

SURVEY ON STUDENT SERVICES, 2017

The 2016-2017 Academic Law Library SIS Student Services Committee conducted this survey in the spring of 2017. This survey was meant to update the survey conducted by the inaugural Student Services Committee in 2007-2008.

The 2016-2017 Committee consisted of Kimberly Mattioli, Chair; Rob Beharriell, Patricia Behles, Brian Detweiler, Gail Mathapo, Kristen Moore, Charles Perkins, and Rebecca Sherman.

2017 Survey Topics

Student Orientation	1
Moot Court.....	2
Journals	3
Student Organizations	5
Reference Services.....	5
Legal Research Instruction.....	6
Fun Services	7
Student Communication.....	8

Student Orientation

1. *How does your library participate in the law school's new student orientation? Select all that apply.*
 - a. *Participate in school-wide orientation sessions – 73.6%*
 - b. *Participate in LLM/SJD/exchange student orientations – 45.3%*
 - c. *Provide a separate session concerning library policies/research – 37.7%*
 - d. *Provide library tours – 69.8%*
 - e. *Provide information (paper or electronic) that is included in general orientation packets distributed as part of the law school's first year orientation – 62.3%*
 - f. *Provide separate information packets (paper or electronic) which are not included in the general orientation packet distributed by the law school – 32.1%*
 - g. *Provide sessions for database account registration – 30.2%*
 - h. *Other – 11.3%*
 - i. *Last year we had an optional Open House for 1Ls*
 - ii. *Send out access codes to legal research systems by email*
 - iii. *We have a huge, very popular party (beer in the stacks?!?) inviting faculty and all new students; the party includes orientation via "swag stations" that show off the main student services (service desks, course reserves,*

computer lab, print/copy room, etc.). Hugely popular event with students and faculty.

- iv. Send email out about services before orientation*
- v. We are a stop on the orientation checklist. We give each student a Bluebook. We also have a station for network login and printer setup.*

- 2. Please provide any additional comments you wish to share about your library's participation in new student orientation _____*

Survey participants provided an additional thirteen comments to their responses. As our previous survey indicated, time still seems to be an issue for some. One library was allotted an hour during orientation, another was given 15-20 minutes during an LRW session, and another was limited to a quick speech given by their director, with tours being optional. Some do not participate in orientation at all. For one library, 2016 was the first year they were excluded. Other participants noted that the way the library participates is changing, but they are still involved in some capacity. And, libraries are getting creative with their participation. One indicated that they did a walkthrough tour of their library with a Go Pro, rather than the traditional tours, which, they noted, can be hectic. At the other end of the spectrum, some libraries appear to be quite involved with their school's orientation. One library collaborates with their Legal Writing and Drafting faculty to put on a mock class the last day of orientation. Another gets small groups of students to work with during their "fundamentals week." Some librarians are invited to participate in the social events of orientation and the "jumpstart pre-orientation program." And, another library hosts a fun event to close out orientation involving a "ball-pit style game."

Moot Court

- 3. What services does your library provide to its moot court teams (competitors or coaches)? Select all that apply.*
- a. Books and/or e-books – 69.8%*
 - b. Library guides - 42.2%*
 - c. TWEN page or other LMS page - 8.9%*
 - d. Video materials (past competitions, general oral advocacy skills, etc.) - 20%*
 - e. Individual research instruction - 66.7%*
 - f. Group research instruction - 44.4%*
 - g. Private YouTube archive of oral argument practices - 0%*
 - h. Librarians benching oral argument practices - 22.2%*
 - i. Librarian coaching or co-coaching a team - 11.1%*
 - j. Other – 6.6%*
- 4. Have any of the services your library offers to its moot court competitors or coaches been particularly successful or well-received? Please explain.*
- 5. If you provide research instruction to your moot court teams, please describe the nature of that instruction.*

6. *Is there anything else that you think your library should do to support your moot court competitors and/or coaches?*

Question 3 received 45 responses. Most law libraries are offering traditional services to their moot court teams. The top services offered were books or e-books (68.9%) followed closely by individual research instruction (66.7%). It appears that there are opportunities, time and resources permitting, for libraries to expand their services to moot court teams using technology. Under the "other" category, one survey taker answered "they have not asked for any special services." Another said that the library provided no services to this group of students.

Question 4 received 11 responses. Overall, respondents noted that group trainings were largely successful. Even if the students did not retain everything mentioned at group trainings, they often sought research assistance directly from the librarian who conducted the training (both for moot court and non-moot court related research). One school shared that after revamping their moot court/appellate advocacy library guide it has become the school's third most popular guide. Schools who noted librarian involvement in either judging (benching the teams in oral argument practices), or in coaching have received positive feedback.

Question 5 received 12 responses. Libraries offering research training to moot court students varied in terms of whether they provided individual training, group training, or both. One school offers a full day long research training. Some schools offer lengthier small group sessions geared specifically to the team's topic. Some teams, on the other hand, receive short introductions to general resources. Some schools have library guides or handouts of resources available from their libraries that would be useful to any student competing in any moot court competition. The nature of this type of research instruction seems to vary by the rules of each individual competition, and often the team and coaches themselves. Librarians, not surprisingly, seem to be willing to offer whatever is necessary for their students' success.

Question 6 received 9 responses. Ideas mentioned that could be implemented in order to support moot court competitors and/or coaches included: providing a library liaison for each team, ongoing and increased outreach efforts, provide prompt and excellent service when asked by coaches or students, and providing more trainings specifically tied to the research involved in each competition.

Journals

7. *What services does your library provide to its law journals? Select all that apply.*
- a. *Individual research instruction - 70.9%*
 - b. *Group research instruction - 81.8%*
 - c. *Interlibrary loan assistance - 90.9%*
 - d. *Library guides - 49.1%*
 - e. *Citation workshops - 32.7%*
 - f. *TWEN page or other LMS page - 9.1%*
 - g. *General legal database instruction - 50.9%*

- h. Foreign/international legal research instruction - 38.2%*
 - i. Catalog instruction - 38.2%*
 - j. Other - 12%*
8. *Have any of the services your library offers to its law journals been particularly successful or well-received? Please explain.*
9. *Is there anything else you think your library should do to support your law journals?*

Question 7 received 55 responses. The main service offered to this group of students appears to be interlibrary loan. Group and individual research instruction also receives a lot of attention for law review/journal students. Among the “other” responses, survey takers also indicated they provided the following services: cite-checking assistance sessions, writing assistance, administrative assistance with summer writing competitions, ExpressO support, permalinking, librarian being the faculty advisor to a journal, orientation regarding source pulling for new journal students, making the journal’s content available online through an institutional repository (adding new editions and creating an online archive of older editions), consultations and instruction on preemption checking and topic selection, cloud storage, and Safe Assign for plagiarism checking.

Question 8 received 19 responses. Respondents noted that housing the journals within the physical structure of the library seemed to be well-received. One librarian noted positive feedback regarding preemption checking/topic proposal training sessions for journal students. Orientation sessions appear to be conducted at many schools for incoming journal students. Resources on citation checking are particularly valued by journal students. Students also appreciated assistance in moving their publications online. International journals have appreciated specialized research training on foreign and international research resources. One school uses librarians for cite checking and has assigned a librarian to each comment/note (but noted a lack of success with the latter). Members of local bars have noted the usefulness of having an online archived journal.

Question 9 received 16 responses. Overall, the responses indicated that libraries would like to offer more of the services mentioned in the first question in this section that they do not currently offer. Typically, lack of staff and resources often makes offering these services challenging. Respondents indicated a strong desire to expand outreach to their journals and to expand one-on-one instruction. One respondent indicated a desire to take administrative responsibility for their law journals. Some libraries are investigating holding cite checking sessions where a librarian would be invited to join the meeting. Many libraries are assisting their journals with online repositories. One respondent believes that more outreach efforts should be targeted to working with student editors. One librarian suggested a library guide be created which would include relevant policies and provide step-by-step instructions on how to access the more popular tools. One respondent suggested having the library become more involved with the journals as they go through their article selection process so that they could help the editors to determine whether any of the submissions could be problematic from a fact-checking perspective.

Student Organizations

10. Do any librarians serve as liaisons or advisors to student organizations? If so, what is the librarian's role?

38 survey participants responded to question 10, with 21 indicating some formalized relationship with student organizations. The most common liaison relationship listed was with law journals, with seven respondents indicating that librarians are assigned to work with their school's student-edited publications in some capacity. Three respondents specifically mentioned the Student Bar Association in their responses and one indicated that the SBA has a representative who liaises with the library.

11. Do any librarians participate informally in student organization activities? If so, in what role?

Of the 24 participants that responded to question 11, 14 indicated participating informally in student events, while 10 respondents indicated that they did not. Of those responding, the proportion for informal participation was roughly the same for informal involvement (58%) as for the more formalized relationship indicated in the previous question (55%). The respondents' informal involvement ranged from volunteering occasionally or attending "when requested," to librarians joining softball and running clubs, and co-hosting student events by assisting with publicity, programming or technical support.

12. Please include any additional comments about librarian participation in student organizations below.

Two respondents answered question 12 and indicated plans to offer having a librarian attend SBA meetings, while another reported "work[ing] with student organizations to design golf holes in the library for our springtime golf course."

Reference Services

13. How many hours per week is your reference desk staffed?

There were 54 responses to this question, and the answers show a wide range of approaches to reference services at law libraries. The mean number of reference hours per week is 42.5, and the median is 45.5. The lowest number of hours is 0, with 9 respondents saying that they keep no formal reference desk and instead answer reference questions in their offices. These respondents all indicated that they are always on call and open to reference questions; they just no longer staff an actual reference desk. The highest number of hours was 77 per week.

Some responses indicated that law libraries are coming up with non-traditional ways to provide reference services. One librarian stated that they have regular reference hours for 45 hours per week, and in addition offer "virtual reference" (chat, email, appointments) for 20 hours per week. The virtual reference service is only available to university affiliates. Other libraries are hiring law library fellows who do the majority of the reference "triage."

14. Has your library changed the number of hours the reference desk is staffed in recent years?

To gauge whether law libraries are changing reference services, we asked whether the number of staffed reference desk hours have changed in recent years. There were 42 responses to this question. Thirteen respondents said that they had not changed their reference hours recently, while 29 respondents stated that they had. Of the 29 who answered “yes” to the question, 16 clarified by stating that they had reduced their reference hours, with evenings and weekends being the shifts most likely to be eliminated.

15. Please rank these methods of reference interaction by how frequently they’re used, with 1 being the most heavily utilized and 5 being the least utilized.

- a. Phone*
- b. Email*
- c. Chat*
- d. In-Person*
- e. Other*

Most respondents indicated that in-person interactions are their most common form of reference, with email being the second most common. Phone reference and email reference are relatively common types of interactions. While a significant number of people indicate that they use chat reference relatively regularly, the majority of respondents said that chat is their less likely form of reference.

Legal Research Instruction

16. In what capacity do librarians teach legal research at your institution? Please select all that apply.

- a. A separate course that is mandatory for first year students – 32.7%*
- b. In conjunction in Legal Research and Writing courses – 27.3%*
- c. Guest lecture in Legal Research and Writing courses – 45.5%*
- d. Special sessions (i.e., brownbags) on legal research – 38.2%*
- e. Advanced Legal Research course – 83.6%*
- f. Specialized legal research course (i.e., Foreign and International Law or Business Law) – 49.1%*
- g. Prepare to practice sessions for summer jobs – 43.6%*
- h. Embedded librarian in a clinic or other program – 12.7%*
- i. Guest lecture in law school classes (other than LRW) – 89.1%*
- j. Other*

The majority of the respondents teach either a mandatory Legal Research course and/or an Advanced Legal Research course. In addition to teaching these research courses, more than half of the respondents noted that they teach a specialized research classes. One librarian noted that they are teaching the following substantive courses: Success Skills for 1Ls and Native American Law while another librarian is teaching a Foundations of Justice course. A few

librarians also responded that they provide instruction in shorter intense classes or workshops such as legal research boot camps, a 3 day intermediate legal research course and cross semester certificate research programs. One librarian responded that they provide instruction in support of research assignments for doctrinal courses.

17. *How do you incorporate technology in your instruction? Select all that apply.*
- a. *Online legal research databases and websites – 100%*
 - b. *Presentation software (i.e., PowerPoint or Prezi) – 94.5%*
 - c. *Screencasting tools (i.e., Jing, Camtasia, Expression Encoder) – 43.6%*
 - d. *Gaming technology – 12.7%*
 - e. *Social media tools – 21.8%*
 - f. *Other*

All of the respondents noted that they use online legal research databases and websites as part of their instruction which does not come as a surprise. All but 3 noted that they use some type of presentation software. Several respondents noted that they use gaming technology in the classroom while one mentioned using an audience response system.

18. *What formats do you use for instruction? Select all that apply?*
- a. *Face-to-face instruction – 96.4%*
 - b. *Flipped classroom model – 56.4%*
 - c. *Online class – 14.5%*
 - d. *Blended—online and face-to-face instruction – 21.8%*
 - e. *Other*

An overwhelming majority of the respondents (53 in total) noted that they use face to face instruction in their classes. However, 36.3% of the respondents provide instruction through an online or blended online and face to face format. One of the online courses (an Advanced Legal Research course) is taught during the summer. A format that was mentioned is the use of a “small group session”.

Fun Services

19. *What activities does your library sponsor for students? Select all that apply.*
- a. *Visits by therapy animals – 21.6%*
 - b. *Holiday programs – 31.4%*
 - c. *Book swaps – 5.9%*
 - d. *Movie nights – 2%*
 - e. *Trivia nights – 2%*
 - f. *Game nights – 0%*
 - g. *Scavenger hunts – 17.6%*
 - h. *Raffles – 29.4%*
 - i. *Free food and/or coffee – 76.5%*
 - j. *Stress relief activities (i.e., coloring, yoga, origami, etc.) – 51%*

k. Other

20. Please provide any additional comments you wish to share about the activities sponsored by your library.

There were 51 responses to the questions about fun services. Over three-quarters reported providing free food and/or coffee to their students at some point in the year, with one librarian observing that their students go through 7000 lollipops at the reference desk in a year. Over half of the respondents make stress relief activities such as Yoga, coloring books, origami, etc. with one library indicating that they even host coloring and puzzling with the librarians events. Holiday programming and raffles were the third and fourth most common activities sponsored by libraries. About one-fifth of libraries arranged for visits by therapy animals. Scavenger hunts were the sixth most common activity. Just under 6% of libraries arranged book swaps for their students. Additionally, individual libraries reported hosting Movie nights, Trivia nights, picnics for 1Ls, as well as providing free earplugs, checking out blankets, chargers, puzzles, book stands and making standing desks available. One library hosts parties for orientation and during the Super Bowl. Another library holds a book spine poetry contest in April while offering massages during finals. One librarian reports making study rooms available to student groups who are then able to raffle the rooms off as prizes. Library involvement with the Diversity Committee to create displays was mentioned by one librarian. The need for buy-in and support from the Library Director was pointed out in one response. Other librarians noted that many of these activities occur at their school, but are organized by someone else in the school or a student organization.

Student Communication

21. Who is responsible for marketing your library resources and services to students?

There were 41 responses to this question. Twenty-three respondents reported that responsibility for student marketing efforts fell to a group of people. The composition of these groups varied but they most commonly included all librarians, the entire library staff, or all public service librarians. Four respondents reported that nobody was specifically responsible for student marketing. The other fourteen respondents said that responsibility for student marketing was assigned to an individual—most commonly the outreach services librarian, director, or student services librarian.

22. Does your library have a designated student services librarian?

- a. Yes – 16%*
- b. No – 84%*

23. Does your library have a marketing plan?

- a. Yes – 13%*
- b. No – 87%*

24. How does your library gather feedback from students? Select all that apply.

- a. Surveys – 92%*
- b. Focus groups – 25%*
- c. Interviews – 12%*

- d. *Student library advisory committees* – 19%
- e. *Informal public meetings* – 19%
- f. *Suggestion box* – 46%
- g. *Other*

Other responses included the director of the law library meeting with the SBA and individual comments.

25. What media does your library use in its promotion, outreach, or marketing efforts?

Select all that apply.

- a. *Blog* – 47%
- b. *Library website* – 95%
- c. *Facebook* – 67%
- d. *Twitter* – 56%
- e. *Pinterest* – 4%
- f. *Instagram* – 15%
- g. *Email (newsletters, promotional materials)* – 67%
- h. *Videos* – 6%
- i. *Podcasts* – 0%
- j. *Print media (posters, brochures, flyers, bookmarks)* – 82%
- k. *Digital signs* – 53%
- l. *Merchandise (pens, mugs, t-shirts, etc.)* – 42%
- m. *Other*

Other responses included student organization Facebook pages and YouTube.

26. Does your library offer student incentives to participate in events or to follow the library on social media? If so, what types of incentives?

There were 31 responses to this question. The majority of respondents reported that their libraries do offer some student incentives for participation. The most common incentives noted include food, gift cards, and raffles for various prizes. One person mentioned that they do a trivia game every Friday on Facebook to get students interested in the library's Facebook page. Respondents use incentives for various types of activities and events including surveys, focus groups, student orientation scavenger hunts, database fairs, and training sessions.

27. Do you have any marketing success stories or failures that you would like to share?

There were four responses to this question. Shared marketing success stories include piñatas leading up to final exams; snacks labeled with research tips given away during National Library Week; students voting in an annual staff pumpkin carving contest; and the use of Instagram for 1L orientation. Noted marketing failures include a "don't stress be happy" week with games, puzzles, etc.; and a special event during finals where there was 0% participation.