

ALA ACRL DLS Distance Learning Librarians Survey Results – Fall 2009

1. What is your position title?

- 1 Library director
- 2 Adjunct Prof.
- 3 Consumer Health Outreach Coordinator
- 4 Reference/Instruction Librarian
- 5 Instructional Services Librarian
- 6 Public Services Coordinator
- 7 Library Director
- 8 Distance Education Librarian
- 9 Associate Librarian
- 10 Virtual Campus/Reference Librarian
- 11 Distance Learning Librarian
- 12 Reference & Distance Learning Librarian
- 13 Ref/Instruction and Distance Learning Specialist
- 14 Research Services Librarian
- 15 Senior Reference Librarian
- 16 Head of Research and Distance Services
- 17 Distance Learning Librarian
- 18 Coordinator of Lib Resources for RCDE
- 19 Librarian
- 20 Head of Reference/Instruction
- 21 Head of Reference Services
- 22 Media Services and Distance Learning Librarian
- 23 Media Specialist
- 24 Distance Learning Librarian
- 25 Librarian
- 26 Distance Learning Librarian
- 27 Distance Education Coordinator
- 28 Librarian for eLearning
- 29 Library Admin. Coord.
- 30 Librarian
- 31 Library Services Coordinator
- 32 Reference and Instruction Librarian
- 33 Associate Librarian
- 34 Education Librarian
- 35 Distance Learning Outreach Librarian
- 36 Reference Librarian
- 37 Information Resources Librarian
- 38 Coordinator of Library Services
- 39 Distance Learning Librarian
- 40 Reference & Instruction Librarian
- 41 casual part-time librarian
- 42 E-Learning & Instruction Librarian
- 43 Information Literacy Librarian

44 Public Services Librarian
45 Public Services Librarian
46 Director of Library Services
47 Distance Education and Outreach Librarian
48 Assistant Director for Public Services
49 Electronic Resources Librarian
50 lib liaison for branch campuses and dist learning
51 reference librarian
52 Librarian for Extended Education
53 SCS Instruction Librarian
54 Distance Education Coordinator)
55 Reference Librarian
56 Instruction Librarian
57 Electronic Reference Manager
58 Reference Technician
59 Outreach Librarian
60 Asst. Director for Public Services
61 Public Services Librarian
62 Access Services Librarian
63 Head of Public Services
64 Webmaster & Manager, Academic Advisor
65 Coordinator of Instruction
66 Instruction and Outreach Librarian
67 Manager of Library Services
68 Director of Off-Campus Library Services
69 Librarian
70 Distance Education Librarian
71 Library and Information Science Librarian
72 Distance learning support librarian
73 Assistant Library Director
74 Distance Education and Outreach Librarian
75 Technical Services Librarian
76 Interlibrary Loan/Document Delivery Librarian
77 Research and Instruction Librarian
78 Off-Campus Services Librarian
79 Instruction Librarian
80 Distance Education Librarian
81 Distance Education Librarian
82 Assistant Professor/Branch Librarian
83 Library Director
84 Instruction Services Librarian
85 Off-Campus Librarian
86 Interlibrary Loan Supervisor
87 Learning & Information Services Librarian
88 Cord of Library Services for Distance Learning
89 Coordinator for Distance Learning
90 reference and instruction librarian
91 Distance Learning Librarian

92 Online Learning Librarian
93 Interim Head of Reference and Instruction
94 Librarian
95 Distance Education Librarian/Electronic Resources
96 Distance Services Librarian
97 Director
98 Headmof Collection Development
99 Reference Librarian / P&O Liaison
100 Head of Access Services, Distance Services Librari
101 distance learning librarian
102 Director of Distance Learning Library Services
103 ILL Librarian
104 Education Librarian
105 Reference Librarian
106 Distance Education Coordinator
107 Head of Access Services
108 Instruction Librarian to distant students
109 Access Services Librarian
110 Reference & Instruction Librarian
111 Subject Specialist Librarian
112 Reference Librarian
113 Librarian for Interlibrary & Document Delivery
114 Library Associate - ILL
115 Head of Access Services & Distance Coordinator
116 Extended Sites/Distance Education Librarian
117 Infoline Librarian
118 Instructional Services Coordinator
119 Off-Campus Librarian
120 Director of Library and Information Services
121 Director of Library Services
122 off-campus librarian
123 Public Services Librarian
124 Director of Library Services
125 Director of Distance and Instructional Library Ser
126 Coordinator of Reference Services/Coordinator of Off-Sites Services
127 Distance Learning Librarian
128 Director of Library Services
129 Information Services Librarian for Graduate Studie
130 Reference Librarian
131 interlibrary loan coordinator
132 Access Services and Distance Learning Librarian
133 Interlibrary Loan Librarian
134 Director
135 Coordinator of Canton Library Services
136 Professor/Virtual Services Librarian
137 Reference/Computer Science/Distance Librarian
138 Instruction & Off-Campus Services Librarian
139 Library Director

- 140 Librarian
- 141 Satellite Campus Librarian
- 142 Director of Off Campus Library Services
- 143 Distance Education/Virtual Campus Librarian
- 144 Director
- 145 Instruction & Reference Librarian
- 146 Coordinator of Library Services for Distance Educa
- 147 Distance Learning Librarian
- 148 Manager, Library Reference and Instruction
- 149 Coordinator of Distance Learning Library Services
- 150 Course Manager
- 151 Online Librarian
- 152 Chair, Access Services
- 153 Reference Librarian and Distance Ed Coordinator
- 154 Acting Off-Campus Librarian
- 155 Social Sciences and Business Reference Librarian

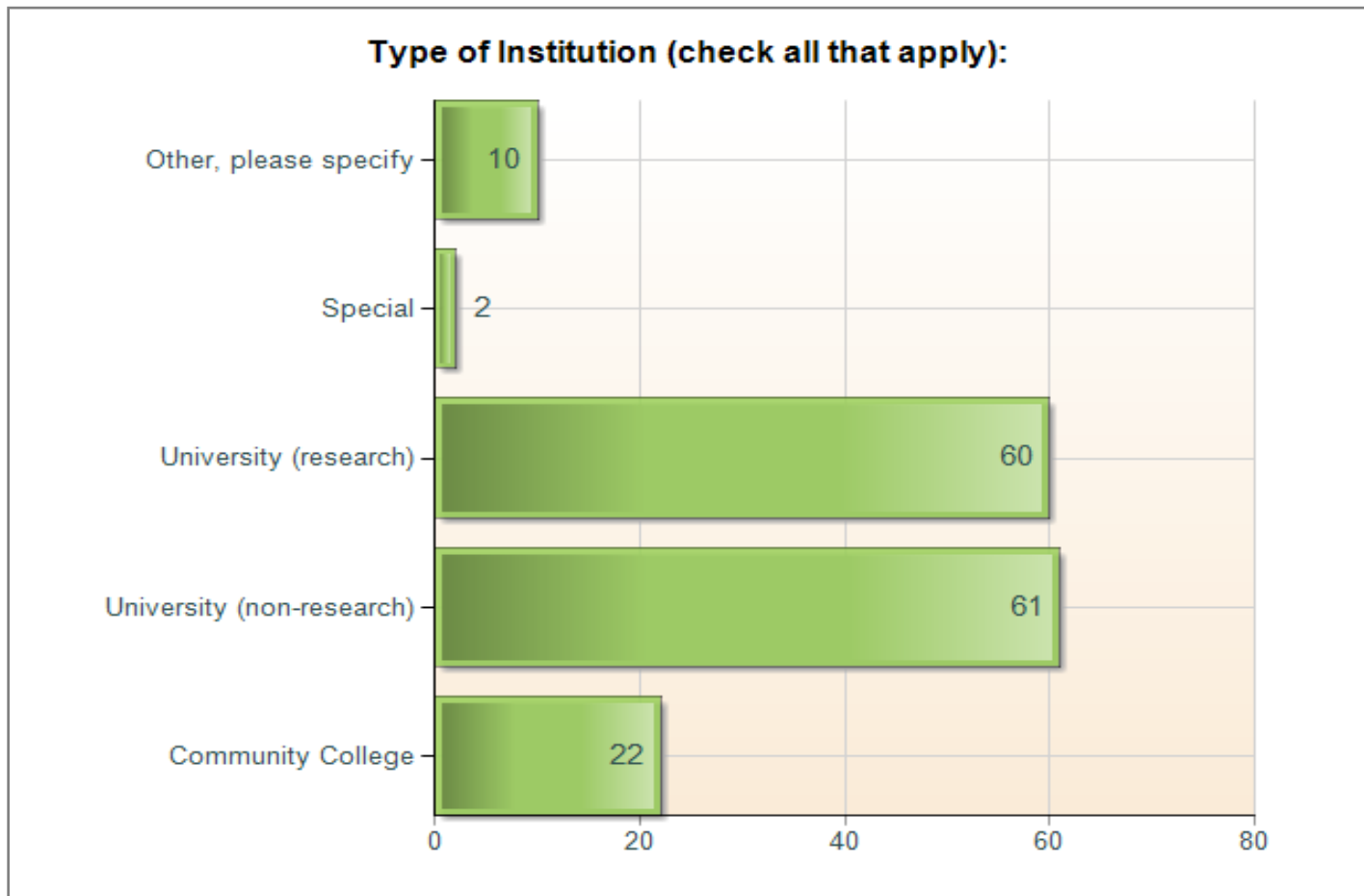
2. What is the name of your institution? (optional)

- 1 Washington Theological Union
- 2 National Network of Libraries of Medicine, UMB
- 3 University of Portland
- 4 Spokane Community College
- 5 Forsyth Library, Fort Hays State University
- 6 Trinity Western University
- 7 Clarion University of PA
- 8 Springfield College
- 9 Roosevelt University
- 10 University of Tennessee Knoxville
- 11 U of MD, College Park
- 12 Winona State University
- 13 University of La Verne
- 14 West Virginia University
- 15 North County High School
- 16 Appalachian State University
- 17 University of Nebraska-Lincoln
- 18 SBBCollege
- 19 Walden University
- 20 Chaffey College
- 21 Northern Lights College Library
- 22 Pennsylvania College of Technology
- 23 City University of Seattle
- 24 University of Regina
- 25 University of South Florida
- 26 Western Washington University
- 27 University of Richmond
- 28 East Carolina University

29 Brigham Young University
30 Georgian College
31 Quinnipiac University
32 University of Dallas
33 Limestone College
34 Lewis-Clark State College
35 Empire State College, SUNY
36 University of La Verne
37 Arizona Western College
38 U of Illinois, Urbana-Champaign
39 University of Regina
40 University of NC at Chapel Hill-Health Sciences L
41 Southern New Hampshire University
42 Lynn University
43 Eastern Michigan University
44 Mercy College - Yorktown Campus
45 Old Dominion University
46 Tufts University Hirsh Health Sciences Librar
47 Belmont Technical College
48 UNCG
49 Southern Connecticut State University
50 Bucks County Community College
51 Univ. of Wisconsin-Eau Claire
52 Heritage Christian University
53 Regis University
54 Buena Vista University
55 Tarleton State University
56 Florida International University
57 Dallas Baptist University
58 Hudson Valley Community College
59 Kansas State University
60 Sacred Heart University
61 University of Montana
62 University of Nebraska Medical Center
63 UW-Stevens Point
64 University of Wisconsin-Whitewater
65 NCSU Libraries
66 Texas A&M university - Corpus Christi
67 UW-Madison
68 Lincoln Memorial University
69 University of Victoria
70 Douglas College
71 Central Michigan University
72 Saybrook University
73 Nova Southeastern University
74 Long Island University - Brooklyn Campus
75 University of Wyoming
76 Rogers State University

- 77 University of Mary
- 78 SUNY/Westchester Community College
- 79 UT Dallas
- 80 Benedictine
- 81 Ogeechee Technical College
- 82 Savannah Technical College
- 83 Clarion University of PA
- 84 University of Alaska Anchorage
- 85 University of Iowa
- 86 California University of PA
- 87 Capella Univeristy
- 88 Appalachian State University
- 89 Montana State University
- 90 Averett University

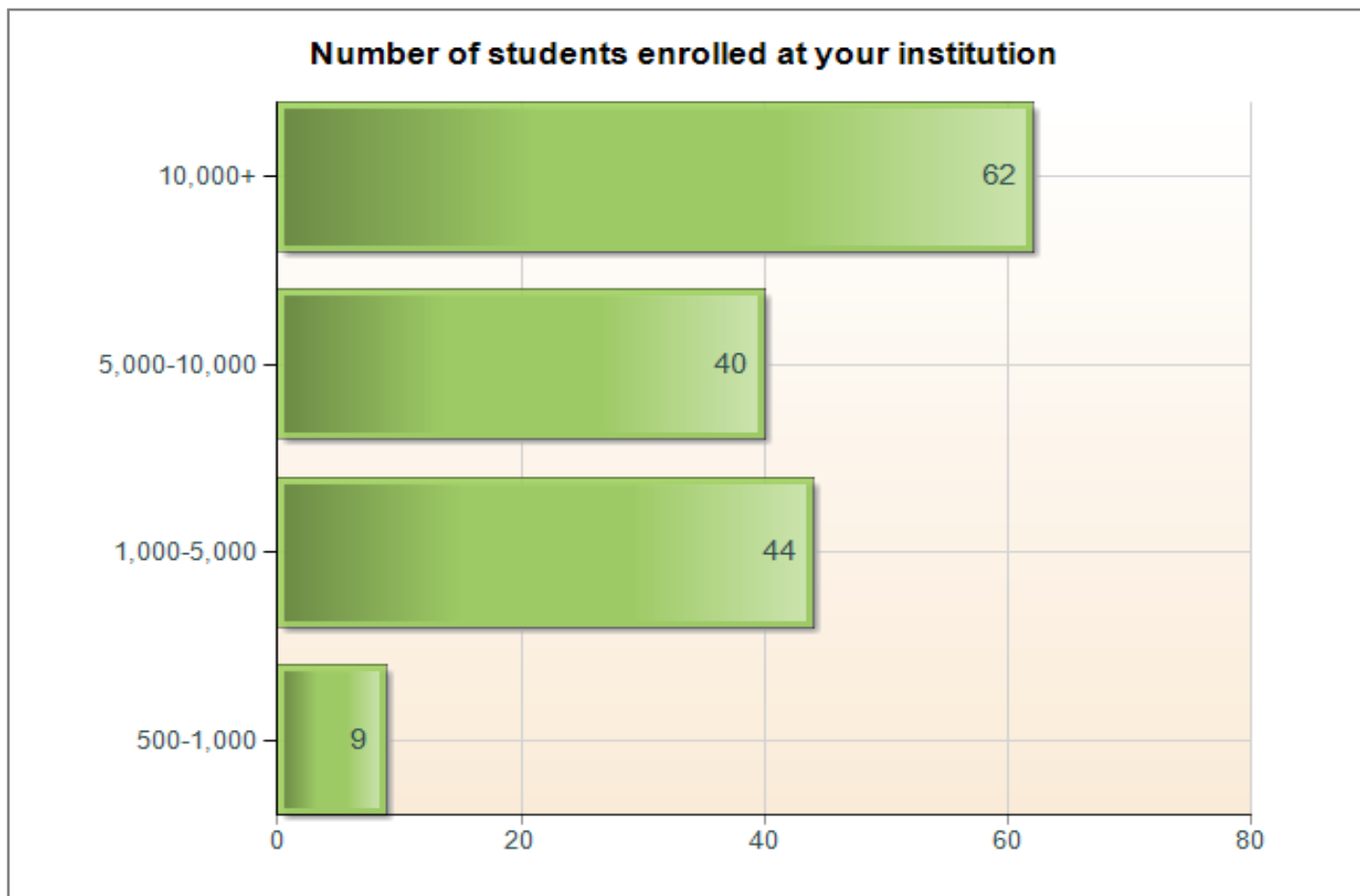
3. Type of institution? (check all that apply):



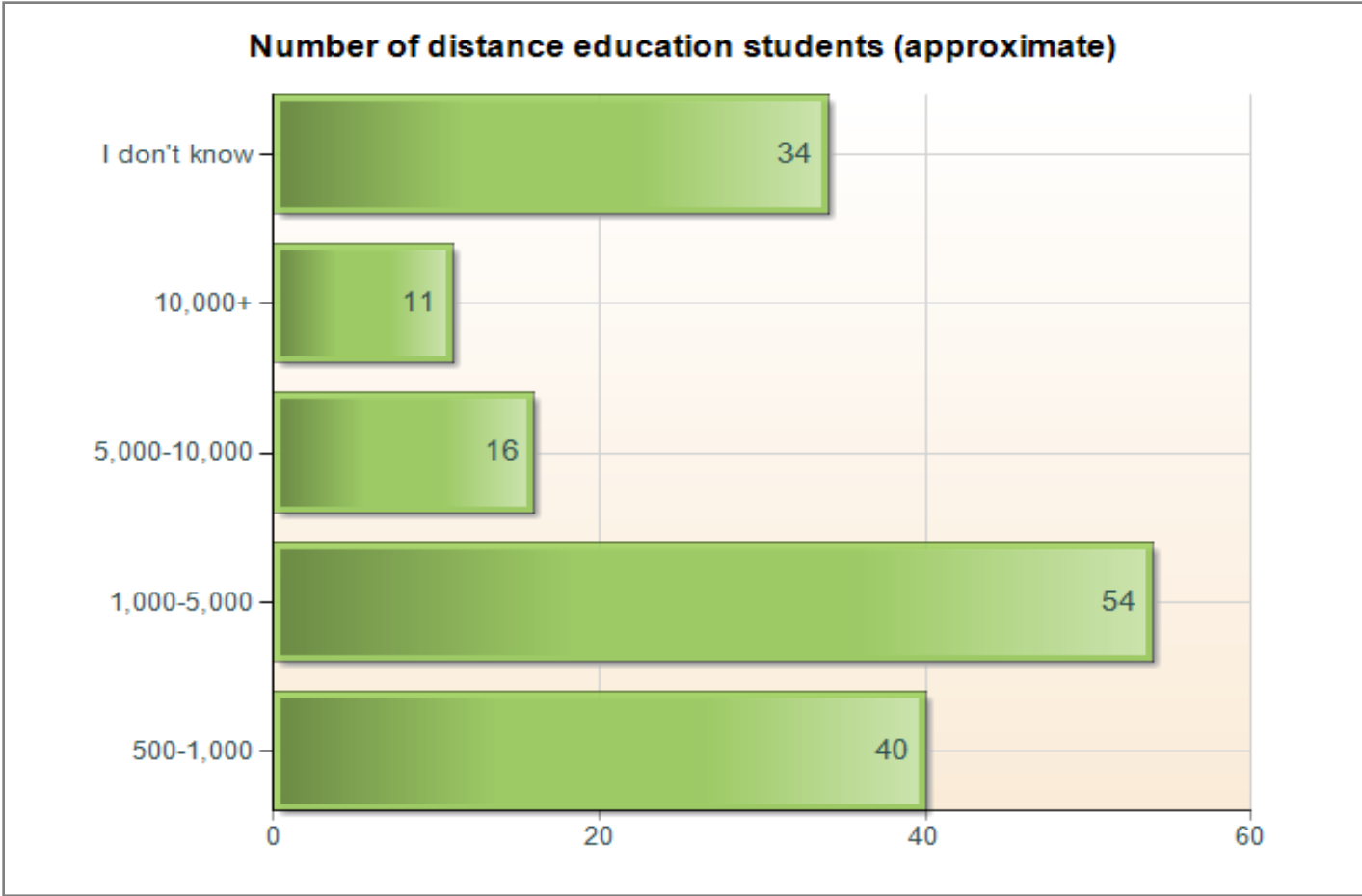
3. Type of Institution ("Other" responses):

- 1 (Community and Technical College)
- 2 High School
- 3 FPEI
- 4 Online branch of a research university
- 5 College
- 6 College
- 7 University, Medical
- 8 Technical College
- 9 Technical College
- 10 technical college

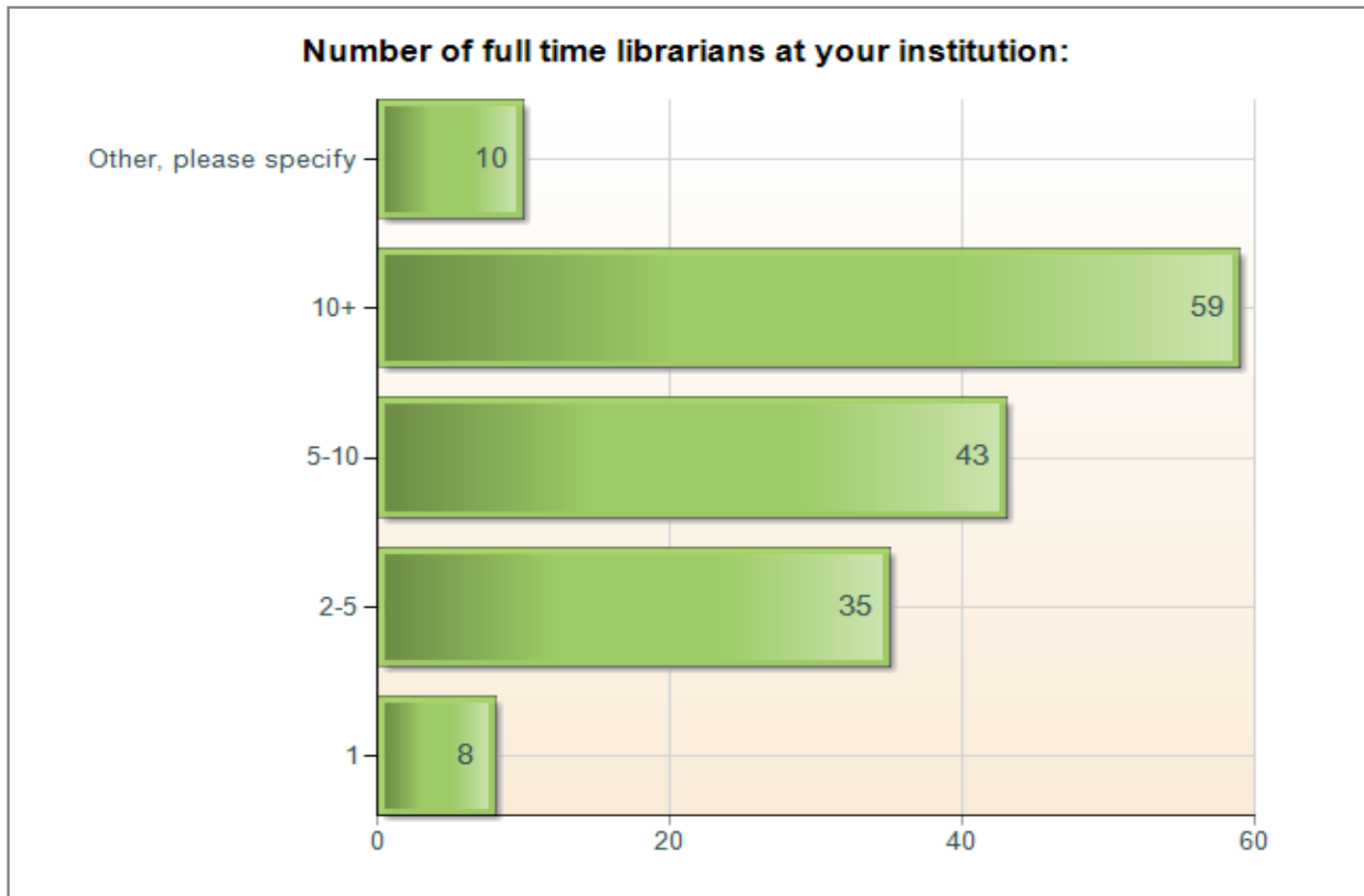
4. Number of students enrolled at your institution (check all that apply):



5. Number of distance education students (approximate):



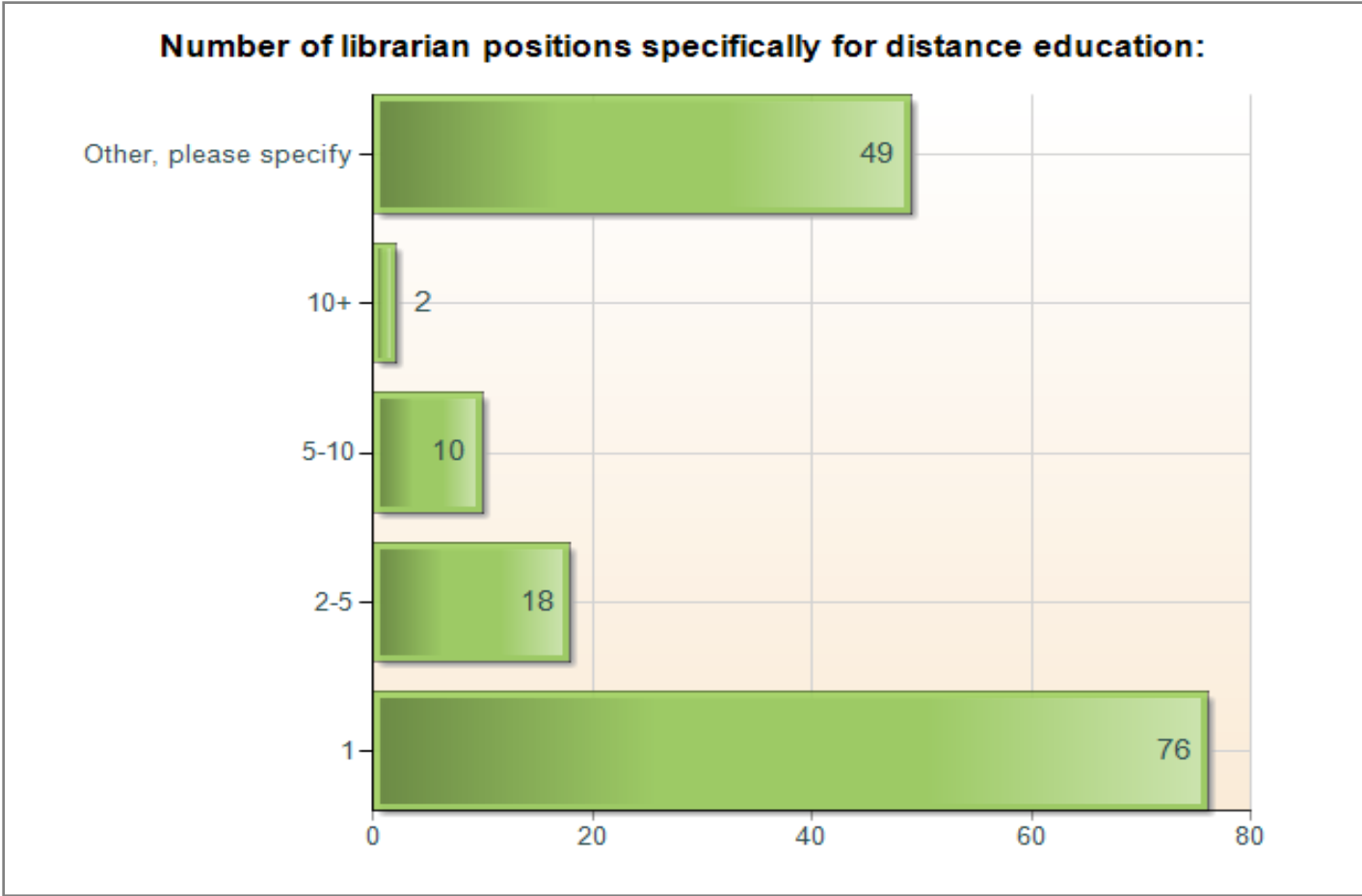
6. Number of full time librarians at your institution:



6. Number of full time librarians at your institution ("other" responses):

- 1 4
- 2 65
- 3 6
- 4 I chose 10+ but it wouldn't let me submit the survey and kept telling me I had to answer this question.
- 5 5 in public service fields - 1 technical services
- 6 (The survey would not take 10+. We have 19 FT Librarians.)
- 7 35
- 8 70+
- 9 14 on campus
- 10 over 40

7. Number of librarians specifically for distance education:

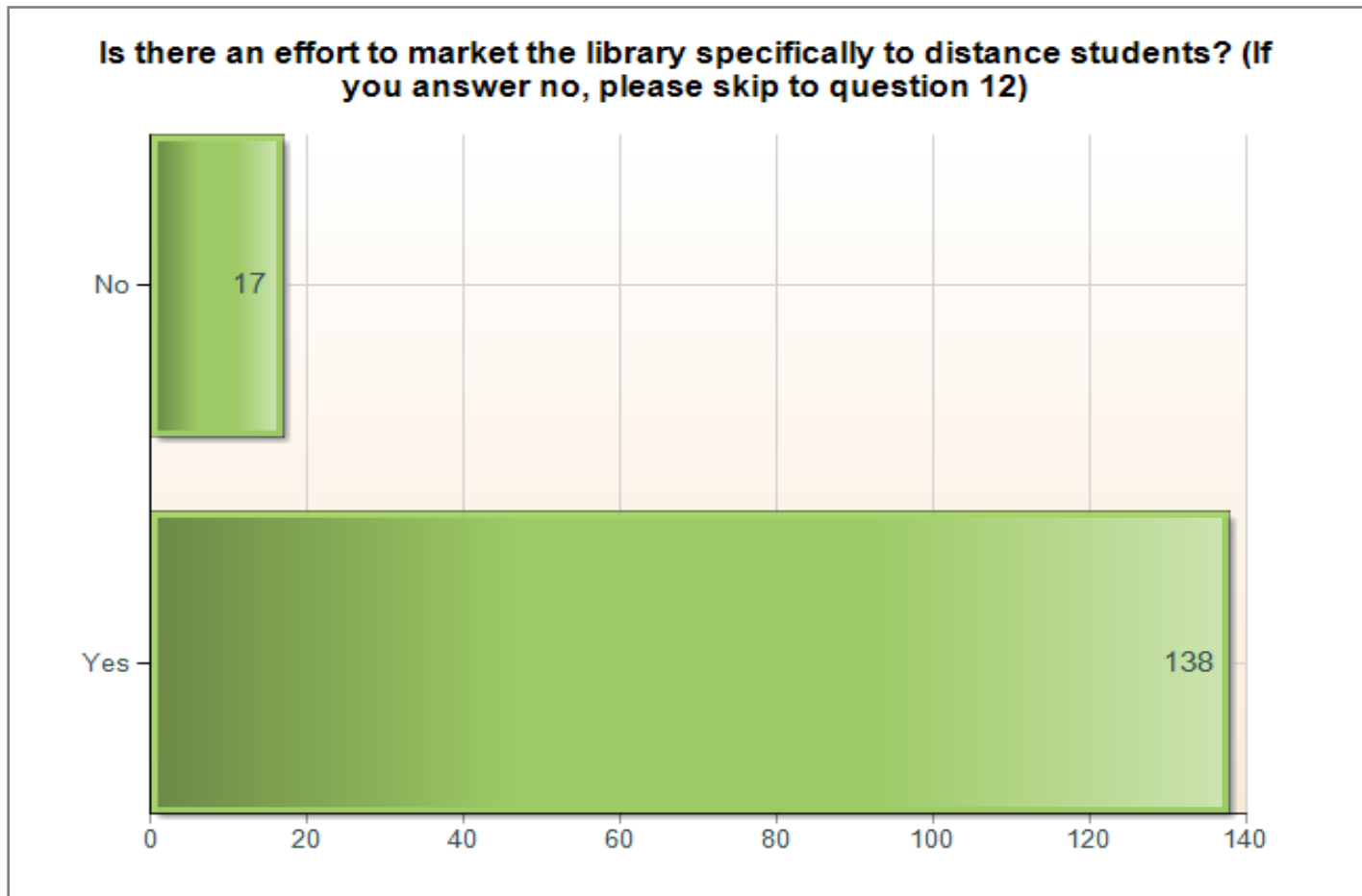


7. Number of librarian positions specifically for distance education (“other” responses):

- 1 Not sure but when I need something, I get it asap.
- 2 0
- 3 0
- 4 None
- 5 Shared
- 6 zero
- 7 don't think UMCP has any
- 8 all librarians do some distance education
- 9 None
- 10 None.
- 11 none--Small community college
- 12 part of my assigned duties, among others
- 13 none specifically for distance
- 14 subject specialist assigned dl classes
- 15 My former position was specific to distance 1/2?
- 16 zero...I do it with the rest of my duties!
- 17 I support DE courses as part of my whole job.
- 18 .1
- 19 0

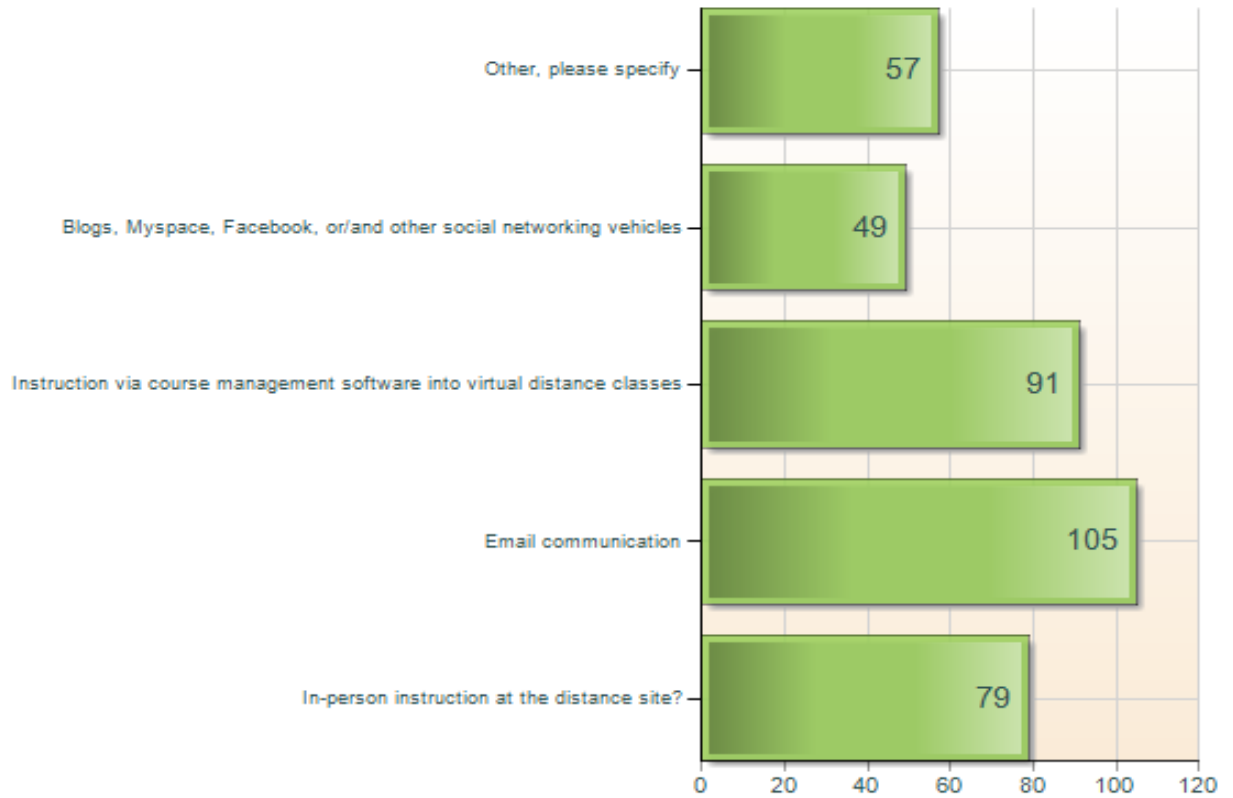
- 20 1
- 21 I take care of the distance students
- 22 0
- 23 none
- 24 0
- 25 None specifically at present - several of us share duties, based on our functional or subject areas of responsibility

8. Is there an effort to market the library specifically to distance students? (If you answer no, please skip to question 12)



9. Is this done through (check all that apply):

Is this done through (check all that apply):



9. Is this done through ("Other" responses):

- 1 library web site
- 2 library web page
- 3 Library web page, some online credit courses
- 4 web site, orientation sessions for new students
- 5 phone, videoconference, paper
- 6 nothing
- 7 online reference (Questionpoint)
- 8 faculty outreach, esp. part time workshop
- 9 3D virtual world
- 10 dist ed community on Blackboard
- 11 On-campus orientations for elearning students
- 12 Working with advisors, instructors; Webinars
- 13 Research guides department communications
- 14 in-person on campus site; cd informational
- 15 Web pages focused on their needs
- 16 webpage
- 17 Ask a Librarian services
- 18 library homepage link
- 19 mailing brochure to distance instructors and stude

- 20 libguides and information on our webpages
- 21 Library website
- 22 Proactive communication to faculty
- 23 in-class workshops when the students are on campus for orientation or mid-semester FTF classes
- 24 website
- 25 Meebo widget; libguides
- 26 print mailouts to distance instructors and student
- 27 LISC260 (online only) Using online resources
- 28 our web site
- 29 mailed materials to sites, orient. video, web page
- 30 website and methods library unaware of
- 31 Web page
- 32 dedicated library website for DE
- 33 cd, camtasia
- 34 Web site
- 35 web page, libguides
- 36 Adobe Connect for synchronous online instruction
- 37 bulk mailings
- 38 Through the class instructors
- 39 libguides
- 40 tutorials using Elluminate
- 41 widget in course management software
- 42 WebEx, LibGuides
- 43 compressed video, online tutorials
- 44 LibGuides
- 45 bookmarks and location specific webpages
- 46 Printed materials provided thru courses
- 47 Embedded Librarian Program
- 48 library distance ed page - we have no distance sit
- 49 LibGuides and open-office webinars & consultations
- 50 web site
- 51 Library web page
- 52 created a web page for distance students
- 53 Reach out to faculty
- 54 Materials given to new students.
- 55 Orientation for cohorts
- 56 liaison communications to various departments
- 57 print mailings and brochure

10. What has been your greatest obstacle in reaching out to Distance Students?

- 1 Time to identify the best ways to contact the groups and prepare and disseminate marketing materials
- 2 Getting the Virtual College to give us email lists of virtual students
- 3 Lack of synchronous interaction as we are just establishing our presence online in the CMS.
- 4 No online orientation held for distance students that would provide an environment to provide information. Time constraints -- I also provide regular reference desk coverage 15-20 hours per week.

5 Identifying them (We are not provided with access to many distance courses or student lists)
6 No reponse or limited response
7 faculty must invite us to teach
8 Ability to contact them.
9 The faculty don't usually promote our services either--very hard to reach them
10 no one to do the reaching out
11 very difficult to locate "policies" circulation, document delivery, etc.
12 Faculty forgetting to let the Library know that they have distance students.
13 right now the problem is time because I am also a reference librarian. i think in the future I'll have to address issues of how best to reach students not at the main campus
14 lack of communication/coordination with multiple distance programs coordinated by different departments
15 Our distance ed program is very decentralized. It is hard to identify which classes are truly distance ed courses. While some of our distance ed programs are taught in person off campus, many courses are online. Those courses can often be attended by both on and off campus students.
16 Technology failure.
17 Technological barriers. Programs are entirely online, many students are overseas.
18 The fact that many distance students who start taking distance classes don't know the first thing about computers, the Internet, much less Blackboard Vista (our school's platform) and other technological tools.
19 Faculty support
20 Faculty who do not give research assignments.
21 Faculty and administrators have a mindset that students now are computer and information literate and that e-packs furnish the resources needed.
22 the faculty
23 Their schedule; they do not have any spare time available in accelerated courses
24 Helping them know how to get help with circulation, reference, and other library matters. We are a large library system and the distance students are primarily supported by a small branch. That information is not well represented on the library's web site and is not well known in the library itself.
25 Computer and Internet literacy
26 curriculum avoids any research outside of packaged instruction
27 Gaining access to course management software through specific instructors' course sites-- we are actually still trying to build partnerships with faculty and have not successfully incorporated Library resources into a course site (There is a link to the Library site in the course management system.)
28 Time. Time to devote to creating tutorials, trying out other options such as chat reference.
29 Getting the word out to faculty
30 Shortage of staff
31 our students are really widespread and are quite varied in their technological knowledge.
32 Knowing who they are. There isn't a centralized office that can let us know which departments are doing DE programs so we just have to hunt that information down on our own and try our best to contact them and find out what their needs are.
33 Consistency in instruction. We have some part time instructors that teach at satellite locations, but they never teach/work at our main campus.
34 No systematic way to identify who they are. We rely on working with DE instructors to feed info to students.
35 Consistent communication to inform them that they have many library resources available to them. Despite faculty training and integration in online courses, we still hear from students that they had no idea library resources were available to them.
36 Finding who they are.
37 Finding an effective communication strategy as much of the material sent to them is not read.
38 weak communication channels with distance faculty (many adjuncts working at many campuses, no sense of community)

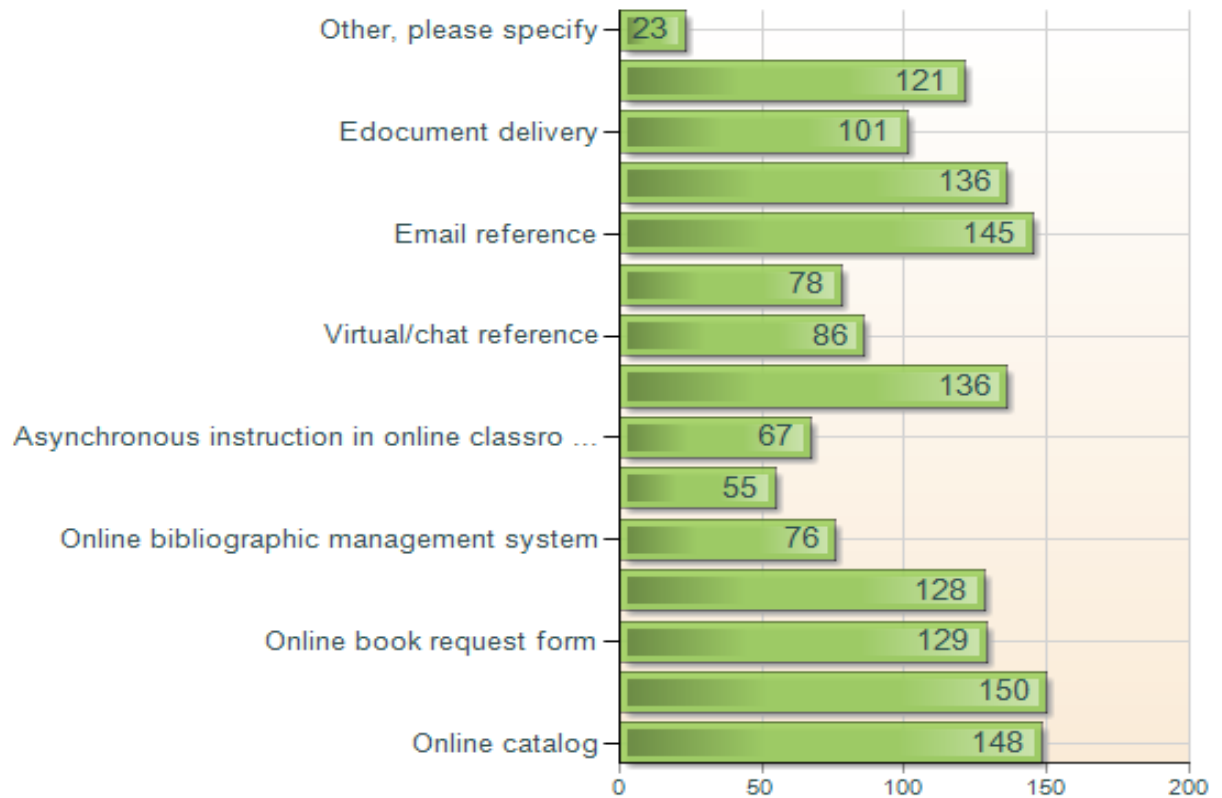
- 39 not sure yet- just started the position
- 40 Making initial contact. It is also a challenge to convince students to take advantage of one-on-one services. They can be too modest or don't want to ask for help for other reasons.
- 41 Getting faculty to understand that students do not know about library services and therefore do not use them.
- 42 All information is sent to DE students electronically and many do not read e-mail. Also lack of awareness by faculty
- 43 They don't know that help is available. Many of our distance students are adults who are not technologically savvy. This makes it hard to help them from a distance.
- 44 Obtaining clearance for the use of databases and other resources for students who are not affiliated with the university
- 45 Distance and time
- 46 Faculty support; time.
- 47 not knowing who they are and being limited on such things as e-mail blasts.
- 48 Getting instructors to advocate for the library to DE students
- 49 More access to the LMS
- 50 Problems with software (GoToMeeting) and needed equipment at different locations.
- 51 The fact that most instructors at Outreach Center are short-term adjunct faculty with very little continuity
- 52 Our students are mostly adult distance learners and they receive lots of communications from the college and their mentors and instructors, so getting word out about us in a way that gets noticed above all that and their working lives and family lives is always difficult.
- 53 Alerting the students to the presence of a library service just for them. Being at a distance makes them less likely to stumble across library resources and services.
- 54 funding and personnel
- 55 Getting online and off-campus faculty to recognize that their students probably have very little understanding of the libraries resources and services for them, and then allowing/inviting me into their classroom.
- 56 Finding time to learn more about online education, in order to package info lit instruction for anywhere, anytime access at point of need. Workshops during orientation are great for making a connection between the student and the librarian, but it's not when they need (or will remember) the information.
- 57 trying to market the service to students who do not have face to face contact
- 58 inability to get comprehensive lists and contact info for distance students
- 59 We have many rural students without high speed internet access. Those are the most difficult to contact.
- 60 Even though we have an online classroom (adobe connect), most students not ready to dive in. They're comfortable with IM, email, phone, but not online meeting environments.
- 61 lack of time to focus on outreach; too many in-house duties and areas of responsibilities in my current position
- 62 Initially getting the library linked into all classes. Now this is available BUT not all instructors encourage or use the link. Getting students (online and campus) to realize that GOOGLE is not the end all.
- 63 no staff
- 64 Reaching those students not affiliated with sites--just on their own using web, videostreaming from home to access courses
- 65 Students often ask why librarians don't visit ALL of their classes. The number of librarians dedicated to off-campus services limits class visits to core courses and instructor requests.
- 66 time zone differences and need to mail loans
- 67 Promoting services effectively
- 68 no centralize distance ed office on campus makes it hard to determine or find out about new DE classes and students.
- 69 Finding out who they are. Our online programs are a mix of local students taking online courses for convenience and scheduling, and true distance students. So it is difficult to

70 establishing an ongoing relationship with distance students
71 Time - finding best ways to reach them. Making contacts with Faculty and having them see how it can be done, etc.
72 Outreach to elearning course instructors
73 identifying them. We have no central distance education office, so struggle with identifying students. We really have to rely on individual faculty members teaching distance ed. classes.
74 No efficient way to gather a list of distance students and faculty.
75 finding them. But also finding and reaching out to affiliate faculty, who may not require students to use library resources.
76 Too many students for the number of librarians.
77 time/resources
78 finding them
79 People don't pay attention until they have a need - so emails, postings, announcements, etc. have little impact.
80 Making them aware of services
81 not being able to identify them due to a crappy registration system
82 Educating faculty members in the distance education program of the need thier students have for library instruction and research guidance.
83 There is no distance Ed coordinator on campus - so it is nearly impossible to reach out to faculty who teach DE courses.
84 There is no way in which we can effectively target DE students because our institution does not have a manner in which we can generate lists of DE students. There's no 'DE student' designation, only 'undergrad', 'grad', etc.
85 Instruction methods for distance students differ from those used with traditional students.
86 Getting the word out to all our students around the world that the library is here to support them and their coursework.
87 Lack of accurate enrollment data
88 Getting them to understand why I'm around and why they should talk to me.
89 Support from IT department when creating online learning tools.
90 Difficult to reach everyone. We focus on specific classes within a cohort. Ideally we would reach everyone at the beginning of the cohort but people take classes out of sequence.
91 monitoring if students are participating
92 Developing instruction modules for our CMS. We are just now beginning to use it to reach our distance students.
93 technological barriers
94 You ought to define what you mean by "distance student"
95 People at various locations, time zones, and not everyone on the same schedule.
96 Decentralization of the graduate programs means that we have to work out solutions program by program.
97 Indifference from both faculty and students; proprietary databases can be daunting even for an on-site student, never mind the students who have occasional instruction sessions with librarians who are not on-site or available 24/7. Even faculty promoted Google Scholar over library databases.
98 Making sure that every student understands the full range of library services available to them at a distance.
99 Getting into the curricula
100 Convincing faculty to have me come to their class and talk about library resources and services.
101 getting the wrd out
102 informing them of the policies. reference appointments.
103 Geography, budget, and imagination.
104 Making sure procedures are clear and what to do if something does not go as planned.
105 Integrating distance learning services into traditional library services
106 Campus administration

- 107 Off-Campus students have wide ranging sophistication and comfort level using technology and because of this one size does not fit all.
- Convincing key members of the library staff that as an institution we needed to rethink how we provide service to off-campus students.
- 108 Getting them to respond back.
- 109 Information format
- 110 not knowing the best way to do so; lack of an easily attainable distro list of DE students
- 111 The communication to all students at their point of need.
- 112 Establishing contact with the faculty teaching online courses.
- 113 apathy among students and college administrators
- 114 there is no central office at this institution that works with and compiles information for distance students they leave it up to the departments.
- 115 Targeting marketing materials to several of the colleges.
- 116 Getting faculty members to use the library and it's resources
- 117 We're an online-only institution so all of our students are distance students.
- 118 Access to students via teaching faculty and departmental program administrators
- 119 Figuring out connectivity issues (problems connecting to proxy server and problems with slowness of databases once connected)
- 120 Not enough time to fully develop outreach to this population.
- 121 communication -- how to get to all of them!
- 122 Technology
awareness that there are services for them
- 123 Communication in a timely manner via phone or email (we do not use a chat service).

11. What services do you offer to distance students? (check all that apply):

What services do you offer to distance students? (check all that apply)

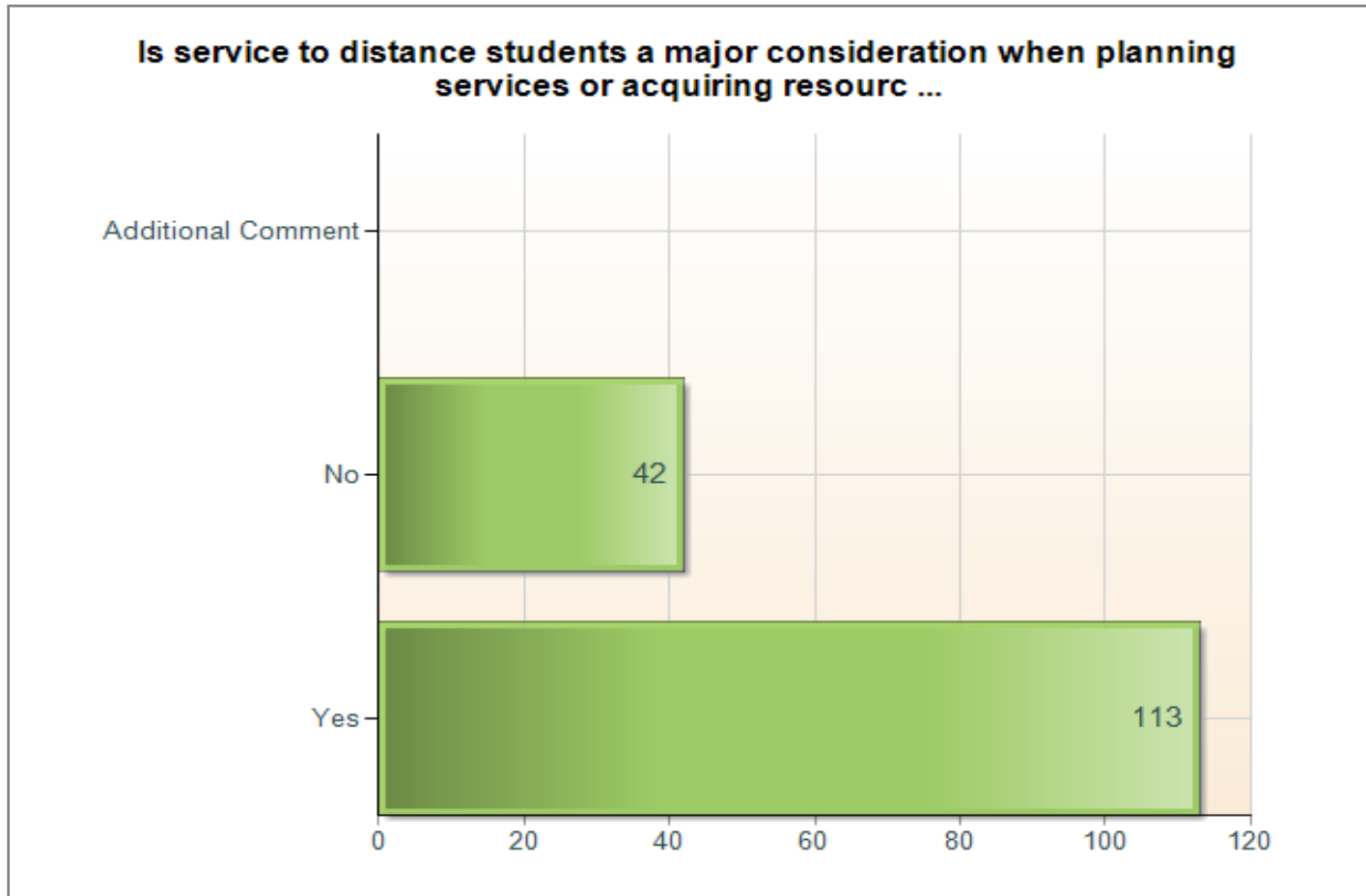


11. What services do you offer to distance students? ("other" responses)

- 1 Online newsletter
- 2 in person instruction
- 3 Synch. (real-time) f2f inst. (videoconference)
- 4 See question 8
- 5 Customized distance students web portal
- 6 electronic reserves; interlibrary loan
- 7 Learning activities integrated into courses
- 8 phone reference
- 9 Individual consultations with students.
- 10 online list of distance education resources
- 11 In the LIS distance ed program, students come to campus mid-semester for FTF classes. The on-campus period extends over five days, including a weekend. I hold "office hours" throughout the weekend and also make myself available by appointment. For ALL distance ed students, we have a LibGuide, also one for distant instructors.
- 12 videoconferencing on demand
- 13 one-on-one telephone conferences w/ ref librarian
- 14 portal of subject/class specificresources into BB
- 15 Everything we can get our digital hands on.
- 16 toll-free phone
- 17 phone reference w/ 800 number

- 18 Streaming video/music, electronic reserves
- 19 We started our IM for off-campus students then extended it to all our students
- 20 ill articles and book chapters
- 21 Chat & Messging will be back in 2010
- 22 courier service to public libraries in the area
- 23 After library hours reference assistance through email.

12. Is service to distance students a major consideration when planning services or acquiring resources?



12. Is service to distance students a major consideration when planning services or acquiring resources? ("other" comments)

- 1 Again not sure, but the distance students I teach get what they need and receive excellent service.
- 2 When we consider purchasing new online databases, or journal/book content, we frequently consider the impact it will have on our distance education students
- 3 It is one consideration among many, but not yet major.
- 4 does not seem to me to be a high priority
- 5 We try to make sure that databases will work with our proxy server.
- 6 ideally but not always

7 This is becoming an issue that will need to be addressed in the near future. At this time, I cannot say when or what will be the focus.

8 I wouldn't say it was major, but it is a consideration.

9 All students are at a distance.

10 We also have a "cybrary" (reserve materials only, no other print resources) at one of our other campuses which is another reason why we have been emphasizing online resources and services.

11 Not sure how you define "major" but it is definitely a part of the decision process.

12 Especially with purchasing full-text resources.

13 I advocate for DE needs in library planning.

14 Our eLearning program is growing, so this is becoming a major concern.

15 The distance programs are growing and for that reason they are a major consideration.

16 not now but will become more major

17 It traditionally not been a major concern, but more attention is being paid to them.

18 Major in collection development when we push for e-books to be purchased.

19 most of our resources benefit both distance ed and on campus students

20 As I said, all our students are distance learners (we have no physical collections), so all our services and planning are geared to the distance learner.

21 For me it is, since over half of the LIS masters students are at a distance. Getting as many materials as possible via the web is therefore critical. Needs of distant students have also influenced the design of the LIS Virtual Library (www.library.illinois.edu/lisx)

22 database and ebook purchases are done with distance students in mind

23 Off-Campus Library Services is separate from on-campus in terms of funding, planning, etc. However, opportunities for collaboration is likely to increase in the future.

24 Sort of. As a primarily commuter school, online access is a prime concern, but it's not strictly for distance students per se.

25 Not a major concern, but a concern that has increased in consideration in the past 10 years.

26 It is a consideration but not a major one

27 Services to distance student are always considered, but they are not a Major consideration.

28 It is a minor consideration

29 But it should be, the majority of our students are distance.

30 Although, the majority of librarians at this institution serve the on-campus population. Off-Campus still under-represented in regard to the library collection.

31 It has not been in the past, but will become more so in the future.

32 Do not forget that in this day and age the only thing NOT available to distant students/patrons is the print reference collection. The rest of online databases and ebooks are available to both on- and off-campus students. Instructions is the hard part for off-campus.

33 Try to acquire as much electronic access as possible - but mainly because we're running out of room.

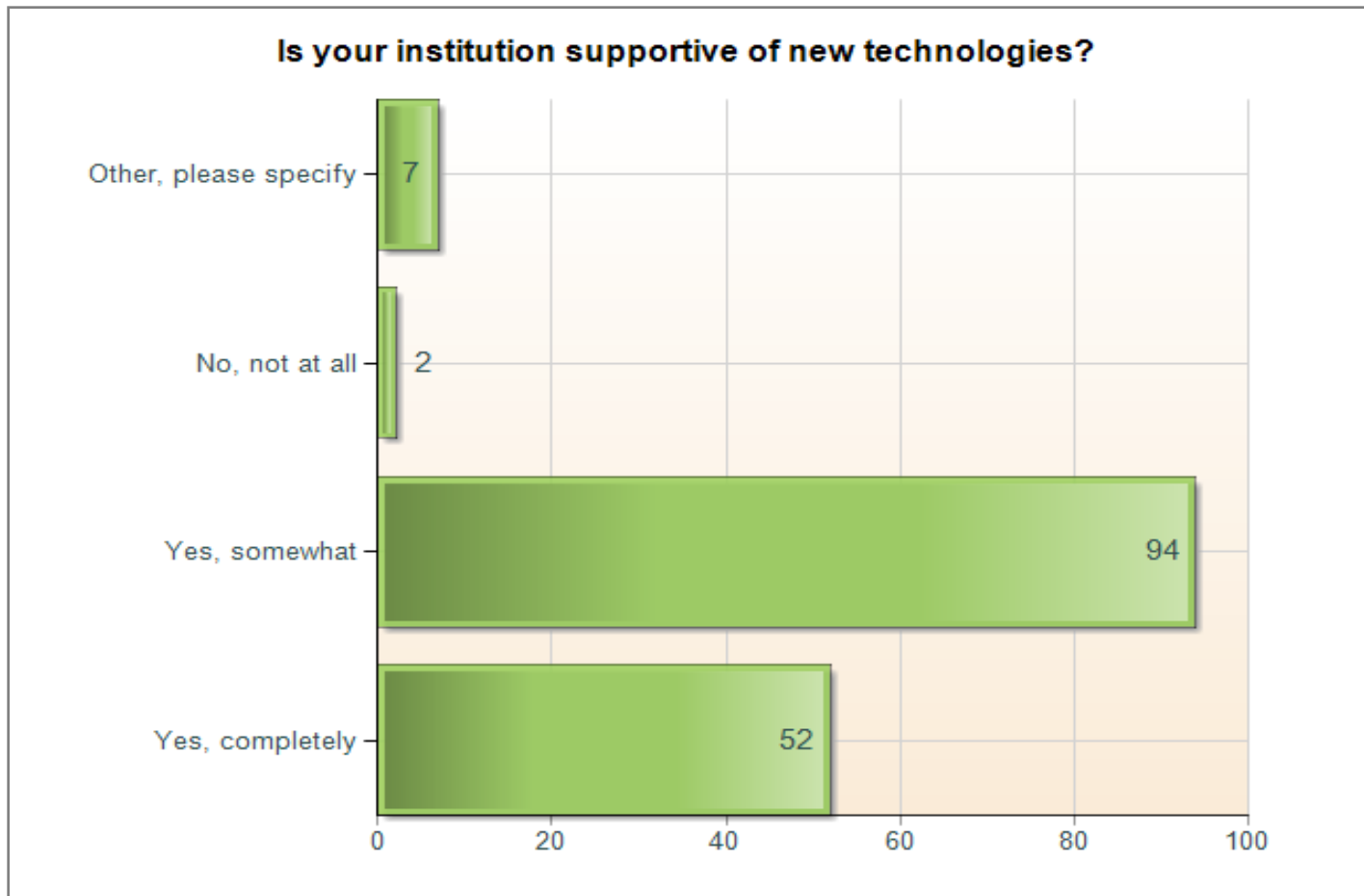
34 It is now because it has to be. My position created three years ago was at the very beginning of the off-campus trend. Since my hiring, the growth of off-campus programs have increased enrollment by 150%. The exploding trend of our off-campus/online student body is changing the strategic planning of not only the library, but of the institution as well.

35 Our DE students tend to be deployed soldiers and students from other Georgia technical colleges who take our courses through the Georgia Virtual Technical College (gvtc.org)

36 It depends on the service. If I think it is something that will benefit distance students, I make my opinion known.

37 Most services we offer are available to DE students as well as local students

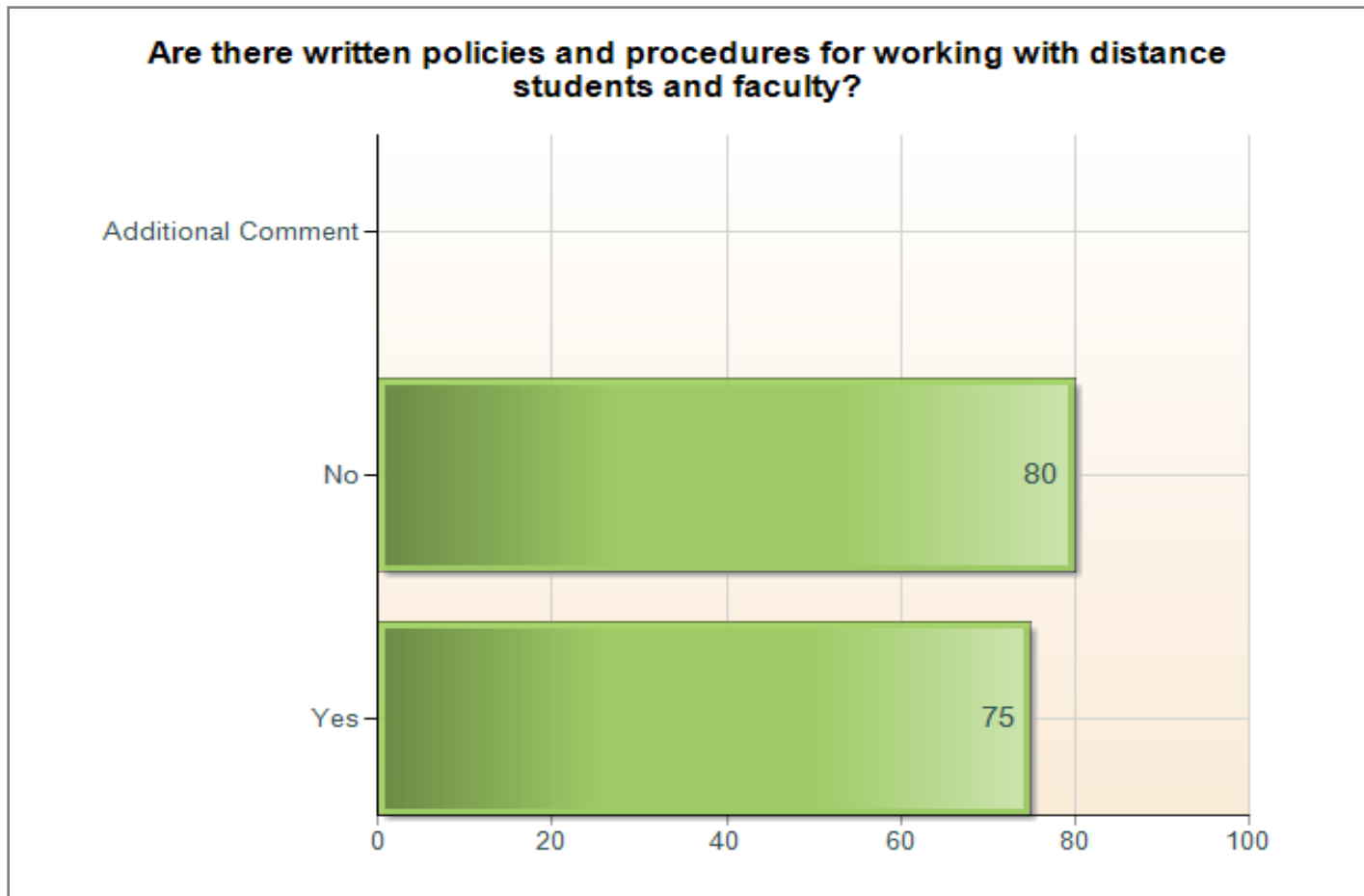
13. Is your institution supportive of new technologies?



13. Is your institution supportive of new technologies? ("other" comments)

- 1 As long as there is no cost involved.
- 2 As long as it's not just a fad
- 3 economics play a major role in this
- 4 The library is but IT can be a problem at times.
- 5 Finally. But it isn't understood by everyone.
- 6 Supportive, yes, but funding, maybe not as much.
- 7 The term "new technologies" is too vague.

14. Are there written policies and procedures for working with distance students and faculty?

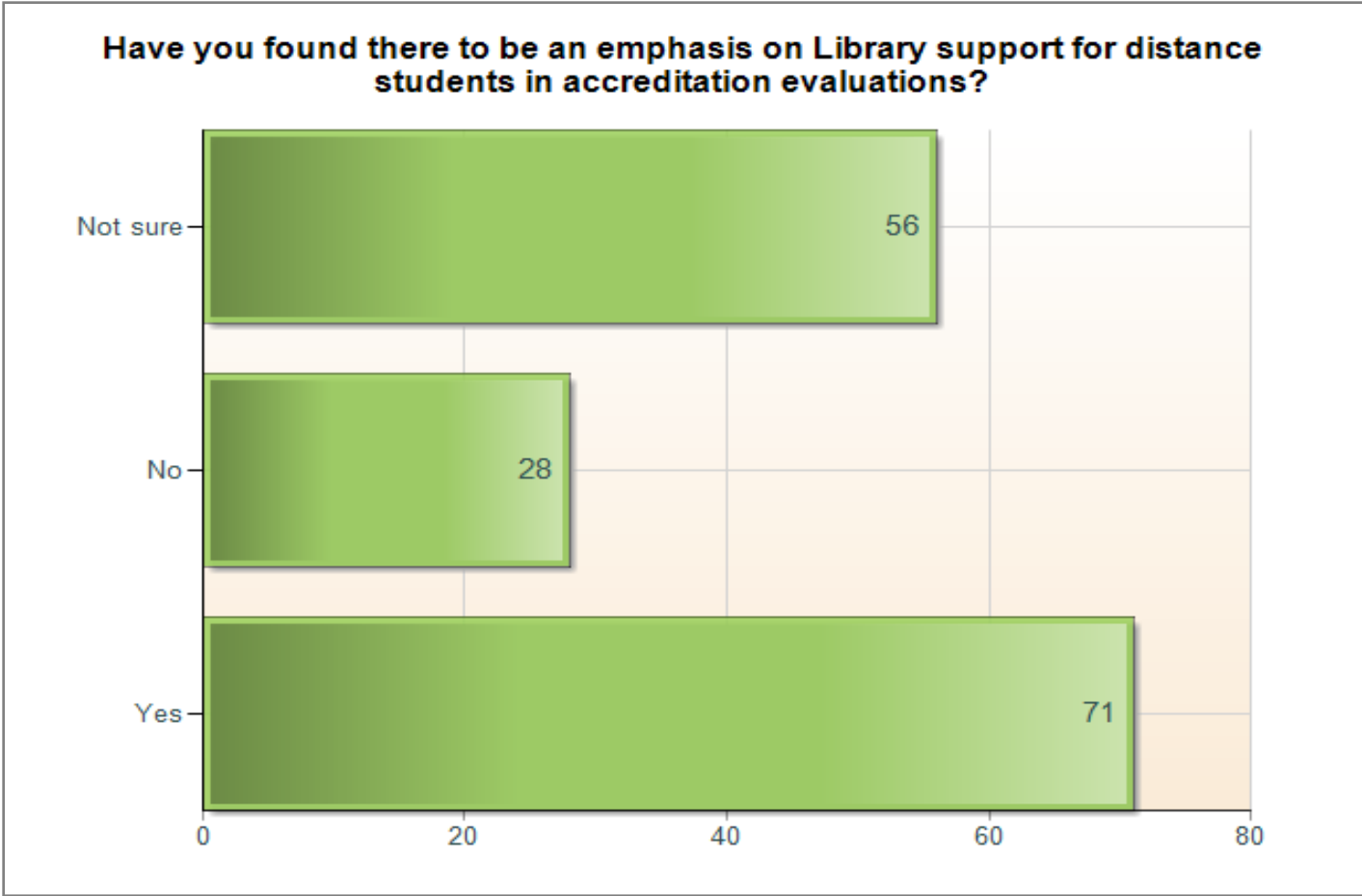


14. Are there written policies and procedures for working with distance students and faculty? ("other" comments)

- 1 but the ACRL standards for services to DL guides our work
- 2 Not in the Library but possibly in other parts of the college. This and the answer to many of these questions depends on the definition of distance students. For example I answered question 5 with I dont' know the number of distance students many because that is open to interpretation. If it means students based at other campuses (who are distant from the library) the number is around 1400, if it means students who are in an online only program the number is 0. If it means students who are taking an online only class it means about 50, if it means students who are taking an online only class who are NOT at the main campus it is probably about 35 or 40. Many of the questions in this survey could be answered in very different ways, or at least with different emphases, depending on which of these groups are considere to be distance students
- 3 If there are, I have not been able to find them
- 4 <http://www.winona.edu/library/services/distance.html>
- 5 liaison librarians work with distance faculty and distance students, just as for residential faculty and students
- 6 But not a lot of detail.
- 7 Not that I am aware of.
- 8 DE is considered one aspect of everything we do, rather than a separate thing we plan for. It's becoming more & more integrated into our thinking when we do planning, budgeting, etc.
- 9 Kind of.

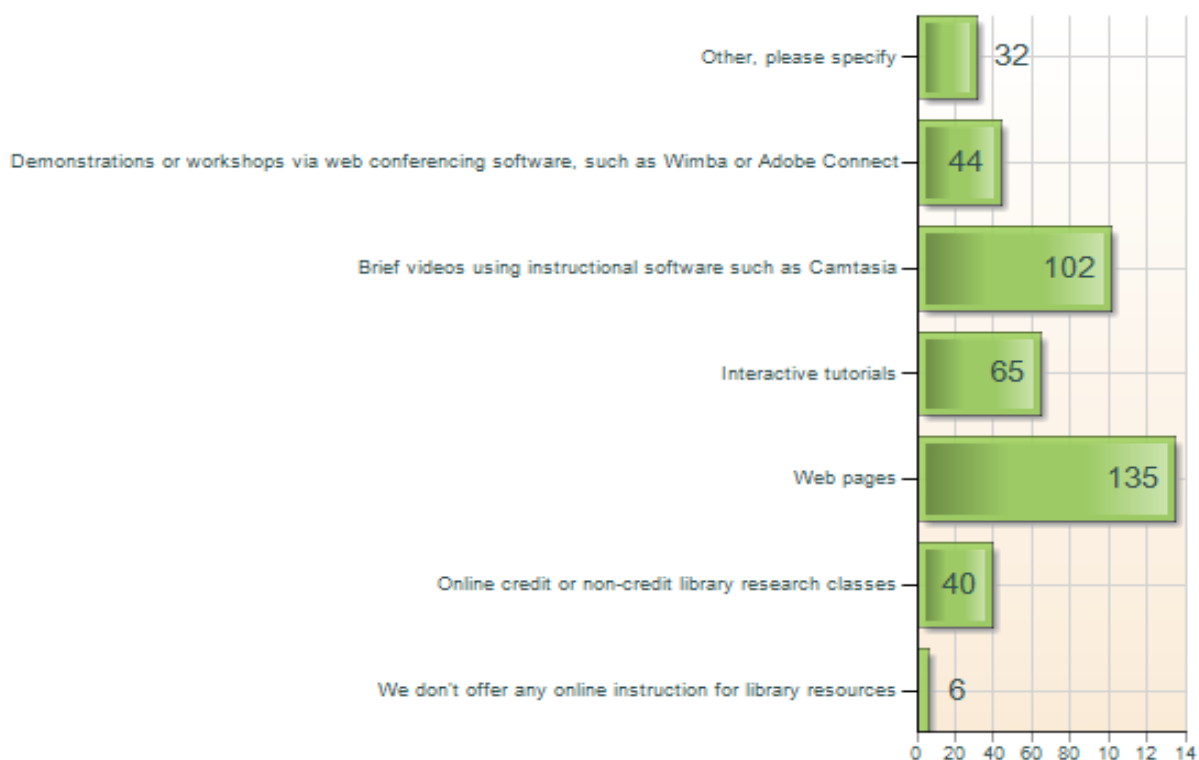
- 10 Same policies working with any of our students.
- 11 I have written a step-by-step process for handling off-campus delivery of books and this policy is stored on a shared drive. I also recently wrote up a short outline for our part-time librarians regarding what we will do for online and off-campus students.
- 12 Yes, but mostly on the service side. Subject selectors have varying commitment to acquiring electronic resources instead of print, depending on the needs of their user communities.
- 13 We have some things in place
- 14 off-campus library services policies and procedures document
- 15 i don't know for sure.
- 16 limited to interlibrary loan/doc delivery and instruction via satellite
- 17 Access policies are written, other policies are not. (But that sounds like an excellent idea!)
- 18 Unwritten guidelines, but not documented. I would consider this to be in the works.
- 19 Not as complete as they should be, but they do exist.
- 20 For document delivery.
- 21 Policies exist, but procedures keep changing with off-campus growth and with changing technology needs.
- 22 nothing formal
- 23 All of our policies
- 24 Some but not all. We could do a better job of that.
- 25 Policies & procedures could be developed further.

15. Have you found there to be an emphasis on Library support for distance students in accreditation evaluations?



16. What does your library offer in the way of online instruction for using library resources?
(check all that apply)

What does your library offer in the way of online instruction for using library resources? (check all that apply)

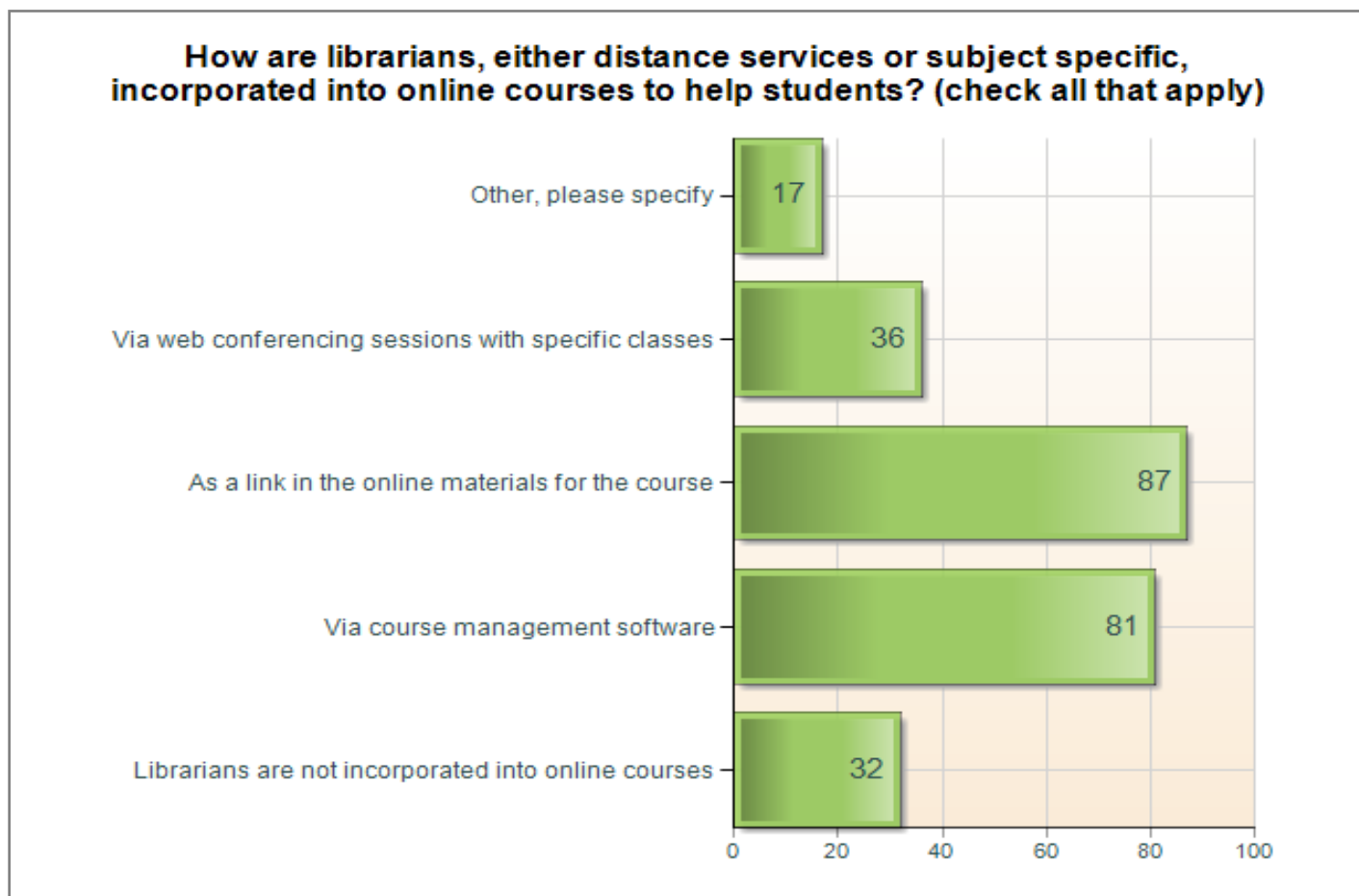


16. What does your library offer in the way of online instruction for using library resources? (additional comments)

- 1 live videoconf. inst. (web conf., other coming)
- 2 We tried Camtasia for awhile.
- 3 We are in the process of developing brief videos
- 4 online inst. is decentralized--liaison libns handle
- 5 modules in the course management software
- 6 interactive chat sessions w/ library instruction
- 7 I have done some instruction sessions with Tegrity
- 8 Online research guides for specific classes
- 9 Live meeting sessions, LMS integrated activities
- 10 Virtual reference
- 11 online tutorials & directives to a robust website
- 12 I embed into Blackboard classes
- 13 LibGuides
- 14 Libguides, personalized email instruction
- 15 we have a distance learner manual
- 16 videoconferencing
- 17 subject and "how to" online guides
- 18 The class for credit is offered to on-campus only

- 19 Just started using web conferencing this semester.
- 20 Embedded into online classes (D2L).
- 21 research discussions in online course spaces
- 22 discussion threads in D2L classrooms
- 23 libguides
- 24 Online Instructions for each online database
- 25 compressed video
- 26 online PowerPoint presentations
- 27 FAQ
- 28 we'll soon have an oline credit library class
- 29 you asked this in 11
- 30 database tutorials on website not created library
- 31 Use Elive to teach course integrated library sessi
- 32 Conference call with Librarian with students from same cohort

17. How are librarians, either distance services or subject specific, incorporated into online courses to help students? (check all that apply)

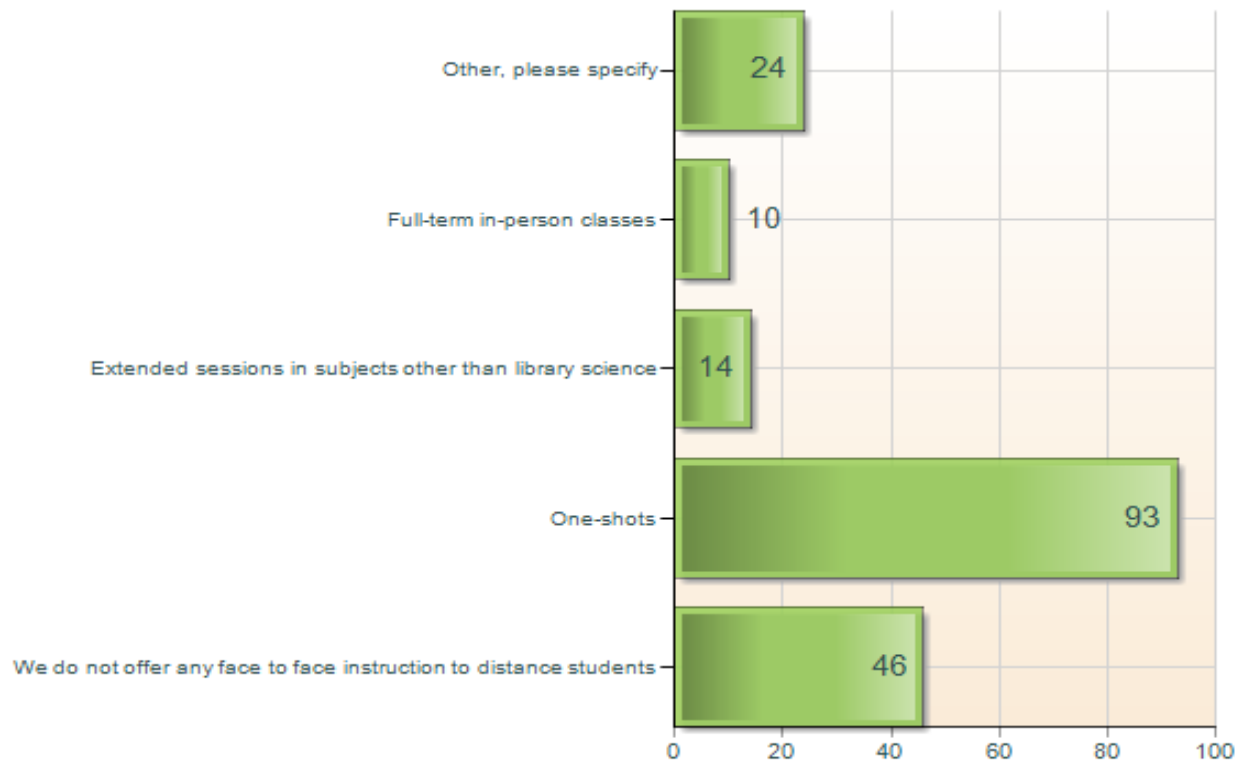


17. How are librarians, either distance services or subject specific, incorporated into online courses to help students? (additional comments)

- 1 Are suggested in online course development
- 2 We are working on this area
- 3 in LibGuides which are not usually course specific
- 4 The librarians set up course pages with Libdata.
- 5 On hand to assist in person
- 6 varies greatly by academic dept & liaison lbn
- 7 Library resources are available in Angel
- 8 being embedded in courses through blackboard
- 9 extremely limited
- 10 Via FTF instructional sessions and workshops when distant students are on campus mid-semester.
- 11 depends on particular course requirements
- 12 I am listed as a TA more for support
- 13 Will be offering web conferencing next semester, but as our online courses are asynchronous, it may not be popular as a course option, just for one-on-one sessions.
- 14 included in the syllabus
- 15 I have asked to be included, offered to co-teach
- 16 have tried to get link in Blackboard but no succes
- 17 Also embedded in 3D instruction

18. How do librarians offer face to face instruction to distance students? (check all that apply)

**How do librarians offer face to face instruction to distance students?
(check all that apply)**

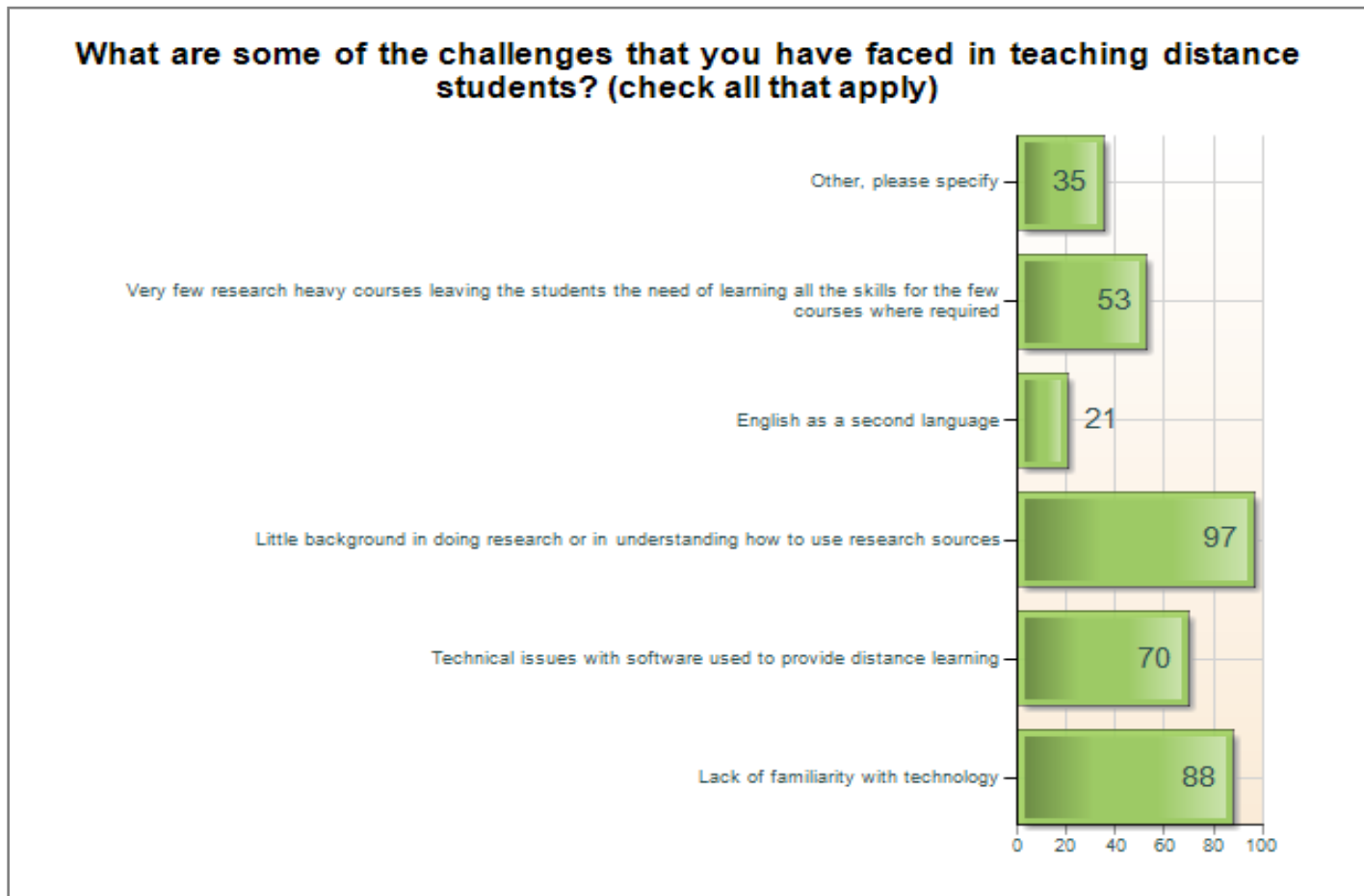


18. How do librarians offer face to face instruction to distance students? ("other" responses)

- 1 not sure. Again, we get what we need
- 2 Give presentations in ITV classes/via polycom
- 3 in person library instruction by request of facult
- 4 Will travel to off-site locations
- 5 videoconf. (web conf. coming)
- 6 not sure - UES would know
- 7 ITV
- 8 one-on-one consultation is primary mode
- 9 We are able to meet with some groups in person.
- 10 Some cohorts bring students to campus for 1-shot
- 11 orientations during residencies
- 12 One-shots may be course-integrated instruction or open workshops.
- 13 experimenting with web conferencing
- 14 on demand videoconferences
- 15 site visits
- 16 two hour introduction to the online course
- 17 one shots when librarian happens to go to location
- 18 in-person mtgs at weekend intensives, orientations

- 19 webinars
- 20 online course orientation at start of each quarter
- 21 I have traveled to off campus locations.
- 22 Elive one shots (or multiple sessions)
- 23 Face-to-face Residencies for PhD Programs
- 24 When distance students visit the on-campus library

19. What are some of the challenges that you have faced in teaching distance students?
(check all that apply)



19. What are some of the challenges that you have faced in teaching distance students?
("other" responses)

- 1 Lack of synchronous interaction.
- 2 Not enough interaction with the students or facult
- 3 above refers to students. Also tech unreliabiliy,.
- 4 have not done this
- 5 Faculty forgetting to let the library know about s
- 6 No server access or IT support for Camtasia videos
- 7 Can't answer this one

- 8 our technology is centralized & tightly controlled
- 9 Convincing faculty and administrators of need
- 10 None of the above.
- 11 getting our information to them about resources
- 12 Getting instructors on board.
- 13 Faculty support - Time zones
- 14 communication
- 15 working on being and embedded librarian
- 16 assisting via email or phone.
- 17 In LIS, a fair number of distant students are employed in libraries and prefer to use their local resources rather than the more extensive (but less familiar) resources of our library.
- 18 the library is not included in the discussion
- 19 none identified
- 20 Getting faculty to include lib'ns in classes
- 21 Lack of understanding in how info is organized
- 22 xx
- 23 getting the subject librarians to do it!
- 24 difficult to reach students who don't come to us
- 25 reaching appropriate faculty
- 26 Technical issues with software like EZProxy
- 27 Lack of interest (or awareness) from faculty
- 28 no experience
- 29 competition with Google Scholar...
- 30 unsure what a large research library offers
- 31 lack of onsite resources
- 32 telephone and chat reference - rarely know if stud
- 33 non-traditional student stress
- 34 Teach mostly graduate level classes
- 35 Uniformity in Internet software or network function

20. What is in place now to assess effectiveness of distance instruction through Libraries?

- 1 Database reports.
- 2 On line courses must meet the same requirements as face to face courses in terms of content, learning outcomes, and quality of presentation.
- 3 individual student evaluations
- 4 No formal assessment for distance education instruction
- 5 Nothing
- 6 Nothing
- 7 Nothing yet in place.
- 8 No formal assessment
- 9 Not a great deal other than discussion among librarians re services and service levels.
- 10 Lib-QUAL survey and DE surveys of students and faculty
- 11 on line survey also librarians are free to create their own assessment
- 12 nothing
- 13 Two brief questions about the library are included in the course evaluation forms distance students receive
- 14 nothing

- 15 UES would have this info
- 16 None.
- 17 Surveys during Assessment day.
- 18 nothing right now
- 19 developing an information literacy survey to give out in december. also assessed through online evaluations
- 20 None
- 21 Nothing at the present time
- 22 Only informal observation.
- 23 Online resources and support from the librarian.
- 24 No assessment in place, but students do answer questions relating to library services in end of semester surveys.
- 25 Nothing.
- 26 Library instruction evaluation surveys after each session; annual survey of student satisfaction in which the library includes questions related to instruction
- 27 a committee is working on assessment of reference; so far no focus on instruction for either f-t-f or distance
- 28 pre-test post-tests
- 29 none
- 30 nothing
- 31 Nothing formal at this time - based upon feedback from instructors and students
- 32 Nothing
- 33 Surveys via Survey Monkey
- 34 nothing
- 35 Because we are not yet embedded into course sites, and have not been able to participate in Office of Distance Learning studies, we do not currently have a way to assess DL students' needs or our effectiveness.
- 36 Have sent out survey to distance faculty using the online one-shot tutorials for feedback.
- 37 Anecdotal feedback. Am hoping to formalize assessment soon.
- 38 Nothing
- 39 statistics
- 40 0
- 41 I'm not aware of any special assessment methods for distance instruction.
- 42 We have some online evaluations for students. They're not specifically for DE students, but they are also asked to use the forms.
- 43 Not anything particular to my institution.
- 44 Nothing like that is in place.
- 45 We partner with the DE coordinator on our campus to include questions in her assessments sent to students & faculty.
- 46 No formal assessment for library instruction in place.
- 47 Survey/feedback form mailed out with items requested.
- 48 Assessment Council assesses all programs.
- 49 nothing, the only assessment is for on-campus instruction.
- 50 nothing
- 51 at thispoint, nothing
- 52 Very little if anything. Needs to be developed.
- 53 Nothing.
- 54 piloting an assessment program for instruction this semester; student assessment; faculty input, and librarian self assessment after teaching
- 55 None at this time.

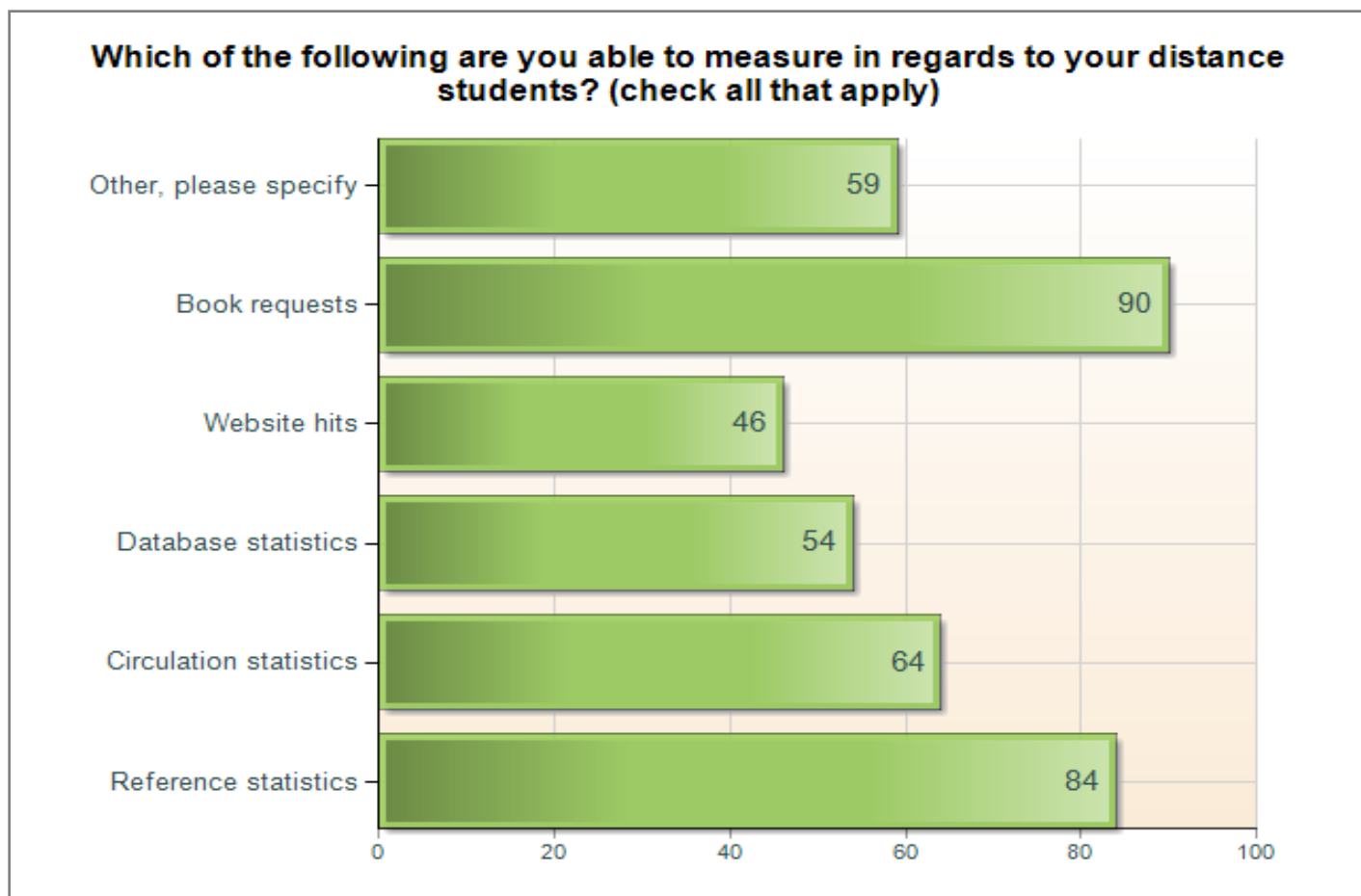
56 Nothing is specifically in place right now.
57 Not sure
58 Nothing
59 Don't know.
60 assessment of instruction via an anonymous, voluntary survey. Anecdotal comments.
61 Library Guides, Online Tutorials and Library Instruction
62 Student surveys
63 as their liaison librarian I remain in close contact with the Dean and program director
64 Online meetings
65 annual survey and short survey at the end of instruction
66 Annual assessment process. Mostly measure the inputs (number of classes and students taught) rather than outcomes.
67 In session quizzes and pre- and post-workshop assessment surveys via SurveyMonkey (for our Elluminate online workshops).
68 We collect statistics, but are trying to do more assessment and work with what we have collected.
69 surveys and reports
70 I have used a One-minute, three question survey (in Survey Monkey) after embedding into classes and after giving a face-to-face one-shot.
71 Regular evaluations of orientation "boot camp" sessions. Informal feedback from students and faculty. Use statistics for LibGuides.
72 survey
73 surveys, though none recently
74 print feedback form sent out with requests.
75 We have a survey we use
76 We treat our DE students like students on campus. Technically speaking all students can be de students because they want articles and books electronically. I'm not sure if this answers your question or not. But DE students want the same services as on campus students so that's how we try to serve them
77 We currently have no assessment procedures/policies.
78 anecdotal evidence only; not measurement instrument is in use at this time
79 manual
80 nothing in particular
81 The distance Education Librarian has developed a survey.
82 We have course evaluations for the LISC260 class.
83 nothing
84 variety of short assessment activities at end of calss, session + biannual satisfaction survey done by university
85 Student surveys and student comments during instruction sessions
86 xx
87 Informal feedback
88 web site stats of downloads and visits; chat stats; pre/post tests via Blackboard
89 Online course evaluations have just been revamped. Library related questions will be offered to the faculty for inclusion. We also collect statistics (email exchanges, chat sessions, phone conversations, etc.) and anecdotes.
90 periodic chekcing of info skills (randomly tested)
91 nothing formal; self-assessment with librarian and faculty invovled.
92 only informal communication with the course instructors
93 not much. A couple of questions about library services in some of the course evaluations
94 Survey
95 online toturials
96 we fall short on assessment--have distributed a couple of surveys in the past.

- 97 nothing
- 98 Nothing that I know of.
- 99 Feedback from profs
- 100 strategic planning goals
- 101 survey/assessment is emailed to students
- 102 Online survey through Blackboard; post-session evaluation forms for f2f instruction sessions
- 103 At this time, nothing is in place.
- 104 The Distance Education unit conducts surveys at the end of each term that includes some questions about library services
- 105 nothing
- 106 statistics and user surveys
- 107 nothing
- 108 There is not an assessment program in place.
- 109 Nothing
- 110 nothing
- 111 Nothing formal, informally the number of questions received from distance students
- 112 user surveys, collection of thank you emails, statistics on doc delivery and ref. questions answered and online links sent
- 113 User feedback
- 114 Interlibrary loan
- 115 nothing that I know of.
- 116 Nothing, I am developing this.
- 117 survey done to complement LibQual, but focusing exclusively on distance students' needs and expectations
- 118 Online survey
- 119 Survey only
- 120 evaluations by students
- 121 Currently there is not assessment in place for this.
- 122 nothing in pnce at this time
- 123 Nothing
- 124 Consultation with Library Advisory Committee members. With a small staff, it's hard to do assessment when trying to just keep up with work duties.
- 125 pretest/posttests, faculty assessment of resoruces for classes papers, citation analysis of dissertation reference lists, satisfaction surveys
- 126 None.
- 127 We are currently conducting a needs assessment with distance faculty about library services and distance instruction.
- 128 student surveys; faculty follow-ups
- 129 Evaluation form is provided to professor to evaluate librarian.
- 130 nothing in place at this time
- 131 feedback forms
- 132 We are currently doing a citation analysis of term papers of students receiving Embedded services.
- 133 Task forces.
- 134 Satisfaction questionnaires
- 135 Nothing.
- 136 Usage statistics for services to distance learners
- 137 nothing that I know of - other than by the faculty - library is rarely included
- 138 Instruction off-campus is tied to student outcomes. The library is tied in programmatically during undergraduate & graduate programs where research, writing, and citing are the basis of student credit. Integrating the library in these key courses allows for the professors and program to assess

effectiveness of the library partnership and allows us to adjust our delivery or content based on the assessment.

- 139 satisfaction survey
- 140 Nothing
- 141 Nothing
- 142 End of course surveys; keep internal statistics; assessment of our services, e.g. turnaround time-- are we meeting our stated targets?
- 143 We are relying on a Lib-Qual survey--taken voluntarily by the student and comments and compliants submitted to the faculty.
- 144 n/a
- 145 not much. we have a survey for students and faculty to fill out. we ask for faculty feedback directly as well.
- 146 Ongoing email survey and evaluations after one shots.
- 147 Nothing
- 148 Still in process
- 149 DL Librarians are incorporating same assessment tools
- 150 Pre and post test analysis for graduate level library research skills course, survey for library instruction one-shot and week long sessions.
- 151 Nothing that I'm aware of.
- 152 Effectiveness is not currently being assessed in the full sense. General evaluations for distance programs may have a few questions regarding the library/info resources.
- 153 polls, Survey Monkey evaluations
- 154 feed back forms handout for each class * word of mouth and feedback from professors
- 155 Both business and education tutorials include worksheets that are completed by students.

21. Which of the following are you able to measure in regards to your distance students?



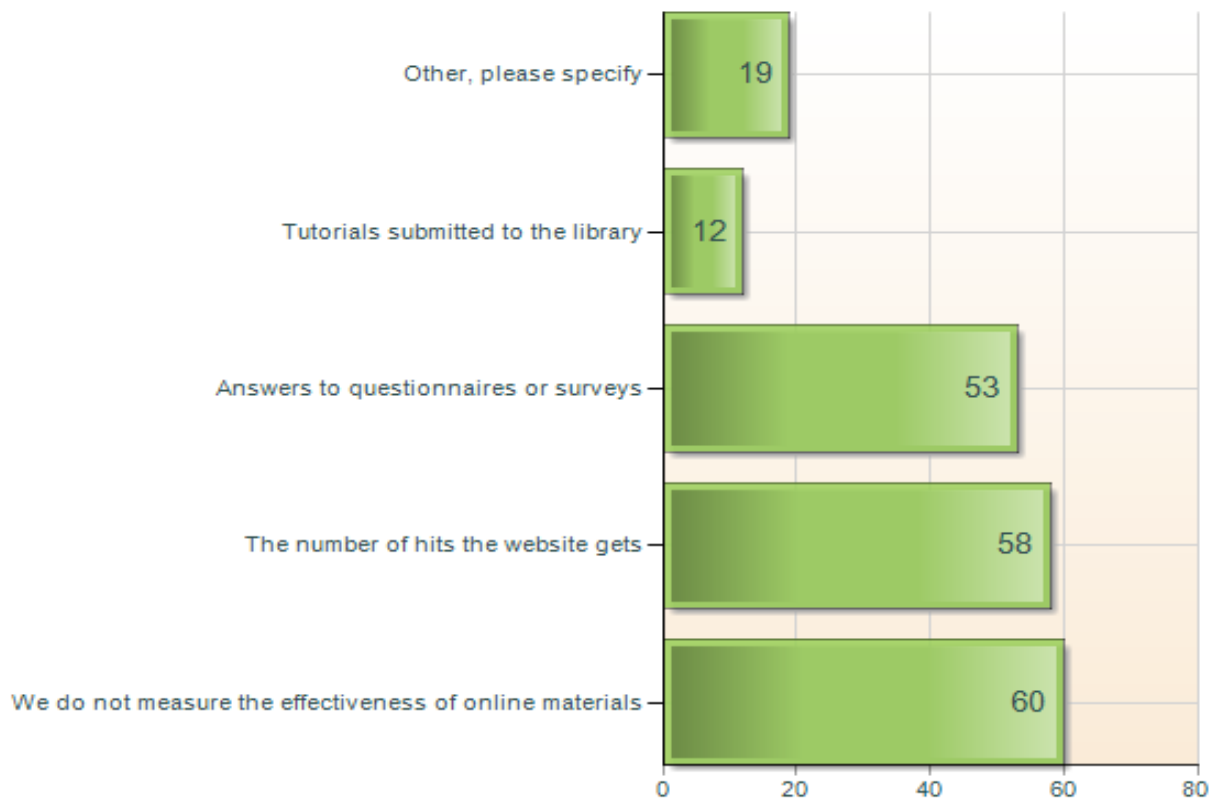
21. Which of the following are you able to measure in regards to your distance students? ("other" responses)

- 1 As an instructor, I want to see evidence of access
- 2 knowledge gained
- 3 none of the above
- 4 Don't keep stats on distance students
- 5 Phone, e-mail and chat stats
- 6 article requests, some ref stats, not all
- 7 nothing
- 8 No way of measuring since our on campus students a
- 9 Statistics for dist ed aren't separate.
- 10 e document delivery; datagathering is laborintensiv
- 11 none
- 12 Nothing
- 13 Not sure
- 14 do not differentiate
- 15 N/A. We do not differentiate the types of student
- 16 0
- 17 As far as I know, we have nothing in place.
- 18 We don't measure just for distance students.

- 19 can't distinguish distance students from other stu
- 20 Online tutorial use tracked in Google Analytics
- 21 LibGuides statistics
- 22 our stats are for overall usage
- 23 None
- 24 NUmber of face-to-face and online clas visits.
- 25 instruction sessions delivered off campus and rese
- 26 embedding into an online class = instruction BI
- 27 We measure all of these things but can't easily differentiate distant vs on-campus students.
- 28 ILL statistics
- 29 Articles via ILL and Doc Del. to DE
- 30 we haven't engaged in any assessment
- 31 none that i know of
- 32 I am unable of a breakdown of campus vs noncampus
- 33 Requests for delivery of articles, books, etc.
- 34 Document Delivery statistics
- 35 none
- 36 Photocopying of library materials for out of state distance students.
- 37 none
- 38 not able to isolate distance student data
- 39 Ref stats are only if they self-disclose
- 40 Don't have access to these statistics.
- 41 nothing
- 42 Stats are not broken down regarding DL students
- 43 Interlibrary Loan / Document Delivery
- 44 None
- 45 nothing
- 46 nothing at the moment
- 47 this question was unclear.
- 48 Doc delivery requests
- 49 tutorial pages via Google analytics, focus groups
- 50 Interlibrary loan stats
- 51 individual consultations with distance librarian
- 52 ill requests
- 53 Online registration
- 54 LibGuides provides comment/survey
- 55 None
- 56 way reference is contacted--e-mail, chat, phone
- 57 tutorial statistics and feedback (have surveys)
- 58 Article requests
- 59 Tutorials completion.

22. The effectiveness of online materials is measured by:

The effectiveness of online materials is measured by:



22. The effectiveness of online materials is measured by ("other" responses):

- 1 How the students use them in class.
- 2 Feedback comments from students
- 3 not sure
- 4 Still working on putting this into place.
- 5 lacking
- 6 Instructor & student feedback
- 7 database usage statistics
- 8 Annual online survey
- 9 I do not know.
- 10 we don't measure effectiveness
- 11 Evaluation at end of tutorial
- 12 Student comments during instruction sessions
- 13 we have new usability/assessment librarian
- 14 none
- 15 quality of assignment submissions per instructor
- 16 n/a
- 17 students' papers are annotated bibliographies
- 18 Comments & Surveys
- 19 unsolicited feedback from students/faculty

23. What assessment practices have been most helpful in directing your work with distance students?

- 1 Unsure at this time due to the newness of the programs.
- 2 Extent to which students use resources and demonstrate this use in the required papers and discussions.
- 3 individual evaluations
- 4 Again, no formal assessment has taken place
- 5 At this point, becoming embedded in selected classes so we become familiar with best practices for facilitating learning in the online environment, and so we become aware of the challenges and information needs online students face.
- 6 Feedback comments from students
- 7 Have not put anything in place yet.
- 8 soliciting verbal feedback from library instruction sessions.
- 9 None
- 10 This is the first year for this position--we just beginning to gather stats.
- 11 reviewing FAQ's
- 12 Beyond informal evaluation we have little ability to assess work with distance students.
- 13 We don't really do much assessment. Most services to distance students get lumped in with other reference services.
- 14 there are no assessment practices in place for distance education students
- 15 have not used them
- 16 None yet.
- 17 This survey cuts off questions too soon and gives misleading directions (#8 says to skip to #12 but if you do, the survey comes back and says those questions need to be answered).
- 18 right now we aren't doing very much assessment - if any. see question number 10. I just accepted this new role (regional campus and distance education coordinator) last spring and I hope to make significant changes soon!
- 19 currently have library satisfaction survey on our website and have sent multiple emails to all students to encourage their completion
- 20 Open ended questions on one-shot session assessments.
- 21 None as yet
- 22 Still working on developing assessment tools.
- 23 Online assessments and printed paper assessments.
- 24 n/a
- 25 N/A
- 26 evaluation of instruction surveys; annual survey of student satisfaction; usability studies
- 27 ACRL Standards (and Guidelines from 1990 forward)
- 28 Input from course instructors
- 29 Assessment is lacking
- 30 none
- 31 Surveys, communication with instructors
- 32 Feedback from professors and students.
- 33 Currently surveys are the primary form as well as written feedback submitted by students and faculty.
- 34 none used, so none useful
- 35 See above. Tutorials are assigned by some professors, but we do not distinguish between DL and face-to-face students.
- 36 embedded librarian sessions, instructor feedback

37 Informal feedback.
38 None
39 review feedback and results from Library quiz
40 0
41 We review worksheets and their answers.
42 Nothing in particular
43 N/A.
44 We are small and have no assessment practices in place.
45 We have some instructors who have assignments related to library video tutorials & other library resources, and they send us copies of students' submissions. That has been a very good way to see how/if students are learning the material.
46 Annual student survey results
47 I'm still looking!
48 We have not done this yet.
49 No assessment is done for distance students.
50 can't think of anything at the moment but I know it's out there
51 nothing yet but we are moving to libguides which will allow us to do surveys
52 No meaningful assessment in place.
53 Not sure - we are still working on the assessment piece.
54 LibQual survey given to population of only DE students
55 We don't have any formal assessment practices.
56 Nothing specific.
57 not sure
58 None as we just started looking at distance users this year.
59 Don't know.
60 all of the above
61 Library Guides, In person Instruction, Library Tutorials.
62 Student surveys
63 working closely with the program director.
64 LibGuides
65 assessment through short survey
66 Feedback to instruction and information on previous library use attempts during and after instruction.
67 No sure. Our pre- and post-assessments, while constantly being tweaked and new, are helpful, as are some wider online surveys we administer.
68 Again, we are just beginning to work with this.
69 surveys; we are implementing information literacy assessment surveys within the next few months, linked to our library's strategic plan/goals/outcome assessment measures in conjunction with our program assessment for WASC.
70 The One-minute survey for both online and face-to-face off-campus classes. Also when embedding in an online class I give them an assignment of finding two sources on the topic they are researching and posting those source citations back to me on the discussion board for that week. I then get some idea of whether they are understanding how to use our online resources and if they understand they type of resource that is needed. I can dialog with them over this.
71 Surveys. Informal feedback from students and faculty.
72 survey
73 surveys
74 I'm still looking . . . haven't found it yet.
75 direct feedback from students and faculty
76 I do not know
77 NA

78 direct feedback from online and offsite faculty
79 its hard to know since we don't know where we are in the distance student life
80 NA
81 survey
82 Course evaluations. Student requests within classes.
83 nothing
84 NA
85 Statistics
86 xx
87 None used
88 direct communication with them to get advice and find the gaps
89 Personal communications.
90 web trend stats
91 self-assessment
92 No formal assessment in place currently.
93 feedback from faculty
94 None
95 not sure
96 surveys
97 none done
98 None.
99 -none-
100 feedback from students
101 surveys
102 surveys and evaluation forms
103 We do not have specific assessment practices regarding library usage and DL students
104 Personal comments and the above mentioned surveys have informed some of our decisions.
105 none
106 surveys
107 A survey of students was done, asking them how their preference of library communication and instruction.
108 It has been difficult to perform assessment - there is little distant faculty cooperation
109 We do very little assessment
110 nothing
111 Student feedback indicating that faculty have referred them to me along with comments indicating that my assistance is very helpful
112 surveys, website hits
113 surveys
114 ..
115 n/a
116 We are just beginning to use assessment tools with distance students.
117 Qualitative feedback
118 Not sure
119 Surveys, word of mouth
120 evaluations
121 We are not assessing at present.
122 surveys and statistics
123 We are not doing much assessment of this yet. And for many online resources we cannot distinguish between "distance students" and students who are face-to-face but use online resources.

- 124 Small short focus groups with small amounts of people, sometimes on an impromptu basis.
125 citation analysis, focus groups, satisfaction surveys
126 We did extensive surveys of our off-sites students/patrons
127 Direct feedback from faculty is most reliable. Students at a distance do not always complete asynchronous online evaluations of instruction or reference.
128 surveys; conversations with students
129 Talking with students after class sessions.
130 number of turn-aways in databases, email count
131 feedback from programs
132 We are currently doing a citation analysis of term papers of students receiving Embedded services.
133 Working with those more familiar with distance education.
134 None
135 NA
136 Usage statistics and teaching faculty input
137 # of online sources used
138 I do a pre-assessment of all my MED students prior to on location workshops. Doing this I've been able to determine the nature of a class before coming to lead a two-hour research workshop. I also plan to do a follow up assessment for the MED graduates to see if the information/academic concepts taught in the workshop actually stay with the student, have grown, or have been forgotten. I can't do this with every class, but wish that I could because it provides me with the insight to be able to direct research sessions in a more effective, timely manner. I am also beginning to use LibGuides for data collecting. New program launches are directed to the LibGuides pages for their program where we have set up resources to augment the required and posted information found on their class management site and syllabus. All tutorials and information provided students have comment areas to collect insight. We also post survey's as a rule to help in the development and editing of created content.
139 statistical data
140 none
141 None. Thank you for this survey. It is great food for thought. I realize I need to do more for our DE students.
142 End of course surveys; internal statistics
143 Comments from the students.
144 n/a
145 receiving their feedback which is helpful since most of my students are graduate level (not sure that would be true if they weren't). would like to do research with a discipline faculty member and evaluate students assignments to get more concrete data. am getting closer to buy in from faculty but not there yet.
146 ongoing email survey and informal follow up conversations with distance students (usually by email).
147 I haven't tried any.
148 Still in process
149 Direct feedback from the students. Not always easy to get and not statistically valid, but surveys and invitations for feedback generally yield information on specific areas that we may need to improve.
150 surveys
151 We don't currently do official assessment. But, my personal assessment as I interact with students helps direct my efforts.
152 in class assignments
153 we've only used survey monkey and anecdotal evidence
154 no comment
155 Evaluation of worksheets from tutorials.

