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. Coor.
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
Online Learning Librarian
Interim Head of Reference and Instruction
Librarian
Distance Education Librarian/Electronic Resources
Distance Services Librarian
Director
Head of Collection Development
Reference Librarian / P&O Liaison
Head of Access Services, Distance Services Librarian
distance learning librarian
Director of Distance Learning Library Services
ILL Librarian
Education Librarian
Reference Librarian
Distance Education Coordinator
Head of Access Services
Instruction Librarian to distant students
Access Services Librarian
Reference & Instruction Librarian
Subject Specialist Librarian
Reference Librarian
Librarian for Interlibrary & Document Delivery
Library Associate - ILL
Head of Access Services & Distance Coordinator
Extended Sites/Distance Education Librarian
Infoline Librarian
Instructional Services Coordinator
Off-Campus Librarian
Director of Library and Information Services
Director of Library Services
off-campus librarian
Public Services Librarian
Director of Library Services
Director of Distance and Instructional Library Services
Coordinator of Reference Services/Coordinator of Off-Sites Services
Distance Learning Librarian
Director of Library Services
Information Services Librarian for Graduate Study
Reference Librarian
interlibrary loan coordinator
Access Services and Distance Learning Librarian
Interlibrary Loan Librarian
Director
Coordinator of Canton Library Services
Professor/Virtual Services Librarian
Reference/Computer Science/Distance Librarian
Instruction & Off-Campus Services Librarian
Library Director
Librarian
Satellite Campus Librarian
Director of Off Campus Library Services
Distance Education/Virtual Campus Librarian
Director
Instruction & Reference Librarian
Coordinator of Library Services for Distance Educa
Distance Learning Librarian
Manager, Library Reference and Instruction
Coordinator of Distance Learning Library Services
Course Manager
Online Librarian
Chair, Access Services
Reference Librarian and Distance Ed Coordinator
Acting Off-Campus Librarian
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
<table>
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<th>University Name</th>
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<tr>
<td>29</td>
<td>Brigham Young University</td>
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<td>30</td>
<td>Georgian College</td>
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<td>Quinnipiac University</td>
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<td>University of Dallas</td>
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<td>Limestone College</td>
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<td>Lewis-Clark State College</td>
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<td>35</td>
<td>Empire State College, SUNY</td>
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<td>36</td>
<td>University of La Verne</td>
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<td>37</td>
<td>Arizona Western College</td>
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<td>U of Illinois, Urbana-Champaign</td>
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<td>39</td>
<td>University of Regina</td>
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<td>40</td>
<td>University of NC at Chapel Hill-Health Sciences L</td>
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<td>41</td>
<td>Southern New Hampshire University</td>
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<td>42</td>
<td>Lynn University</td>
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<td>Eastern Michigan University</td>
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<td>Mercy College - Yorktown Campus</td>
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<td>45</td>
<td>Old Dominion University</td>
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<td>46</td>
<td>Tufts University Hirsh Health Sciences Librar</td>
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<td>Belmont Technical College</td>
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<td>UNCG</td>
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<td>49</td>
<td>Southern Connecticut State University</td>
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<td>Bucks County Community College</td>
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<td>Univ. of Wisconsin-Eau Claire</td>
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<td>52</td>
<td>Heritage Christian University</td>
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<td>53</td>
<td>Regis University</td>
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<td>Buena Vista University</td>
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<td>Tarleton State University</td>
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<td>56</td>
<td>Florida International University</td>
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<td>Dallas Baptist University</td>
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<td>Hudson Valley Community College</td>
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<td>Kansas State University</td>
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<td>Sacred Heart University</td>
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<td>University of Montana</td>
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<td>62</td>
<td>University of Nebraska Medical Center</td>
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<td>UW-Stevens Point</td>
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<td>University of Wisconsin-Whitewater</td>
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<td>65</td>
<td>NCSU Libraries</td>
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<td>66</td>
<td>Texas A&amp;M university - Corpus Christi</td>
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<td>67</td>
<td>UW-Madison</td>
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<td>68</td>
<td>Lincoln Memorial University</td>
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<td>University of Victoria</td>
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<td>Douglas College</td>
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<td>Central Michigan University</td>
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<td>Saybrook University</td>
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<td>Nova Southeastern University</td>
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<td>74</td>
<td>Long Island University - Brooklyn Campus</td>
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<td>75</td>
<td>University of Wyoming</td>
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<tr>
<td>76</td>
<td>Rogers State University</td>
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3. Type of institution? (check all that apply):

- University (research) [60]
- University (non-research) [61]
- Community College [22]
- Other, please specify [10]

3. Type of Institution ("Other" responses):
4. Number of students enrolled at your institution (check all that apply):

- 10,000+ students: 62 institutions
- 5,000-10,000 students: 40 institutions
- 1,000-5,000 students: 44 institutions
- 500-1,000 students: 9 institutions

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)

![Bar chart]

9. 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 student
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.
We are not provided with access to many distance courses or student lists.

No response or limited response

Faculty must invite us to teach

The faculty don't usually promote our services either--very hard to reach them

No one to do the reaching out

Very difficult to locate "policies" circulation, document delivery, etc.

Faculty forgetting to let the Library know that they have distance students.

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

Lack of communication/coordination with multiple distance programs coordinated by different departments

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.

Faculty support

Faculty who do not give research assignments.

Faculty and administrators have a mindset that students now are computer and information literate and that e-packs furnish the resources needed.

The faculty

Their schedule; they do not have any spare time available in accelerated courses

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.

Computer and Internet literacy

Curriculum avoids any research outside of packaged instruction

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.)

Time. Time to devote to creating tutorials, trying out other options such as chat reference.

Getting the word out to faculty

Shortage of staff

Our students are really widespread and are quite varied in their technological knowledge.

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.

Consistency in instruction. We have some part time instructors that teach at satellite locations, but they never teach/work at our main campus.

No systematic way to identify who they are. We rely on working with DE instructors to feed info to students.

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.

Finding who they are.

Finding an effective communication strategy as much of the material sent to them is not read.

Weak communication channels with distance faculty (many adjuncts working at many campuses, no sense of community)
not sure yet - just started the position
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.
Getting faculty to understand that students do not know about library services and therefore do not use them.
All information is sent to DE students electronically and many do not read e-mail. Also lack of awareness by faculty
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.
Obtaining clearance for the use of databases and other resources for students who are not affiliated with the university
Distance and time
Faculty support; time.
not knowing who they are and being limited on such things as e-mail blasts.
Getting instructors to advocate for the library to DE students
More access to the LMS
Problems with software (GoToMeeting) and needed equipment at different locations.
The fact that most instructors at Outreach Center are short-term adjunct faculty with very little continuity
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.
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.
funding and personnel
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.
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.
trying to market the service to students who do not have face to face contact
inability to get comprehensive lists and contact info for distance students
We have many rural students without high speed internet access. Those are the most difficult to contact.
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.
lack of time to focus on outreach; too many in-house duties and areas of responsibilities in my current position
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.
no staff
Reaching those students not affiliated with sites--just on their own using web, videostreaming from home to access courses
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.
time zone differences and need to mail loans
Promoting services effectively
no centralize distance ed office on campus makes it hard to determine or find out about new DE classes and students.
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
establishing an ongoing relationship with distance students

Time - finding best ways to reach them. Making contacts with Faculty and having them see how it can be done, etc.

Outreach to elearning course instructors

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.

No efficient way to gather a list of distance students and faculty.

finding them. But also finding and reaching out to affiliate faculty, who may not require students to use library resources.

Too many students for the number of librarians.

time/resources

finding them

People don't pay attention until they have a need - so emails, postings, announcements, etc. have little impact.

Making them aware of services

not being able to identify them due to a crappy registration system

Educating faculty members in the distance education program of the need their students have for library instruction and research guidance.

There is no distance Ed coordinator on campus - so it is nearly impossible to reach out to faculty who teach DE courses.

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.

Instruction methods for distance students differ from those used with traditional students.

Getting the word out to all our students around the world that the library is here to support them and their coursework.

Lack of accurate enrollment data

Getting them to understand why I'm around and why they should talk to me.

Support from IT department when creating online learning tools.

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.

monitoring if students are participating

Developing instruction modules for our CMS. We are just now beginning to use it to reach our distance students.

You ought to define what you mean by "distance student"

People at various locations, time zones, and not everyone on the same schedule.

Decentralization of the graduate programs means that we have to work out solutions program by program.

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.

Making sure that every student understands the full range of library services available to them at a distance.

Getting into the curricula

Convincing faculty to have me come to their class and talk about library resources and services.

getting the wrd out

informing them of the policies. reference appointments.

Geography, budget, and imagination.

Making sure procedures are clear and what to do if something does not go as planned.

Integrating distance learning services into traditional library services

Campus administration
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.

Getting them to respond back.

Information format

not knowing the best way to do so; lack of an easily attainable distro list of DE students

The communication to all students at their point of need.

Establishing contact with the faculty teaching online courses.

apathy among students and college administrators

there is no central office at this institution that works with and compiles information for distance students they leave it up to the departments.

Targeting marketing materials to several of the colleges.

Getting faculty members to use the library and it's resources

We're an online-only institution so all of our students are distance students.

Access to students via teaching faculty and departmental program administrators

Figuring out connectivity issues (problems connecting to proxy server and problems with slowness of databases once connected)

Not enough time to fully develop outreach to this population.

Communication -- how to get to all of them!

Technology

awareness that there are services for them

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

1. Online newsletter
2. In person instruction
3. Sych. (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 specific resources into BB
15. Everything we can get our digital hands on.
16. Toll-free phone
17. Phone reference w/ 800 number
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.
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.

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

All students are at a distance.

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.

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

Especially with purchasing full-text resources.

I advocate for DE needs in library planning.

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

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

not now but will become more major

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

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

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

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.

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)

database and ebook purchases are done with distance students in mind

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.

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

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

It is a consideration but not a major one

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

It is a minor consideration

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

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

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

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.

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

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.

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)

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

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 don't 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)
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 lbnls 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
Just started using web conferencing this semester.
Embedded into online classes (D2L).
Research discussions in online course spaces
discussion threads in D2L classrooms
libguides
Online Instructions for each online database
compressed video
online PowerPoint presentations
FAQ
we'll soon have an online credit library class
you asked this in 11
database tutorials on website not created library
Use Elive to teach course integrated library sessi
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)

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

- Via web conferencing sessions with specific classes
- As a link in the online materials for the course
- Via course management software
- Librarians are not incorporated into online courses
- Other, please specify

17. How are librarians, either distance services or subject specific, incorporated into online courses to help students? (additional comments)
Are suggested in online course development
We are working on this area in LibGuides which are not usually course specific
The librarians set up course pages with Libdata.
On hand to assist in person
varies greatly by academic dept & liaison lbn
Library resources are available in Angel
being embedded in courses through blackboard
extremely limited
Via FTF instructional sessions and workshops when distant students are on campus mid-semester.
depends on particular course requirements
I am listed as a TA more for support
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.
I have asked to be included, offered to co-teach
have tried to get link in Blackboard but no success
Also embedded in 3D instruction

18. 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 orientations during residencies
11. One-shots may be course-integrated instruction or open workshops.
12. experimenting with web conferencing
13. on demand videoconferences
14. site visits
15. two hour introduction to the online course
16. one shots when librarian happens to go to location
17. in-person mtgs at weekend intensives, orientations
19. What are some of the challenges that you have faced in teaching distance students? (check all that apply)

1. Lack of synchronous interaction.
2. Not enough interaction with the students or faculty above refers to students. Also tech unreliability.
3. Have not done this
4. Faculty forgetting to let the library know about s
5. No server access or IT support for Camtasia videos
6. Can't answer this one
our technology is centralized & tightly controlled

Convincing faculty and administrators of need

None of the above.

going our information to them about resources

Getting instructors on board.

Faculty support - Time zones

communication

working on being and embedded librarian

assisting via email or phone.

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.

the library is not included in the discussion

none identified

Getting faculty to include lib'ns in classes

Lack of understanding in how info is organized

xx

getting the subject librarians to do it!

difficult to reach students who don't come to us

reaching appropriate faculty

Technical issues with software like EZProxy

Lack of interest (or awarenws) from faculty

no experience

competition with Google Scholar...

unsure what a large research library offers

lack of onsite resources

telephone and chat reference - rarely know if stud

non-traditional student stress

Teach mostly graduate level classes

Uniformity in Internet software or network function

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

Database reports.

On line courses must meet the same requirements as face to face courses in terms of content, learning outcomes, and quality of presentation.

individual student evaluations

No formal assessment for distance education instruction

Nothing

Nothing

Nothing yet in place.

No formal assessment

Not a great deal other than discussion among librarians re services and service levels.

Lib-QUAL survey and DE surveys of students and faculty

on line survey also librarians are free to create their own assessment

nothing

Two brief questions about the library are included in the course evaluation forms distance students receive

nothing
UES would have this info
None.
Surveys during Assessment day.
nothing right now
developing an information literacy survey to give out in december. also assessed through online evaluations
None
Nothing at the present time
Only informal observation.
Online resources and support from the librarian.
No assessment in place, but students do answer questions relating to library services in end of semester surveys.
Nothing.
Library instruction evaluation surveys after each session; annual survey of student satisfaction in which the library includes questions related to instruction
a committee is working on assessment of reference; so far no focus on instruction for either f-t-f or distance
pre-test post-tests
none
nothing
Nothing formal at this time - based upon feedback from instructors and students
Nothing
Surveys via Survey Monkey
nothing
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.
Have sent out survey to distance faculty using the online one-shot tutorials for feedback.
Anecdotal feedback. Am hoping to formalize assessment soon.
Nothing
statistics
0
I'm not aware of any special assessment methods for distance instruction.
We have some online evaluations for students. They're not specifically for DE students, but they are also asked to use the forms.
Not anything particular to my institution.
Nothing like that is in place.
We partner with the DE coordinator on our campus to include questions in her assessments sent to students & faculty.
No formal assessment for library instruction in place.
Survey/feedback form mailed out with items requested.
Assessment Council assesses all programs.
nothing, the only assessment is for on-campus instruction.
nothing
at thispoint, nothing
Very little if anything. Needs to be developed.
Nothing.
piloting an assessment program for instruction this semester; student assessment; faculty input, and librarian self assessment after teaching
None at this time.
Nothing is specifically in place right now.
Not sure
Nothing
Don't know.

assessment of instruction via an anonymous, voluntary survey. Anecdotal comments.

Library Guides, Online Tutorials and Library Instruction
Student surveys
as their liaison librarian I remain in close contact with the Dean and program director
Online meetings
annual survey and short survey at the end of instruction
Annual assessment process. Mostly measure the inputs (number of classes and students taught) rather than outcomes.

In session quizzes and pre- and post-workshop assessment surveys via SurveyMonkey (for our Elluminate online workshops).
We collect statistics, but are trying to do more assessment and work with what we have collected.
surveys and reports
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.

Regular evaluations of orientation "boot camp" sessions. Informal feedback from students and faculty. Use statistics for LibGuides.
survey

surveys, though none recently
print feedback form sent out with requests.

We have a survey we use
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

We currently have no assessment procedures/policies.
anecdotal evidence only; not measurement instrument is in use at this time
manual
nothing in particular

The distance Education Librarian has developed a survey.
We have course evaluations for the LISC260 class.
nothing
variety of short assessment activities at end of class, session + biannual satisfaction survey done by university
Student surveys and student comments during instruction sessions
xx

Informal feedback
web site stats of downloads and visits; chat stats; pre/post tests via Blackboard
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.
periodic checking of info skills (randomly tested)
nothing formal; self-assessment with librarian and faculty involved.
only informal communication with the course instructors
not much. A couple of questions about library services in some of the course evaluations
Survey
online tutorials
we fall short on assessment--have distributed a couple of surveys in the past.
Nothing that I know of.

Feedback from profs

strategic planning goals

survey/assessment is emailed to students

Online survey through Blackboard; post-session evaluation forms for f2f instruction sessions

At this time, nothing is in place.

The Distance Education unit conducts surveys at the end of each term that includes some questions about library services

nothing

statistics and user surveys

nothing

There is not an assessment program in place.

Nothing

nothing

Nothing formal, informally the number of questions received from distance students

user surveys, collection of thank you emails, statistics on doc delivery and ref. questions answered and online links sent

User feedback

Interlibrary loan

nothing that I know of.

Nothing, I am developing this.

survey done to complement LibQual, but focusing exclusively on distance students' needs and expectations

Online survey

Survey only

evaluations by students

Currently there is not assessment in place for this.

nothing in place at this time

Nothing

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.

pretest/posttests, faculty assessment of resources for classes papers, citation analysis of dissertation reference lists, satisfaction surveys

None.

We are currently conducting a needs assessment with distance faculty about library services and distance instruction.

student surveys; faculty follow-ups

Evaluation form is provided to professor to evaluate librarian.

nothing in place at this time

feedback forms

We are currently doing a citation analysis of term papers of students receiving Embedded services.

Task forces.

Satisfaction questionnaires

Nothing.

Usage statistics for services to distance learners

nothing that I know of - other than by the faculty - library is rarely included

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  feedback 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
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.
can't distinguish distance students from other stu
Online tutorial use tracked in Google Analytics
LibGuides statistics
our stats are for overall usage
None
Number of face-to-face and online class visits.
instruction sessions delivered off campus and rese
embedding into an online class = instruction BI
We measure all of these things but can't easily differentiate distant vs on-campus students.
ILL statistics
Articles via ILL and Doc Del. to DE
we haven't engaged in any assessment
none that i know of
I am unable of a breakdown of campus vs noncampus
Requests for delivery of articles, books, etc.
Document Delivery statistics
none
Photocopying of library materials for out of state distance students.
none
not able to isolate distance student data
Ref stats are only if they self-disclose
Don't have access to these statistics.
nothing
Stats are not broken down regarding DL students
Interlibrary Loan / Document Delivery
None
nothing
nothing at the moment
this question was unclear.
Doc delivery requests
tutorial pages via Google analytics, focus groups
Interlibrary loan stats
individual consultations with distance librarian
ill requests
Online registration
LibGuides provides comment/survey
None
way reference is contacted--e-mail, chat, phone
tutorial statistics and feedback (have surveys)
Article requests
Tutorials completion.

22. The effectiveness of online materials is measured by:
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
Informal feedback.

We review worksheets and their answers.

We are small and have no assessment practices in place.

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.

Annual student survey results

We have not done this yet.

No assessment is done for distance students.

can't think of anything at the moment but I know it's out there

nothing yet but we are removing to libguides which will allow us to do surveys

No meaningful assessment in place.

Not sure - we are still working on the assessment piece.

LibQual survey given to population of only DE students

We don't have any formal assessment practices.

Nothing specific.

not sure

None as we just started looking at distance users this year.

Don't know.

all of the above

Library Guides, In person Instruction, Library Tutorials.

Student surveys

working closely with the program director.

LibGuides

assessment through short survey

Feedback to instruction and information on previous library use attempts during and after instruction.

No sure. Our pre- and post-assessments, while constantly being tweaked and new, are helpful, as are some wider online surveys we administer.

Again, we are just beginning to work with this.

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.

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.

Surveys. Informal feedback from students and faculty.

I'm still looking . . . haven't found it yet.

direct feedback from students and faculty

I do not know

NA
direct feedback from online and offsite faculty
its hard to know since we don't know where we are in the distance student life
NA
survey
Course evaluations. Student requests within classes.
nothing
NA
Statistics
xx
None used
direct communication with them to get advice and find the gaps
Personal communications.
web trend stats
self-assessment
No formal assessment in place currently.
feedback from faculty
None
not sure
surveys
none done
None.
-surveys-
feedback from students
surveys
surveys and evaluation forms
We do not have specific assessment practices regarding library usage and DL students
Personal comments and the above mentioned surveys have informed some of our decisions.
one
surveys
A survey of students was done, asking them how their preference of library communication and instruction.
It has been difficult to perform assessment - there is little distant faculty cooperation
We do very little assessment
nothing
Student feedback indicating that faculty have referred them to me along with comments indicating that my assistance is very helpful
surveys, website hits
surveys
.. 
n/a
We are just beginning to use assessment tools with distance students.
Qualitative feedback
Not sure
Surveys, word of mouth
evaluations
We are not assessing at present.
surveys and statistics
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.
Small short focus groups with small amounts of people, sometimes on an impromptu basis.

We did extensive surveys of our off-sites students/patrons.

Direct feedback from faculty is most reliable. Students at a distance do not always complete asynchronous online evaluations of instruction or reference.

Talking with students after class sessions.

We are currently doing a citation analysis of term papers of students receiving Embedded services.

Working with those more familiar with distance education.

Usage statistics and teaching faculty input

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.

None. Thank you for this survey. It is great food for thought. I realize I need to do more for our DE students.

Comments from the students.

I haven’t tried any.

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.

We don't currently do official assessment. But, my personal assessment as I interact with students helps direct my efforts.

in class assignments

we've only used survey monkey and anecdotal evidence

Evaluation of worksheets from tutorials.