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Library Support for Distance Learners:
What Faculty Think

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A transformation is occurring in how universities teach students. New technology, changes in the makeup of student bodies, with adults, minorities, women, and foreign students participating in ever increasing numbers, and distance learning are major components in this transformation. The University Continuing Education Association recently published a report titled *Lifelong Learning Trends: A Profile of Continuing Education* (2000). This report describes several of the trends bringing about this transformation. One trend is the great potential of the adult population in the United States for participation in distance learning. According to the Association's report, distance learning has become an appealing alternative for working adults with career and family responsibilities who want to enhance their education. Other trends include the fast and consistent growth of jobs in occupations requiring more education, and the increased number of American households that have access to technology-based instruction.¹

More than anything else, the success of a distance learning program depends on the distance learning courses offered. Most librarians believe a significant factor contributing to the success of these courses is the ease with which students can accomplish the library research needed to complete the assignments their professors give them. Many libraries have organized and trained their personnel to assist distance students in several ways. In general, the goals of a comprehensive university library support program for distance education include reference services, information literacy instruction, and document delivery services. Librarians expect that the successful implementation of these goals would depend on library staff projecting its traditional ethos of service to the patrons to also include distance learning students.

What the teaching faculty thinks about library support for their off-campus courses is not so clearly understood among librarians. This lack of understanding is to some extent due to the fact that there are no published materials available in the professional literature that reports on studies of teaching faculty that sought to determine how they see libraries and librarians supporting their distance learning courses. This is an important question that librarians need to answer. There is no room here for assumptions; an accurate understanding of the needs and expectations of teaching faculty will better position librarians to provide qualitative library support for their institution's off-campus courses, or, if need be, will motivate librarians to establish strategies for educating faculty on how librarians and libraries can help them improve their off-campus courses.

In the spring of 2001, Texas Tech University Library surveyed Texas Tech faculty who taught distance learning courses. The survey's purpose was to collect information on library support for courses the faculty taught "in non-traditional, off-campus settings."² In answering the questions, the participants were asked to consider "the last course" they taught via the Internet, Interactive Television (ITV), the Trans-Texas Videoconference Network (TTVN), Wired for Learning/East Texas Link (ET-Link), or in a classroom setting at a location away from the main campus.

The survey questionnaire informed the participants that the information collected would "assist the University Library in improving its services to distance users." Specifically, the survey's objectives were to:

- Identify and collect descriptive information on the off-campus courses taught at Texas Tech University;
- Determine the library service needs of the University faculty and students participating in distance learning courses and programs;
- Determine how Texas Tech University Library's existing distance learning services should be improved, or whether new services needed to be added;
- Identify resources that the faculty used to support distance learning;
- Gather information to satisfy accreditation requirements.

Literature Review

Surveys of higher education faculty teaching distance learning courses that undertook to find out what the faculty thought about library support for themselves and their students are not indexed in the primary bibliographic databases of the library and education professions.³ This does not necessarily mean that such surveys have not been done. It seems likely that some have taken place. However published articles reporting their findings and relevant unpublished documents included in research collections such as the ERIC document collection are not available.

On the other hand, several surveys that are peripherally related to the purpose of this survey have been reported in the literature. These surveys can be grouped into three categories: surveys of libraries that provide library support to distance learners, surveys of higher education distance learners receiving support from libraries, and surveys of Library and Information Science schools that provide distance learning opportunities for their graduate students, including what these schools teach their graduate students about library support for distance learning.

Surveys of Libraries Providing Support to Distance Learners

In 1996, the Association of Research Libraries' Office of Management Services published Role of Libraries in Distance Education, A SPEC Kit compiled by Carolyn A. Snyder, Susan Logue, and Barbara G. Preece. The intent of the survey that this publication discusses was to gather information about current distance learning initiatives in ARL libraries.⁴ Also, two Canadian surveys of off-campus library services took place in the 1980s. *The Canadian Off-Campus Library Services Survey, 1985* is an unpublished report that summarizes the findings of a survey of 42 Canadian university libraries. The survey identified 20 libraries that were involved in providing services for off-campus and distance education students.⁵ A follow up survey is reported in *The Second Canadian Off-Campus Library Services Survey, 1988; Final Report*. Like the first, this was a survey of postsecondary institutions in Canada to determine how many universities and colleges provide some type of library support for their off-campus and distance learners.⁶ A somewhat similar survey was conducted in 1998 in the United Kingdom. "Supporting Open and Distance Learners: Practice and Policy Across Further and Higher Education Libraries" by Andrew Gibson, Robert Newton, and David Dixon examines the

provision of library support for open and distance learners across further education (FE) and higher education (HE) libraries in the United Kingdom, focusing in particular on developments in Scotland. After a critical review of the literature that paid particular attention to international examples of best practice, the paper discusses the findings of a questionnaire survey conducted among all Scottish FE and HE libraries and selected English institutions, and on structured interviews conducted with HE librarians working at universities within the Glasgow (Scotland) area.⁷

Surveys of Distance Learners

In the fall of 1997, the University of Nebraska at Lincoln surveyed distance education students enrolled in an interdepartmental master's program on their use of library services.⁸ The survey questions focused on the use of the "library online catalog, the World Wide Web, and the Internet; reference assistance provided by liaison librarians; ease of requesting library materials, as well as the delivery of these materials; use of academic libraries other than UNL; demographic or statistical data; and suggestions for improvements of library services to remote users." Another survey of students was done using a Web-based system. Its purpose was to evaluate "distributed learning" at the University of Central Florida. The authors of the system compared the results of this Web-based survey (summer, 1999) with those of a traditional mailed survey.⁹

Library School Surveys

Several surveys have been done to determine what library schools are doing in the area of distance learning. Anita Coleman's 1996 article: "Public Performances and Private Acts" reported the results of a survey of full-time faculty at library schools who taught Library and Information Science courses for graduate credit to distance learners using telecommunications technology.¹⁰ Mary Lenox' 1990 article: "Distance Education: a Report of a Survey of Off-campus/Extension Courses in Graduate Library Education Programs Accredited by the American Library Association" discussed the results of a survey of the sixty ALA-accredited programs offering off-campus/extension courses.¹¹ A still earlier survey of the state of distance learning in library schools in the English-speaking world was undertaken in 1988, and its findings reported in an article.¹² Finally, one survey sought to determine what American and Canadian library schools taught their graduate students about library support for distance learners. Marie Kaskus discussed the findings of this survey in two articles published in 1994.¹³

Aim and Scope

The survey's objectives were to identify and collect descriptive information on the off-campus courses taught at Texas Tech University; to determine the library service needs of the Texas Tech faculty and students participating in distance learning; to determine how the Library's existing distance learning services could be improved, or whether new services needed to be added; to identify resources that Texas Tech faculty used to support distance learning; and to gather information to satisfy accreditation requirements.

The survey questionnaire included thirteen questions (see Appendix A). The intention of the first two questions was to gather basic descriptive information about the off-campus courses offered by the survey participants.

- **Question 1:** Which one of the following best describes the course level of the off-campus course that you taught?
- **Question 2:** Which one of the following best describes the subject of the off-campus course you taught?

Question 3 through 5 were designed to gather information about course assignments that depended on library or information resources other than the required course textbook and study guides.

- **Question 3:** For the course you identified in question 2 approximately what percentage of the assignments require students to seek library or information resources beyond what is contained in the required textbooks, study guides, etc.?
- **Question 4:** What types of assignments in this course require students to seek library or information resources beyond the required textbooks, study guides, etc.?
- **Question 5:** To complete the assignment(s) identified in question 4, what type of information resources do you generally expect your students to use?

Questions 6 through 10 were designed to find out such things as how much information is provided about library and information resources, whether and how the faculty survey participant worked with a librarian while developing distance learning courses, and who should be responsible for providing information about library resources.

- **Question 6:** How much information do you provide in this course about library resources and services?
- **Question 7:** How is information about the library and information resources conveyed to students in this course?
- **Question 8:** How often during the development and/or delivery of this course did you work with a librarian?
- **Question 9:** If you did work with a librarian, at what point did the librarian become involved?
- **Question 10:** In your opinion, who should be primarily responsible for informing students who take off-campus courses about library resources and services?

Questions 11 and 12 sought to determine the faculty's perceptions of the lack of library and information resources or lack of easy accessibility to resources that may have affected in some way their course assignments.

- **Question 11:** In reflecting on your overall experience in teaching off-campus courses, have you ever had to forego class assignments because of a perceived lack of easily accessible library resources?
- **Question 12:** If you have ever taught the same course both on and off-campus, have you had to modify the off-campus course in any way due to your perception of a lack of library and information resources?

Question 13 was a catch-all question that asked faculty survey participants to rate on a scale of 1 to 6—with 1 indicating “strongly disagree” and 6 “strongly agree”—how they feel about eight statements covering a variety of attitudes about distance learning. Lastly, question 14 solicited any additional comments or suggestions the faculty survey participant may have had for improving library services for off-campus courses offered at Texas Tech University.

Methodology

Texas Tech University’s distance learning courses and programs have developed gradually over a period of some years through the initiatives of particular academic departments and schools that had recognized the important role distance learning would play in the future. The University did not attempt to administer distance learning through a University-wide administrative unit until after 1998. Even in 2001, when this survey was done, there was no single administrative unit on campus that could provide a list of all Texas Tech faculty involved in distance learning, and some departmental offices sometimes did not know who among their faculty were teaching distance learning courses. The author of this article therefore spent several weeks consulting with individuals across campus until he finally felt confident that he had compiled a comprehensive list. The list included the names of seventy-seven faculty.

A survey questionnaire based on a similar one that was used in a combined effort on the part of libraries at Texas A & M University at Commerce, Texas Tech University, Texas Woman’s University, and Baylor University for similar purposes was developed, and printed copies of the questionnaire were sent via campus mail to all seventy-seven faculty members who taught distance learning courses at the time (2001). The author decided to send out a printed questionnaire, and not an electronic copy, because he felt that the response rate would be higher if a printed questionnaire was used. Twenty-two questionnaires were returned. The information on these twenty-two surveys served as the basis for determining the findings of the survey and for completing its objectives.

Findings

Of the 22 respondents, 17 indicated that they taught graduate courses at the master’s level, 3 taught graduate courses at the doctoral level, and 2 taught upper-division undergraduate courses (see Table 1). All 22 respondents taught in one of 7 subject areas. The subject area “Education” was represented by a significantly higher number of courses than all other areas. Three subjects shared the next highest number. “Agriculture,” “English,” and “ENRHM” were each represented in the survey by 3 courses.

Table 1

SUBJECTS OF THE OFF-CAMPUS COURSES TAUGHT

	Subject	No. of Courses	% of Total Number of Courses
1.	Agriculture	3	13.6
2.	Art	1	4.6
3.	Computer Science	1	4.6
4.	Education	9	40.9
5.	English	3	13.6
6.	Engineering	2	9.1
7.	ENRHM	3	13.6
	Totals	22	100.0

Nineteen of the 22 courses (86.4 percent of the total) reported in this survey required students to use library or information resources beyond what was contained in the required textbooks, study guides, etc. (see Table 2). One faculty person indicated that at least 76 percent of his or her course assignments required the students to use library or information resources beyond what was contained in the required course textbooks, study guides, etc. Two faculty persons reported that at between 51 percent and 75 percent of their course assignments required the use of such resources. Ten faculty persons reported that between 26 percent and 50 percent of their course assignments required the use of such resources, and 6 faculty persons reported that between 1 percent and 25 percent of their course assignments required students to seek library and information resources beyond what was contained in the required course textbooks, study guides, etc. Three survey participants did not answer this question.

Table 2

PERCENTAGE OF THE COURSE ASSIGNMENTS REQUIRING STUDENTS TO SEEK LIBRARY AND INFORMATION RESOURCES BEYOND WHAT IS CONTAINED IN THE REQUIRED TEXTBOOKS, STUDY GUIDES, ETC.

Percentage	Frequency
1-25	6
26-50	10
51-75	2
76-100	1

Three survey participants did not answer this question.

Question 4 was designed to find out what types of course assignments required the students to seek library or information resources beyond the required course textbooks, study guides, etc. Several faculty persons offered more than one type of assignment in their course, and consequently checked more than one box. The most frequently used types of assignments in the courses surveyed were term papers and assigned or reserve readings (see Table 3).

Table 3

TYPES OF COURSE ASSIGNMENTS THAT REQUIRED STUDENTS TO SEEK LIBRARY OR INFORMATION RESOURCES BEYOND THE REQUIRED TEXTBOOKS, STUDY GUIDES, ETC.

Type of Course Assignment	Frequency
1. Thesis, dissertation, or final paper	4
2. Term paper	13
3. Case study	7
4. Design project	3
5. Scientific, technical, or mathematical problem sets	1
6. Speech or oral presentation	6
7. Assigned readings	11
8. Develop proposal for research project, thesis, dissertation	6
9. Reserves	10
10. Other*	1

* One faculty person selected the category "Other" and described the assignment as a "Book report."

Question 5 sought to find out what types of information resources faculty expected their students to use to complete the assignments identified in question 4. Most, if not all, faculty expected their students to use several types of information resources. The most often types of information resources faculty expected their students to use to complete the course assignments were "Periodical, magazine, or newspaper articles," "Internet resources," "Full-text electronic journals," "Online databases," "Books." One would expect most of these types of information resources to be heavily used in distance learning courses (see Table 4).

Table 4

TYPES OF INFORMATION RESOURCES STUDENTS ARE EXPECTED TO USE TO COMPLETE COURSE ASSIGNMENTS

Type of Information Resources	Frequency
Periodical, magazine, or newspaper articles	19
Reference books (encyclopedias, dictionaries, etc.)	8
Other kinds of books	15
Government documents	9
Numeric or statistical sources	3
CD-ROMs	3
Online databases	13
Internet resources	20
Full-text electronic journals	16
Maps	1
Videotapes	1
Photographs	1
Software	2
Multimedia	2

When asked (question 6) how much information they provided in their course about library resources and services, one indicated "a great deal," 6 "a moderate amount," 10 "a little," and 4

“none” at all. Question 7 sought to determine how information about library and information resources was conveyed to students. A large majority of the faculty surveyed indicated that they themselves provided either written or oral descriptions of available resources and services (see Table 5).

Table 5

HOW INFORMATION ABOUT LIBRARY AND INFORMATION
RESOURCES IS CONVEYED TO STUDENTS ENROLLED IN THE COURSE

Means of Conveyance		Frequency
1.	Instructor provides written descriptions of available resources and services	15
2.	Instructor provides oral descriptions	6
3.	Instructor demonstrates the use of information resources	2
4.	Librarian presents information to students	2
5.	Instructor makes referrals to specific libraries or librarians	4
6.	Other*	1

* One faculty person selected the category “Other” and described the means of conveyance as a “Link on Web site.”

Question 8 sought to determine how often the faculty persons worked with a librarian during the development and/or delivery of his or her course. Four faculty persons “never” worked with a librarian, 9 did so “rarely,” 7 did “occasionally,” and 2 faculty persons worked “very frequently” with a librarian. Those faculty persons who did work with a librarian during the development and/or delivery of their course reported various points at which the librarian became involved in the course. Most librarians became involved at the beginning or during the course development stage (see Table 6).

Table 6

POINT AT WHICH THE LIBRARIAN BECAME INVOLVED IN
THE DEVELOPMENT AND/OR DELIVERY OF THE COURSE

Point at Which Librarian Became Involved		Frequency
1.	At the beginning of course development	6
2.	During the course development stage	7
3.	Did not work with a librarian	1
4.	During the delivery of the course	4

The majority of the faculty surveyed felt that they should be primarily responsible for informing their off-campus students about library resources and services. Twelve faculty persons surveyed felt that they, the instructors, should be primarily responsible, and 5 faculty persons felt that library staff should be primarily responsible. One person indicated that staff in the academic department or program office should be primarily responsible, and one indicated that students should investigate library resources and services on their own.

Question 11 asked the faculty if they had “ever had to forego class assignments because of a perceived lack of easily accessible library resources.” Five of the participants indicated that they in fact did, however 17 survey participants did not. And question 12 asked the faculty person if

he or she had “to modify the off-campus course in any way due to your perception of a lack of library and information resources.” Four faculty persons indicated that they did have to make modifications, and 16 indicated that they did not have to make modifications. Two survey participants indicated that the question did not apply to them, because they did not teach the same course both on and off-campus.

The survey participants were asked to rate eight statements using Likert scales, with 1 representing “Strongly disagree” and 6 “Strongly agree.” In rating the statements, the faculty participants were asked to think about off-campus courses in general. The statements were:

1. When teaching an off-campus course, I expect that my students will have less access to library resources than if they were taking the same course on campus;
2. When developing or preparing an off-campus course, I would like to have more contact with library staff;
3. Library resources and services should be as accessible to off-campus students as they are to on-campus students;
4. Using a computer, students can conduct library research from home or work instead of going to a library to do research;
5. I am fully aware of the library resources and services available to my students taking off-campus courses;
6. Students in my off-campus course(s) generally have no problem acquiring the library and information resources they need to complete their course work;
7. The librarian should participate in the design or preparation of off-campus courses that require students to conduct library research;
8. Increasing computerized access to library materials and services will help my off-campus students succeed in their course work.

The responses to statement 1 revealed disparate points of view, with three survey participants selecting “1,” seven selecting “2,” and one selecting “3.” Another eleven participants expressed at least some agreement with statement 1, with four participants selecting “4” and seven selecting “5.” No one rated statement 1 with a “6” (see Table 7).

There was also no clear consensus on statement 2: “When developing or preparing an off-campus course, I would like to have more contact with library staff.” No survey participant strongly disagreed with the statement and rated it with a “1.” Four participants rated statement 2 with a “2,” four rated it with a “3,” and eight survey participants rated it with an “4.” On the other hand, three participants rated statement 2 with a “5,” and three rated it with a “6.”

The majority of participants agreed with statement 3: “Library resources and services should be as accessible to off-campus students as they are to on-campus students.” Eleven survey participants strongly agreed, five rated the statement with a “5,” and three participants rated

statement 2 with a “4.” On the other hand, one faculty participant strongly disagreed with statement 2 and rated it with a “1,” and two participants rated the statement with a “2.”

A sizable majority agreed with statement 4: “Using a computer, students can conduct library research from home or work instead of going to a library to do research.” Nine survey participants strongly agreed with statement 4 and rated it with a “6,” and six participants rated the statement with a “5.” Two participants rated the statement with a “4,” two with a “3,” two with a “2,” and one survey participant rated statement 4 with a “1.”

Three survey faculty participants strongly agreed with statement 5: “I am aware of the library resources and services available to my students taking off-campus courses” and rated it with a “6.” Five faculty participants rated statement 5 with a “5.” Six participants rated statement 5 with a “4,” and six rated it with a “3.” Two participants rated statement 5 with a “2,” and no one rated the statement with a “1.”

The survey participants also held disparate opinions about statement 6: “Students in my off-campus course(s) generally have no problem acquiring the library and information resources they need to complete their course work.” There was no consensus for agreement or disagreement. One participant strongly agreed, rating the statement with a “1.” Two participants rated statement 6 with a “2,” and seven rated it with a “3.” On the right side of the scale, five survey participants rated statement 6 with a “4,” three gave it a “5,” and three gave it a “6.”

There was likewise no consensus of opinion for statement 7: “The librarian should participate in the design or preparation of off-campus courses that require students to conduct library research.” No one rated the statement with a “1.” Four participants gave statement 7 a “2,” three gave it a “3,” nine participants gave it a “4,” two gave it a “5,” and four gave statement 7 a “6,” indicating strong agreement.

The eighth and last statement in question 13 was: “Increasing computerized access to library materials and services will help my off-campus students succeed in their course work.” A large majority of fifteen of the survey participants strongly agreed with this statement and rated it with a “6.” Three participants rated statement 8 with a “5,” and one gave it a “4.” No one rated it with a “3,” one participant gave it a “2,” and two gave it a “1.”

Table 7

STATEMENTS RATED BY FACULTY USING A LIKERT SCALE

Statement	Strongly Disagree			Strongly Agree			
	1	2	3	4	5	6	
1.	3	7	1	4	7	-	
2.	-	4	4	8	3	3	
3.	1	2	-	3	5	11	
4.	1	2	2	2	6	9	
5.	-	2	6	6	5	3	
6.	1	2	7	5	3	3	
7.	-	4	3	9	2	4	
8.	2	1	-	1	3	15	

Question 14 provided the survey participants an opportunity to make any comments and/or suggestions for improving library services for their off-campus courses. The following nine comments and/or suggestions were submitted:

1. Create a student assessment form of library services we can include in our online courses to get feedback on troubles they perceive.
2. Off campus courses need a large database of material available on the Internet. The open question is who should maintain what parts of the database – a somewhat political decision.
3. Need more full text online journals.
4. You do a good job. In the best of all worlds, everything would be available.
5. One Ag. Rep. has been very helpful in the design/delivery of off-campus, distance ed. Courses. Our faculty need to take greater advantage of services.
6. Have online orientation to Library and library research materials that doctoral students could view as part of our graduate courses.
7. My office campus on-line course (and most) last longer than a regular semester. I had 12 articles on E-reserve and they were taken off the website at the end of the semester and it was a major inconvenience for my students.
8. I appreciate the support and cooperative spirit of the library personnel with whom I've worked.
9. More dependable return time on Tech Express. I have had students get fairly slow service, also orders on line easier to facilitate.

Conclusions

Further Research Needed

Notes

1. *Lifelong Learning Trends: a Profile of Continuing Higher Education*, 6th ed. (Washington, DC: University Continuing Education Association, 2000).
2. See Appendix A.
3. The author searched *Library Literature*, *ERIC*, and *Education Abstracts* online.
4. Carolyn A. Snyder, Susan Logue, and Barbara G. Preece, comps., *Role of Libraries in Distance Education: a SPEC Kit* (Washington, DC: Association of Research Libraries, Office of Management Services, 1996).
5. Alexander L. Slade and Barbara Webb, *The Canadian Off-Campus Library Services Survey, 1985* (1988). ERIC ED 291382.
6. Alexander L. Slade, *The Second Canadian Off-Campus Library Services Survey* (1988). ERIC ED 305074.
7. Andrew Gibson, Robert Newton, and David Dixon, "Supporting Open and Distance Learners: Practice and Policy Across Further and Higher Education Libraries," *Library Review* 48 (5): 219-231.
8. Kate Adams and Mary Cassner, *Library Services to Distance Students at UNL* (1998). ERIC ED 427776.
9. Morgan C. Wang, Charles D. Dzinban, and Peter D. Moskal, "A Web-based Survey System for Distributed Learning Impact Evaluation at the University of Central Florida," *Internet and Higher Education* 2 (4) (1999): 211-220.
10. Anita Coleman, "Public Performances and Private Acts," *Journal of Education for Library and Information Science* 37 (fall 1996): 325-342.
11. Mary F. Lenox, "Distance Education: a Report of a Survey of Off-campus/Extension Courses in Graduate Library Education Programs Accredited by the American Library Association," *Journal of Education for Library and Information Science* 31 (summer 1990): 68-71.
12. J.A. Haythornthwaite and F.C.P. White, "Distance Education and Library and Information Studies," *Library Association Record* 91 (Oct. 1989): 585-586.
13. Marie A. Kaskus, "What Library Schools Teach about Library Support to Distance Students: a Survey," *American Journal of Distance Education* 8 (1) (1994): 20-35; "Library Support to Distance Students as a Library Education and Continuing Education Issue," *Journal of Education for Library and Information Science* 35 (4) (Fall 1994): 341-347.

Appendix A

**TEXAS TECH UNIVERSITY
DISTANCE LEARNING FACULTY QUESTIONNAIRE**

This questionnaire asks you about library and information support for courses that you teach in non-traditional, off-campus settings. The results of this questionnaire will assist the University Library in improving its services to distance users.

When you read the phrase “off-campus course” in this questionnaire, please consider the LAST course you have taught via the Internet, interactive television (ITV), TTVN, ET-Link, or in a classroom setting at a location away from the main campus. If you have been working within continuing education or otherwise supervising independent study courses please consider the most recently developed or revised distance learning or off-campus teaching situation you have dealt with.

- 1) Which one of the following BEST describes the course level of the off-campus course that you taught?

- Lower-Division Undergraduate course Graduate Course – Master’s level
 Upper-Division Undergraduate course Graduate Course – Doctoral level
 Other (please specify): _____

- 2) Which one of the following BEST describes the subject of the off-campus course you taught?

- | | | |
|---|--|--|
| <input type="checkbox"/> Agriculture | <input type="checkbox"/> Consumer Economics | <input type="checkbox"/> Mathematics and Statistics |
| <input type="checkbox"/> Anthropology | <input type="checkbox"/> Education-Curriculum and Instruction | <input type="checkbox"/> Mass Communications |
| <input type="checkbox"/> Architecture | <input type="checkbox"/> Education-Educational Psychology and Leadership | <input type="checkbox"/> Music |
| <input type="checkbox"/> Art | <input type="checkbox"/> English | <input type="checkbox"/> Merchandising |
| <input type="checkbox"/> Asian Studies | <input type="checkbox"/> Engineering | <input type="checkbox"/> Physics |
| <input type="checkbox"/> Biology | <input type="checkbox"/> Environmental Design | <input type="checkbox"/> Philosophy |
| <input type="checkbox"/> Business | <input type="checkbox"/> ENRHM | <input type="checkbox"/> Psychology |
| <input type="checkbox"/> Chemistry and Biochemistry | <input type="checkbox"/> Geosciences | <input type="checkbox"/> Political Science |
| <input type="checkbox"/> CMLL – Applied Linguistics | <input type="checkbox"/> Geography | <input type="checkbox"/> Sociology |
| <input type="checkbox"/> CMLL – Classics | <input type="checkbox"/> History | <input type="checkbox"/> Social Work |
| <input type="checkbox"/> CMLL – Modern Languages | <input type="checkbox"/> Health, PE, and Recreation | <input type="checkbox"/> Women’s Studies |
| <input type="checkbox"/> Communication Studies | <input type="checkbox"/> Latin American Studies | <input type="checkbox"/> Theater and dance |
| <input type="checkbox"/> Computer Science | <input type="checkbox"/> Human Development and Family Studies | <input type="checkbox"/> Other (please specify): _____ |

- 3) For the course you identified in question 2 approximately what percentage of the assignments require students to seek library or information resources beyond what is contained in the required textbooks, study guides, etc.?

None (Skip to question 6) 1-25% 26-50% 51-75% 76-100%

- 4) What types of assignments in this course require students to seek library or information resources beyond the required textbooks, study guides, etc.?

	Yes	No
Thesis, dissertation, or final paper	<input type="checkbox"/>	<input type="checkbox"/>
Term paper	<input type="checkbox"/>	<input type="checkbox"/>
Case study	<input type="checkbox"/>	<input type="checkbox"/>
Design project	<input type="checkbox"/>	<input type="checkbox"/>
Scientific, technical, or mathematical problem sets	<input type="checkbox"/>	<input type="checkbox"/>
Speech or oral presentation	<input type="checkbox"/>	<input type="checkbox"/>
Assigned readings	<input type="checkbox"/>	<input type="checkbox"/>
Development of a proposal for a Research project, thesis, or dissertation	<input type="checkbox"/>	<input type="checkbox"/>
Reserves	<input type="checkbox"/>	<input type="checkbox"/>
Other (Please specify): _____		

- 5) To complete the assignment(s) identified in question 4, what type of information resources do you generally expect your students to use? Please answer each question.

	Yes	No
Periodical, magazine, or newspaper articles	<input type="checkbox"/>	<input type="checkbox"/>
Reference books (encyclopedias, dictionaries, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
Other kinds of books	<input type="checkbox"/>	<input type="checkbox"/>
Government documents	<input type="checkbox"/>	<input type="checkbox"/>
Numeric or statistical sources	<input type="checkbox"/>	<input type="checkbox"/>
CD-ROMS	<input type="checkbox"/>	<input type="checkbox"/>
Online databases.....	<input type="checkbox"/>	<input type="checkbox"/>
Internet resources	<input type="checkbox"/>	<input type="checkbox"/>

	Yes	No
Full-text electronic journals	<input type="checkbox"/>	<input type="checkbox"/>
Sheet music	<input type="checkbox"/>	<input type="checkbox"/>
Maps	<input type="checkbox"/>	<input type="checkbox"/>
Videotapes	<input type="checkbox"/>	<input type="checkbox"/>
Sound Recordings.....	<input type="checkbox"/>	<input type="checkbox"/>
Photographs	<input type="checkbox"/>	<input type="checkbox"/>
Software	<input type="checkbox"/>	<input type="checkbox"/>
Multimedia	<input type="checkbox"/>	<input type="checkbox"/>
Other (Please specify): _____		

- 6) How much information do you provide in this course about library resources and services?
- None (Skip to question 8) A little A moderate amount A great deal

7) How is information about library and information resources conveyed to students in this course?

	Yes	No
Instructor provides written descriptions of available resources and services...	<input type="checkbox"/>	<input type="checkbox"/>
Instructor provides oral descriptions	<input type="checkbox"/>	<input type="checkbox"/>
Instructor demonstrates the use of information resources	<input type="checkbox"/>	<input type="checkbox"/>
Librarian presents information to students	<input type="checkbox"/>	<input type="checkbox"/>
Instructor makes referrals to specific libraries or librarians	<input type="checkbox"/>	<input type="checkbox"/>
Other (Please specify): _____		

- 8) How often during the development and/or delivery of this course did you work with a librarian?
- Never (Skip to question 10) Rarely Occasionally Frequently Very frequently

- 9) If you did work with a librarian, at what point did the librarian become involved?
- At the beginning of course development
 - During the delivery of the course
 - During the course development stage
 - From the inception of the course to final delivery
 - Did not work with a librarian

- 10) In your opinion, who should be **PRIMARILY** responsible for informing students who take off-campus courses about library resources and services? (Choose one)

- Instructor
- Department or program office
- Library staff
- Students should investigate for themselves
- Other (Please specify): _____

- 11) In reflecting on your overall experience in teaching off-campus courses, have you ever had to forego class assignments because of a perceived lack of easily accessible library resources?

- Yes If yes, what modifications were made (add to separate sheet)?
- No

- 12) If you have ever taught the same course both on and off-campus, have you had to modify the off-campus course in any way due to your perception of a lack of library and information resources?

- Yes If yes, what modifications were made (add to separate sheet)?
- No
- Does not apply; I don't teach the same course both on and off-campus.

- 13) In thinking about teaching off-campus courses in general, how strongly do you **AGREE** or **DISAGREE** with the following statements? (Rate each item.)

	Strongly Disagree					Strongly Agree
When teaching an off-campus course, I expect that my students will have less access to library resources than if they were taking the same course on campus.	1	2	3	4	5	6
When developing or preparing an off-campus course, I would like to have more contact with library staff.	1	2	3	4	5	6
Library resources and services should be as accessible to off-campus students as they are to on-campus students.	1	2	3	4	5	6

Using a computer, students can conduct library research from home or work instead of going to a library to do research. 1 2 3 4 5 6

I am fully aware of the library resources and services available to my students taking off-campus courses. 1 2 3 4 5 6

Students in my off-campus course(s) generally have no problem acquiring the library and information resources they need to complete their course work. 1 2 3 4 5 6

The librarian should participate in the design or preparation of off-campus courses that require students to conduct library research..... 1 2 3 4 5 6

Increasing computerized access to library materials and services will help my off-campus students succeed in their course work..... 1 2 3 4 5 6

14) What other comments or suggestions do you have for improving library services for off-campus courses offered at your institution?
