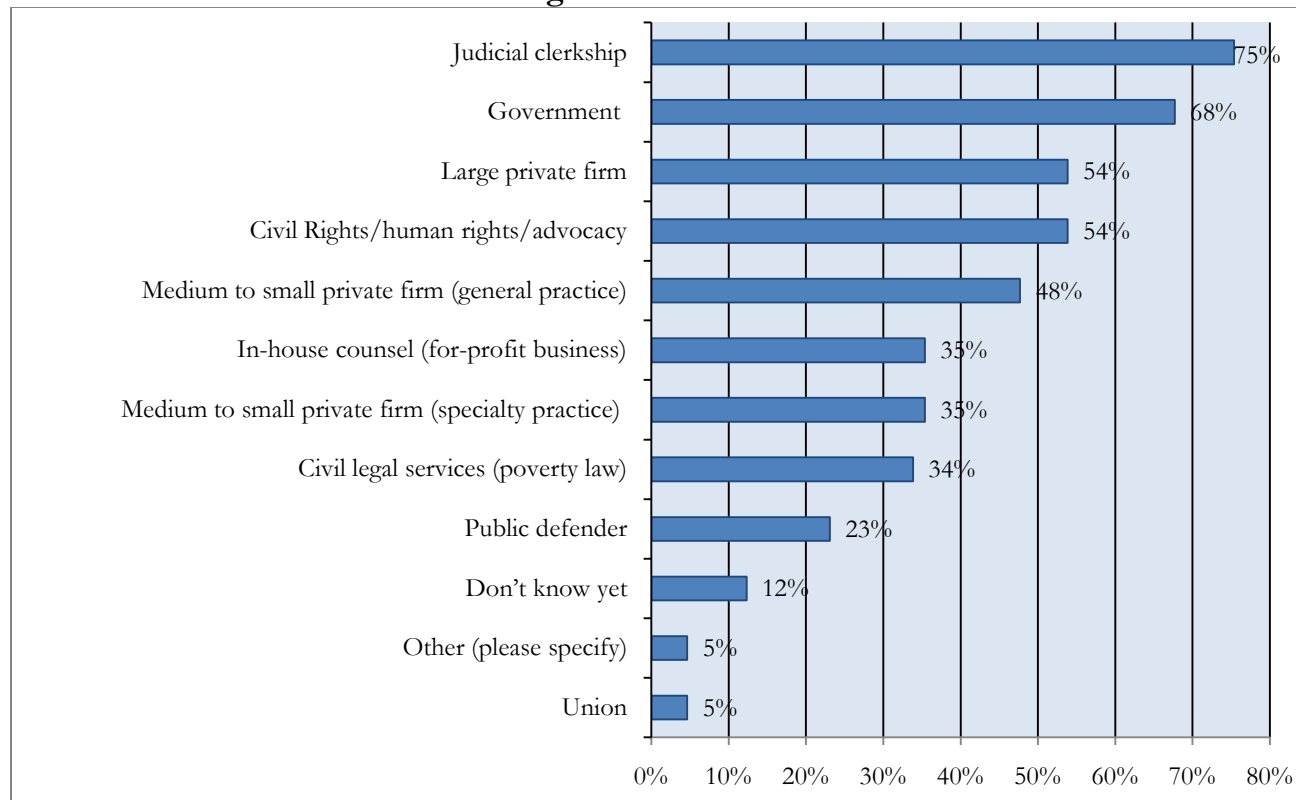
n=178

### First-Year Students

Those respondents identifying themselves as first-year law students were asked to list the type of co-op employers they would be most interested in working with while at NUSL. Respondents were encouraged to select multiple answers to this question, if applicable. **“Judicial clerkship” was the co-op choice most often selected, garnering 75 percent of the total.** Government, large private firm, and civil/human rights were the next most popular options, with between 54 and 68 percent of respondents. See Figure 4 for more details.

<sup>3</sup> Note that 41 respondents did not provide an answer to this question.

**Figure 4. The kinds of co-op employers you would be most interested in working for while at NUSL**



Note: Percentages calculated out of 65 total respondents to this set of survey items.<sup>4</sup>

Respondents selecting the answer “medium to small private firms (specialty practice)” were asked to specify the specialty that was of most interest. Nineteen students included feedback to this question. Respondent comments primarily centered on the fields of **labor law, employment law, intellectual property law, and criminal law**. Several respondents included more than one type of employer when answering this question.

<sup>4</sup> Seventeen individuals did not indicate whether they were a first year or upper level student.

**Table 4: Answers provided by students to question indicating interest in medium to small private firms with a specialty practice.**

| Area of Law  | Number of Respondents |
|--|-----------------------|
| Labor Law  | 13                    |
| Immigration  | 3                     |
| Healthcare   | 3                     |
| Intellectual Property  | 4                     |
| Family   | 2                     |
| Criminal   | 2                     |
| Further commentary included remarks copied below:  |                       |
| <ul style="list-style-type: none"> <li>- Labor law, employment discrimination, civil rights law</li> <li>- Immigration, health care, regulatory in a broad range of fields</li> <li>- Immigration, criminal defense, women's rights, gay rights</li> <li>- Management-side employment law, medical malpractice.</li> <li>- Maybe a firm that specializes in entertainment or sports law.</li> <li>- Firms with diverse lobbying/government relations practices, either in D.C. or on Beacon Hill.</li> </ul> |                       |

First year students were also asked to indicate what *areas* of law they might be most interested in pursuing while on co-op, and they were instructed to indicate *all* areas of interest.

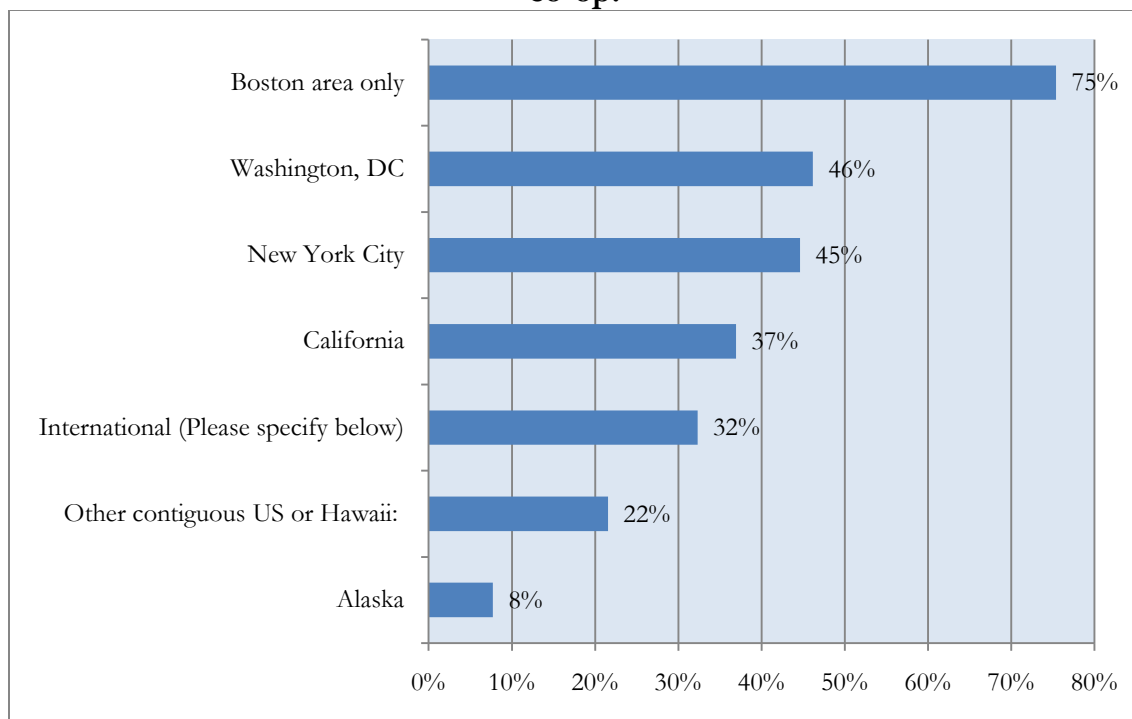
**Table 5. Areas of Law of Most Interest While on Co-op**

| Area  | Number of Respondents | Percentage of Respondents |
|---|-----------------------|---------------------------|
| Criminal  | 25                    | 38%                       |
| Civil rights/Human rights   | 25                    | 38%                       |
| International Human Rights & Public International   | 23                    | 35%                       |
| Immigration   | 21                    | 32%                       |
| Business/corporate/commercial/banking/securities  | 18                    | 28%                       |
| Poverty   | 17                    | 26%                       |
| Litigation (including commercial litigation)  | 15                    | 23%                       |
| Employment/labor (including employment discrimination)  | 16                    | 25%                       |
| Transactional law (drafting, negotiations)  | 16                    | 25%                       |
| International Business  | 14                    | 22%                       |
| Environmental   | 14                    | 22%                       |
| Real estate, housing, land use  | 13                    | 20%                       |
| Health  | 12                    | 18%                       |
| Don't know yet  | 10                    | 15%                       |
| Intellectual Property   | 11                    | 17%                       |
| Family/domestic violence  | 10                    | 15%                       |
| Other (answers include public international law, entertainment/sports, consumer protection, education, government relations, and child welfare) | 9                     | 14%                       |
| ADR- Arbitration/Mediation  | 5                     | 8%                        |
| Bankruptcy  | 5                     | 8%                        |
| Personal injury (including malpractice, products liability)   | 2                     | 3%                        |

Note: Percentages calculated out of 65 total respondents to this set of survey items

First-year respondents were then asked to name the geographic area where they would be most interested in working while on co-op. As Figure 5 shows, **the Boston area is by far the most popular choice**, followed by the East Coast and national legal hubs of **Washington DC and New York**. As is unsurprising given the geographic location of Northeastern, most first year law students aspire to pursue co-ops in New England or along the Atlantic Coast.

**Figure 5. Where would you be (geographically) interested in going while on co-op?**



Note: Percentages calculated out of 65 respondents.

Answers to “Other Contiguous US or HI” included: Chicago, Philadelphia, Maine, New Orleans, Washington State, and Indiana.

Answers to “International” included a wide range of countries in Western Europe, Asia, South America, and the Middle East.

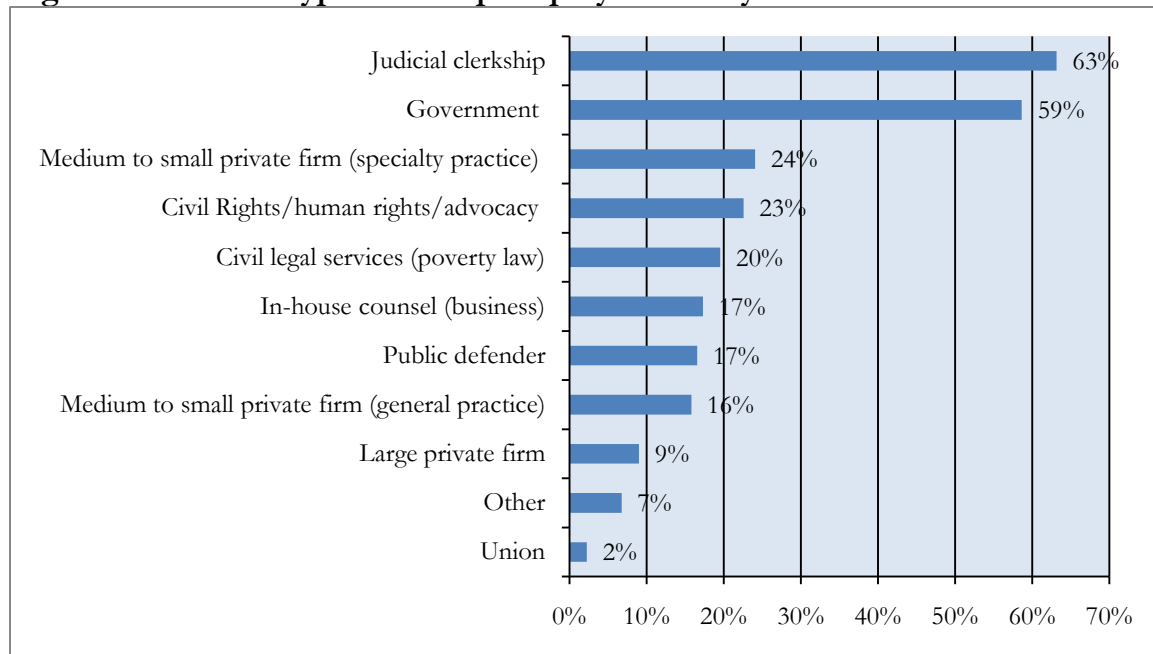
### Upper Level Students

The survey next asked upper-level students a series of questions similar to those asked of first-year students. Upper-level students were first asked to list what types of co-op employers they have worked with while studying at the Law School. A total of 133 individuals responded to this set of questions.<sup>5</sup> Of this total, **63 percent**

<sup>5</sup> Note that among respondents to this set of survey items, 126 indicated that they were upper level students, while an additional seven respondents had not indicated whether they were first year or upper level.

selected the “judicial clerkship” choice and a nearly equal proportion indicated an aspiration to work for a “government” co-op (59 percent). As Figure 6 below shows, the remaining respondents were dispersed among a diversity of co-op employers.

**Figure 6: For what types of co-op employers have you worked so far at NUSL?**



Note: Choice “Other” includes trade associations, UN Tribunal, non-profit organizations, and lobbying groups. Percentages calculated out of 133 respondents.

Individuals who selected “medium to small private firm (specialty practice)” were asked to indicate the specialty. These included a wide variety of areas such as:

- ❖ Criminal defense
- ❖ Employment/labor
- ❖ Immigration
- ❖ FDA FTC regulatory
- ❖ Insurance defense
- ❖ Corporate
- ❖ Environmental
- ❖ Intellectual property
- ❖ Entertainment
- ❖ Toxic tort
- ❖ Water law
- ❖ E-discovery

Similar to those inquiries presented to first-year students, the survey also inquired as to the profile and location of the co-op employers of upper-level students. Results of these items are included in Table 6 and Figure 7 below.

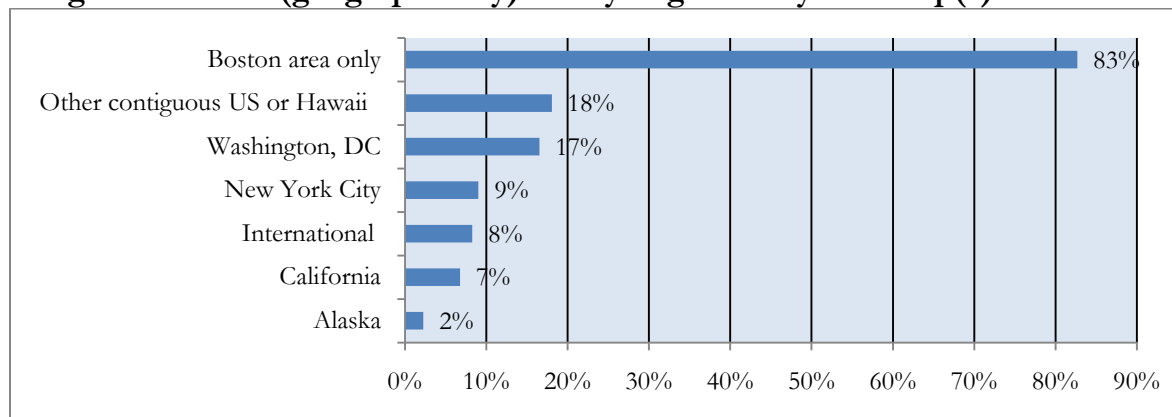
**Table 6. Areas of Law in which Students Participated During Co-ops**

| Area of Law   | Percentage of Respondents |
|---|---------------------------|
| Litigation (including commercial litigation)                | 61%                       |
| Criminal  | 60%                       |
| Civil rights/Human rights                                   | 36%                       |
| Business/corporate/commercial/banking/securities            | 32%                       |
| Employment/labor (including employment discrimination)      | 33%                       |
| Real estate, housing, land use                              | 28%                       |
| Transactional law (drafting, negotiations)                  | 26%                       |
| Family/domestic violence                                    | 23%                       |
| Personal injury (including malpractice, products liability) | 23%                       |
| Immigration   | 17%                       |
| ADR- Arbitration/Mediation                                  | 20%                       |
| Other   | 17%                       |
| Intellectual Property                                       | 15%                       |
| Health  | 16%                       |
| Poverty   | 14%                       |
| International Human Rights & Public International           | 10%                       |
| Environmental   | 9%                        |
| Bankruptcy  | 8%                        |
| International Business                                      | 6%                        |

Note: Percentages based on 132 respondents.

Answers to “other” included a range of entries such as Tax Law (5), Juvenile Law (2), Education Law (2), Elder Law, Insurance Law, Indian Law, Constitutional Law, and Child Welfare Law.

**Figure 7. Where (geographically) have you gone for your co-op(s) thus far?**



Note: Percentages based on 133 respondents.

The **Boston area was by far the most common area for co-op experiences among the respondents.** Respondents noted family and personal reasons (84%) and housing arrangements (70%) as the most common reasons for taking a co-op in the area. Additionally, there were twenty-four responses in the “Other Contiguous US or HI” category. Washington D.C. and New York City were also common responses.

Thirteen answers in the “International” category reported co-op location in The Hague, Asia, and South America.

**Table 7. If you stayed in the Boston-area, why did you make this choice?**

| Reason  | Percentage of Respondents |
|---|---------------------------|
| Family and personal reasons keep me in Boston | 84%                       |
| Housing arrangements in Boston                | 70%                       |
| Plan to work in Boston                        | 64%                       |
| Travel expenses                               | 43%                       |
| Lack of available housing outside of Boston   | 13%                       |
| Other   | 12%                       |

Responses to the “Other” option included:

- ❖ I couldn’t find a co-op and an apartment in the short time needed if you want to leave the area.
- ❖ Did one outside Boston - did 3 [co-ops] in Boston because of cost of doing co-ops outside & wanting to practice in Boston
- ❖ I couldn’t find a coop and an apartment in the short time needed if you want to leave the area
- ❖ Lack of non-public interest co-ops outside Boston Area

The table below presents survey response data in relation to whether students participated in their preferred co-op opportunities.

**Table 8: Participation in First Choice Co-ops**

| Were you able to participate in your first-choice co-ops? <sup>6</sup>  |     |
|---|-----|
| Yes, All  | 39% |
| Yes, Some   | 53% |
| No, None  | 8%  |
| If you were not able to participate in your first-choice co-op(s), what factors prevented you from doing so? <sup>7</sup> |     |
| There was significant competition for my first choice and I was not selected.   | 76% |

<sup>6</sup> Percentages calculated out of 134 respondents.

<sup>7</sup> Percentages calculated out of 76 respondents.

|   |     |
|---|-----|
| The three day acceptance rule led me to accept a less desirable position.                                   | 37% |
| My preferred co-op was posted too late or responded after I had accepted another position.                  | 30% |
| The co-op non-communication rule prevented me from obtaining my first choice co-op.                         | 25% |
| The lack of grades and class rank prevented me from being selected for my first choice co-op(s).            | 20% |
| Other reason I did not obtain my first choice.  | 17% |
| My first choice co-ops were unpaid and my financial position did not allow me to accept unpaid assignments. | 11% |
| The rule against repeats prevented me from repeating one of my desired positions.                           | 9%  |

Thirteen respondents included answers to the “Other” option, and the following sample are representative of the comments:

- ❖ Bigger firms take a long time to respond and tend to interview only 1 or 2 people and don’t give others a chance, even at interviews. If there was some way to require places to interview more people, that would give us “straight out of college” people with less experience in the workforce a fighting chance.
- ❖ I have had all four of my co-op employers tell me the lack of grades really makes it difficult for them to hire NUSL students. That’s really too bad when we are competing with BU, BC, Harvard, Suffolk, and UCONN.
- ❖ Bad counseling on which co-ops were realistic (i.e. applied to positions as a 2L that predominantly take 3L’s, or applied to positions that did not want former summer associations).
- ❖ Coop office would not let me split my co-op between two places (even though both agreed) and I agreed to do extra weeks (beyond the 11 required) so as to spend sufficient time in both places - and I was not preventing another student from getting a co-op. Another example of the office’s lack of flexibility and understanding of particular circumstances even when it doesn’t hurt another student.
- ❖ I actually was chosen for my first choice co-op but not until after I had already accepted my second choice because of the way the application process works...

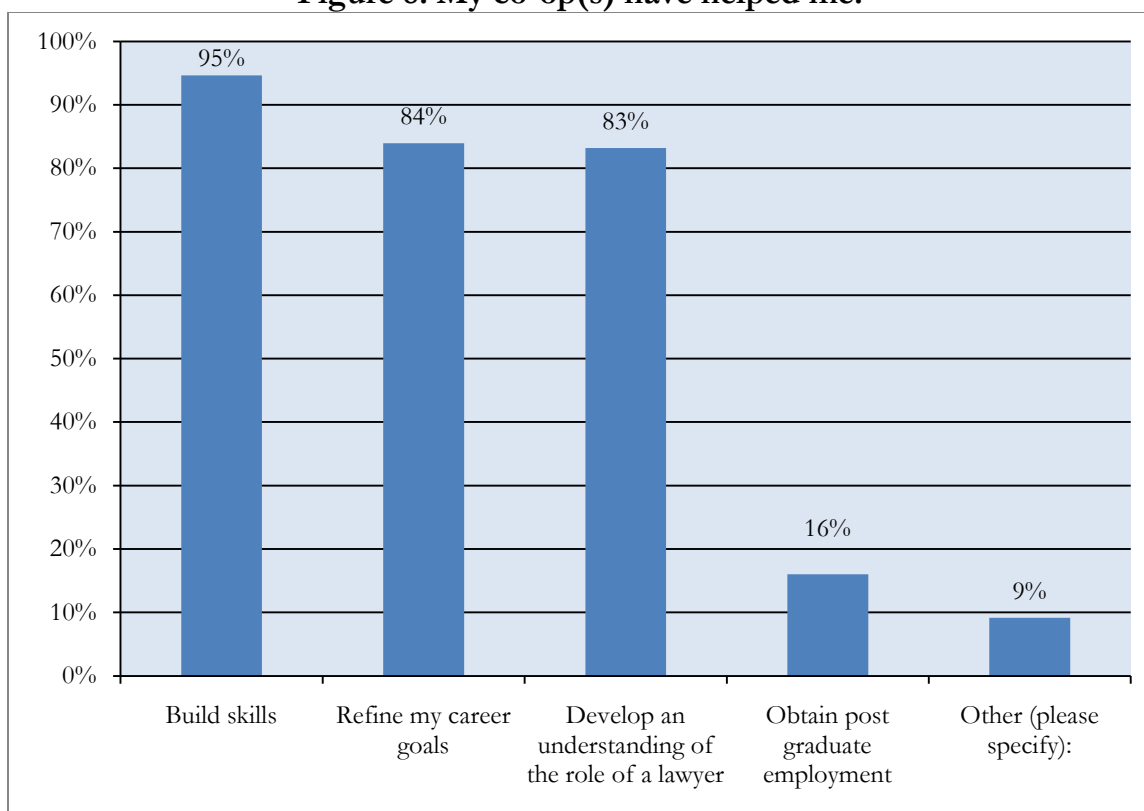
Respondents were next asked to rate the degree to which their co-ops met the expectations they had as first-year law students. Please see Table 9 below for details.



**Table 9. Degree to Which Co-op Experiences Met Students' Expectations**

| Item   | Mean Score      | Disagree Completely | Disagree | Neutral | Agree | Agree Completely |
|--|-----------------|---------------------|----------|---------|-------|------------------|
| Scale: 1= Disagree Completely; 2=Disagree; 3=Neutral; 4=Agree; 5=Agree Completely  |                 |                     |          |         |       |                  |
| Consistent with what I hoped to do when I was a 1L in terms of type of work and nature of practice.  | 3.79<br>(n=131) | 2%                  | 9%       | 18%     | 49%   | 22%              |
| Consistent with where I wanted to be geographically when I was a 1L.   | 4.15<br>(n=130) | 0%                  | 5%       | 14%     | 42%   | 39%              |
| I have changed my ideas about what I would like to do on co-op from when I was a first year student, and my co-ops have been consistent with my new ideas. | 3.15<br>(n=130) | 12%                 | 18%      | 26%     | 33%   | 12%              |

Students were also asked to reveal how their co-op experiences helped them to develop in their law educations. Among the 131 respondents to this series of survey items, the highest portion of responses (95 percent) indicated that **co-ops were most useful in helping students “build skills.”** The answer selections “refine career goals,” and “develop an understanding of the role of a lawyer” were also among the most commonly cited.

**Figure 8. My co-op(s) have helped me:**

Note: Percentages based on 131 respondents.

Twelve students responded to the “Other” option. Answers included:

- ❖ Build resume
- ❖ Explore parts of the country
- ❖ Network
- ❖ Build confidence
- ❖ Garner recommendations
- ❖ Network and meet advocates, mentors, like-minded individuals
- ❖ Make connections
- ❖ Nothing

### *First Co-op Experience*

Respondents were next asked to comment on their first co-op experiences. Importantly, the **overwhelming majority (nearly 80 percent) of respondents felt either “prepared” (60 percent) or “totally prepared” (18 percent) for their first co-op experiences.** Students were asked to further describe what aspects of the School most contributed to their preparations for these first co-ops. Respondents seemed to feel most strongly that the **Legal Research and Writing component of LSSC contributed to their preparation for first-year co-op.** Sixty-five percent of

respondents either agreed or completely agreed that this played an important role in their preparation for first-year co-op. On the other hand, students reported fairly strong contentions that “co-op classes” and the Social Justice and project component of LSSC were not as important in their preparations for the first year co-op experience. Only 23 percent of respondents agreed that “the co-op classes contributed to preparation for their first co-op,” as opposed to 26 percent that disagreed. Further, just over 60 percent of respondents either **disagreed or disagreed completely that the Social Justice and project component of LSSC contributed to preparation for their first co-op.**

Note that in the table below, mean scores have been weighted where an answer of “totally unprepared” equals 1 and “totally prepared” equals five. Thus, a mean score of more than 3 denotes a positive response on average, while a mean score below 3 denotes a negative response.

**Table 10. Preparation Rating: First Co-op**

|   | Mean Score      | Totally Unprepared  | Unprepared | Neutral | Prepared | Totally Prepared |
|---|-----------------|---------------------|------------|---------|----------|------------------|
| I felt prepared for the responsibilities of my first co-op  | 3.82<br>(n=131) | <1%                 | 11%        | 10%     | 61%      | 17%              |
| <b>With regard to your preparation for your first co-op, please indicate your level of agreement:</b> |                 |                     |            |         |          |                  |
|   | Mean Score      | Disagree Completely | Disagree   | Neutral | Agree    | Agree Completely |
| The Co-op classes contributed to my preparation for my first co-op                                    | 2.70<br>(n=128) | 16%                 | 26%        | 34%     | 23%      | 2%               |
| The Legal Research and Writing component of LSSC contributed to my preparation for my first co-op     | 3.57<br>(n=129) | 9%                  | 10%        | 16%     | 46%      | 19%              |
| The Social Justice and project component of LSSC contributed to my preparation for my first co-op     | 2.21<br>(n=130) | 38%                 | 23%        | 21%     | 15%      | 3%               |

*Second or Later Co-op experiences*

Respondents were also asked to comment on their second or later co-op experiences. Feedback to these inquiries was overwhelmingly positive. **Eighty-six percent of respondents felt either prepared or totally prepared** for the responsibilities of their second or later co-ops as opposed to only 2 percent of respondents who felt underprepared. Further, **87 percent of respondents either agreed or completely agreed that their first co-op experiences prepared them for their second co-op experiences.**

Again, respondents were asked to rate a series of items on a scale of 1 to 5, where 1 indicates totally unprepared and 5 indicates totally prepared. Thus, a mean score exceeding 3 denotes a positive response on average, while a mean score lower than 3 denotes a negative response.

**Table 11. Preparation Rating: Second or Later Co-op**

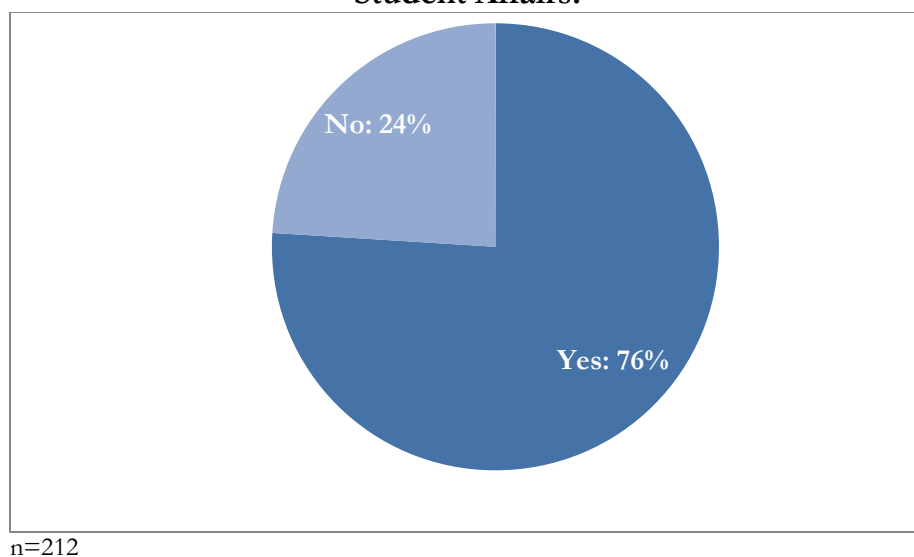
|  | Mean Score      | Totally Unprepared  | Unprepared | Neutral | Prepared | Totally Prepared |
|--|-----------------|---------------------|------------|---------|----------|------------------|
| I felt prepared for the responsibilities of my second or later co-ops.   | 4.13<br>(n=127) | 0%                  | 2%         | 12%     | 58%      | 28%              |
| <b>With regard to your preparation for your second or later co-ops, please indicate your level of agreement.</b> |                 |                     |            |         |          |                  |
|  | Mean Score      | Disagree Completely | Disagree   | Neutral | Agree    | Agree Completely |
| My first co-op experience helped to prepare me for my later co-op experiences.                                   | 4.23<br>(n=127) | 2%                  | 2%         | 9%      | 45%      | 42%              |

Students were next asked to specify the courses that proved useful in their preparation for the co-op experience. Ninety-four respondents replied to this inquiry and cited the selection of the **core courses** instructed in the first year curriculum. Some courses, however, were mentioned more frequently than others.

- ❖ “Evidence” was cited 45 times.
- ❖ “Criminal Law” was cited 32 times.
- ❖ “Civil Procedure” was cited 29 times
- ❖ “Constitutional Law” was cited 15 times.
- ❖ “Contracts” was cited 9 times.
- ❖ Skill courses such as “Advanced Legal Writing” and “Westlaw” were cited as well, with less frequency.

### Section Three: Office of Academic and Student Affairs, Including Assistant Dean for Students

**Figure 9: Have you ever used the services of the Office of Academic and Student Affairs?**



According to the results of our survey, the **majority of students have used the services of the Office of Academic and Student Affairs, including the Assistant Dean for Student Affairs**—roughly three-quarters of respondents reported having used the services of this Office at some point.

Students who access the services of this office do so most often through email, website/WEBoard, or through in-person visits.

**Table 12: Please indicate how often you use the services of this office in each of the following forms**

| Form  | Never | Rarely | Occasionally | Often |
|---|-------|--------|--------------|-------|
| In person (n=152)                               | 1%    | 29%    | 53%          | 16%   |
| Through email (n=150)                           | 21%   | 35%    | 37%          | 7%    |
| Through the website or WEBoard or MyLaw (n=147) | 38%   | 17%    | 29%          | 16%   |
| By phone (n=145)                                | 61%   | 28%    | 8%           | 3%    |

n=145

Students were asked to rate their levels of satisfaction with various aspects of the Office of Academic and Student Affairs, and responses are presented in the following two tables.

**Table 13. How do you rate this office in terms of satisfaction on the following *internal* factors and functions?**

| Factor                   | Mean Score      | Very Dissatisfied | Dissatisfied | Neutral | Satisfied | Very Satisfied | Don't Know |
|--------------------------|-----------------|-------------------|--------------|---------|-----------|----------------|------------|
| Availability of Staff    | 3.97<br>(n=152) | 2%                | 5%           | 14%     | 52%       | 27%            | 0%         |
| Courtesy of Staff        | 4.20<br>(n=152) | 2%                | 2%           | 11%     | 45%       | 41%            | 0%         |
| Knowledge of Staff       | 3.81<br>(n=152) | 1%                | 9%           | 18%     | 47%       | 23%            | 2%         |
| Sensitivity to Diversity | 4.05<br>(n=151) | 1%                | 0%           | 15%     | 15%       | 19%            | 50%        |
| Print Resources          | 3.36<br>(n=152) | 2%                | 6%           | 30%     | 14%       | 9%             | 39%        |
| Online Resources         | 3.22<br>(n=150) | 4%                | 13%          | 29%     | 24%       | 7%             | 23%        |

**Table 14. How do you rate this office in terms of satisfaction on the following *external* factors and functions?**

| Function   | Mean Score      | Very Dissatisfied | Dissatisfied | Neutral | Satisfied | Very Satisfied | Don't Know |
|--|-----------------|-------------------|--------------|---------|-----------|----------------|------------|
| Registering Students for Courses                         | 3.50<br>(n=150) | 3%                | 15%          | 17%     | 28%       | 15%            | 22%        |
| Scheduling Courses                                       | 2.90<br>(n=151) | 9%                | 26%          | 24%     | 15%       | 10%            | 16%        |
| Scheduling Exams   | 3.51<br>(n=151) | 3%                | 12%          | 28%     | 34%       | 15%            | 7%         |
| Administering Exams                                      | 3.65<br>(n=151) | 5%                | 9%           | 22%     | 41%       | 21%            | 3%         |
| Providing Course Evaluations                             | 2.71<br>(n=150) | 16%               | 29%          | 25%     | 22%       | 5%             | 2%         |
| Processing Course Evaluations once Received from Faculty | 2.90<br>(n=151) | 14%               | 22%          | 22%     | 25%       | 8%             | 10%        |
| Enforcing Academic Rules                                 | 3.40<br>(n=151) | 2%                | 4%           | 25%     | 18%       | 6%             | 45%        |
| Academic Counseling                                      | 3.18<br>(n=151) | 7%                | 6%           | 19%     | 15%       | 8%             | 46%        |
| Event or Room Scheduling                                 | 3.87<br>(n=150) | 5%                | 5%           | 15%     | 40%       | 26%            | 10%        |

As can be seen, subjects involving the “**internal**” characteristics of the Office—such as knowledge and interactions with students—were **rated highly** by the respondent group. The online resources provided to students, however, may be a candidate for improvement because students do not report satisfaction with these aspects of the Office.

The more **“external” activities of this Office were rated much less highly overall** by the student respondent group. Students actually reported some level of dissatisfaction with the Office’s performance in several of these categories (that is, corresponding to a mean score below three (3)). For instance, “providing course evaluations” (2.71), “processing course evaluations once received from faculty”(2.90), and “scheduling of courses” (2.90) all recorded a rating associated with some level of dissatisfaction. The free response commentary left by students, as provided below, strongly substantiates these findings regarding external factors. Students seem to have negative opinions regarding the institution’s performance on **course scheduling and evaluation-related topics**.

Although the remaining aspects of this Office were rated at adequate levels by the student respondents, no single item in this section of the report was rated at a level greater than or equal to 4, meaning students were less than “fully” satisfied with all services provided by the Office. Please refer to select comments below, which are organized by the subjects they discuss.

### **Free Response Commentary**

The following represents a selection of comments from students regarding the Office. Due to the large number of responses, students’ comments are organized by theme.

#### *Evaluations*

- ❖ I do not understand why evaluations take so long to process. The office should set a deadline for faculty to have the exams processed in 2 weeks. If other schools are able to have their grades in about 2 weeks why can’t we??
- ❖ The individual entry of student evaluations is archaic and frustrating. Although I’m not extremely dissatisfied, it seems to me that the law school could make technological updates that would expedite the process.
- ❖ Evals (sic) are released way too long after the semester/quarter has ended. Also, the office of ASA never has a clear answer as to when evals (sic) are to be released.
- ❖ It takes too long to receive evaluations from faculty (one took 3 months!) and then it takes too long for them to be posted; web services have improved but it seems that there great delays in getting calendars and courses online in a timely fashion
- ❖ I received someone else’s course evaluations as my own. This caused him embarrassment and me frustration.

*Behavior of Administrators or Exam Proctors*

- ❖ I don't like the Administration of the Exams. I find the proctors to be EXTREMELY rude. Additionally, there have been times where my exams were back to back making it difficult and the rules don't allow for rescheduling.
- ❖ I rarely receive responses to emails or phone calls from the administrators. I always have to follow up, and go to their office.
- ❖ ...Some of the exam proctors I have had have been horrible... talking loudly to students during the exam rather than whispering, being rude and just mean!
- ❖ There are so many questions I've had—simple questions—where the response has been 'Schedule a time to see me,' while all I'm looking for is a written policy on a simple issue. For example, what is the policy for taking a class at another law school? I know there's a policy, but maybe it's not written down—it's probably just in somebody's head, but it should be written down and accessible on MyLaw.

*Scheduling for Courses and Exams*

- ❖ My schedule in three years has always been a mad dash of last minute changes and alterations as classes fill, similar topics are scheduled at the same time and courses are offered on a sporadic basis, similarly with exams they appear to either all occur on the same day or as was the case this past term I had exams on 5 consecutive days.
- ❖ It was frustrating to me that schedules were not posted earlier (i.e.: class schedules, exam schedules, date evaluations would be distributed). From speaking to friends at other law schools their schedules were available at the start of each academic year. Even just providing an expected date of releasing class schedules would be better. I think that this sort of communication would be appreciated by students and prevent a lot of complaints/whining like on the shout-box.

*Commentary on Functions that this Office Should Provide but Currently Does Not*

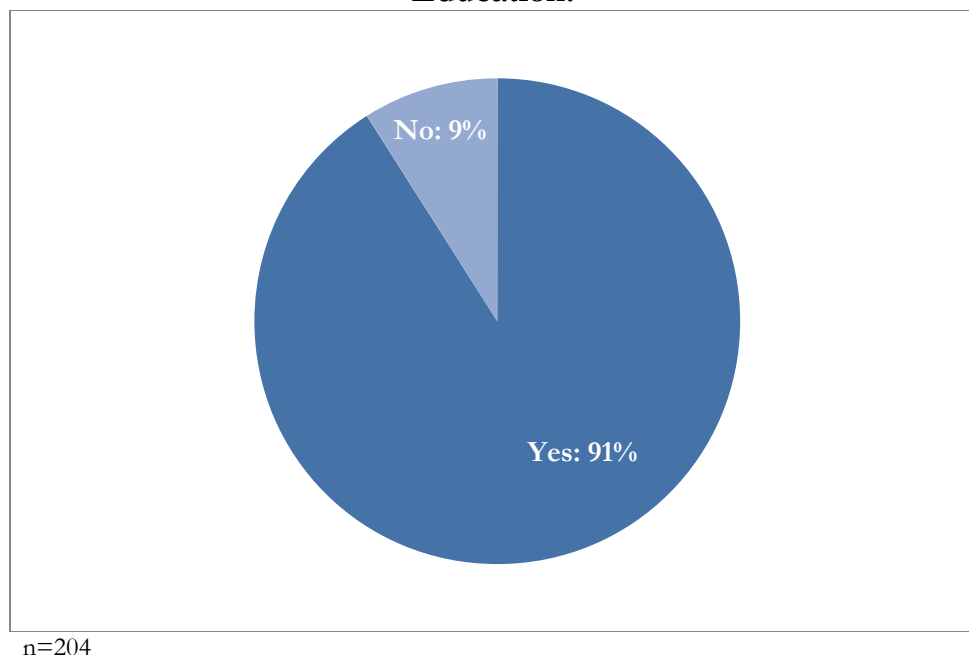
Several students suggest an **enhancement of the Academic Counseling services** provided by the Office. For instance, students left the following sampling of feedback on this topic.



- ❖ ‘Academic counseling’ was listed above, but I’m not clear what that actually entails, as it isn’t really made known to the students that it is available.
- ❖ Since there are no other academic advisory options, I think that the office should offer advice in terms of planning out 3 years of courses. Especially since some courses only occur during certain rotations and may not be repeated in other years.

## Section Four: Office of Cooperative Legal Education

**Figure 10. Have you ever used the Services of the Office of Cooperative Legal Education?**



With 91 percent of respondents answering yes to the above question about usage, the Office of Cooperative Legal Education was **the most frequently accessed resource after the Law Library**. Students reported “visiting” the services of this office primarily in person or via electronic means.

**Table 15. Please indicate how often you use the services of this office in each of the following forms**

| Form  | Never | Rarely | Occasionally | Often |
|---|-------|--------|--------------|-------|
| In person (n=176)                               | 2%    | 12%    | 60%          | 26%   |
| Through email (n=177)                           | 4%    | 21%    | 59%          | 16%   |
| Through the website or WEBoard or MyLaw (n=176) | 10%   | 18%    | 32%          | 40%   |
| By phone (n=175)                                | 54%   | 34%    | 11%          | 1%    |

According to average ratings, students seem to be satisfied with the internal functions of the Office of Cooperative Legal Education. Of the students who responded knowledgeably to this question, **most rated the Office staff's courtesy and sensitivity to diversity especially highly**. It should be noted, however, that nearly half of respondents reported being unaware (selecting “don't know”) when asked about the Office's sensitivity to diversity.

**Table 16. How do you rate this office in terms of satisfaction on the following *internal* factors and functions?**

| Factor                   | Mean Score      | Very Dissatisfied | Dissatisfied | Neutral | Satisfied | Very Satisfied | Don't Know |
|--------------------------|-----------------|-------------------|--------------|---------|-----------|----------------|------------|
| Availability of staff    | 3.80<br>(n=176) | 2%                | 10%          | 14%     | 53%       | 20%            | 1%         |
| Courtesy of staff        | 4.06<br>(n=176) | 2%                | 6%           | 16%     | 36%       | 39%            | 1%         |
| Knowledge of staff       | 3.91<br>(n=176) | 1%                | 9%           | 18%     | 41%       | 31%            | 1%         |
| Sensitivity to Diversity | 4.08<br>(n=175) | 1%                | 1%           | 11%     | 19%       | 20%            | 47%        |
| Print Resources          | 3.65<br>(n=176) | 2%                | 10%          | 22%     | 34%       | 17%            | 16%        |
| Online Resources         | 3.54<br>(n=176) | 5%                | 15%          | 21%     | 38%       | 19%            | 2%         |

As with the Office of Academic and Student Affairs, the **external aspects of the Office of Cooperative Legal Education were rated slightly lower than the internal functions**. In this case, “external functions” refers to those services that the Office provides to the law student body, rather than its internal functioning and relationship management services. Though the Office’s offerings in these categories were rated adequately, no score achieved a mean equal to or greater than 4 (that is, the quantified equivalent of “Satisfied”). Then again, no score was lower than 3 (or edging towards “Dissatisfied”) either. While not spectacular, feedback was solid for this section even if areas such as co-op application and acceptance policies (3.10), conducting informational programs (3.50), and providing useful and accurate information about listed jobs and job options online (3.54) could benefit from improvement.

**Table 17. How do you rate this office in terms of satisfaction on the following *external* factors and functions?**

| Factor   | Mean Score      | Very Dissatisfied | Dissatisfied | Neutral | Satisfied | Very Satisfied | Don't Know |
|--|-----------------|-------------------|--------------|---------|-----------|----------------|------------|
| Developing a broad range of co-op opportunities  | 3.71<br>(n=176) | 6%                | 8%           | 17%     | 43%       | 22%            | 5%         |
| Developing and implementing reasonable policies and procedures for students and employers concerning applying for and accepting co-ops | 3.10<br>(n=174) | 12%               | 20%          | 18%     | 34%       | 10%            | 7%         |
| Communicating the expectations for conduct regarding co-op   | 3.88<br>(n=176) | 1%                | 5%           | 19%     | 50%       | 21%            | 3%         |
| Career counseling, including cover letter and resume help, and interview preparation   | 3.78<br>(n=175) | 2%                | 8%           | 22%     | 39%       | 24%            | 5%         |
| Exposing students to a broad range of legal and law-related co-op options  | 3.67<br>(n=176) | 3%                | 11%          | 19%     | 44%       | 19%            | 4%         |

| Factor  | Mean Score      | Very Dissatisfied | Dissatisfied | Neutral | Satisfied | Very Satisfied | Don't Know |
|---|-----------------|-------------------|--------------|---------|-----------|----------------|------------|
| Informing students of job opportunities, application procedures, and deadlines                        | 3.73<br>(n=174) | 3%                | 7%           | 22%     | 45%       | 19%            | 2%         |
| Providing useful and accurate information about listed jobs and job options through counseling        | 3.63<br>(n=174) | 3%                | 11%          | 19%     | 39%       | 17%            | 10%        |
| Providing useful and accurate information about listed jobs and job options through written materials | 3.65<br>(n=174) | 2%                | 8%           | 24%     | 43%       | 13%            | 11%        |
| Providing useful and accurate information about listed jobs and job options online                    | 3.54<br>(n=175) | 4%                | 11%          | 20%     | 45%       | 13%            | 7%         |
| Conducting informational programs   | 3.50<br>(n=174) | 2%                | 10%          | 32%     | 36%       | 13%            | 6%         |
| Collecting feedback from students assessing their co-op experience                                    | 3.73<br>(n=175) | 1%                | 9%           | 18%     | 41%       | 16%            | 16%        |
| Troubleshooting issues that arise on co-op  | 3.61<br>(n=176) | 1%                | 6%           | 12%     | 16%       | 9%             | 57%        |

In all, 82 students provided commentary in the free response space assigned to this section, and much of it was strongly worded. These comments, in which many students touched on more than one issue, tended towards one or many of the following issues: **insufficient level of staffing in the Office; the contact rules stipulated by the Office; areas of concentration; lack of sufficient information in the co-op e-books; the lunch time sessions; and the lack of individualized attention provided to students.** The subjects of these comments are generally consistent with the scores presented in the tables above. That is, categories which drew the most negative (and strongly worded) comments were also those which were quantified as having the lowest mean ratings as well.

#### *Staffing:*

- ❖ The coop office is extremely hard to communicate with—emails go unanswered, people (other than administrative staff) are rarely in the office or are busy and unavailable.
- ❖ Staff seem disengaged and aren't often available to meet with students.
- ❖ The Co-Op office folks are very friendly and kind, funny even. However, they are not knowledgeable about their own stuff. They give hypocritical advice from person to person. Each person claims a different co-op application procedure. There are severe problems with the new MyLaw (old WeBoard) and there is little organization. Much work is needed.

- ❖ At times I have to request an appointment or ask a question multiple times before receiving a response—many times my emails are overlooked/ignored for weeks at a time.

#### *Employer and Interview and Contact Rules*

- ❖ The policies for accepting co-ops need a complete revision. The three day rule and no communication rules do not serve the best interests of students.
- ❖ The no communication rule can be a bit cumbersome and may put NUSL students at a disadvantage.
- ❖ ...the 'No Contact Rule' needs to be changed—it should only apply in instances where (1) there is more than one applicant, or (2) in instances where there is only one applicant, the employer has specifically indicated to the co-op office that they do not want to be contacted. This would be much easier for everyone (especially the co-op office) to track if the applications were somehow processed electronically.
- ❖ The no contact rule is a joke especially when it interferes with SUMMER ASSOCIATE POSITIONS. I'm competing with BU and BC students who ALL CONTACT FIRMS during this process. This puts NUSL students at an unreasonable disadvantage.
- ❖ I am dissatisfied with the co-op rules that prevent students from networking, since this is an important life-skill that the school should help students develop, rather than discouraging its development.
- ❖ I completely disagree with the no-contact rule for co-op employers...I understand that you can include references, but employers know that there is a difference between a former colleague agreeing to be listed as a reference and one who is willing to spend their chits or actively reach out. I just don't see working hard and impressing people as an 'unfair advantage.'
- ❖ I urge NUSL to reevaluate this rule. Connections are important

#### *Lack of Co-op Options*

- ❖ More business-related co-ops would be very helpful!
- ❖ The co-op program needs to do a MUCH better job broadening co-op opportunities—especially with alums. There needs to be a complete analysis of what areas there are a lot of co-ops in and what areas need to be developed further.

- ❖ Developing a Broad Range of Co-op Opportunities & Exposing Students to a Broad Range of Legal and Law-Related Co-op Options—I understand that the economy plays a large role in the availability of co-op employers, but the co-op options are weak.
- ❖ There are so many public interest coops, which is wonderful, but there is not a huge variety of all others.
- ❖ The participating employers are not diverse enough in terms of type of work/organization. I appreciate the emphasis on public service at NUSL. But when it comes to co-op, public service is defined too narrowly. All of the advocacy organizations with which we have partnerships with are progressive. And there are too few relationships with defendant-/management-side firms.

#### *Inadequate Co-Op E-Book*

- ❖ The E-Coop book is frequently outdated, and its potential is wasted.
- ❖ Co-op employer lists were often inaccurate, I nearly lost two co-ops when the office never posted that I had received an offer, I only learned about those offers when the supervisor called me to ask why I never responded.
- ❖ The e-coop book is useless. There isn't even a way to search for country!

#### *Lunch Programs*

- ❖ Also lunch time programs often seem futile and not so relevant so maybe condense them or youtube (sic) videos that students can watch on their own time when they need to i.e. right before co-op.
- ❖ I find the 1L Co-op classes not that informative and generally a waste of a lunch period. I think the idea is good but it needs to be reformed in order to be really useful and functional. Certainly they don't need to be as frequent or as long.
- ❖ The coop lunchtime programs are too slow in their development of material. It takes too much time to convey key information

#### *Suggestions on Functions that this Office Should Provide but Currently Does Not*

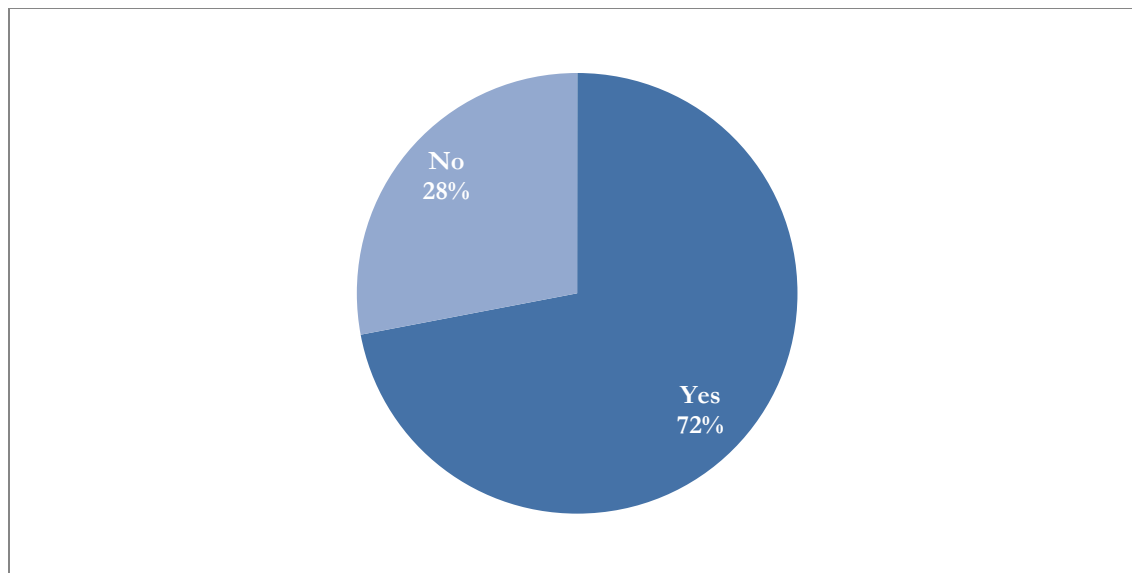
Several students made suggestions touching on co-op information sharing through **peer-to-peer counseling and the increased incorporation of electronic resources**. Students left the following sampling of feedback on these topics.

- ❖ Although there may be concerns with security issues, having on-line access to students' evaluations of their co-op employers would be useful. That way, students on the opposite rotation can start planning ahead about which employers they would consider applying to instead of having to trek into the office to look at the books.
- ❖ Yes, do everything in electronic form (for) simplicity.
- ❖ I think after co-op there should be more formal sharing about co-op experience to learn from our peer's co-op experiences and to get to share about our own.
- ❖ Peer counseling—set up a program for 3L students to mentor the 1Ls based on interest. Allow the 3Ls to review resumes and be the first line of contact to take the burden of meeting with students off your back. Then you can focus on meeting with upper levels and building new co-op opportunities. This was mentioned (and accepted by the office) before, but never implemented. Again, I think this is indicative of the fact that the co-op office needs supervision.

## Section Six: Office of Career Services

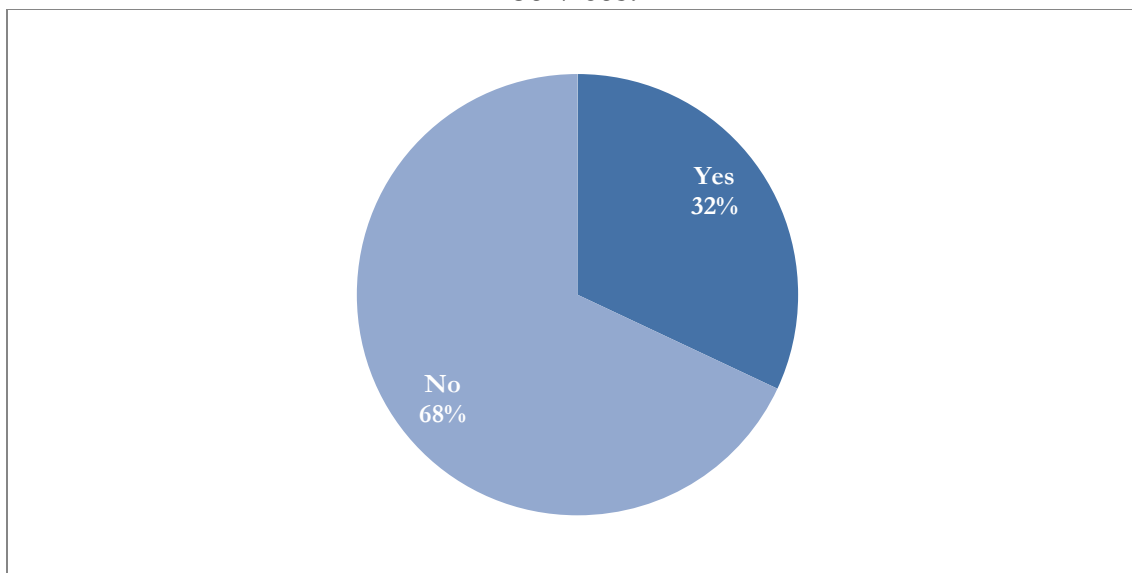
Due to the nature of the services provided by the Office of Career Services, it is reasonable to expect that usage may vary by class year; consequently, we examine usage patterns for the Office of Career Services among students belonging to the 2010, 2011, and 2012 class years.

**Figure 11. 2010 Class Year Students – Have you ever used the Office of Career Services?**



n=65

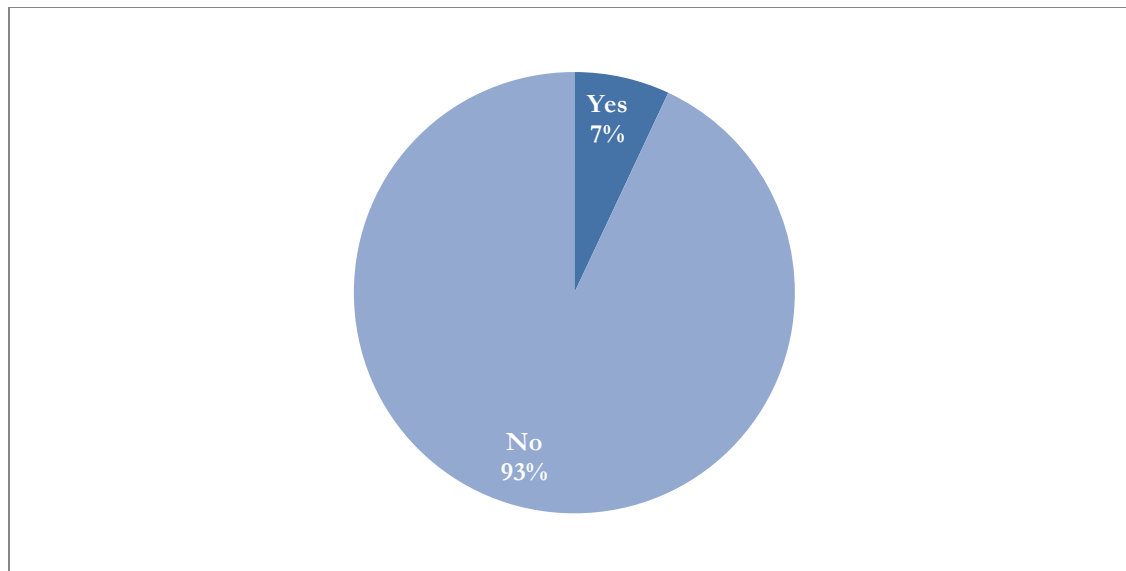
**Figure 12. 2011 Class Year Students – Have you ever used the Office of Career Services?**



n=66



**Figure 13. 2012 Class Year Students – Have you ever used the Office of Career Services?**



n=59

As can be seen, **use of the Office of Career Services is highest among third year students, with 72 percent** of students set to graduate in 2010 using this office. The proportion of students using Career Services decreases for second and first year students. 32 percent of students set to graduate in 2011 use this office, while only 7 percent of students set to graduate in 2012 use the Office of Career Services. Combined, the majority of respondents from all class years – 62 percent – reported not using the Office of Career Services while enrolled at Northeastern University School of Law.

Those students from all class years who did utilize the services of this Office did so primarily through **in person visits or through electronic access** such as email and the website or WEBoard.

**Table 18. Please indicate how often you use the services of this office in each of the following forms**

| Form   | Never | Rarely | Occasionally | Often |
|--|-------|--------|--------------|-------|
| In person (n=72)                               | 6%    | 39%    | 43%          | 13%   |
| Through email (n=72)                           | 13%   | 33%    | 47%          | 7%    |
| Through the website or WEBoard or MyLaw (n=72) | 22%   | 21%    | 38%          | 19%   |
| By phone (n=71)                                | 70%   | 17%    | 1%           | 1%    |

For the most part, **students are satisfied with the internal functioning** of the Office of Career Services. The survey analysis found that students are **especially satisfied with the availability, knowledge, and courtesy of the Office of Career**

**Services staff.** Scores exceeding 4, denoting a positive response, were the mean for each of these categories.

**Table 19. How do you rate this office in terms of satisfaction on the following *internal* factors and functions?**

| Factor                   | Mean Score     | Very Dissatisfied | Dissatisfied | Neutral | Satisfied | Very Satisfied | Don't Know |
|--------------------------|----------------|-------------------|--------------|---------|-----------|----------------|------------|
| Availability of staff    | 4.21<br>(n=72) | 0%                | 3%           | 7%      | 54%       | 33%            | 3%         |
| Courtesy of staff        | 4.50<br>(n=72) | 0%                | 0%           | 6%      | 38%       | 54%            | 3%         |
| Knowledge of staff       | 4.20<br>(n=72) | 1%                | 3%           | 12%     | 42%       | 39%            | 3%         |
| Sensitivity to Diversity | 4.00<br>(n=72) | 0%                | 0%           | 15%     | 19%       | 15%            | 50%        |
| Print Resources          | 3.83<br>(n=72) | 0%                | 6%           | 18%     | 33%       | 17%            | 26%        |

Although still solid for the most part, scores related to the **external functionalities of the Office of Career Services received comparatively lower student ratings** than did the internal functions. Categories dealing with the provision of career-opportunity related services to students—such as “exposing students to a broad range of legal and law-related career options” (3.62), “coordinating student participation in local and national recruitment programs and job fairs,” (3.60) and “online resources, including job listings” (3.57)—appear to be the areas in most need of improvement. Sentiments quantified by these survey items will be further explored in the commentary section below.

**Table 20. How do you rate this office in terms of satisfaction on the following *external* factors and functions?**

| Factor  | Mean Score     | Very Dissatisfied | Dissatisfied | Neutral | Satisfied | Very Satisfied | Don't Know |
|---|----------------|-------------------|--------------|---------|-----------|----------------|------------|
| Career Counseling, including cover letter and resume help, and interview preparation        | 3.87<br>(n=71) | 3%                | 3%           | 20%     | 37%       | 23%            | 15%        |
| Exposing students to a broad range of legal and law-related career options                  | 3.62<br>(n=71) | 1%                | 10%          | 27%     | 34%       | 17%            | 11%        |
| Informing students of job opportunities, application procedures, and deadlines              | 3.69<br>(n=71) | 3%                | 8%           | 20%     | 44%       | 17%            | 8%         |
| Coordinating student participation in local and national recruitment programs and job fairs | 3.60<br>(n=71) | 3%                | 8%           | 25%     | 35%       | 15%            | 13%        |
| Producing career-related publications   | 3.68<br>(n=70) | 1%                | 3%           | 30%     | 31%       | 14%            | 20%        |

| Factor                                   | Mean Score     | Very Dissatisfied | Dissatisfied | Neutral | Satisfied | Very Satisfied | Don't Know |
|--|----------------|-------------------|--------------|---------|-----------|----------------|------------|
| Conducting informational programs        | 3.65<br>(n=71) | 1%                | 7%           | 27%     | 44%       | 13%            | 8%         |
| Online resources, including job listings | 3.57<br>(n=71) | 3%                | 10%          | 24%     | 38%       | 14%            | 11%        |
| Maintaining career-related library       | 3.66<br>(n=71) | 1%                | 1%           | 24%     | 20%       | 11%            | 42%        |

Sixteen respondents included comments as to why they may have selected a “dissatisfied” or “very dissatisfied” rating for any of the above areas. These comments, as the select remarks below reflect, demonstrate perceptions of **insufficient counseling and difficulties with obtaining timely information.**

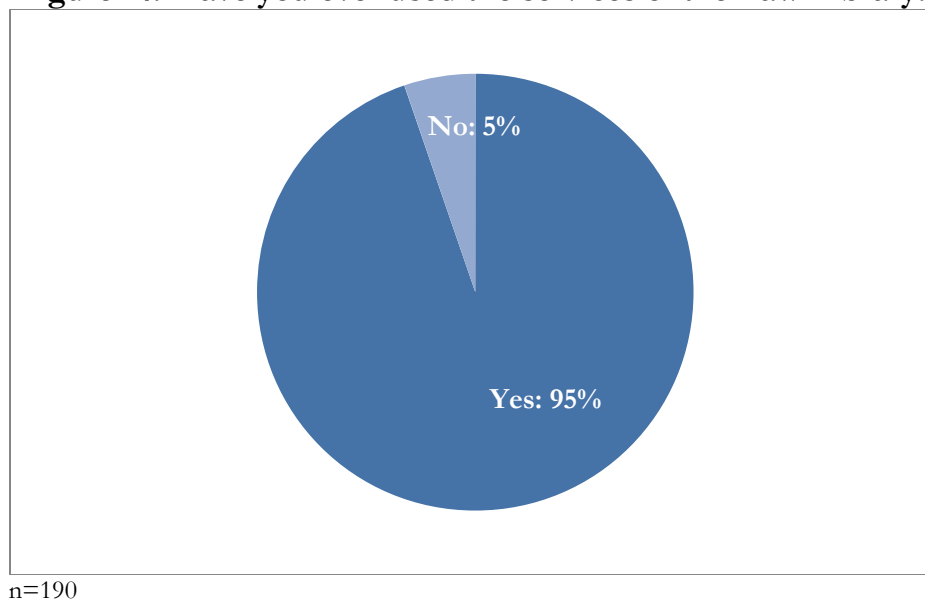
- ❖ As to job fairs - what job fairs? I feel like the Fall/Spring rotation is abandoned in the winter because so much focus is on the other rotation. As for counseling, I had helpful resume help, but the counselor couldn't give me any tips on finding a job and didn't help with my cover letters and editing my resume and emailed it to me, no comments, just changes.
- ❖ Again, informational sessions are not usually that helpful. They typically just tell people what they already know or are marketed as one thing, but end up focusing on how to network, which we already know how to do. Sometimes it just seems like, as supportive and kind as the staff is, they do not really know what is going on in the real world, on the ground.
- ❖ All the dissatisfied's are in regards to the timing of postings. Yes we get job postings and information about job fairs, but oftentimes they are so late it's nearly impossible to apply. Especially for the larger career fairs, there's no reason this information should come out so late
- ❖ I feel like the career services programs are always advertised last minute.

*Suggestions on Functions that this Office Should Provide but Currently Does Not*

- ❖ I think it should facilitate peer counseling. I was not impressed with the resume feedback I got from visiting career services, and found that some of my peers were able to provide equal, if not better feedback in less time.
- ❖ More access to public interest opportunities and fellowships.

## Section Seven: Law Library

**Figure 14. Have you ever used the services of the Law Library?**



As Figure 12 points out, the Law Library is **used by nearly every student enrolled** at NUSL, and it is the most frequently accessed resource covered by the survey. **In-person visits, the use of print resources, and the use of electronic sources** were cited as being frequently used.

**Table 21. Please indicate how often you use the services of this office in each of the following forms**

| Form                                | Never | Rarely | Occasionally | Often |
|-------------------------------------|-------|--------|--------------|-------|
| In person (n=178)                   | 1%    | 15%    | 40%          | 45%   |
| Print resources (n=177)             | 8%    | 25%    | 40%          | 27%   |
| Website or WEBoard or MyLaw (n=175) | 11%   | 23%    | 37%          | 29%   |
| By phone (n=174)                    | 85%   | 11%    | 3%           | 1%    |

Students responding to the survey tend to **think well of the Law Library**, overall. With respect to the Law Library's internal services, students rated each category at a mean level of over 4. Students appear to be especially **impressed with the knowledge and courtesy of the staff**.

Regarding external functionalities, students seem to rate the Law Library more highly than the Offices discussed in previous sections. Students assigned mean scores of over 4 to several of the items included in Law Library category. Students are **satisfied with the Library's research assistance and help from librarians** and as well as **assistance with past exams and Lexis Nexis questions**. These high ratings dovetail with the reported sentiments regarding the courtesy of library staff.

Perhaps surprisingly given the high ratings overall, a **number of respondents report being unaware of specific Law Library services.** Whereas in previous categories very few students typically selected the “don’t know” category for a given item, in the Law Library section the majority of respondents appear to be uninformed of many of the entity’s offerings. More than half of all respondents were unaware of features such as interlibrary loan and online catalog web form. Response data for both internal and external functions are presented in the tables below:

**Table 22. How do you rate this office in terms of satisfaction on the following *internal* factors and functions?**

| Factor                   | Mean Score      | Very Dissatisfied | Dissatisfied | Neutral | Satisfied | Very Satisfied | Don't Know |
|--------------------------|-----------------|-------------------|--------------|---------|-----------|----------------|------------|
| Availability of staff    | 4.25<br>(n=177) | 1%                | 2%           | 8%      | 50%       | 38%            | 1%         |
| Courtesy of staff        | 4.41<br>(n=177) | 1%                | 2%           | 7%      | 36%       | 53%            | 1%         |
| Knowledge of staff       | 4.51<br>(n=177) | 0%                | 1%           | 4%      | 36%       | 55%            | 4%         |
| Sensitivity to Diversity | 4.25<br>(n=177) | 0%                | 0%           | 7%      | 18%       | 18%            | 57%        |

**Table 23. How do you rate this office in terms of satisfaction on the following *external* factors and functions?**

| Factor   | Mean Score      | Very Dissatisfied | Dissatisfied | Neutral | Satisfied | Very Satisfied | Don't Know |
|--|-----------------|-------------------|--------------|---------|-----------|----------------|------------|
| Research help (bluebook cites, LSSC law office help, group work) | 4.29<br>(n=176) | 0%                | 1%           | 9%      | 43%       | 38%            | 9%         |
| Course Reserves  | 4.06<br>(n=176) | 1%                | 3%           | 11%     | 40%       | 25%            | 20%        |
| Databases such as HeinOnline, BNA, Law360                        | 4.10<br>(n=175) | 0%                | 1%           | 14%     | 26%       | 23%            | 35%        |
| Past exams for download  | 4.16<br>(n=173) | 1%                | 1%           | 14%     | 46%       | 34%            | 3%         |
| Help with Lexis/Westlaw  | 4.11<br>(n=175) | 0%                | 1%           | 14%     | 37%       | 24%            | 24%        |
| Interlibrary loan  | 4.03<br>(n=175) | 0%                | 0%           | 11%     | 15%       | 12%            | 62%        |
| NUCAT (library catalog)  | 3.98<br>(n=175) | 0%                | 2%           | 22%     | 41%       | 23%            | 12%        |
| Printers and scanners  | 3.49<br>(n=176) | 7%                | 19%          | 13%     | 35%       | 23%            | 3%         |
| Print resources (books)  | 4.02<br>(n=176) | 1%                | 1%           | 15%     | 55%       | 20%            | 9%         |
| Study space  | 3.54<br>(n=176) | 2%                | 18%          | 18%     | 43%       | 15%            | 3%         |
| Research guides  | 3.83<br>(n=176) | 0%                | 1%           | 22%     | 28%       | 12%            | 38%        |

| Factor  | Mean Score      | Very Dissatisfied | Dissatisfied | Neutral | Satisfied | Very Satisfied | Don't Know |
|---|-----------------|-------------------|--------------|---------|-----------|----------------|------------|
| Web form to recommend materials for law library collection (DVDs, books, databases, etc.) | 3.87<br>(n=173) | 0%                | 1%           | 11%     | 16%       | 8%             | 65%        |
| TDNet – the e-journal finder  | 4.02<br>(n=174) | 0%                | 2%           | 7%      | 18%       | 11%            | 62%        |
| Library website   | 3.63<br>(n=176) | 1%                | 6%           | 28%     | 34%       | 13%            | 16%        |
| Service at 1st floor desk (circulation/reserve/access)                                    | 4.09<br>(n=175) | 1%                | 3%           | 15%     | 42%       | 34%            | 5%         |
| Research assistance from librarians   | 4.40<br>(n=176) | 0%                | 1%           | 9%      | 35%       | 48%            | 7%         |

In this section, students were also asked to consider their satisfaction levels with the various ways in which they are able to receive assistance for their research. Students reported being **especially satisfied with their individual appointment and walk-in experiences when seeking research assistance**. However, a large fraction of respondents reports being unaware (selecting “don’t know”) of the various services offered by the Law Library. For instance, 69 percent of respondents are unfamiliar with the Advance Legal Research course and 45 percent are unfamiliar with the individual appointments offered. Thus, rather than focus on improving the highly rated services of the Law Library, NUSL may do well to improve awareness among students of the existing and effective assistance methods that the Library offers. Please see Table 24 for further details.

**Table 24. Level of satisfaction for each way in which student can get assistance on their research**

| Form   | Mean Score      | Dissatisfied | Neutral | Satisfied | Very Satisfied | Don't Know |
|--|-----------------|--------------|---------|-----------|----------------|------------|
| Scale: 1= Dissatisfied; 2=Neutral; 3=Satisfied; 4=Very Satisfied |                 |              |         |           |                |            |
| Advance Legal Research (course)                                  | 3.06<br>(n=171) | 2%           | 6%      | 11%       | 12%            | 69%        |
| Class presentations by a librarian                               | 2.98<br>(n=168) | 0%           | 20%     | 35%       | 20%            | 27%        |
| Co-op presentations by a librarian                               | 2.81<br>(n=171) | 1%           | 17%     | 16%       | 10%            | 56%        |
| Individual appointments  | 3.34<br>(n=171) | 1%           | 5%      | 24%       | 25%            | 45%        |
| Individual Law Office appointment                                | 3.14<br>(n=170) | 1%           | 9%      | 32%       | 19%            | 39%        |
| Law Journal training   | 3.05<br>(n=170) | 0%           | 9%      | 13%       | 11%            | 66%        |

| Form   | Mean Score      | Dissatisfied | Neutral | Satisfied | Very Satisfied | Don't Know |
|--|-----------------|--------------|---------|-----------|----------------|------------|
| Scale: 1= Dissatisfied; 2=Neutral; 3=Satisfied; 4=Very Satisfied |                 |              |         |           |                |            |
| Lexis/Westlaw sessions by the company representative             | 2.97<br>(n=169) | 1%           | 21%     | 43%       | 20%            | 15%        |
| Presentation in LSSC Research and Writing                        | 2.84<br>(n=170) | 2%           | 26%     | 29%       | 19%            | 24%        |
| Walk-in  | 3.24<br>(n=171) | 2%           | 8%      | 38%       | 31%            | 22%        |

### *Free Response Commentary*

Fifty respondents included comments as to why they may have rated any of the above items with a “dissatisfied” response. These comments, as the select remarks below reflect, tend to focus on the **lack of study space available** within the Library—a building that, as many respondents note, is frequently used by nearly every student at the institution. Problems with the **library’s printers** are also mentioned regularly:

- ❖ There is a lack of private study space. Having only group study space (large tables) in the commons and the library forces me to go home to do all my work. There seemed to be more private space before the renovation.
- ❖ The website is confusing and hard to navigate.
- ❖ There is not enough quiet study space anywhere at the school and the library website is nigh-impenetrable.
- ❖ The library is the only quiet place in the entire building, so why are there fewer than 20 tables for 400 students?
- ❖ Most definitely could stand to be more (and more comfortable at that) study space.
- ❖ There are always printer problems. I also don’t understand why we cannot print through a network from our own computers.

### *Suggestions on Functions that this Office Should Provide but Currently Does Not*

- ❖ The library is excellent. My only complaint in the past was availability of good computers, scanners, and printers, but the library has since expanded all of these services beyond my expectations.

- ❖ Maybe more copies of the course books so at lunch more than one person can check them out.

### *Use of Services*

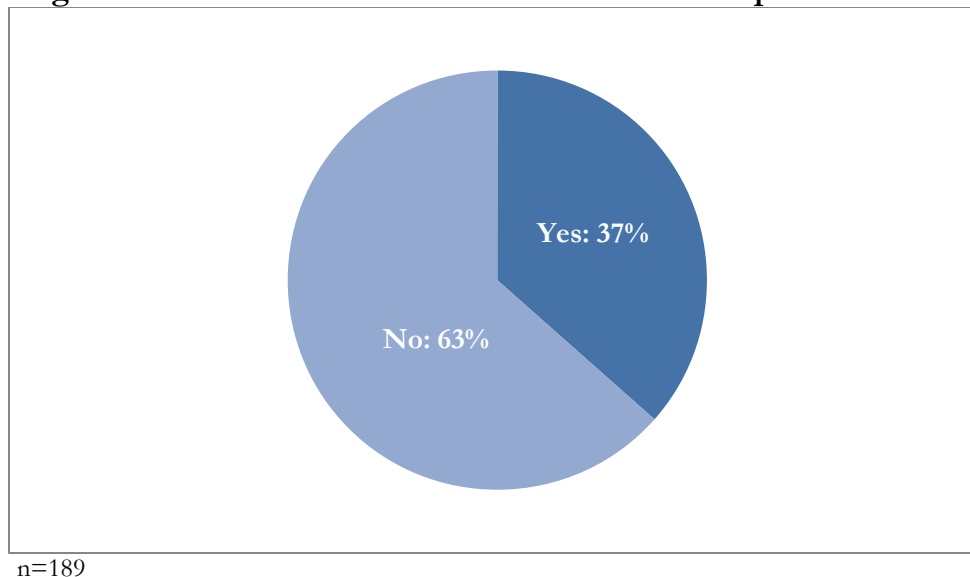
The majority of students (60%, n=166) responding to the question noted that they would use their Husky Card (ID) to pay for photocopies if the services was available. The most popular place to get casebooks for classes was Amazon or another online bookseller (144 responses), followed by the NU bookstore (114 responses), the CISP (56 responses), the course reserve (40 responses), and other NUSL students (30 responses). Very few students rented casebooks or used other methods to obtain casebooks. Multiple responses were allowed for this question.



## Section Eight: Office of Computer Services

According to the survey, students reported using the services provided by the Office of Computer Services much less regularly compared to other Offices discussed in this report. The vast majority of respondents (73 percent) reported “rarely” using the Office of Computer Services, while another 22 percent reported using it “occasionally.”

**Figure 15. Have You Ever Used the Office of Computer Services?**



**Table 25. How often do you use the services of this staff?**

| Never | Rarely | Occasionally | Often |
|-------|--------|--------------|-------|
| 1%    | 73%    | 22%          | 3%    |

n=67

Given the scarcity of students familiar with the Office of Computer Services, it stands to reason that many of the scores associated with the internal and external services provided by this Office would register mean scores close to the “neutral” rating. This is especially so with respect to the external functionalities of the Office, which are detailed in Table 26. As reflected with previous Offices examined, scores for the internal functioning of the Office of Computer Services—such as **items related to staff competency—are typically more highly rated than the “external” functionalities** of the Office—that is, those technical services which the Office exists to provide. Students are relatively satisfied with the internal functions of the Office of Computer Services. Most of the categories in this section tally mean scores close to or exceeding 4 (corresponding to the qualitative rating “Satisfied”).

Student ratings were slightly lower, however, for those items pertaining to external services provided by the Office of Computer Services. A large portion of students

were either “very satisfied” (29 percent) or “satisfied” (38 percent) with the Office’s assistance provided to students having computer problems. Students also noted being satisfied with the Office’s provision of **timely support for exam software and provision of wireless access and support**. Students generally did not report being either “unsatisfied” or “very dissatisfied” with any of the functions provided by the Office of Computer Services. The exception was the function of providing printer access and support, about which 24 percent of respondents reported being dissatisfied or very dissatisfied. Despite being the lowest rated function of the Office of Computer Services, the **provision of printing services was still viewed as satisfactory by most respondents**. Fifty-four percent of respondents were either satisfied or very satisfied with the Office’s provision of printer access and support, though perhaps this function could still use some attention as pointed out by the relatively high number of unsatisfied students.

**Table 26. How do you rate this office in terms of satisfaction on the following *internal* factors and functions?**

| Factor                   | Mean Score  | Very Dissatisfied | Dissatisfied | Neutral | Satisfied | Very Satisfied | Don't Know |
|--------------------------|-------------|-------------------|--------------|---------|-----------|----------------|------------|
| Availability of staff    | 3.73 (n=66) | 3%                | 11%          | 15%     | 48%       | 20%            | 3%         |
| Courtesy of staff        | 3.84 (n=65) | 2%                | 6%           | 18%     | 51%       | 20%            | 3%         |
| Knowledge of staff       | 4.06 (n=66) | 2%                | 6%           | 9%      | 48%       | 32%            | 3%         |
| Sensitivity to Diversity | 4.04 (n=67) | 0%                | 0%           | 11%     | 15%       | 12%            | 62%        |

**Table 27. How do you rate this office in terms of satisfaction on the following *external* factors and functions?**

| Factor  | Mean Score  | Very Dissatisfied | Dissatisfied | Neutral | Satisfied | Very Satisfied | Don't Know |
|---|-------------|-------------------|--------------|---------|-----------|----------------|------------|
| Ensuring that the computer lab is staffed with proctors who maintain lab supplies | 3.48 (n=65) | 3%                | 8%           | 31%     | 29%       | 12%            | 17%        |
| Providing sufficient computers and software in the labs                           | 3.88 (n=64) | 3%                | 2%           | 14%     | 56%       | 16%            | 9%         |
| Assisting students with computer problems   | 3.92 (n=65) | 2%                | 11%          | 11%     | 38%       | 29%            | 9%         |
| Providing wireless access and support   | 3.91 (n=64) | 0%                | 6%           | 14%     | 50%       | 19%            | 11%        |
| Providing printer access and support  | 3.41 (n=64) | 5%                | 19%          | 16%     | 41%       | 13%            | 8%         |
| Providing timely support for exam software  | 4.02 (n=64) | 3%                | 3%           | 13%     | 36%       | 30%            | 16%        |

Only 17 respondents offered comments regarding their dissatisfaction with the Office's services. The majority of comments dealt with printer issues. Examples of these and other comments are provided below:

- ❖ The exam software should not be a problem but it is. The software is difficult to find, it crashes often and it doesn't work with some computers. There's no reason to have software for EXAM PURPOSES that only works some of the time. Also, setting my computer up to access wifi has been difficult and it's not always easy to find someone to help with computer issues.
- ❖ Familiarity with Macs and printing problems such as getting the printer to print in Duplex was poor when I asked for assistance. Had to resolve the issue myself.
- ❖ I also notice that my emails to computer service often go unanswered. I am not sure if this is a staffing issue (i.e. that they are overwhelmed with other work) or if they think it is ok to not respond.
- ❖ BAD PRINTERS!
- ❖ The addition of new and efficient printers has improved life as a student dramatically.
- ❖ The printers constantly run out of paper and there's usually no one at the proctor desk. If you can even find the proctor desk.
- ❖ Secureexam took over my laptop and froze it for days. The computer services staff was amazing and helped me – even though it took a long time. Unfortunately, this happened during exam week and I had two take home exams. I was extremely disappointed with this software.

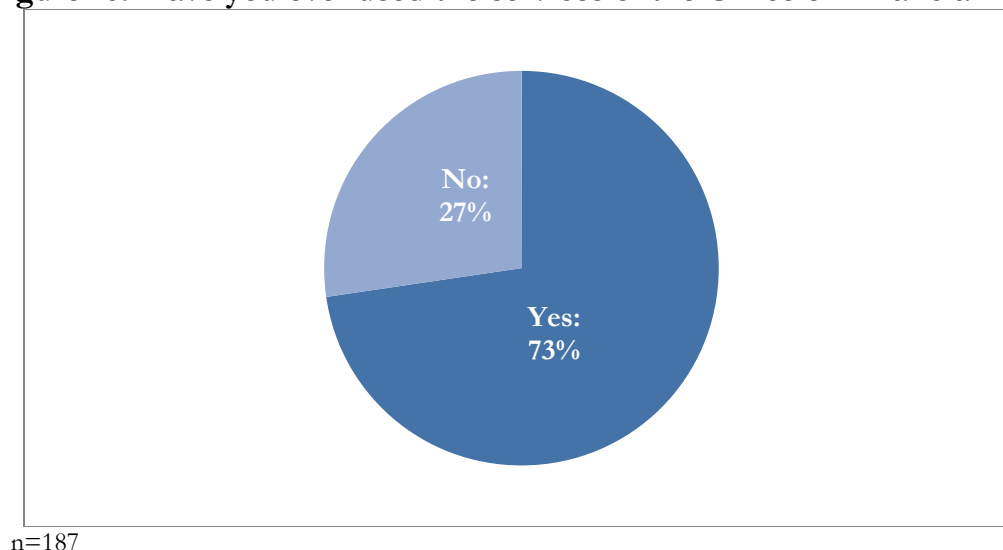
*Suggestions on Functions that this Office Should Provide but Currently Does Not*

- ❖ I heard a rumor of a proposal to make a printer available in dockster commons: I support that proposal fully, if only because a lot of times I need to print something quickly between classes and barely have time to make it to the library.

Finally, students were asked whether they owned a laptop that they brought to school. Of the 66 students responding to this question, 95 percent indicated that they did own a laptop for school. Perhaps in part due to this high laptop ownership rate, a little over half of the respondents (54 percent, n=65) indicated that they did not use the school's computer lab on a regular basis (one or more times per week).

## Section Nine: Office of Financial Aid

**Figure 16. Have you ever used the services of the Office of Financial Aid?**



The **majority of respondents (73 percent)** reported having used the **Office of Financial Aid**. Students who do use the services of the Office of Financial Aid typically access this resource through in-person visits, email, or through web services such as WEBoard. A large percentage of students “never” use these services by phone (55 percent).

**Table 28. How often do you use the services of this staff?**

| Form  | Never | Rarely | Occasionally | Often |
|---|-------|--------|--------------|-------|
| In person (n=137)                               | 8%    | 38%    | 47%          | 7%    |
| Through email (n=137)                           | 11%   | 29%    | 48%          | 12%   |
| Through the website or WEBoard or MyLaw (n=137) | 37%   | 29%    | 28%          | 6%    |
| By phone (n=137)                                | 55%   | 26%    | 19%          | 0%    |

Measured by mean score, the internal characteristics of the Office of Financial Aid received comparatively lower ratings than did those of other services examined by this survey. Nevertheless, a **much higher percentage of respondents were satisfied with the availability and courtesy of staff** than were dissatisfied with these items. The majority of students reported being **unaware of the Office’s sensitivity to diversity** (58 percent selected “don’t know” for this item). The item in this section that had the lowest satisfaction rating was the Office of Financial Aid’s “conducting of informational programs.” Free response commentary left by respondents speaks further with regard to conducting these programs, and this appears to be one area within the Office of Financial Aid that may be in need of attention.

**Table 29. How do you rate this office in terms of satisfaction on the following *internal* factors and functions?**

| Factor                   | Mean Score      | Very Dissatisfied | Dissatisfied | Neutral | Satisfied | Very Satisfied | Don't Know |
|--------------------------|-----------------|-------------------|--------------|---------|-----------|----------------|------------|
| Availability of staff    | 3.73<br>(n=137) | 1%                | 10%          | 22%     | 44%       | 20%            | 2%         |
| Courtesy of staff        | 3.54<br>(n=137) | 5%                | 16%          | 20%     | 32%       | 23%            | 3%         |
| Knowledge of staff       | 3.79<br>(n=135) | 1%                | 9%           | 24%     | 36%       | 26%            | 4%         |
| Sensitivity to diversity | 3.73<br>(n=134) | 1%                | 1%           | 15%     | 13%       | 11%            | 58%        |

**Table 30. How do you rate this office in terms of satisfaction on the following *external* factors and functions?**

| Factor   | Mean Score      | Very Dissatisfied | Dissatisfied | Neutral | Satisfied | Very Satisfied | Don't Know |
|--|-----------------|-------------------|--------------|---------|-----------|----------------|------------|
| Counseling, specific to providing guidance on completing application materials | 3.47<br>(n=135) | 4%                | 14%          | 19%     | 28%       | 16%            | 19%        |
| Communicating deadlines and other critical information                         | 3.41<br>(n=136) | 4%                | 4%           | 30%     | 38%       | 11%            | 4%         |
| Counseling, specific to financial planning, budgeting                          | 3.23<br>(n=136) | 4%                | 15%          | 29%     | 21%       | 10%            | 21%        |
| Conducting informational programs  | 3.09<br>(n=135) | 2%                | 18%          | 32%     | 20%       | 4%             | 24%        |
| Managing the funding application process and distributing co-op stipends       | 3.45<br>(n=136) | 1%                | 13%          | 22%     | 33%       | 10%            | 21%        |

### *Free Response Commentary*

Forty-eight respondents included comments as to why they may have rated any of the above items with “dissatisfied” or “very dissatisfied” selections. These comments, as the select remarks below reflect, **tend to focus on the communication with and competency of staff in this Office.** Please see below for details:

- ❖ I think this office could send more emails about information about financial aid. I also think that the counselors don't really take the time to individually counsel students or reach out to them which I think is important.
- ❖ I find financial aid very unhelpful and quite rude. When I ask for help, I generally get ‘you can do that online on your own,’ or, my personal favorite, berated on a voicemail for leaving an incomplete form in the office (which I left there because there wasn't anyone in the office to ask for help).

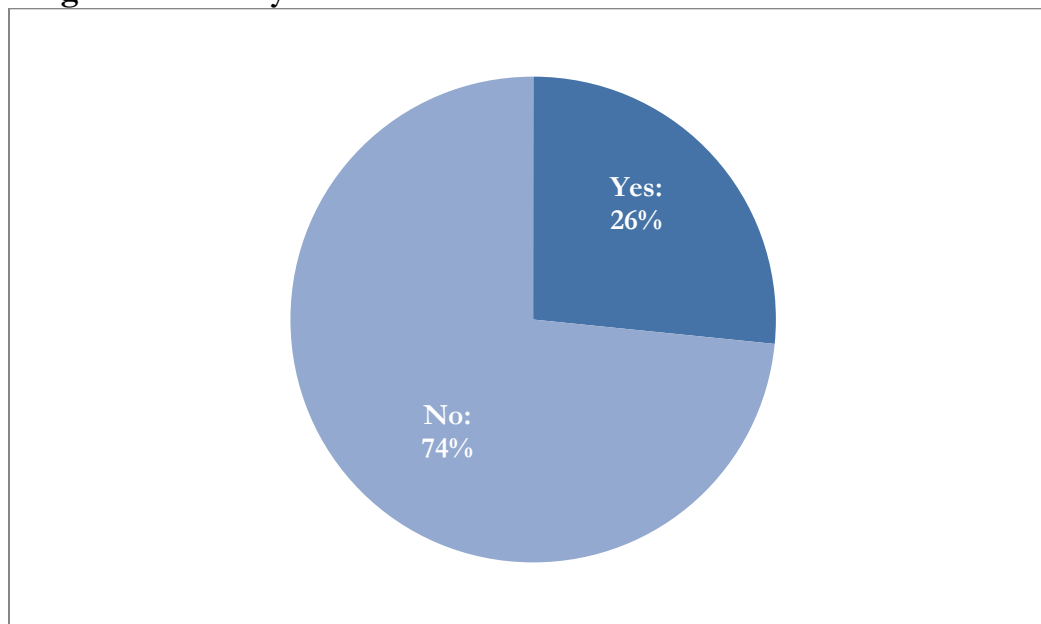
- ❖ They refuse to keep their door open so that students know when they are available. They claim it's a privacy issue. Simple solution! Close the door when there is a student in there talking to you and otherwise keep it open!
- ❖ Overall, they seem more concerned with keeping down student's debt than with helping students get enough money to live on. I think that is a paternalistic approach that reflects a difference in opinion on what their role truly is. Are they the gatekeeper of much needed funds during law school, or the monitor of student loan debt?
- ❖ Financial planning and budgeting was only discussed during orientation. This is left completely up to students.
- ❖ This office is one of the least responsive to student needs and is not accessible. They need to have many more student programs and not be so paternalistic with regards to interacting with students. Student's financial concerns cause them a great deal of stress and the office needs to be responsive to the critical nature of many of the concerns.

*Suggestions on Functions that this Office Should Provide but Currently Does Not*

- ❖ More financial counseling, more clear explanations for financial aid issues that arise.
- ❖ Please do something to offer more work study. I really want to get a job in the law school or in NU, but I didn't get any work study this year! Also, it would be nice if there were more stipends/ scholarships/ etc. for students available to help if a student needs/wants to do an unpaid co-op.

## Section Ten: Office of the Dean's Fiscal Support (Reimbursements) and Building Services

Figure 17. Have you ever used the services of the Office of the Dean?



n=184

In contrast to the Office of Financial Aid, **very few students directly use the fiscal support and building services provided by the Office of the Dean.** About 74 percent of students have never used the services of this Office. Of the minority of students who have used the Office of the Dean at some point, the **most common forms of access are in person visitations and email correspondence.**

Table 31. How often do you use the services of this staff?

| Form  | Never | Rarely | Occasionally | Often |
|---|-------|--------|--------------|-------|
| In person (n=141)                               | 65%   | 18%    | 11%          | 6%    |
| Through email (n=140)                           | 73%   | 13%    | 11%          | 4%    |
| Through the website or WEBoard or MyLaw (n=139) | 80%   | 12%    | 7%           | 1%    |
| By phone (n=138)                                | 95%   | 4%     | 1%           | 0%    |

In terms of the internal services provided by this Office, students report **an adequate level of satisfaction across the board.** In large part, students are either satisfied or feel neutral about characteristics of this office such as staff availability, courtesy, and knowledge. With regard to the **external functioning of this office, students are likewise adequately satisfied,** albeit slightly less so. Rather than a significant portion of students registering dissatisfaction with the Office, however, the explanation for this appears to be that the **large majority of students simply “don’t know” enough about the offerings of this office.** Because students

infrequently access the services of this Office, it is difficult to discern an accurate representation of its effectiveness for active users.

**Table 32. How do you rate this office in terms of satisfaction on the following *internal* factors and functions?**

| Factor                   | Mean Score      | Very Dissatisfied | Dissatisfied | Neutral | Satisfied | Very Satisfied | Don't Know |
|--------------------------|-----------------|-------------------|--------------|---------|-----------|----------------|------------|
| Availability of staff    | 3.58<br>(n=138) | 1%                | 1%           | 13%     | 22%       | 3%             | 59%        |
| Courtesy of staff        | 3.70<br>(n=139) | 1%                | 2%           | 12%     | 21%       | 6%             | 59%        |
| Knowledge of staff       | 3.63<br>(n=139) | 1%                | 1%           | 14%     | 21%       | 4%             | 60%        |
| Sensitivity to diversity | 3.50<br>(n=138) | 1%                | 0%           | 8%      | 9%        | 2%             | 80%        |

**Table 33. How do you rate this office in terms of satisfaction on the following *external* factors and functions?**

|  | Mean Score      | Very Dissatisfied | Dissatisfied | Neutral | Satisfied | Very Satisfied | Don't Know |
|--|-----------------|-------------------|--------------|---------|-----------|----------------|------------|
| Provides clear reimbursement instructions                              | 3.31<br>(n=138) | 4%                | 5%           | 14%     | 15%       | 5%             | 57%        |
| Provides information on timing to receive checks from Accounts Payable | 3.42<br>(n=138) | 2%                | 4%           | 15%     | 13%       | 6%             | 60%        |
| Supports student payroll   | 3.43<br>(n=138) | 1%                | 1%           | 14%     | 9%        | 4%             | 71%        |
| Responds to building issues  | 3.12<br>(n=137) | 4%                | 4%           | 13%     | 10%       | 4%             | 64%        |

### *Free Response Commentary*

Twenty-five respondents included comments as to why they may have rated any of the above items as “dissatisfied” or “very dissatisfied.” These comments, as the select remarks below reflect, tend to focus on reimbursement and building facilities. Please see below for more:

- ❖ I have never received full reimbursement from my participation in moot court last year, as well as my concerns regarding my own housing and that of other students were never addressed. The housing here is less than acceptable.
- ❖ It took me FOUR people to get a reimbursement complete.
- ❖ I have experienced nothing but frustration with the reimbursement from the school. As a leader of a student organization, this was extremely frustrating to continuously deal with.



- ❖ The process for reimbursements should be made much clearer to incoming students. Many upper years don't even know what to do. There should be a website that explains it. Also, there should be a separate form for student reimbursements because the current one is very confusing.
- ❖ I feel like the heating/cooling of this building does not work properly and students complain all the time and NOTHING has been done.
- ❖ I don't understand why it is so difficult to get recycling bins around the law school. There should be multiple ones (for all types of materials) on all floors, otherwise people throw stuff away which should not be the case for a school that has gone green.

## **Project Evaluation Form**

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### **Note**

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### **Caveat**

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