

EXPLORING THE GUIDELINES FOR LIBRARY SERVICES TO
DISTANCE EDUCATION PROGRAMS

A DISSERTATION

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ABSTRACT

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Distance education, coursework taken outside the traditional campus classroom setting, has become increasingly popular over the years as students seek to improve their marketability while currently employed or otherwise prevented from attending colleges as resident students. Universities which offer distance education programs continually seek to enhance their appeal to students by providing programs that are convenient and as equivalent to their resident programs as possible. Services provided to distance learning students must be equivalent, even if provided in a different manner, to that provided for on-campus students. The research project undertaken seeks to explore the various elements of providing library services to distance education programs. The elements of these services are analyzed relative to the Association of College and Research Libraries' Guidelines for Distance Learning Library Services. The question of useful standards is thoroughly analyzed in order to clarify the role of library service in the overall provision of distance education programs. The ACRL Guidelines, the most complete guidelines available for measuring library services for distance education programs, are a standard

set of guidelines recognized by all levels of higher education as created by a well respected, authoritative agency. By rating these guidelines, operational definitions are set in order to analyze services provided by various libraries in different settings and sizes. The major categories of the guidelines: management, finances, personnel, facilities, resources, services, documentation and library education, are converted into measurable, operational activities. A questionnaire is sent to library services representatives (either distance education librarians or directors) in universities across the United States who agreed to participate, asking that the guidelines be rated for usefulness and practicality, from essential to useless. Analyzing the questionnaire responses reveal several concepts. A partnership between the distance education library staff and the computing center is one of the most essential concepts. Adequate funding for the distance education component of library services is considered essential by the respondents, as is easy to access virtual services. Another essential concept revealed in the study is timeliness of delivery of materials. A complete summary of the results and recommendations for further study in this area comprise the remainder of the research presentation.

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CHAPTER I

INTRODUCTION

Distance education, coursework taken outside the traditional campus classroom setting, has become increasingly popular over the years as students seek to improve their marketability while currently employed or otherwise prevented from attending colleges or universities as resident students. Colleges and universities which offer distance education programs continually seek to enhance their appeal to students by providing programs that are convenient and as equivalent to their resident programs as possible. Services provided to distance learning students must be equivalent, even if provided in a different manner, to those provided for on-campus students. “This reasoning is based upon the criteria described in the Guidelines for Distance Education of our regional accreditation association, the North Central Association...the institution must ensure that students have access to and can effectively use appropriate library resources (Cervoni 2001, 148).” For the majority of institutions, it is a powerful way to grow enrollment while offering learning opportunities across time, geographic location, and space boundaries. In order to succeed the distance education component of a college’s suite of offerings must be carefully and thoroughly considered. Student services such as automated registration, enrollment, payment, grade access, e-mail, remote library access, and other considerations should be considered with the remote student’s restrictions on

The research project undertaken seeks to explore the various elements of providing library services to distance education programs, particularly library services in three forms – reference assistance, instruction on retrieval of electronic and print materials, and access to materials after they are selected. These library services are analyzed relative to the Association of College and Research Libraries' Guidelines for Distance Learning Library Services, using the most recent revision of 2000 approved by the Board of Directors in June 2004.

Problem Statement

American society is increasingly technologically oriented. As the economy becomes more complex, the demand for advanced education or training increases. Providers of advanced education or training are meeting this demand by developing increasingly creative and flexible methods of offering programs. In addition to building multiple campuses in conveniently accessible locations, providers are developing programs which can be attended at one's place of work, in a classroom in one's community or even through one's desktop computer at home. These varied forms of distance education provide a rich variety of options for students. The development of various forms of distance education brings with it challenges for library staffs attempting to provide adequate and equitable services for resident and remote students.

The decision of the Extended Campus Library Services Section Guidelines Committee of the Association of College and Research Libraries to revise the 1990 version of the Guidelines was based, as was the initial revision in 1981, on the following identical though increasingly critical factors: nontraditional study becoming a more commonplace element in higher education; an increase in diversity of educational opportunities; an increase in the number of unique environments where educational opportunities are offered; an increased recognition of the need for library resources and services at locations other than main campuses; an increased concern and demand for equitable services for all students in higher education, no matter where the "classroom"

may be; a greater demand for library resources and services by faculty and staff at extended academic sites; and an increase in technological innovations in the transmittal of information and the delivery of courses (Guidelines 1998). In addition the expanding capability and availability of virtual or all-electronic universities requires a revised set of relevant guidelines.

The Association of College and Research Libraries has stated in the Philosophy section of the Guidelines for Distance Learning Library Services that, “Access to adequate library services and resources is essential for the attainment of superior academic skills in post-secondary education, regardless of where students, faculty, and programs are located (Association of College and Research Libraries 2001, 2).”

The ranking of these services through the analysis of the ACRL Guidelines forms the core of this research project.

Library services provided to distance learning students must be equivalent, even if provided in a different manner, to that provided by on-campus students. “This reasoning is based upon the criteria described in the Guidelines for Distance Education of our regional accreditation association, the North Central Association. The institution must ensure that students have access to and can effectively use appropriate library resources.” (Cervoni 2001, 148)

Research Question

This research pursues in depth the question of useful standards in order to clarify the role of library service in the overall provision of distance education programs.

How would librarians providing distance education library services rate the standards set by the ACRL Guidelines for Distance Learning Library Services?

Many distance education programs at four-year universities allocate money for library services as part of the overall package of developing a program. However there are currently no recognized standards or measurements in place in order to assess each program's level of service and whether the money spent is adequate and appropriate. The research undertaken here supports the evaluation of the role, value, and impact of library support for distance education programs through analysis of the ranked ACRL *Guidelines for Distance Learning Library Services*. Many times administrators of these programs allocate funds for library services without fully understanding their impact. At other times administrators do not recognize the need for additional funding for library services to support the distance education component of the campus' programs, therefore neglecting to build financial support into distance education planning. Analysis of the ACRL Guidelines, ranked and stated in practical terms which can be implemented, provides the information needed to fill evaluation and planning gaps.

The ACRL Guidelines are a standard set of guidelines recognized by all levels of higher education as created by a well respected, authoritative agency. They are also the most complete guidelines available in order to measure library service for distance education programs. By expressing these guidelines in practical terms, operational definitions are set in order to assess their usefulness as a means toward providing services by various libraries in different settings, from small four year colleges to large four year universities. The ACRL Guidelines are grouped into nine major categories containing four to eighteen subcategories each. The major categories are philosophy, management, finances, personnel, facilities, resources, services, documentation, and library education. The section on philosophy is left to stand alone as the precept for establishing and maintaining the guidelines in the first place. Each of the remaining eight categories is analyzed closely in order to convert their concepts to measurable, operational activities.

Definitions

Distance Education

Distance learning courses are offered in a variety of formats to a variety of types of students, from remote as far away as several states to resident on campus. The methods of delivery of distance learning courses have evolved over time, from postal mail and television broadcasts to Internet interactive communication. The Council for Higher Education Accreditation describes distance learning as, “expand(ing) greatly and now refer(ing) to any educational or instructional activity in which students are separated from faculty and other students. They may include, in addition to correspondence instruction, synchronous or asynchronous learning environments with a variety of instructional modes, e.g., audio or computer conferencing, computer-mediated instruction, Internet-based instruction, videocassettes or disks, or television.” (CHEA 1) Distance education is not interchangeable with distributed education. As stated by Anne Haynes, “...*distributed education* generally refers more broadly to all technology-enhanced instruction, including on-campus instruction, whereas *distance education* is used in relation to courses or services received away from campus.” (Haynes 1) Because of the growth in availability and demand for these formats a distance education course may be the only option for a resident student. Librarians must continually evaluate their methods of informing faculty and students about the variety of materials available to support these formats and develop a plan for providing what is requested in a timely and efficient

manner. In many cases library materials will differ in format and means of access from materials available to on-site students, nevertheless the depth and variety should be equivalent.

ACRL Guidelines

The Association of College and Research Libraries, a division of the American Library Association, has developed a set of guidelines for providing library service to distance education programs. “Library resources and services in institutions of higher education must meet the needs of all their faculty, students, and academic support staff, wherever these individuals are located, whether on a main campus, off campus, in distance education or extended campus programs, or in the absence of a campus at all; in courses taken for credit or non-credit; in continuing education programs; in courses attended in person or by means of electronic transmission; or any other means of distance education.” (ACRL 1998, p.689)

At the current time libraries supporting distance education programs have the need for but the lack of measures for determining adequate library support. Questions such as resources needed, means of measurement of library service, the definition of distance education library service (or what constitutes library service for distance education), the usefulness of standards such as the Association of College and Research Libraries’ *Guidelines for Distance Learning Library Services*, and the requirement that library service to distance education be equitable or equivalent to that for resident

students have not been explored. In particular, the question concerning ACRL Guidelines as a useful tool for evaluating library service to distance education programs has not been explored. The ACRL Guidelines were written in 1963, revised in 1967, in 1981, in 1990, and again in 2000. The decision of the Extended Campus Library Services Section Guidelines Committee of the Association of College and Research Libraries to revise the 1990 version of the Guidelines (as was the initial revision in 1981) was based on the following identical though increasingly critical, factors: nontraditional study becoming a more commonplace element in higher education; an increase in diversity of educational opportunities; an increase in the number of unique environments where educational opportunities are offered; an increase in recognition of the need for library resources and services at locations other than main campuses; an increase in concern and demand for equitable services for all students in higher education, no matter where the *classroom* may be; a greater demand for library resources and services by faculty and staff at extended academic sites and an increase in technological innovations in the transmittal of information and the delivery of courses (Guidelines 1998).

The Guidelines specify detailed criteria for measurement. However, these details have not been operationalized so that their value and usefulness for the preparation and improvement of library services can be measured.

References to the ACRL Guidelines have been made through articles published in professional journals, acknowledging that the guidelines should bear some significance in

the preparation of library services to distance education programs. For example, aspects of an off-campus library facility should include a person responsible for planning, coordinating, and evaluating library services. In addition the facility should offer an appropriate collection of library materials, trained staff to assist students and faculty, provision of research instruction, provision of a research manual, an outreach program to faculty, participation in a library consortium, provision of statewide borrowing cards, and provision of information sheets describing local services available beyond the capabilities of the facility itself. In addition to suggestions for library services through a facility Dugan itemized suggestions for electronic access to services – searching databases from computers at an off-campus site through a link to the provider library, access to online catalogs and interlibrary loan mechanisms through email communication, and access to the Internet. Dugan further itemized services to the distance education student from the provider library such as mail, telephone, and email reference assistance, interlibrary loan delivery of books and photocopies via mail or telefacsimile, voice mail messaging, toll-free reference service, mailing of microfiche articles for viewing on remote machines, and fee based database searching (Dugan 1997). With these suggestions Dugan has begun to operationalize the ACRL Guidelines, describing in general terms the implementation of the recommendations from ACRL. This research will identify locations which are implementing these and other specifics related to the latest revision of the guidelines.

Accrediting bodies such as the Southern Association of Colleges and Schools, the Middle States Commission on Higher Education, and the Western Association of Schools and Colleges, include statements concerning library service to distance learning activities in their requirements for educational support services. However, the operational elements are not provided in order to measure and evaluate those services.

ACRL Guidelines Operationalized

Each of the ACRL Guidelines for Distance Learning Library Services is analyzed for practical application and implementation as an aspect of providing service to students and faculty in distance education programs. Each element of the eight sections is expressed in practical, functional terms. Each element is then separately evaluated by the research participants in order to determine its usefulness in providing service to distance education students.

Limitations of the Study

The ACRL Guidelines for Distance Learning Library Services are analyzed in operational terms as stated above. The operational statements were developed by the researcher without review by an external review panel.

Volunteers for participation are sought through the invitation to participate explained on a cover letter with a return postcard provided. Ideas and concepts maintained by those who choose not to participate are included in the analysis of the questionnaire responses.

The low response rate (fifty-seven out of four hundred and ninety-four contacts, or 11.5 percent) necessitates limited generalization among the field of possible participants. Those who participated may feel more invested in the success of their programs to the distance education component of the campus. Since voluntary participation cannot be controlled the researcher proceeded with the results available. A follow-up study with wider participation could shed additional light on the guidelines which need to be modified in order to be more useful.

The ideas and responses of those who work in distance education library service but are not identified through the method of developing a participation list described in Chapter 3 will not be considered.

Upon wider distribution of the results of this study, further revision will be necessary as additional information is gathered outside the realm of the original study.

As technology advances, the means of analyzing each guideline in the ACRL Guidelines will change, requiring further revision of this original study.

CHAPTER 2

LITERATURE REVIEW

Library services to distance education programs have been studied and analyzed repeatedly in the literature. However, very little has been studied concerning the impact of the ACRL Guidelines on off-campus library services (Caspers, Fritz and Gover 2001).

Research conducted concerning library services to distance education programs concluded that faculty awareness of the services available to students is critical to whether these services get used. The results of a survey conducted by the Business Reference and Services Section of the Reference and User Services Association, American Library Association discovered a direct correlation between faculty awareness of what the library could supply and the depth of use of library materials by the students in the program (BRASS 2001). Similarly, the results of a survey conducted at the University of Minnesota discovered that only thirty percent of the faculty teaching distance education courses was aware of the library resources and services available to their students (Starke-Meyerring 1998). Students literally follow their instructors' directions in reference to access to library materials and rarely have time or are willing to take the time to go beyond what is required. "Instructors are influential in affecting student perceptions of, and their use of, the library. Faculty can require students to utilize scholarly journals, books, and reference materials from the libraries' print and electronic

collections. They can refer students to reference librarians for assistance in search strategies and selecting databases. Instructors can also invite librarians to provide library instructions on a formal or informal basis (Adams 2001, 6)."

The guidelines as established by the Extended Campus Library Services Section of the Association for College and Research Libraries assume the following precepts in the first section of the Guidelines, "Philosophy":

"The parent institution is responsible for funding and appropriately meeting the information needs of its extended academic programs in support of their teaching and learning, and when applicable, research."

"The parent institution recognizes the need for service, management, and technical linkages between the library and other complementary resource bases such as computing facilities, instructional media, and telecommunication centers."

"The parent institution is responsible for assuring that its extended academic library programs meet or exceed national and regional accreditation standards and professional association standards and guidelines."

"The parent institution is responsible for involving the library in the detailed analysis of planning, developing, adding, or changing the extended academic program from the earliest stages onward (Pickett 1997, 100)."

The increasing need for user education with regard to pulling library resources together is also apparent from the research being conducted. Starke-Meyerring found from the results of her survey referred to above that students are confused by the frequently changing interface of library resources and overwhelmed by the increasing volume through which to navigate (Starke-Meyerring 1998).

A survey conducted by Andrew Gibson measured the level of implementation of developments in the provision of library services to distance education students at Scottish and English universities. The method of distribution was not included in the article, rather Gibson simply stated that a questionnaire was designed and widely distributed. While not referring directly to the ACRL Guidelines as this current research is, Gibson itemized similar criteria in order to measure the level of support provided by the library. In particular, questions were designed to assess the various aspects of the provision of library service to distance education students: “lending policies, services provided, access to the library’s catalog and electronic resources, induction and support for distance learning students, funding provided for supporting distance learners, involvement of the library in plans to validate distance learning courses, and collaborative or reciprocal agreements with other institutions to support students (Gibson 1999, 224).” Twelve percent of the respondents indicated that they had written policies in place dealing with library services to distance education programs. For most respondents, circulation policies did not differentiate between resident and distance students for lending or recall purposes. Nineteen percent stated that their fining policy varies for distance education students as opposed to resident students. Ninety-four percent do not maintain a separate collection of materials specifically for the use of distance education students. Conversely, most institutions responding to the survey stated that they provide library services specifically targeted to the distance education programs. Most

respondents do not charge for services, other than postage fees and photocopying. Only forty-four percent of the respondents reported offering remote access to their OPACs, however no respondents reported providing access to their CD-ROM titles. Forty-three percent offer some form of on-line access to library materials. Training or induction was offered to distance education students by sixty percent of the respondents, generally toward the beginning of their programs. However, only seventeen percent of respondents indicated that they have staff trained specifically to work with distance education students. As stated above in reference to separate collections, ninety-four percent of the respondents reported not allocating special funds specifically for distance education programs. Rather than providing materials specifically designed for the distance education students, twenty-nine percent of the respondents stated that they maintain reciprocal borrowing agreements with other libraries in order to provide materials for their students at more convenient locations.

The Association of College and Research Libraries developed a set of guidelines in 1963 in order to begin to set standards for addressing the problems described above, lack of information concerning available library services on the part of faculty members and constant need for instruction on the use of various library services on the part of students. As technology formats of library materials evolved, the ACRL recognized the need for revision of the guidelines. The guidelines were revised and expanded frequently over the last 40 years, especially during the last ten years. One revision was approved in

1990 and a second revision begun in 1998 was presented as a draft revision to be approved in 2000, addressing the increasing influence of electronic resources for library services to distance education. The ACRL, in its introduction to the latest revision in 2000 explained the incentives to address the need for revision once again, “Incentive to adapt and expand the ‘Guidelines’ has stemmed from the following increasingly critical factors: nontraditional study rapidly becoming a major element in higher education; an increase in diversity of educational opportunities; an increase in the number of unique environments where educational opportunities are offered; an increased recognition of the need for library resources and services at locations other than main campuses; an increased concern and demand for equitable services for all students in higher education, no matter where the ‘classroom’ may be; a greater demand for library resources and services by faculty and staff at distance learning sites; and an increase in technological innovations in the transmittal of information and the delivery of courses (ACRL 2003, 265).” The latest revision was presented by the Distance Learning Section Guidelines Committee and approved by the ACRL Board of Directors in June 2004 (ACRL 2004).

The ACRL Guidelines assume certain precepts: the parent institution is responsible for funding and appropriately meeting the information needs for teaching, learning, and research for its extended learning programs. Meeting these information needs includes providing equitable library services. The parent institution further accepts the responsibility for meeting the requirements of any relevant accrediting bodies and

professional associations. The parent institution is further responsible for including the library in all stages of planning for an extended education program (Pickett 1997).

The ACRL Guidelines can be used as a foundation for assessment of library services to distance education students and faculty. Assessment of the usefulness and success of the services provided by the various library departments is essential to growth and improvement. The ACRL Guidelines provide a framework for an assessment project. Unlike strictly numerical, statistical reporting Linda Frederiksen states in her article, “Grading Ourselves: Using the ACRL Guidelines for Distance Learning Library Services to Develop Assessment Strategies,” the guidelines provide a framework for “synthesiz(ing) (the) information (gathered) into a recognizable structure that translates activities into knowledge and best practices (Frederiksen 2002 p. 337).” The ACRL Guidelines provide a structure for developing a library services distance education program to begin with while providing ongoing quality control assessment while a program is continuing and improving. An ongoing program of assessment allows for linking the campus’ mission statement with the setting of service priorities as well as gathering and evaluating evidence that these priorities are put into practice (Frederiksen 2002).

In order to be useful and relevant the ACRL Guidelines must be implemented in an actual academic setting. Jean Caspers, Jack Fritts, and Harvey Gover looked for indicators of ways the guidelines were being implemented at particular campuses in their

study, “Beyond the Rhetoric: A study of the Impact of the ACRL Guidelines for Distance Learning Library Services on Selected Distance Learning Programs in Higher Education (Caspers 2001).” They also studied the interest paid by accrediting agencies and professional organizations to the adherence to these guidelines. Caspers, Fritts and Gover found that though library services are provided to distance education students, the ACRL Guidelines are not considered when planning and implementing these services. It is common practice that distance education instructors prepare assignments without consulting the appropriate library staff so that materials can be made available. The researchers found in general a lack of coordination between the teaching faculty and library support services even though the ACRL Guidelines clearly require this coordination.

A number of institutions provide library service to distance education students on a minimal level. One accrediting agency, the North Central Association of Colleges and Schools (NCACS), does not make specific mention of off-campus library services as a criterion for accreditation, disregarding the common platform for review agreed upon by all eight regional accrediting organizations of the Council of Higher Education Accreditation. Even though each accrediting organization independently develops standards, policies, or processes for the evaluation of distance learning, they all agree on key areas of institutional activity. For purposes of this research the most pertinent key

area is student support, especially in relation to adequate resources provided in a timely manner (CHEA 2002).

Universities frequently use guidelines such as the ACRL Guidelines as a foundation for their accreditation portfolios. When a university lists the various aspects of the ACRL Guidelines, matching them with activities within the campus its status relative to accreditation standards improves. The ACRL Guidelines, along with other benchmarks of good service provide a catalyst for self-study and comparison, as described by Lessin, McGinnis and Bean (Lessin 2002). The International Association for Management Education (AACSB) has published and distributes to any university seeking accreditation through their organization a set of standards based in part on the ACRL Guidelines for Distance Learning Library Services, as well as other organizations' guidelines. Lessin states that, "The quickly developing arena of distance education for business students combined with the competitive environment to attract and retain qualified students calls for librarians associated with new programs as well as more mature programs to compare their services and resources to one another and with national norms (Lessin 2002, 157)." Lessin also states that, "Comparison of this type is also used to demonstrate a qualitative advantage over one's programmatic rival in an effort to successfully market a distance education business program to perspective student enrollees (Lessin 2002, 157)." Universities compete for students and favorably measuring against other programs in regards to numbers of accreditation achievements will sway students in favor of these

programs. In order to be competitive a campus attempting to attract distance education students could provide better service to remote students than to resident students, as stated by Lessin. For example, library materials may be mailed to remote students on demand whereas resident students must find and retrieve their own materials throughout the library building. Also, resident students are expected to pay for the copies of journal articles they retrieve, whereas distance education students receive the same articles at no cost. As electronic versions of journal articles become more common access to full-text articles to download or email to one's self is more likely the format of choice allowing both resident and remote students access to articles at no cost. This method provides another example of equivalent library services for resident and distance education students.

Developing guidelines to encourage conformity to accreditation standards leads to more aggressive activities on the part of the librarians involved. Kirk and Bartelstein state that, "The guidelines follow national accreditation standards and offer strong language on the necessity of resources and services equal to those that support on-campus programs. At the same time, they encourage innovative and novel approaches from librarians (Kirk 1999, 40)." Once again universities and librarians must be innovative and competitive in order to attract and keep distance education students.

Kevin Hammer found in his study of accreditation by the NCACS that most of the schools responding to his survey do not have written profiles or statements outlining their

goals and objectives in relation to the ACRL Guidelines. Historically, only three of the seven accrediting commissions across the United States addressed library services in their list of criteria at all in 1982. By 1990 a reassessment of the number of accrediting commissions addressing library services had risen to five of the seven. The remaining two accrediting commissions alluded to agreements with other libraries when necessary rather than setting specific standards for the library resident on the campus in question (Hammer 1994).

The ACRL Guidelines are intentionally worded for relevance to any academic discipline. The original committee developing the guidelines in 1982 (an earlier version of “Guidelines for Library Services to Extension Students” was begun in 1963) and the committees for subsequent revisions were careful to construct language for each of the guidelines that would apply to all disciplines and curricula. As stated by Lessin, “ While the authors seem to recognize the differences inherent in the on-campus and off-campus learning environments in regard to the kind of library support appropriate and reasonable, there is an effort to assure that the off-campus learner is treated equitably (Lessin 2002, 162).”

In addition to being considered for accrediting organizations the ACRL Guidelines should be promoted outside the library profession to those in decision making positions such as administrators and boards of regents. The ACRL Guidelines have been compared to a constitution with the attendant rights of those for whom the guidelines

were intended, in order to clarify their role in the development of distance education programs for those not directly involved. Harvey Gover states that the philosophical section of the guidelines can be compared to a Bill of Rights for distance learning faculty and students requiring equivalent library services (Gover 2002).

The ACRL Guidelines address funding specifically for delivery of library materials to distance education students in a section of the guidelines. A review of Texas' higher education policies for distance education programs revealed the inclusion of funding for library services. Lancaster concluded that library services were supported through the creation of the Telecommunications Infrastructure Fund designed specifically for access to library resources. Lancaster's research did not, however, describe in detail the implementation of the funding on a local university level (Lancaster 1997).

A review of the literature reveals several previous studies dealing with library services to distance education programs. However none of the studies deals directly with the ACRL Guidelines specifically. Hugh Thompson reported the results of a survey reported in ACRL's 2000 Academic Library Trends and Statistics. Associate of Arts institutions had the highest percentage of participation in distance education programs with 90.3 percent, with doctoral granting institutions next with 83.2 percent, master's granting institutions with 76.1 percent and bachelor's institutions at 50.6 percent participation. Library service to these programs is integrated with the overall library program for the campus for 90 percent of the respondents. Forty to 50 percent of the

libraries reported providing library orientation programs to distance education students. Less frequently (11%) libraries provided information literacy instruction and classroom visits (8%). Thompson reported an even more disturbing statistic, 90 to 95 percent of the libraries responding did not have additional funding provided to support distance education library services. For delivery of materials 46 percent reported using e-mail, 55 percent reported face-to-face delivery, 51 percent reported faxing, 34 percent reported interactive web page delivery, and 45 percent reported courier delivery. Finally, Thompson reported that 78 percent of the respondents of the survey reported providing library instruction through face-to-face methods, 41 percent provided instruction through e-mails, 41 percent as well provided library instruction through interactive Web pages, and 32 percent provided library instruction over the telephone.

Methodology

The methodology used for this research allows participants to select any and all responses to each element of the eight sections of the guidelines for a rating of usefulness. Each statement is presented independently of the other statements in the particular section. Each statement is assigned a weighted score relative to the importance of that statement to the development and implementation of a distance education library service program. If all statements in a section are considered essential they all can receive a rating of “1.” If all statements in a section are considered unnecessary or not useful they can all receive a rating of “5.”

Using a methodology whereby the number of positive responses was not restricted allowed the participants to rate every aspect of the operationalized guidelines as important or unimportant as they were perceived. In the course of day-to-day operations some of the guidelines will not be as practical or necessary as others would be. This research focuses on presenting the guidelines in practical, operational terms meant to set the framework for daily, efficient procedure planning.

An essential component of the quality of a distance learning program is the provision of adequate library services. Criteria for determining successful programs are established using two approaches. First, the latest revision of the *Guidelines for Distance Learning Library Services* approved as a draft by the Board of Directors of the Association of College and Research Libraries in fall 2000 will be reviewed. Specific

attributes of library service to distance education students is determined based on these guidelines. Second, specific mechanisms are identified through feedback from librarians in the field in order to assess and rate the various attributes. For example, a guideline dealing with providing funding for the formally defined needs and demands of a distance education program is stated in operational terms by the statement, “The university will provide financial support directly related to the needs and demands of the distance education programs.”

Once identified, these services are operationalized in order to permit measuring the level of usefulness of each of these attributes. Each guideline specified in the latest draft revision, 2000, is quantified, prioritized and operationalized in a similar manner.

ACRL Guidelines Operationalized

Each of the ACRL Guidelines for Distance Learning Library Services is analyzed for practical application and implementation as an aspect of providing service to students and faculty in distance education programs. Each element of the eight sections is expressed in practical, functional terms by the researcher. No external oversight body was utilized for this conversion.

For example, the ACRL Guidelines section on Finances states that:

The originating institution should provide continuing, optimum financial support for addressing the library needs of the distance learning community sufficient to meet the specifications given in other sections of these “Guidelines,” and in accordance with the appropriate ACRL Standards and with available professional, state, or regional accrediting agency specifications. This financing should be:

- ...7. related to the formally defined needs and demands of the distance learning program;

This guideline is stated in the questionnaire in the following operationalized terms:

B. FINANCES

- _____ 1. The university will provide financial support directly related to the needs and demands of the distance education programs.

Sample Selection

As a first step in evaluating each standard of the ACRL Guidelines, volunteer participants were solicited from a list of four year universities offering distance education programs. The fourth volume of *The College Blue Book*, Distance Education Programs, was consulted for a list of all universities offering a distance education program. A list of five hundred and ninety-two universities offering distance education programs was compiled. Using the *American Library Directory* a contact person for the main library at each of these 592 universities was identified, if available. A librarian responsible for coordinating the distance education portion of the library’s services was identified in the directory, if possible. Otherwise the name of the library director was used, if available.

After consulting the *American Library Directory* and the universities' websites, there were ninety-eight universities with no identified contact person. Therefore the list of universities available for possible participation in this research was reduced to 494.

Pretesting

On August 1, 2004 ten universities were identified as pretest recipients. These universities were randomly selected from the alphabetical list of 494 universities described above. The questionnaire created for the current research project was sent to each of these recipients with a cover letter requesting participation (Appendix B). Two responses were received. The results of these two responses were evaluated for possible confusion in interpretation of questions. Each of these respondents asked to receive the results of the study and was willing to have his or her name included in the analysis of the questions and responses. All ten universities were eliminated from the list of possible participants in the overall study before the next step in the research process was undertaken.

Survey Procedure

Between August 23, 2004 and September 10, 2004 a postcard was mailed to each contact name, requesting participation in the project (Appendix B). Each recipient was encouraged to participate in order to produce more meaningful results. Each recipient was given a choice of preferred method of communication: email, postal mail, or fax. Each recipient was also asked to agree to be named in the narrative summary of the project. Each recipient was asked whether he or she wished to have the immediate supervisor be notified of his or her willingness to participate. Finally, each recipient was asked whether he or she wished to receive the final results of the study. After compiling 592 universities from the Distance Education Programs volume of *The College Blue Book*, ninety-eight had no identifiable library contact or library distance education contact, either in *The American Library Directory* or by consulting the university's webpage. Four hundred and ninety-four postcards were mailed in envelopes with return address and postage included, to the universities with identified library contact names. By October 11, 2004 seventy-seven responses were received in return. Two of these responses declined to participate. The other seventy-five were sent the full five page questionnaire by the participants' preferred method (91% preferred email for the questionnaire). A reminder to return the questionnaire was sent out to each participant who had not yet responded, again by the participants' preferred method of

communication on October 25, 2004. As of December 29, 2004 fifty-seven responses were received.

Questionnaire Design

Instrument

Questionnaires were distributed to the academic libraries identified earlier in this section requesting analysis of each element of the guidelines defined by the Extended Campus Library Services Section (ECLSS) (currently the Distance Learning Section (DLS)) Guidelines Committee. As stated above in the *Definitions* section in order to analyze the guidelines each is stated in operational terms created by the researcher. These statements were not reviewed by an external review panel. These statements were compiled into a five page questionnaire and presented to each participant for evaluation and assessment of a rating scale of importance and relevancy:

SCALE	1 Essential
	2 Crucial
	3 Useful
	4 Marginal
	5 Not useful
	6 Useless

The scale of ratings is established by the researcher with the following definitions:

1. *Essential* top priority, must be considered when developing library services for a distance education program
2. *Crucial* extremely important, should be considered when developing library services for a distance education program if at all possible
3. *Useful* worth considering, a good idea to include in library services for a distance education program if staffing and funding allow
4. *Marginal* of limited value, can be included if funding and staffing allow, however, it would not be missed if not included
5. *Useless* of no value to the development of library services for a distance education program

Participants are asked to consider each element separately, without regard to the evaluation of other elements in the category. Therefore it is permissible to rank each element as essential, or all elements as useless. In most cases, however, participants will rank the elements within a range. The questionnaire is segmented as are the guidelines into the following eight categories:

- A. Management
- B. Finances
- C. Personnel
- D. Facilities
- E. Resources
- F. Services
- G. Documentation
- H. Library Education.

A. Management

Questions concerning the management of library services provided for distance education programs revolve around each library's responsibility to fund, staff, and supervise library services and resources in support of the institution's distance education program. In order to accomplish these goals the library staff must consider the following issues: "1) assess the needs of the extended academic community for library resources, both traditional and electronic, and services, including instruction, and facilities; 2) prepare a written profile of the extended community's information needs; 3) develop a written statement of immediate and long-range goals and objectives... 4) involve extended academic community representatives, including administrators, faculty, and students, in the formation of the objective and the regular evaluation of their achievement; 5) ... assess the existing library support, its availability and appropriateness; 6) participate with administrators and teaching faculty in the curriculum development process and in course planning to ensure that appropriate library resources and services are available; 7) promote library support services to the extended academic community; and 8) pursue, implement, and maintain all the preceding (Guidelines 1998, 100, 101)."

Thirteen statements dealing with various aspects of the management of a library services program for the distance education component of a university comprise the first section of the questionnaire for the current research. Conducting surveys, developing

profiles of information needs and writing a strategic plan are covered in the twelve statements. Writing a mission statement and planning a budget particular to the distance education portion of the library's operation are also addressed in this section.

The questions distributed to the research participants in the *MANAGEMENT* section of the questionnaire were the following:

- _____ 1. A survey will be conducted in order to assess the electronic and traditional paper-based library needs of the students, taking into account services, instruction and facilities.
- _____ 2. The survey referred to above will be conducted on a regular basis.
- _____ 3. The library staff will prepare a profile of information needs specific to the distance education programs.
- _____ 4. The profile referred to above will be reviewed and revised on a regular basis.
- _____ 5. The library staff will prepare a strategic plan specifically for distance education library services.
- _____ 6. The strategic plan will be reviewed and revised as needed on a regular basis.
- _____ 7. The library staff will seek input for preparing a strategic plan from faculty, administrators and students.
- _____ 8. The library's distance education mission statement, goals, and objectives will be incorporated with those of the university.
- _____ 9. Faculty, administrators and students will be included in the development of distance education goals and objectives for library services.

- _____ 10. Faculty, administrators and students will be included in the evaluation of the distance education goals and objectives for library services, using qualitative and quantitative measures, on a regular basis.
- _____ 11. A portion of the library's materials budget will be allocated for distance education materials through the library's collection development policy.
- _____ 12. Library staff will work with administrators and faculty in the distance education program in developing their curriculum.
- _____ 13. Library staff will work with the computing services staff to plan for the necessary automation support for distance education programs.

B. Finances

Questions concerning the financing of library services for distance education programs are important to consider in the early stages of planning. Without adequate funding an elaborate plan will remain unimplemented. As each institution plans for a distance learning program funding for library services must be taken into consideration. Specifically the following concerns should be addressed: expenses should be related to the defined needs of the extended academic program, funding should be allocated on a schedule consistent with that of the parent campus, expenses should be separately identified in the institution's financial statements, arrangements should be made to reimburse independent, cooperating libraries, and funding should be provided for the development of creative and innovative ideas.

Questions given to the research participants for this section of the questionnaire

were the following:

- _____ 1. The university will provide financial support directly related to the needs and demands of the distance education programs.
- _____ 2. Funds will be set aside for implementing agreements with other entities which may provide resources to the distance education students and faculty.
- _____ 3. Funds will be allocated for the library's distance education programs on the same cycle as the overall university.
- _____ 4. Funds are designated and identified for the library's distance education programs in the university's budget and reporting statements.
- _____ 5. The university's finances are set up to provide for making arrangements with other institutions related to the provision of the distance education programs.
- _____ 6. Funds provided are sufficient to cover the type and number of services provided for the distance education programs.
- _____ 7. Funds are provided in order to support the pursuance of new and innovative approaches to the provision of distance education services.

C. Personnel

Questions concerning personnel revolve around the need for adequate and appropriately trained and qualified personnel. Specifically questions include the recommendation that there be a coordinator to oversee the library services component of

the institution's distance learning program; additional professional and paraprofessional staff to communicate with faculty and students in these programs; comparable classification, status, and salary scales to those for equivalent library staff at the institution while also taking into consideration the cost of living in the remote sites being served; and opportunities for continuing growth and development for these staff members through attendance at workshops, training sessions and conferences.

Questions given to the research participants for this section of the questionnaire are the following:

- _____ 1. The library will provide a librarian-administrator specifically for the distance education program.
- _____ 2. The library will provide clerical support staff for the distance education program.
- _____ 3. The classification, status, and salary of the distance education library staff will be equivalent to other comparable library programs.
- _____ 4. Other distance education library support programs will be analyzed as a new one is being developed.
- _____ 5. The Distance Education library staff will regularly attend workshops and educational opportunities in order to remain current in the field.

D. Facilities

Questions concerning facilities include the provision of adequate equipment and communication modes, including adequate numbers of access points, adequate size of host servers, and adequate variety of resources and space to house them in order to meet the objectives of the distance education students and faculty. This provision includes agreements with independent, cooperating libraries.

Questions included in the questionnaire for the research participants for this section are the following:

- _____ 1. There will be agreements in place allowing access to non-affiliated libraries.
- _____ 2. There will be physical space set aside in the library specifically designed to serve the needs of distance education students, including office space allocated for distance education library staff.
- _____ 3. There will be satellite library branches set up to meet the needs of the distance education students in their geographic areas.
- _____ 4. There will be virtual services available and easy to access for the distance education students.

E. Resources

Questions concerning resources include the requirement that the sponsoring institution provide adequate resources in order to meet the information needs of distance education students and faculty. These resources, whether traditional or electronic, should be available in adequate quality, depth, number, scope, timeliness, and formats to provide

information equivalent to that provided for resident students of the same institution.

Accessing the resources available should allow students to complete assignments, faculty to meet their teaching and research needs, and all members of the academic community to meet their information needs. Access to the library's collection should be consistent with the level of the institution, as well as the level of the ACRL Standards, whether a community, junior or technical school, a college or a university.

Questions included in the questionnaire for the research participants for this section are the following:

- _____ 1. The distance education library staff will regularly receive copies of distance education class assignments in order to be prepared for materials requests.
- _____ 2. The distance education library staff will regularly receive requests from distance education instructors regarding their teaching and research needs.
- _____ 3. The distance education library staff will request suggestions for purchases of library materials appropriate and necessary for distance education students.
- _____ 4. There will be agreements in place with other libraries concerning resource and cost sharing.
- _____ 5. The library attached to the institution through which the student is enrolled will provide material needed by the most time-efficient method, email when possible or postal mail with self-addressed return information if necessary.

F. Services

Questions concerning library services revolve around the comparison of library services to the distance education component of the campus community relative to library services for the resident campus community. Specifically these library services include reference assistance, computer based bibliographic and information services, reliable, secure access to institutional and other networks, consultation services, user instruction programs, assistance with non-print media and equipment, interlibrary loan services including document delivery through the most expeditious means, access to reserve materials, adequate services hours, and promotion of library services to the wider extended academic community, including updated policies, regulations and procedures.

Questions for the research participants to consider for this section of the questionnaire are the following:

- _____ 1. The library's Reference Department will provide reference assistance specifically targeted for distance education students.
- _____ 2. The library's Reference Department will provide computer based bibliographic and informational services.
- _____ 3. The library's internet based resources will be available to all authorized students regardless of distance from the campus proper.
- _____ 4. These internet based resources connections will be reliable, reasonably fast, and secure.
- _____ 5. The library will provide consultation services to distance education students and faculty.

- _____ 6. The Reference Department will provide user instruction on online resources (opac and databases) designed specifically for distance education students.
- _____ 7. There will be a library staff member assigned to instruction on how to use non-print media and equipment.
- _____ 8. There will be agreements in place for reciprocal borrowing.
- _____ 9. This reciprocal borrowing is accomplished through the most rapid method feasible.
- _____ 10. Distance education students will have access to reserve materials.
- _____ 11. The distance education library staff will be available to provide assistance via telephone or email seven days a week until 10 pm.
- _____ 12. The distance education library staff will regularly present information sessions to distance education students and faculty outlining library services available to them.

G. Documentation

Questions regarding documentation evaluate the relative importance to a distance education library services program of a list of types of documents: user guides, mission statement, statistical data, facilities and collections assessments, work assignments, organization charts, budgets, personnel vitae and position descriptions, written agreements, evaluation studies, schedules, and curriculum development documentation.

Statements to review for this section of the questionnaire were presented to the research participants in this format:

Which documentation is most critical to measuring the level of service provided by the library to distance education students and faculty?

- ☐ 1. User guides, computer services guides
- ☐ 2. Mission statement
- ☐ 3. Statistics (use, collection, automation)
- ☐ 4. Facilities and collections assessment
- ☐ 5. Work assignments for staff
- ☐ 6. Organization charts
- ☐ 7. Budget
- ☐ 8. Personnel vitae and position descriptions
- ☐ 9. Written agreements
- ☐ 10. Library evaluation studies
- ☐ 11. Schedules
- ☐ 12. Evidence of involvement in curriculum development

H. Library Education

Finally, questions regarding library education center on the intersection between preparation for a professional library career and the consideration of distance education programs when providing library services. These questions relate specifically to the inclusion of distance education modes of delivery in the curriculum of library school courses and to the consideration of library school distance education students in the preparation of their own course syllabi and assignments.

Questions for the research participants for this section of the questionnaire are the following:

- _____ 1. Library schools will include instruction on coordinating library services to distance education faculty and students as part of their curriculum.
- _____ 2. Library schools will include practicing distance education providers in the planning for course content regarding distance education services.
- _____ 3. Library schools will review the distance education services programs of various campuses which are active in the provision of distance education library services.
- _____ 4. Library schools will review their own policies toward providing library services to their students through the distance education component of the campus.

CHAPTER 4

FINDINGS

In August 2004 a list of five hundred and ninety two colleges and universities was compiled to form the foundation for the current research. From this list of 592 four hundred and ninety-four were contacted through a distance education librarian or library director. From this list of 494 contacts seventy-seven responded, seventy-five of which agreed to participate in the research. As of December 29, 2004 fifty-seven had submitted the completed questionnaire. The responses from these fifty-seven participants comprise the analysis in this chapter, *FINDINGS*.

Section A - Management

The first section (Section A) of the ACRL Guidelines deals with management of the library services program for the distance education component of a university. Questions in this section probe fiscal and administrative responsibilities: funding, staffing and supervising library resources related to distance education programs. Examples of activities covered are conducting periodic surveys, creating a profile of information needs specific to distance education programs, developing partnerships with other libraries in order to provide library materials to all students enrolled at the institution, and developing and continuing to update a strategic plan.

Tabulating the results of the survey revealed the following outcomes (*Appendix A Table*

A – 1) summarized here:

	A1	A2	A3	A4	A5	A6	
1 Essential	28.07%	7.02%	14.04%	12.28%	19.30%	14.04%	
2 Crucial	17.54%	14.04%	29.82%	19.30%	33.33%	36.84%	
3 Useful	45.61%	66.67%	45.61%	59.65%	35.09%	38.60%	
4 Marginal	5.26%	7.02%	10.53%	8.77%	8.77%	8.77%	
5 Not useful	3.51%	5.26%	0.00%	0.00%	1.75%	1.75%	
6 Useless	0.00%	0.00%	0.00%	0.00%	1.75%	0.00%	
	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	
	A7	A8	A9	A10	A11	A12	A13
1 Essential	24.56%	35.09%	22.81%	12.28%	14.04%	24.56%	33.33%
2 Crucial	45.61%	33.33%	38.60%	36.84%	24.56%	33.33%	49.12%
3 Useful	24.56%	15.79%	29.82%	42.11%	33.33%	33.33%	14.04%
4 Marginal	3.51%	14.04%	7.02%	7.02%	15.79%	8.77%	1.75%
5 Not useful	0.00%	0.00%	0.00%	1.75%	10.53%	0.00%	1.75%
6 Useless	1.75%	1.75%	1.75%	0.00%	1.75%	0.00%	0.00%
	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

LEGEND: A1 Survey conducted
A2 Regular surveys
A3 Profile of information needs
A4 Profile revised regularly
A5 Distance education strategic plan
A6 Strategic plan reviewed regularly
A7 Faculty, admin and student input on strategic plan
A8 Mission statement incorporated with university
A9 Faculty, admin and students included in developing goals
A10 Faculty, admin and students included in evaluation of goals
A11 Portion of library's budget allocated to distance education
A12 Faculty and admin include library staff in curriculum development
A13 Library staff work with computing center staff

The three concepts rating the highest number of *Essential* ratings were:

1. The library's distance education mission statement, goals, and objectives will be incorporated with those of the university.
2. Library staff will work with the computing services staff to plan for the necessary automation support for distance education programs.
3. A survey will be conducted in order to assess the electronic and traditional paper-based library needs of the students, taking into account services, instruction and facilities. (*Appendix A Table A - 2*)

The three concepts rating the highest number of *crucial* ratings were:

1. Library staff will work with the computing services staff to plan for the necessary automation support for distance education programs.
2. The library staff will seek input for preparing a strategic plan from faculty, administrators and students.
3. Faculty, administrators and students will be included in the development of distance education goals and objectives for library services. (*Appendix A Table A - 3*)

The three concepts rating the highest number of *Useful* ratings were:

1. The survey referred to above (A survey will be conducted in order to assess the electronic and traditional paper-based library needs of the students, taking into account services, instruction and facilities) will be conducted on a regular basis.
2. The profile referred to above (The library staff will prepare a profile of information needs specific to the distance education programs) will be reviewed and revised on a regular basis.
3. The library staff will prepare a profile of information needs specific to the distance education programs. (*Appendix A Table A - 4*)

Reviewing the feedback from Section A of the questionnaire, it becomes clear that the most important aspect of managing a distance education library services program is the partnership between the library and the administrative computing center. This relationship is rated essential by thirty-three percent of the respondents and as crucial by forty-nine percent of the respondents, for a total response rate of over eighty-one percent in these two categories. As libraries become more dependent on electronic formats they become more dependent on computing services as well.

Surveys are rated highly important as well, as respondents realize that gaining feedback from students and faculty concerning the level of service they receive is essential to maintaining and improving a program. Twenty-eight percent of the respondents rate periodic surveys as essential, eighteen percent of the respondents rate them as crucial, and forty-six percent of the respondents rate them as useful in planning for a distance education component of library services, for a total response rate of over ninety percent in these three categories. Periodic reissues of a follow-up survey also rates high in importance (sixty-six percent of respondents rated periodic surveys as useful), as respondents recognize that receiving current information concerning students' needs and demands for library materials is an ongoing process.

The respondents perceive as well that a mission statement is important to prepare and follow as a distance education library support program is developed. Thirty-five percent of the respondents rate a mission statement as essential, thirty-three percent rate it

as crucial, and sixteen percent of respondents rate it as useful to operating the distance education component of a library, for a total response rate of over eighty-three percent in the top three categories. A mission statement helps to crystallize attention to the efforts of developing readily accessible library materials which are appropriate to students' fields of study.

Similarly, developing a strategic plan rates highly on the list of important aspects of administering a library services program (nineteen percent rate it essential, thirty-three percent rate it crucial and thirty-five percent rate it useful, for a total response rate of eighty seven percent in the top three categories). Also rating highly in priority is including faculty, administration and students in planning the goals and objectives of a library services program. Twenty-three percent rate this concept as essential, thirty-nine percent rate it as crucial and thirty percent rate it as useful, for a total response rate of over eighty-seven percent in these three categories. It is important to those administering the library services component of distance education programs that time and attention is paid to planning and developing an overview of the entire operation beyond day to day activities.

Conversely, one person in the research study rated each of the concepts in Section A as useless:

5. The library staff will prepare a strategic plan specifically for distance education library services.
7. The library staff will seek input for preparing a strategic plan from faculty, administrators and students.

8. The library's distance education mission statement, goals, and objectives will be incorporated with those of the university.
9. Faculty, administrators and students will be included in the development of distance education goals and objectives for library services.
11. A portion of the library's materials budget will be allocated for distance education materials through the library's collection development policy.

Even the most essential elements of the guidelines for some participants were considered useless to one person in the study.

Section B - Finances

Statements in Section B of the questionnaire concern financial arrangements made by administrators at universities for funding the library's distance education component.

These statements discern the campuses which provide additional funding in order to insure that distance education students receive equitable library services (*Appendix A*

Table B – 1) summarized here:

	B1	B2	B3	B4	B5	B6	B7
1. Essential	57.89%	15.79%	28.07%	17.54%	5.26%	35.09%	28.07%
2. Crucial	36.84%	31.58%	35.09%	21.05%	21.05%	52.63%	35.09%
3. Useful	3.51%	43.86%	28.07%	43.86%	56.14%	10.53%	31.58%
4. Marginal	1.75%	5.26%	8.77%	14.04%	14.04%	1.75%	5.26%
5. Not useful	0.00%	1.75%	0.00%	1.75%	1.75%	0.00%	0.00%
6. Useless	0.00%	1.75%	0.00%	1.75%	1.75%	0.00%	0.00%
	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

LEGEND:	B1	Direct financial support for the library's distance education
	B2	Funds for agreements with other entities
	B3	Funds allocated in same cycle as the university
	B4	Funds designated for distance education library services
	B5	Funds for arrangements with other institutions
	B6	Funds sufficient for type and number of services
	B7	Funds for new initiatives

Responding to the finances section (Section B) of the questionnaire for this research project the four concepts rated highest as *essential* are:

1. The university will provide financial support directly related to the needs and demands of the distance education programs.
2. Funds provided are sufficient to cover the type and number of services provided for the distance education programs.
3. Funds will be allocated for the library's distance education programs on the same cycle as the overall university. *Tied with*
4. Funds are provided in order to support the pursuance of new and innovative approaches to the provision of distance education services.
(Appendix A Table B – 2)

The four concepts rated highest as *crucial* are:

1. Funds provided are sufficient to cover the type and number of services provided for the distance education programs.
2. The university will provide financial support directly related to the needs and demands of the distance education programs.
3. Funds will be allocated for the library's distance education programs on the same cycle as the overall university. *Tied with*
4. Funds are provided in order to support the pursuance of new and innovative approaches to the provision of distance education services.
(Appendix A Table B – 3)

The three concepts rated highest as *useful* are:

1. The university's finances are set up to provide for making arrangements with other institutions related to the provision of the distance education programs.
2. Funds will be set aside for implementing agreements with other entities which may provide resources to the distance education students and faculty.
Tied with
3. Funds are designated and identified for the library's distance education programs in the university's budget and reporting statements.
(Appendix A Table B – 4)

Funding is an important component of a program and imperative to its success.

Without sufficient funding the best ideas cannot be implemented. Sufficient funding is critical to the success and continuance of any program. Fifty-eight percent of the respondents considered direct financial support for the distance education component of the library's services as essential and thirty-seven percent rated this concept as crucial, for a total response rate of ninety-four percent in the top two categories. Similarly, thirty-five percent of the respondents felt that sufficient funds for the number and types of services needed was essential, while fifty-three percent felt that this concept was crucial, for a total response rate of eighty-seven percent in the top two categories. Also, twenty-eight percent of the respondents felt that providing funds for new approaches to library services for distance education programs is essential, thirty-five percent felt this concept was crucial, and thirty-two percent felt this concept was useful, for a total response rate in the category of ninety-four percent. Strong support from the university's administration is essential. Communicating the value of library services to the distance education

component of the university is critical in order to maintain accountability and justify additional funding. Providing a separate structure for the distance education component of the library's overall budget ensures that the distance education component stands independently and does not jeopardize the library's other services and programs.

Conversely, one person rated each of the following concepts in this section of the guidelines as useless:

2. Funds will be set aside for implementing agreements with other entities which may provide resources to the distance education students and faculty.
4. Funds are designated and identified for the library's distance education programs in the university's budget and reporting statements.
5. The university's finances are set up to provide for making arrangements with other institutions related to the provision of the distance education programs.

Clearly one person in each category does not seem to value the development of partnerships with other libraries in planning a distance education library services program.

Section C - Personnel

Section C of the ACRL Guidelines deals with personnel issues

(Appendix A Table C - 1) summarized here:

	C1	C2	C3	C4	C5
1. Essential	26.32%	15.79%	49.12%	10.53%	26.32%
2. Crucial	28.07%	21.05%	35.09%	28.07%	40.35%
3. Useful	29.82%	40.35%	14.04%	42.11%	29.82%
4. Marginal	14.04%	15.79%	1.75%	14.04%	3.51%
5. Not Useful	0.00%	3.51%	0.00%	3.51%	0.00%
6. Useless	1.75%	3.51%	0.00%	0.00%	0.00%
7. blank	0.00%	0.00%	0.00%	1.75%	0.00%
TOTALS	100.00%	100.00%	100.00%	100.00%	100.00%

LEGEND: C1 Designated librarian
C2 Clerical support
C3 Equivalent status for staff
C4 Analyze other DE programs when a new one considered
C5 Attend regular workshops

The guidelines call for a person or more who is responsible for the management and coordination of distance learning library services. This person may have responsibility for distance learning services only, or in combination with other duties and assignments.

A staff of more than one person at the university could be responsible for distance learning library services. For this research project the concepts ranked most *essential* are:

1. The classification, status, and salary of the distance education library staff will be equivalent to other comparable library programs.
2. The distance education library staff will regularly attend workshops and educational opportunities in order to remain current in the field. *Tied with*
3. The library will provide a librarian-administrator specifically for the distance education program. (*Appendix A Table C – 2*)

The concepts ranked most *crucial* are:

1. The distance education library staff will regularly attend workshops and educational opportunities in order to remain current in the field.
2. The classification, status, and salary of the distance education library staff will be equivalent to other comparable library programs.
3. The library will provide a librarian-administrator specifically for the distance education program. *Tied with*
4. Other distance education library support programs will be analyzed as a new one is being developed. (*Appendix A Table C – 3*)

Finally, the concepts ranked most *useful* are:

1. Other distance education library support programs will be analyzed as a new one is being developed.
2. The library will provide clerical support staff for the distance education program.
3. The library will provide a librarian-administrator specifically for the distance education program. *Tied with*
4. The distance education library staff will regularly attend workshops and educational opportunities in order to remain current in the field.
(*Appendix A Table C – 4*)

There is a strong feeling among the participants in the research that the library staff working with the distance learning component of the library should be on an equal status to those in other departments of the library. Forty-nine percent of the participants responded that equal status is essential, while thirty-five percent responded that equal status is crucial, for a total response rate of eighty-four percent in the top two categories. A majority of participants responded that regular attendance at workshops and educational opportunities is important. Twenty-six percent of the participants responded that these activities were essential, while forty percent responded that these activities were crucial to maintaining a well run distance education service in the library and thirty percent responded that workshops were useful, for an overall rating of over ninety-five percent in the top three categories. The concept, “The library will provide a librarian-administrator specifically for the distance education program,” consistently ranked third in each of the categories, essential, crucial and useful with twenty-six percent of the participants considering it essential, twenty-eight percent considering it crucial and thirty percent considering it useful, for a total overall rating of almost eighty-three percent in the top three categories. In order for the distance education students to be provided with library services equivalent to those for resident students a full-time librarian should be dedicated to planning and maintaining communication between the students and the rest of the library’s staff.

Conversely, one person rated the first concept in the section as useless:

1. The library will provide a librarian-administrator specifically for the distance education program.

At the same time two participants rated the second concept in this section as useless:

2. The library will provide clerical support staff for the distance education program.

Clearly a few participants feel that it is not necessary to have staff members designated specifically to distance education services. However, this impression is held by less than five percent of the participants in the project.

Section D - Facilities

Section D of the questionnaire refers to facilities concepts (*Appendix A Table D – 1*) summarized here:

	D1	D2	amD3	D4
1. Essential	8.77%	12.28%	3.51%	77.19%
2. Crucial	21.05%	8.77%	10.53%	17.54%
3. Useful	54.39%	36.84%	40.35%	5.26%
4. Marginal	7.02%	33.33%	26.32%	0.00%
5. Not useful	3.51%	5.26%	17.54%	0.00%
6. Useless	3.51%	3.51%	1.75%	0.00%
7. Blank	1.75%	0.00%	0.00%	0.00%
TOTALS	100.00%	100.00%	100.00%	100.00%

LEGEND: D1 Agreements with non-affiliated libraries
D2 Designated physical space
D3 Satellite branches
D4 Virtual services

By far the most essential concept in this category deals with the availability of virtual services, with 44 responses, or 77%. The three highest ranked concepts as *essential* are:

1. There will be virtual services available and easy to access for the distance education students.
2. There will be physical space set aside in the library specifically designed to serve the needs of distance education students, including office space allocated for distance education library staff.
3. There will be agreements in place allowing access to non-affiliated libraries. (*Appendix A Table D – 2*)

The three highest ranked concepts rated as *crucial* are:

1. There will be agreements in place allowing access to non-affiliated libraries.
2. There will be virtual services available and easy to access for the distance education students.
4. There will be satellite library branches set up to meet the needs of the distance education students in their geographic areas. (*Appendix A Table D – 3*)

Finally, the third ranking concept, *useful*, received the following three highest ranking results:

1. There will be agreements in place allowing access to non-affiliated libraries.
2. There will be satellite library branches set up to meet the needs of the distance education students in their geographic areas.
3. There will be physical space set aside in the library specifically designed to serve the needs of distance education students, including office space allocated for distance education library staff. (*Appendix A Table D – 4*)

By far the highest ranking concept in Section D is the statement that virtual services will be available and easy to access for the distance education students. Seventy-seven percent of respondents rated virtual services as essential and eighteen percent of respondents rated them as crucial, for a total response rate of ninety-five percent for the top two categories. As electronic services become more widely available students are more readily able to recreate a trip to the library for resources and information while working through their online computer. Access to not only indexes but entire articles as full-text choices in the online databases are available through a request made via interlibrary loan, making research much more equivalent for distance education students. The next higher ranking concept overall in Section D deals with the establishment of borrowing agreements with local libraries enabling distance education students to access their local libraries when possible rather than relying exclusively on the host institution. This concept has been in existence for quite some time as students seek to access information for their research which is as convenient as possible. Nine percent of the respondents rated this concept essential, while twenty-one percent rated this concept as crucial, and fifty-four percent of respondents rated it useful, for a total of eighty-three percent in the top three categories. The third ranking concept refers to designated physical space in the university's library for access by distance education students (twelve percent of respondents rated this concept essential, nine percent rated it crucial and thirty percent of respondents rated this concept as useful, for a total of fifty-six

percent for the top three categories). This concept is not as commonly available. However it is an idea that is preferable to the concept of using local libraries that may not have the type of collection that is required for college level research. Adequate facilities for library support for distance education students are important to the overall success of the entire program.

Conversely, two respondents rated the first and second concepts in this section as useless and one respondent rated the third concept as useless:

1. There will be agreements in place allowing access to non-affiliated libraries.
2. There will be physical space set aside in the library specifically designed to serve the needs of distance education students, including office space allocated for distance education library staff.
3. There will be satellite library branches set up to meet the needs of the distance education students in their geographic areas.

Clearly, a few people do not see the need for separate agreements or space allocations for distance education library services.

Section E - Resources

Similar to Section D, Section E deals with resources, or the materials needed by distance education students in order to complete their assignments (*Appendix A Table E – 1*), summarized here:

	E1	E2	E3	E4	E5
1. Essential	14.04%	17.54%	15.79%	8.77%	57.89%
2. Crucial	24.56%	35.09%	38.60%	19.30%	31.58%
3. Useful	42.11%	42.11%	43.86%	57.89%	10.53%
4. Marginal	15.79%	3.51%	1.75%	7.02%	0.00%
5. Not useful	3.51%	1.75%	0.00%	1.75%	0.00%
6. Useless	0.00%	0.00%	0.00%	3.51%	0.00%
7. Blank	0.00%	0.00%	0.00%	1.75%	0.00%
TOTALS	100.00%	100.00%	100.00%	100.00%	100.00%

LEGEND: E1 Receive class assignments
E2 Receive instructor requests
E3 DE library staff request purchases for library
E4 Resource sharing agreements with other libraries
E5 Provide material by most time-efficient method

Resources are acquired through the availability of facilities as discussed in the section above. By far, the highest ranked concept considered *essential* relates to the timeliness of delivering library material to distance education students. Fifty-seven percent of the respondents stated that timeliness of delivery of library material is an essential component of library services to the distance education population. The three highest ranking in the *essential* category are (*Appendix A Table E – 2*):

1. The library attached to the institution through which the student is enrolled will provide material needed by the most time-efficient method, email when possible or postal mail with self-addressed return information if necessary.
2. The distance education library staff will regularly receive requests from distance education instructors regarding their teaching and research needs.
3. The distance education library staff will request suggestions for purchases of library materials appropriate and necessary for distance education students.

The highest ranked concepts considered *crucial* are (*Appendix A Table E – 3*):

1. The distance education library staff will request suggestions for purchases of library materials appropriate and necessary for distance education students.
2. The distance education library staff will regularly receive requests from distance education instructors regarding their teaching and research needs.
3. The library attached to the institution through which the student is enrolled will provide material needed by the most time-efficient method, email when possible or postal mail with self-addressed return information if necessary.

And finally, the highest ranked concepts considered *useful* are (*Appendix A Table E – 4*):

1. There will be agreements in place with other libraries concerning resource and cost sharing.
2. The distance education library staff will request suggestions for purchases of library materials appropriate and necessary for distance education students.
3. The distance education library staff will regularly receive copies of distance education class assignments in order to be prepared for materials requests. *Tied with*
4. The distance education library staff will regularly receive requests from distance education instructors regarding their teaching and research needs.

The concept rated most highly overall for this section of the guidelines is the concept referring to the speed of delivery of library materials. Fifty-eight percent of the respondents rated this concept essential, thirty-two percent rated it crucial and eleven percent rated it useful, for a grand total of one hundred percent. In order to be equivalent to on-campus students library service to distance education students must be as timely as possible. Purchase requests made by distance education library staff rated highly as well. Sixteen percent of the respondents rated this concept essential, thirty-seven percent rated it crucial and forty-four percent rated it useful for a total of ninety-eight percent of the respondents. Having input regarding additions to the collection allows for better response to patron requests. The next concept rated highly refers to communication between distance education library staff and distance education instructors concerning their teaching and research needs. This concept was rated essential by eighteen percent of the respondents, crucial by thirty-five percent of the respondents and useful by forty-two percent of the respondents for a total of ninety-four percent of the respondents in the top three categories. Communication is always important between faculty and library staff. However in the case of distance education faculty and students it is especially important to communicate the assignments given and the materials needed in order for students to have access in a timely manner in order to complete their assignments.

Conversely, two participants rated the fourth concept in this section as useless:

4. There will be agreements in place with other libraries concerning resource and cost sharing.

Once again there are a very few participants who feel that agreements with other libraries are not essential to the operation of a distance education library services program.

Section F - Services

The actual services performed for distance education students by library staff are covered in Section F (*Appendix A* Table F – 1), and summarized here:

	F1	F2	F3	F4	F5	F6
1. Essential	38.60%	56.14%	91.23%	78.95%	57.89%	38.60%
2. Crucial	31.58%	24.56%	7.02%	15.79%	35.09%	35.09%
3. Useful	24.56%	19.30%	0.00%	3.51%	3.51%	19.30%
4. Marginal	5.26%	0.00%	1.75%	1.75%	3.51%	7.02%
5. Not useful	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
6. Useless	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
7. Blank	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
TOTALS	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

	F7	F8	F9	F10	F11	F12
1. Essential	21.05%	35.09%	36.84%	54.39%	12.28%	17.54%
2. Crucial	12.28%	29.82%	42.11%	29.82%	28.07%	35.09%
3. Useful	38.60%	26.32%	15.79%	14.04%	31.58%	40.35%
4. Marginal	21.05%	3.51%	1.75%	1.75%	22.81%	5.26%
5. Not useful	7.02%	0.00%	0.00%	0.00%	5.26%	0.00%
6. Useless	0.00%	1.75%	1.75%	0.00%	0.00%	0.00%
7. Blank	0.00%	3.51%	1.75%	0.00%	0.00%	1.75%
TOTALS	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

LEGEND:	F1	Reference service for DE students
	F2	Computer based instruction
	F3	Internet services available to all students
	F4	Reliable, fast and secure internet service
	F5	Consultation services
	F6	User instruction on online resources for DE students
	F7	Library staff member assigned to non-print instruction
	F8	Reciprocal borrowing agreements
	F9	Rapid reciprocal borrowing
	F10	Reserve materials available for DE students
	F11	Seven day a week telephone or email reference assistance
	F12	Regular reference information sessions

Concepts such as user instruction through the reference department, reciprocal borrowing agreements, and online resources are included in this section. The three concepts ranking the highest as *essential* are:

1. The library's internet based resources will be available to all authorized students regardless of distance from the campus proper.
2. These internet based resources connections will be reliable, reasonably fast, and secure.
3. The library will provide consultation services to distance education students and faculty. (*Appendix A* Table F – 2)

The three concepts considered the highest ranking as *crucial* by the respondents were:

1. This reciprocal borrowing is accomplished through the most rapid method feasible.
2. The library will provide consultation services to distance education students and faculty. *Tied with*
3. The Reference Department will provide user instruction on online resources (OPAC and databases) designed specifically for distance education students. *Tied with*

4. The distance education library staff will regularly present information sessions to distance education students and faculty outlining library services available to them. (*Appendix A Table F – 3*)

Finally, the three concepts considered the highest ranking as *useful* by the respondents were:

1. The distance education library staff will regularly present information sessions to distance education students and faculty outlining library services available to them.
2. There will be a library staff member assigned to instruction on how to use non-print media and equipment.
3. The distance education library staff will be available to provide assistance via telephone or email seven days a week until 10pm. (*Appendix A Table F – 4*)

By far the highest rated concept in this section refers to students' access to the library's online resources from any location. Ninety one percent of the respondents rated this concept essential for distance education students. In today's electronically based distance education environment it is essential that students not only have access to their coursework and communication with their professors, but have access to online resources within the library as well. All materials are not yet available electronically through a library's website. However, references to other materials are available. Allowing students to order materials electronically through the interlibrary loan process to be delivered to their home or computer is an invaluable asset and a means of ensuring that distance education students have equal access to library materials compared with those who are

resident on campus. The second highest rating in this section on services refers to reliable, fast, and secure access to the internet. Seventy-nine percent of the respondents rated this concept as essential while sixteen percent rated it crucial, for a total of over ninety-four percent in the top two ratings for this category. Once again distance education students rely heavily on electronic resources and communication. Not only do these students access library materials and resources through the university's website but they communicate with their professors and fellow students through the website as well. Fast, reliable internet service allows the students to complete and submit assignments in a timely fashion and to pursue their research at a reasonable speed. The third highest rating in this section recommends the library staff provide computer based bibliographic and information services to distance education students and faculty. Fifty-six percent of the respondents rated this concept essential, twenty-five percent rated it crucial and twenty percent rated it useful, for a total of one hundred percent for the top three ratings in this category. It is imperative that students who do not have onsite access to the library's materials be given thorough instructions on using the library's available databases and online catalog in order to identify all of the relevant materials for their assignments and research. Unlike onsite students who can browse the collection and discover material relative to their topics distance education students must make use of the searching skills learned from library staff in order to identify materials relative to their topics. Distance education students must be well versed in searching using subject headings, thesaurus

terms, Boolean operators and various limited searches in order to identify the material needed for their research. Distance education students must also be instructed on the means of obtaining the material identified through this searching, either acquiring it through electronic transfer as an email, receiving it through facsimile transmission, or by postal mail. Each method requires awareness training and education on the part of the distance education library staff.

Conversely, two respondents rated two of the concepts in this section as useless:

8. There will be agreements in place for reciprocal borrowing.

9. This reciprocal borrowing is accomplished through the most rapid method feasible.

Once again, a very few people feel as if agreements to loan and borrow with other libraries are not an essential part of providing library services to distance education students and faculty.

Section G - Documentation

Section G, Documentation, elicited different responses from the participants

(*Appendix A* Table G – 1) summarized here:

	G1	G2	G3	G4	G5	G6
1. Essential	29.82%	28.07%	59.65%	12.28%	14.04%	3.51%
2. Crucial	31.58%	5.26%	29.82%	28.07%	24.56%	7.02%
3. Useful	17.54%	31.58%	5.26%	40.35%	42.11%	21.05%
4. Marginal	5.26%	12.28%	1.75%	7.02%	10.53%	29.82%
5. Not useful	0.00%	7.02%	0.00%	3.51%	0.00%	14.04%
6. Useless	0.00%	0.00%	1.75%	0.00%	1.75%	5.26%
7. Blank	15.79%	15.79%	1.75%	8.77%	7.02%	19.30%
TOTALS	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

	G7	G8	G9	G10	G11	G12
1. Essential	31.58%	1.75%	14.04%	40.35%	5.26%	8.77%
2. Crucial	21.05%	5.26%	15.79%	22.81%	17.54%	22.81%
3. Useful	26.32%	40.35%	36.84%	19.30%	35.09%	40.35%
4. Marginal	3.51%	24.56%	10.53%	5.26%	12.28%	7.02%
5. Not useful	1.75%	5.26%	1.75%	0.00%	8.77%	1.75%
6. Useless	0.00%	3.51%	3.51%	1.75%	1.75%	0.00%
7. Blank	15.79%	19.30%	17.54%	10.53%	19.30%	19.30%
TOTALS	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

LEGEND: G1 User guides
G2 Mission statement
G3 Statistics
G4 Facilities and collection assessment
G5 Work assignments
G6 Organization charts
G7 Budget
G8 Personnel vitae and position descriptions
G9 Written agreements
G10 Library evaluation studies
G11 Schedules
G12 Involvement in curriculum development

The introduction asks which documents were considered critical to measuring the level of service provided by the library to distance education students and faculty. Many participants only scored those deemed critical and left the others blank, while other participants scored every document with a rating of one ranking or another. Consequently many of the concepts had numerous blank scores, four concepts had eleven blank scores, one had ten blank scores and three had nine blank scores.

The three documents rated highest as *essential* are (*Appendix A* Table G – 2):

1. Statistics (use, collection, automation)
2. Library evaluation studies
3. Budget

The three documents rated highest as *crucial* are (*Appendix A* Table G – 3):

1. User guides, computer services guides
2. Statistics (use, collection, automation)
3. Facilities and collection assessment

The three documents rated highest as *useful* are (*Appendix A* Table G – 4):

1. Work assignments for staff
2. Facilities and collections assessment *Tied with*
3. Personnel vitae and position descriptions *Tied with*
4. Evidence of involvement with curriculum development

Documentation concerning the compilation of statistics rated highly for two groups of respondents. Sixty percent of the respondents rated the compilation of statistics related to use, collection, and automation as an essential activity, while thirty percent of the respondents rated the compilation of statistics as crucial and another five percent rated them as useful, for a total of ninety-four percent of the respondents rating this concept highly. The assessment of facilities and collections ranked high in importance to the respondents as well. Twelve percent of the respondents rated this concept essential, twenty-eight percent of the respondents rated it as crucial, and forty percent of respondents rated it as useful to the efficient operation of a library's distance education program, for a total response rate of eighty percent in the top three categories.

The documentation choices concerning facilities and collections assessment and work assignments for staff both rated highly as crucial or useful. Facilities and collections assessment rated essential for twelve percent of the respondents, as crucial for twenty-eight percent of the respondents and as useful for forty percent of the respondents, for a total of eighty percent in the top three categories. Work assignments for staff rated essential for fourteen percent of the respondents, as crucial for twenty-five percent of the respondents and as useful for forty-two percent of the respondents, for a total of eighty percent in the top three categories. Clearly documentation centered on measuring activity in the library is the most important documentation to maintain and rely on in order to measure the effectiveness of services to users, according to the rankings of the respondents.

Conversely, seven of the twelve concepts in this section of the guidelines were considered useless to at least one person. The following concepts were considered useless to one person:

- 3. Statistics (use, collection, automation)
- 5. Work assignments for staff
- 10. Library evaluation studies
- 11. Schedules

While two concepts were considered useless to two people:

- 8. Personnel vitae and position descriptions
- 9. Written agreements

And finally one concept was considered useless to three people in the study:

- 5. Organization charts

Clearly some of the participants do not highly value the requirement for extensive record keeping while providing library service to distance education students and faculty.

Section H – Library Education

Finally, Section H on Library Education measures the respondents' reactions to concepts concerning library services to distance education programs as a topic of study in library school programs. In particular the concepts include instruction on coordination of library services, including distance education providers in the planning of their coursework, review of other distance education programs while planning ones' own, and review of distance education policies for students in the library school itself who are distance education students (*Appendix A Table H – 1*) summarized here:

	H1	H2	H3	H4
1. Essential	24.56%	10.53%	7.02%	29.82%
2. Crucial	33.33%	52.63%	43.86%	36.84%
3. Useful	40.35%	33.33%	42.11%	29.82%
4. Marginal	1.75%	3.51%	5.26%	3.51%
5. Not useful	0.00%	0.00%	1.75%	0.00%
6. Useless	0.00%	0.00%	0.00%	0.00%
7. Blank	0.00%	0.00%	0.00%	0.00%
TOTALS	100.00%	100.00%	100.00%	100.00%

LEGEND: H1 Library schools include DE library services instruction
H2 Library schools consult practicing DE librarians
H3 Library schools review DE services in academic libraries
H4 Library schools review policies toward their DE students

The three concepts receiving the highest number of *essential* ratings by the respondents are (*Appendix A Table H – 2*):

1. Library schools will review their own policies toward providing library services to their students through the distance education component of the campus.
2. Library schools will include instruction on coordinating library services to distance education faculty and students as part of their curriculum.
3. Library schools will include practicing distance education providers in the planning for course content regarding distance education services.

The three concepts receiving the highest number of *crucial* ratings by the respondents are (*Appendix A Table H – 3*):

1. Library schools will include practicing distance education providers in the planning for course content regarding distance education services.
2. Library schools will review the distance education services programs of various campuses which are active in the provision of distance education library services.
3. Library schools will review their own policies toward providing library services to their students through the distance education component of the campus.

The three concepts receiving the highest number of *useful* ratings by the respondents are (*Appendix A Table H – 4*):

1. Library staff will review the distance education services programs of various campuses which are active in the provision of distance education library services.
2. Library schools will include instruction on coordinating library services to distance education faculty and students as part of their curriculum.

4. Library schools will include practicing distance education providers in the planning for course content regarding distance education services.

The fourth concept presented in Section H rated the highest overall by all respondents. This concept refers to library schools reviewing their policies concerning providing library services to their own distance education students. Thirty percent of the respondents rated this concept as essential, thirty-seven percent rated this concept as crucial, and thirty percent rated it as useful, for a total response rate of ninety-seven percent in the top three categories.

The first concept rated the next highest in overall ratings by the respondents. This concept refers to library schools including instruction related to distance education in their curriculum. Twenty-five percent of the respondents rated this concept essential, while thirty-three percent rated it crucial and forty percent rated it useful, for a total overall rating of ninety-seven percent in the top three categories.

Finally, the second concept rated the next highest in overall ratings by the respondents. This concept refers to providing practicing distance education providers in the planning for distance education course content. This concept was rated essential by eleven percent of the respondents, as crucial by fifty-three percent of the respondents and as useful by thirty-three percent of the respondents, for a total overall rating of ninety-five percent in the top three categories. Clearly, those practicing in the field should be consulted when programs are being developed.

This is the only category in the study to receive no ratings of useless. All respondents felt that library school instruction for distance education library services is useful to one extent or another.

CHAPTER 5

DISCUSSION

Distance education is a component of higher education which is growing steadily as students take advantage of the opportunity to attend classes on their own time frame while working or managing a household. As distance education programs become more common on university campuses the need for equivalent library services for these students as compared to on-campus students takes on increased importance. The American Library Association's Association for College and Research Libraries (ACRL) recognized this importance and developed guidelines for the provision of library services to distance education programs. These guidelines have been revised several times, as pointed out earlier in this research. Expressing these guidelines in operational terms and measuring their usefulness and practicality forms the basis for this research.

Receiving fifty-seven responses from 494 possible participants constitutes an eleven and one half percent response rate. This response rate is low and could be attributed to one or more of several factors. Asking for participants' cooperation ahead of time through sending out a postcard seeking participation encourages participants to be more invested in responding when the questionnaire arrives. Giving potential participants the choice to receive the questionnaire by mail, fax or email encourages better participation through the most convenient means for each person. The researcher cannot

control the participants' willingness to participate and their ability to follow through with their agreements. However, receiving a solicitation with a request to return a postcard may lead to an apathetic attitude or provide an excuse for not participating by setting the postcard aside until the deadline has passed. Requesting the questionnaire as an email attachment can also lead to a quick decision not to respond. "Use of the delete key makes disposing of a questionnaire request easier and quicker than for any other survey method, and it can be made before the full nature of the request appears on the screen (Dillman 372)."

Potential participants were offered the choice of responding through postal mail, email, or fax. Even with these choices some potential participants could have been deflected from responding due to the increasing demands on time and number of solicitations received. Linda Sax, Shannon Gilmartin and Alyssa Bryant studied response rates for paper and web based surveys and discovered that the ease and pervasiveness of the Internet have also contributed to a reduction in reaction to requests. "Reasons suggested for declining response rates range from the proliferation of junk mail to the rapid growth and ease of large-scale student assessment (Sax 423)." Even though their study focused on college students and whether or not they responded to requests for participation in online surveys the principle could also hold true for the current research. Distance Education librarians or Directors at the universities solicited for the current research could have had good intentions to respond and cooperate, later finding that other

more pressing demands were placed on their time, or other online solicitations for participation were more urgent with more immediate deadlines. Sax found that the response rate, as well, is directly related to the length of the survey, with fewer responses received from studies with longer questionnaires. The current research required the submission of a five page questionnaire, even though each question could be answered fairly quickly. The mere length of the questionnaire could have been a deterrent to attempting to complete it. In order to increase the response rate a phone call might produce results. A personal reminder that a response is important to the overall validity and usefulness of the research may encourage a few additional participants to respond. Along with a phone call an offer to resend the questionnaire by the participants' preferred method would also be helpful.

A restatement of the Research Question summarizes this project:

How would librarians providing distance education library services
rate the standards set by the ACRL Guidelines for Distance
Learning Library Services?

The analysis of the results of the questionnaire distributed for this research illustrates the usefulness and importance of converting the ACRL Guidelines into practical procedures. By ranking each concept within each question the most important elements of the guidelines were brought to light. The aggregate responses of the fifty-seven respondents illuminated the most important aspects of each concept, as specified in Chapter 4,

Findings. The guidelines rating highest with the participants were related to computing center partnerships, direct financial support of distance education programs in the library, equivalent status for library staff working with distance education programs, access to virtual services, speedy delivery of library materials, reference services available to distance education students and instruction specific to distance education issues in library schools.

As library directors and managers of distance education library services programs consider the provision of library services and ways to improve their delivery of material, the guidelines with the more relevance to this provision will receive higher rankings. Analyzing those guidelines with the highest rankings across the board will illuminate those aspects of the entire set of guidelines which are most critical to implement and improve. As librarians responsible for the distance education component of their library's services focus on those guidelines receiving the highest rankings they are provided with specific tools for improving their programs.

The Guidelines developed and revised several times by the Distance Learning Section of the Association of College and Research Libraries are comprehensive and appropriate for all libraries to consider. By means of converting these guidelines into practical, prioritized activities, as identified in this research, libraries are better able to use the guidelines for developing and improving their programs. Any university library planning a program of library service to their distance education programs should take

into consideration the ranking of each of the elements of the guidelines as discussed in this research. Further study of this topic will continue to revise the guidelines for program development in order to further improve the library's ability to provide quality service to all of its users.

As distance education programs become more popular with students and therefore a larger portion of the course offerings of many universities the need for adequate and equivalent library services will increase. By means of looking at Guidelines such as are provided and revised by the ACRL, libraries will be better prepared to provide the support needed. The research presented here constitutes a starting point for looking at guidelines for other components of a distance education program. Guidelines for registration services, financial aid services, advising services, and career development and management services, are also projects that could be developed and improved over time. As these guidelines are being considered and developed a component of outcome assessment should be included. The best way to measure whether a service is successful is to measure whether it has improved the quality of a student's educational experience. The means to determine this is to develop outcome based assessment tools.

Future Research

Expanding beyond the ACRL Guidelines for library services which were the basis of this research, guidelines could be developed and converted to practical applications for other aspects of distance education programs. In particular research looking at the intersection of course content programs such as WebCT or Blackboard course management systems would be useful and valuable. The intersection of course content programs with library services provision as discussed in the ACRL Guidelines is an important aspect of distance education to consider. A future survey such as the one conducted for this research could focus on the instructors of distance education courses and their vision of library services as related to their course assignments. As mentioned earlier in this paper there is a direct correlation between faculty awareness of what the library could supply and the depth of use of library materials by the students in the program (BRASS 2001). Establishing guidelines for the intersection of course developers and library support services providers would provide the foundation for further in-depth cooperation. This cooperation would lead to improvement in the overall education experience for the student. At the same time this cooperation would provide an education experience for the student that is equivalent to that for students locally attending classes. Once again, outcome based assessment of the students' learning experience and success beyond the university is the best way to measure these activities

and develop improvements in their delivery of service. Continual improvement of the education experience for students is a goal worthy of additional research.

A second research question could follow this current research with additional inquiries regarding the provision of library services to distance education students.

The research could go beyond the current research, looking at the ACRL guidelines for offering library services, and investigate the criteria for determining successful programs within the libraries. Criteria such as establishing separate departments for distance education services, hiring specialist librarians responsible only for distance education services, establishing a separate budget for the expenses of sending and returning library materials to distance education students, purchasing library materials intended exclusively for distance education students and faculty, and developing specific library instruction sessions intended exclusively for distance education students could be included in this extended research. Once again measuring the usefulness of these new measures through the development of outcome assessment measurement tools would be essential to the current improvement of services. As the means of delivery of library services to non-local students continues to evolve the means of measuring their acceptance and success will also necessarily evolve and improve. As students continue to demand more convenient methods of access to educational programs, campuses and libraries will be well served to continue to meet these demands.

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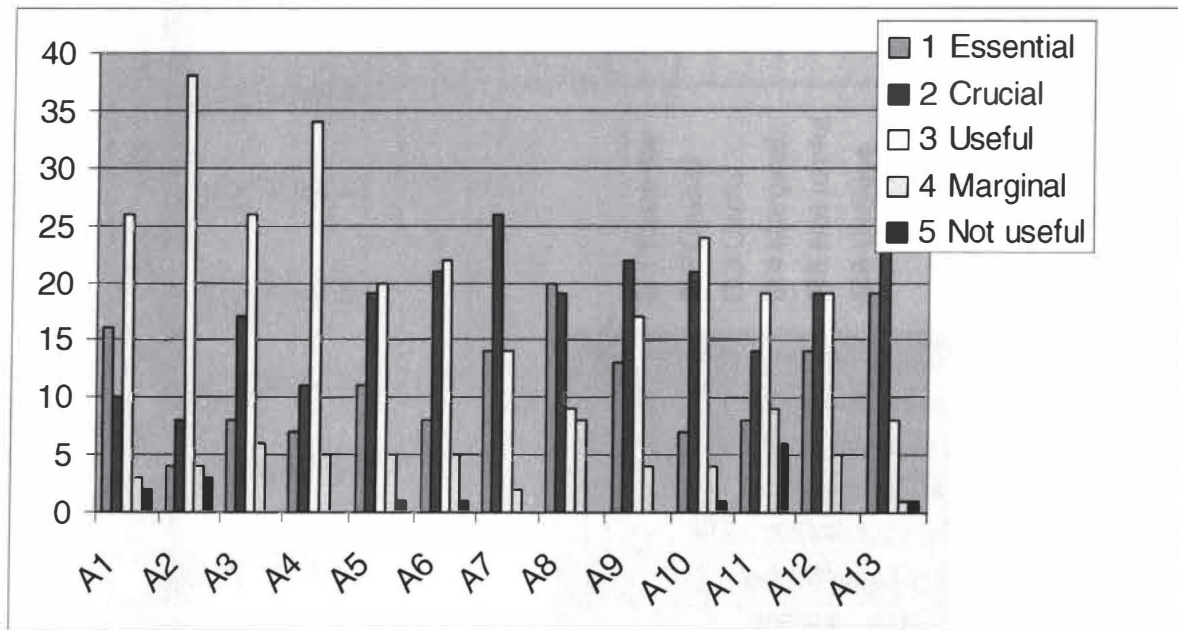
APPENDIX A – TABLES

TABLE A-1

QUESTION A. MANAGEMENT -SUMMARY

	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10
1 Essential	16	4	8	7	11	8	14	20	13	7
2 Crucial	10	8	17	11	19	21	26	19	22	21
3 Useful	26	38	26	34	20	22	14	9	17	24
4 Marginal	3	4	6	5	5	5	2	8	4	4
5 Not useful	2	3	0	0	1	1	0	0	0	1
6 Useless	0	0	0	0	1	0	1	1	1	0
TOTAL	57	57	57	57	57	57	57	57	57	57
	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10
1 Essential	28.07%	7.02%	14.04%	12.28%	19.30%	14.04%	24.56%	35.09%	22.81%	12.28%
2 Crucial	17.54%	14.04%	29.82%	19.30%	33.33%	36.84%	45.61%	33.33%	38.60%	36.84%
3 Useful	45.61%	66.67%	45.61%	59.65%	35.09%	38.60%	24.56%	15.79%	29.82%	42.11%
4 Marginal	5.26%	7.02%	10.53%	8.77%	8.77%	8.77%	3.51%	14.04%	7.02%	7.02%
5 Not useful	3.51%	5.26%	0.00%	0.00%	1.75%	1.75%	0.00%	0.00%	0.00%	1.75%
6 Useless	0.00%	0.00%	0.00%	0.00%	1.75%	0.00%	1.75%	1.75%	1.75%	0.00%
	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

TABLE A-1 MANAGEMENT
SUMMARY GRAPH



SECTION A - MANAGEMENT
SORTED BY RANK 1 - ESSENTIAL

Bar chart showing the number of responses for each importance level (1-6) across eight categories (A8-A12). The y-axis represents the number of responses (0-40). The legend indicates: 1 Essential (white), 2 Crucial (light gray), 3 Useful (medium gray), 4 Marginal (dark gray), 5 Not useful (black), 6 Useless (dark gray).

Category	1 Essential	2 Crucial	3 Useful	4 Marginal	5 Not useful	6 Useless
A8	1	1	1	1	1	1
A9	1	1	1	1	1	1
A10	1	1	1	1	1	1
A11	1	1	1	1	1	1
A12	1	1	1	1	1	1
A5	1	1	1	1	1	1
A3	1	1	1	1	1	1
A4	1	1	1	1	1	1
A2	1	1	1	1	1	1

SECTION A - MANAGEMENT SORTED BY RANK 2 - CRUCIAL

Bar chart showing the number of responses for each usefulness rating (1 to 6) across different categories (A13 to A7). The y-axis represents the number of responses (0 to 40). The legend indicates: 1 Essential (dark grey), 2 Crucial (medium grey), 3 Useful (light grey), 4 Marginal (white), 5 Not useful (dark grey), 6 Useless (medium grey).

Category	1 Essential	2 Crucial	3 Useful	4 Marginal	5 Not useful	6 Useless
A7	38	38	38	38	38	38
A4	35	35	35	35	35	35
A3	25	25	25	25	25	25
A8	20	20	20	20	20	20
A10	25	25	25	25	25	25
A9	20	20	20	20	20	20
A13	25	25	25	25	25	25

TABLE A - 4

SECTION A - MANAGEMENT SORTED BY RANK 3-USEFUL

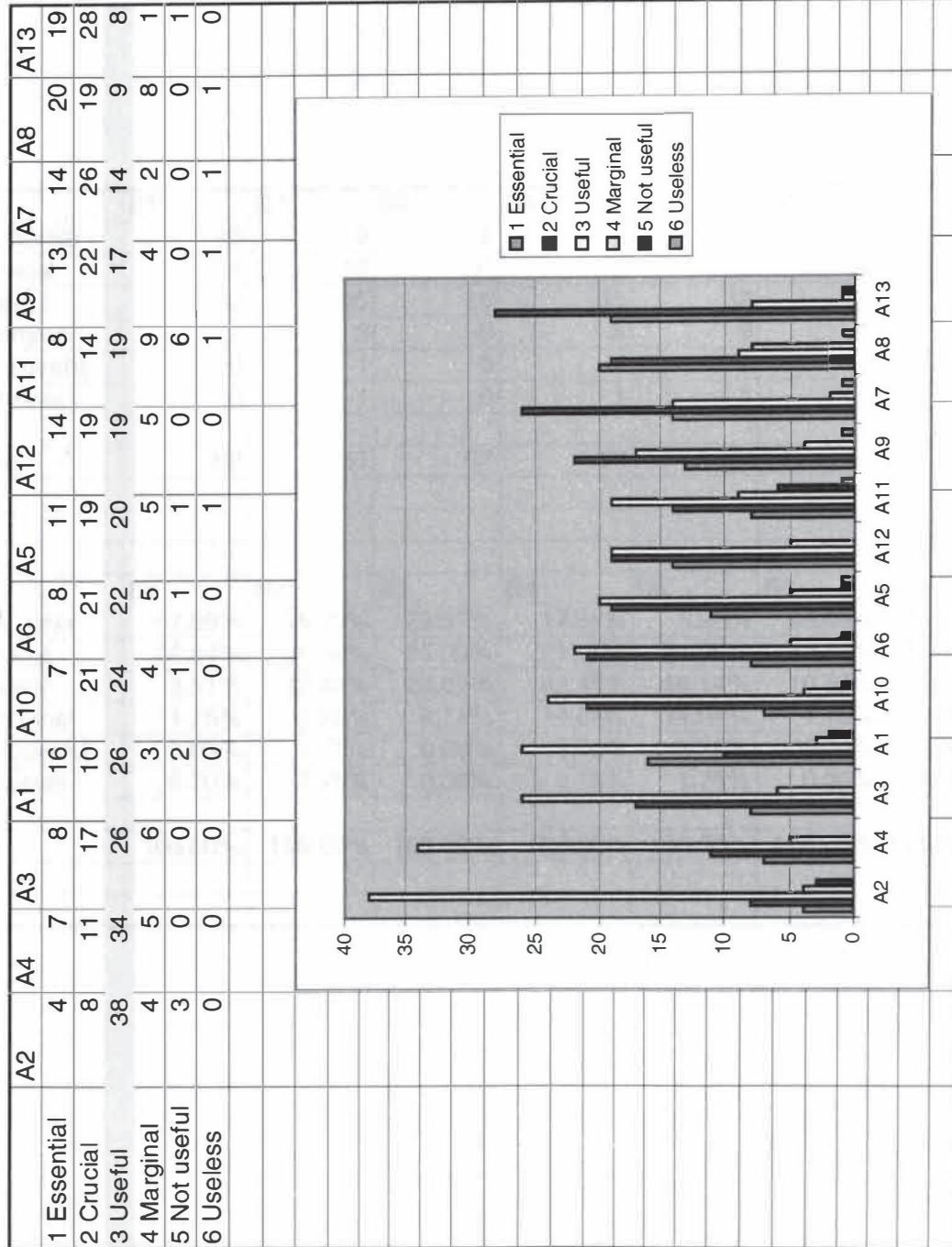


TABLE B - 1

SECTION B - FINANCES SUMMARY

	B1	B2	B3	B4	B5	B6	B7
1. Essential	33	9	16	10	3	20	16
2. Crucial	21	18	20	12	12	30	20
3. Useful	2	25	16	25	32	6	18
4. Marginal	1	3	5	8	8	1	3
5. Not useful	0	1	0	1	1	0	0
6. Useless	0	1	0	1	1	0	0
Totals	57	57	57	57	57	57	57
	B1	B2	B3	B4	B5	B6	B7
1. Essential	57.89%	15.79%	28.07%	17.54%	5.26%	35.09%	28.07%
2. Crucial	36.84%	31.58%	35.09%	21.05%	21.05%	52.63%	35.09%
3. Useful	3.51%	43.86%	28.07%	43.86%	56.14%	10.53%	31.58%
4. Marginal	1.75%	5.26%	8.77%	14.04%	14.04%	1.75%	5.26%
5. Not useful	0.00%	1.75%	0.00%	1.75%	1.75%	0.00%	0.00%
6. Useless	0.00%	1.75%	0.00%	1.75%	1.75%	0.00%	0.00%
	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

TABLE B - 1

SECTION B - FINANCES SUMMARY GRAPH

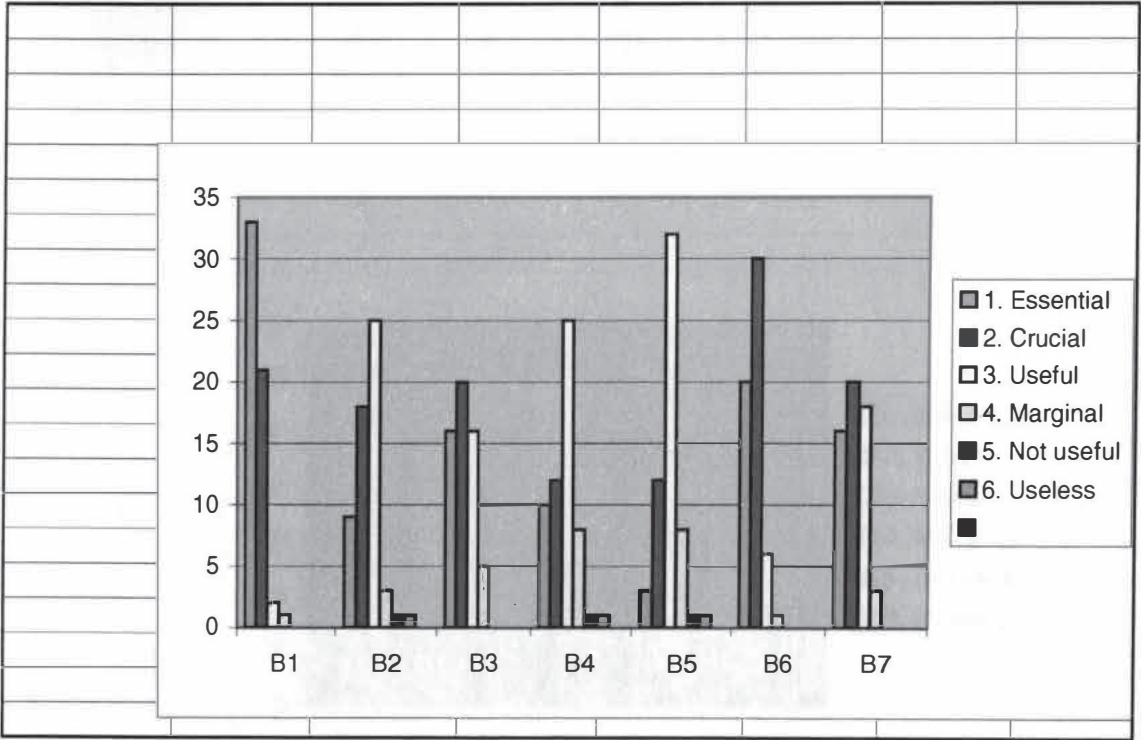


TABLE B - 2

SECTION B - FINANCES
SORTED BY RANK 1-ESSENTIAL

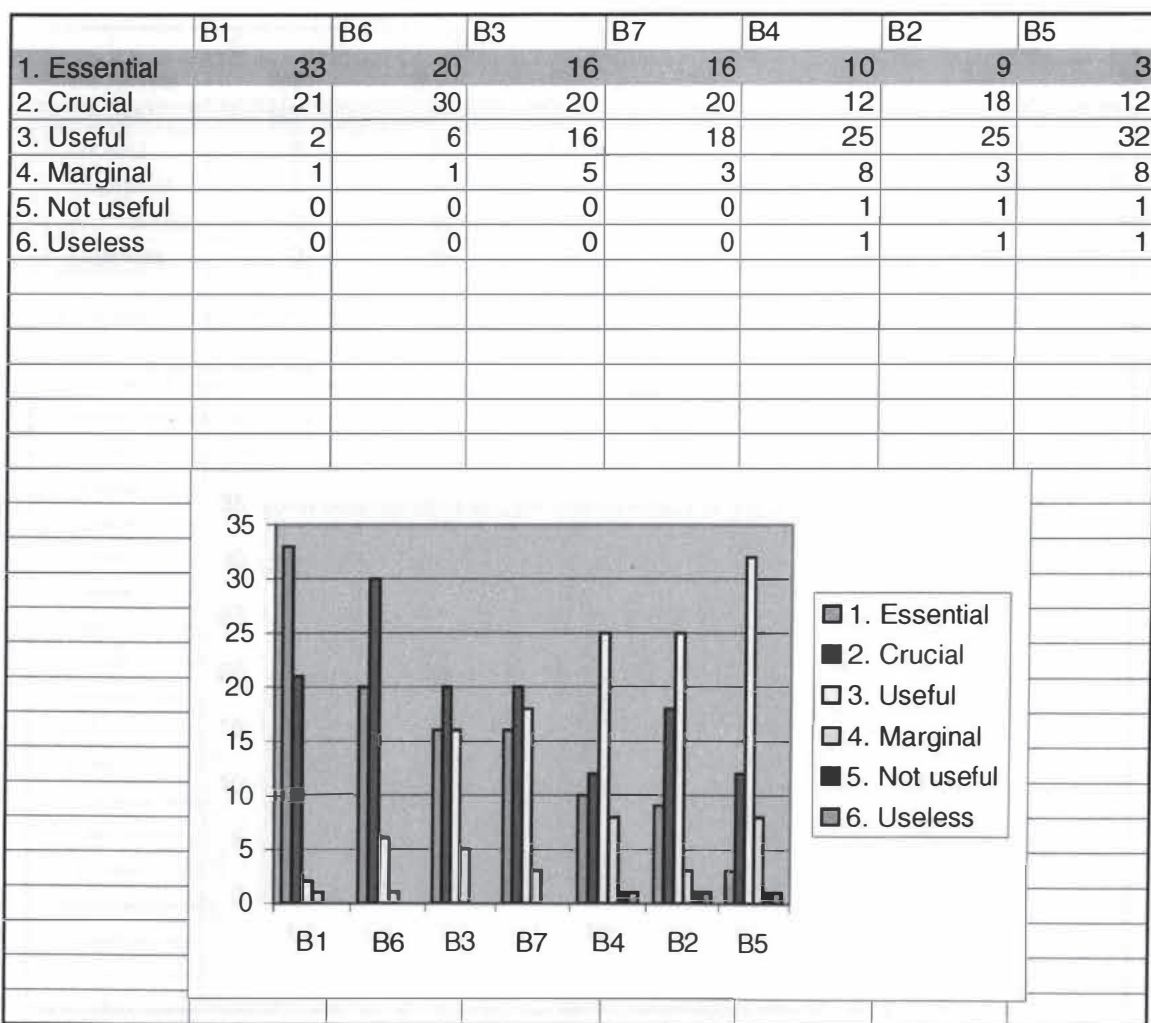


TABLE B - 3

SECTION B - FINANCES SORTED BY RANK 2 -CRUCIAL

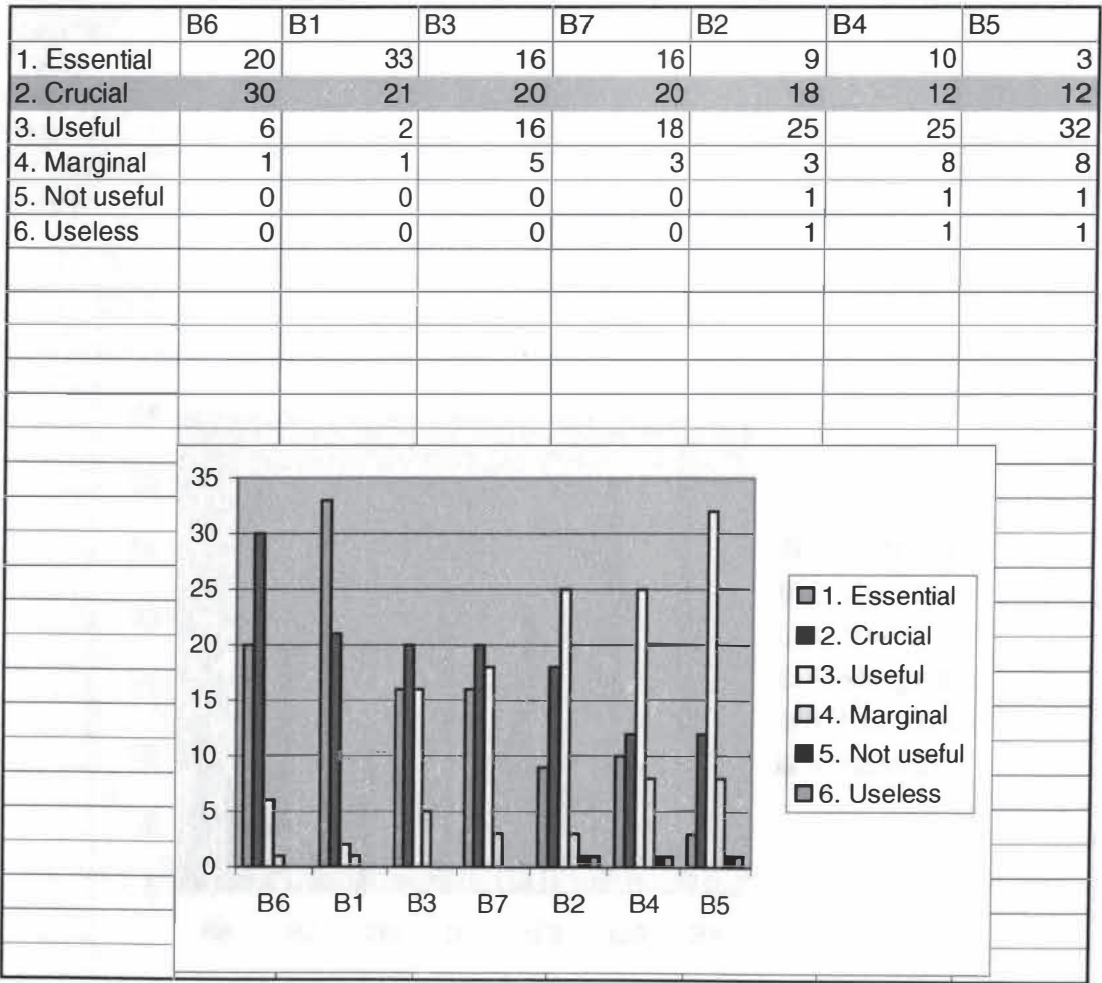


TABLE B - 4

SECTION B - FINANCES SORTED BY RANK 3 -USEFUL

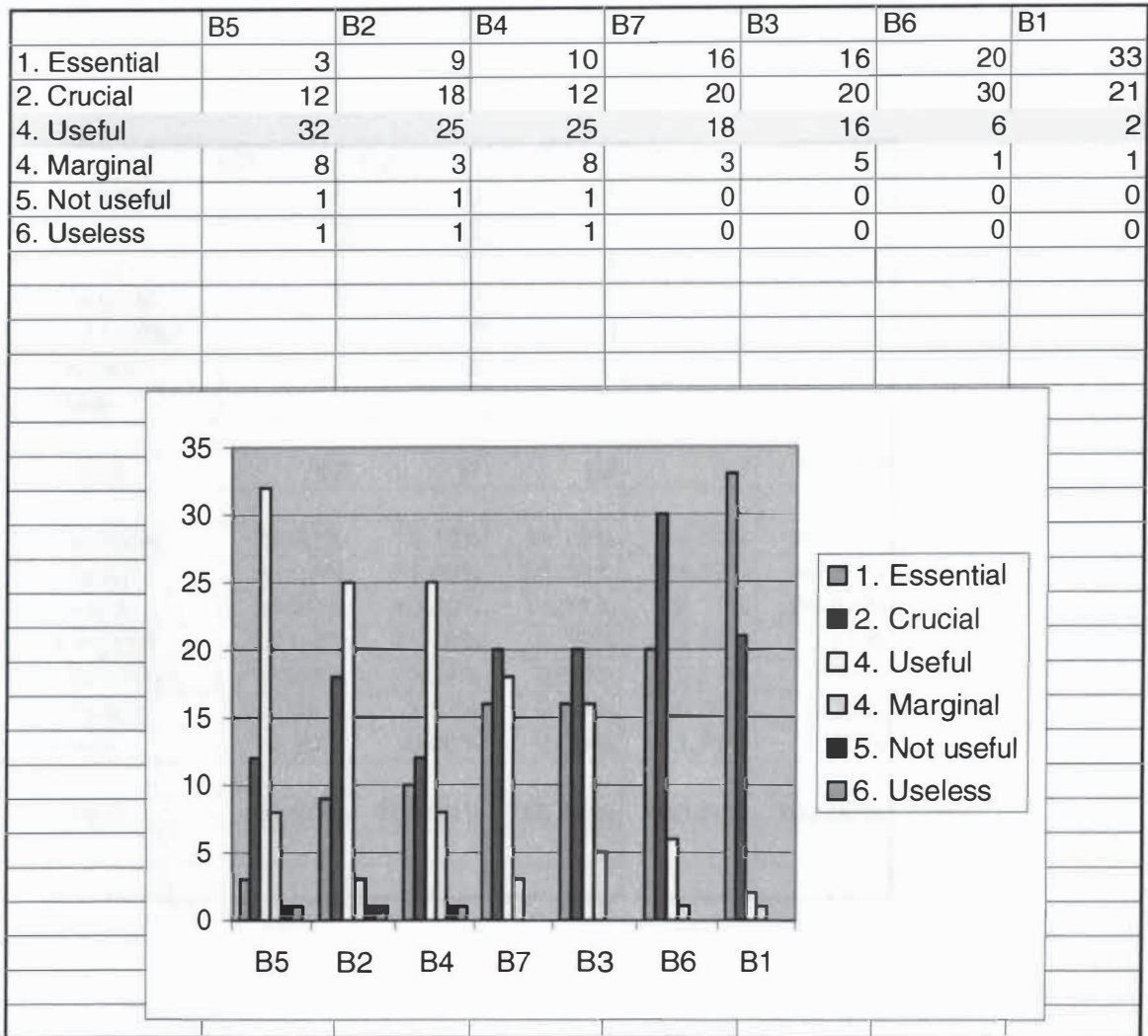


TABLE C - 1 SECTION C - PERSONNEL SUMMARY

	C1	C2	C3	C4	C5
1. Essential	15	9	28	6	15
2. Crucial	16	12	20	16	23
3. Useful	17	23	8	24	17
4. Marginal	8	9	1	8	2
5. Not Useful	0	2	0	2	0
6. Useless	1	2	0	0	0
7. blank				1	
TOTALS	57	57	57	57	57
1. Essential	26.32%	15.79%	49.12%	10.53%	26.32%
2. Crucial	28.07%	21.05%	35.09%	28.07%	40.35%
3. Useful	29.82%	40.35%	14.04%	42.11%	29.82%
4. Marginal	14.04%	15.79%	1.75%	14.04%	3.51%
5. Not Useful	0.00%	3.51%	0.00%	3.51%	0.00%
6. Useless	1.75%	3.51%	0.00%	0.00%	0.00%
7. blank	0.00%	0.00%	0.00%	1.75%	0.00%
TOTALS	100.00%	100.00%	100.00%	100.00%	100.00%

TABLE C - 1 SECTION C - PERSONNEL SUMMARY GRAPH

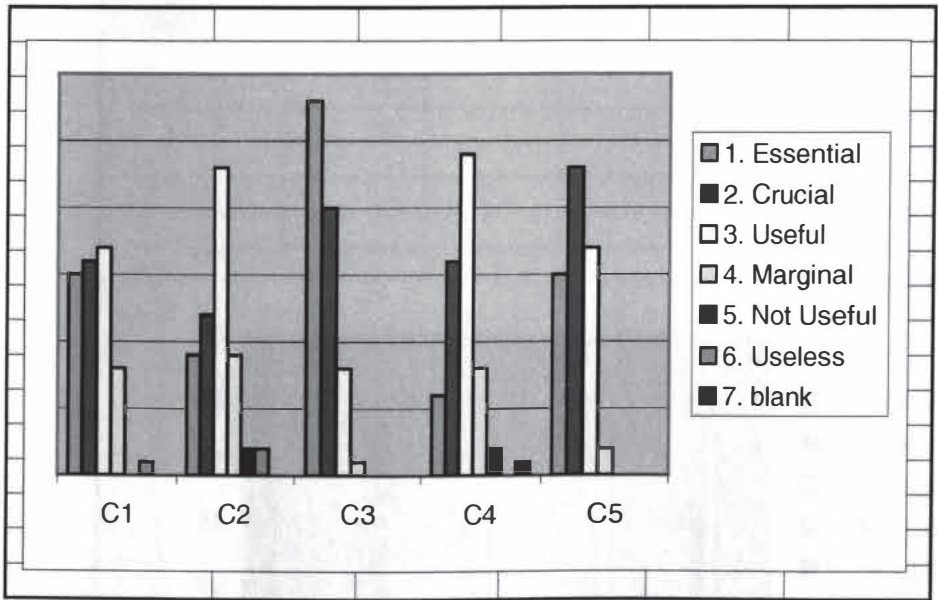


TABLE C - 2

SECTION C - PERSONNEL SORTED BY RANK 1 -ESSENTIAL

	C3	C5	C1	C2	C4
1. Essential	28	15	15	9	6
2. Crucial	20	23	16	12	16
3. Useful	8	17	17	23	24
4. Marginal	1	2	8	9	8
5. Not Useful	0	0	0	2	2
6. Useless	0	0	1	2	0
7. blank					1

The bar chart displays the frequency of responses for seven categories across five conditions. The Y-axis ranges from 0 to 30. The legend identifies the categories by bar style: 1. Essential (dark gray), 2. Crucial (black), 3. Useful (white), 4. Marginal (light gray), 5. Not Useful (dark gray), 6. Useless (black), and 7. blank (white). The data is as follows:

Category	C3	C5	C1	C2	C4
1. Essential	28	15	15	9	6
2. Crucial	20	23	16	12	16
3. Useful	8	17	17	23	24
4. Marginal	1	2	8	9	8
5. Not Useful	0	0	0	2	2
6. Useless	0	0	1	2	0
7. blank					1

SECTION C - PERSONNEL SORTED BY RANK 2 -CRUCIAL

100

TABLE C - 4

SECTION C - PERSONNEL SORTED BY RANK 3 - USEFUL

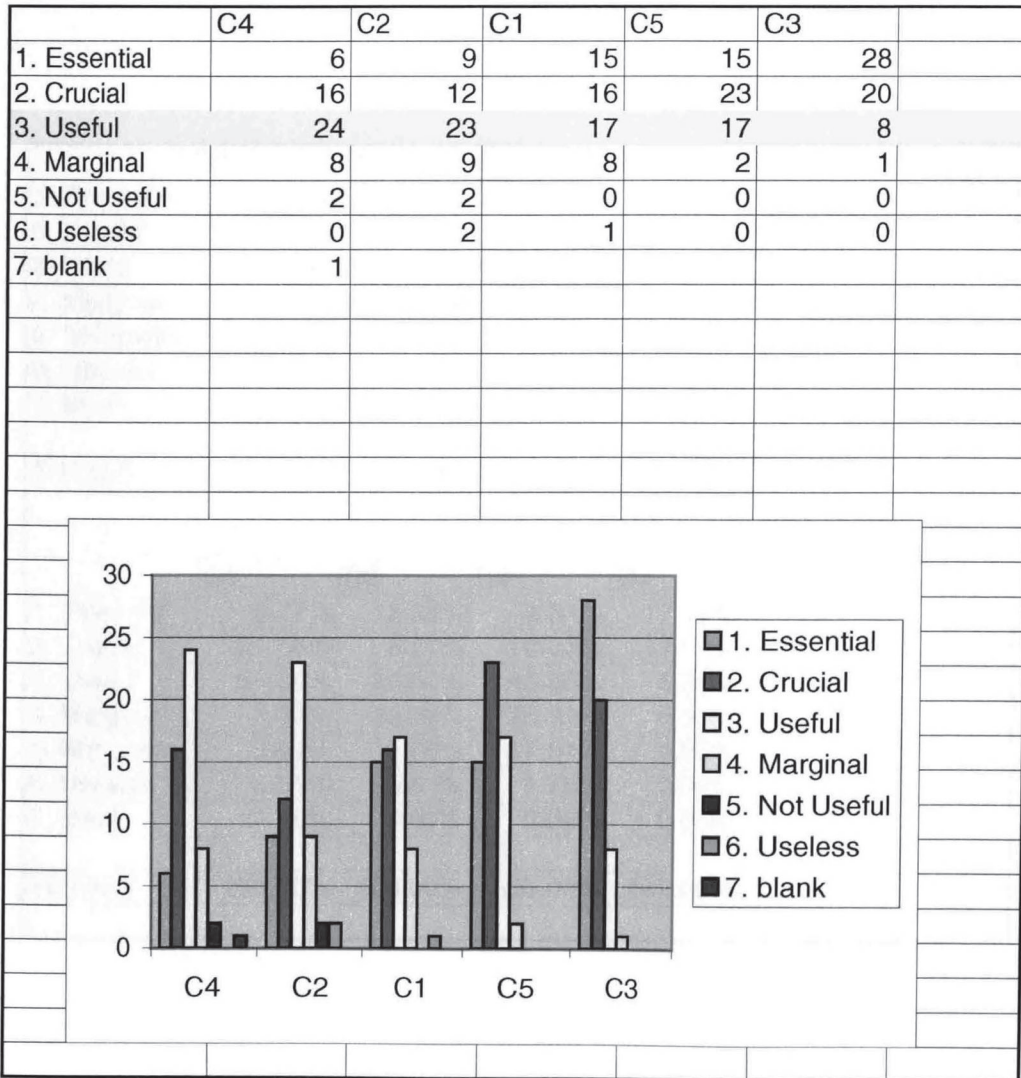


TABLE D - 1

SECTION D - FACILITIES SUMMARY

	D1	D2	D3	D4		
1. Essential	5	7	2	44		
2. Crucial	12	5	6	10		
3. Useful	31	21	23	3		
4. Marginal	4	19	15			
5. Not useful	2	3	10			
6. Useless	2	2	1			
7. Blank	1					
TOTALS	57	57	57	57		
	D1	D2	D3	D4		
1. Essential	8.77%	12.28%	3.51%	77.19%		
2. Crucial	21.05%	8.77%	10.53%	17.54%		
3. Useful	54.39%	36.84%	40.35%	5.26%		
4. Marginal	7.02%	33.33%	26.32%	0.00%		
5. Not useful	3.51%	5.26%	17.54%	0.00%		
6. Useless	3.51%	3.51%	1.75%	0.00%		
7. Blank	1.75%	0.00%	0.00%	0.00%		
TOTALS	100.00%	100.00%	100.00%	100.00%		

TABLE D-1 FACILITIES SUMMARY GRAPH

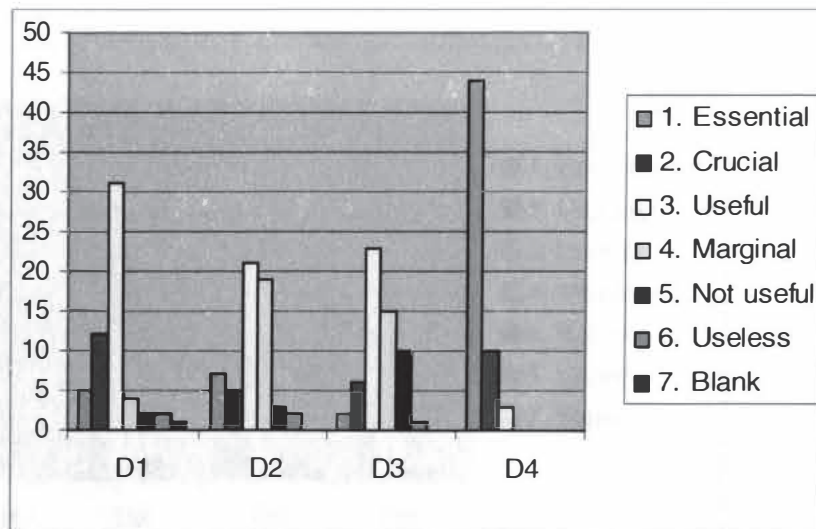


TABLE D - 2

SECTION D - FACILITIES SORTED BY RANK 1 - ESSENTIAL

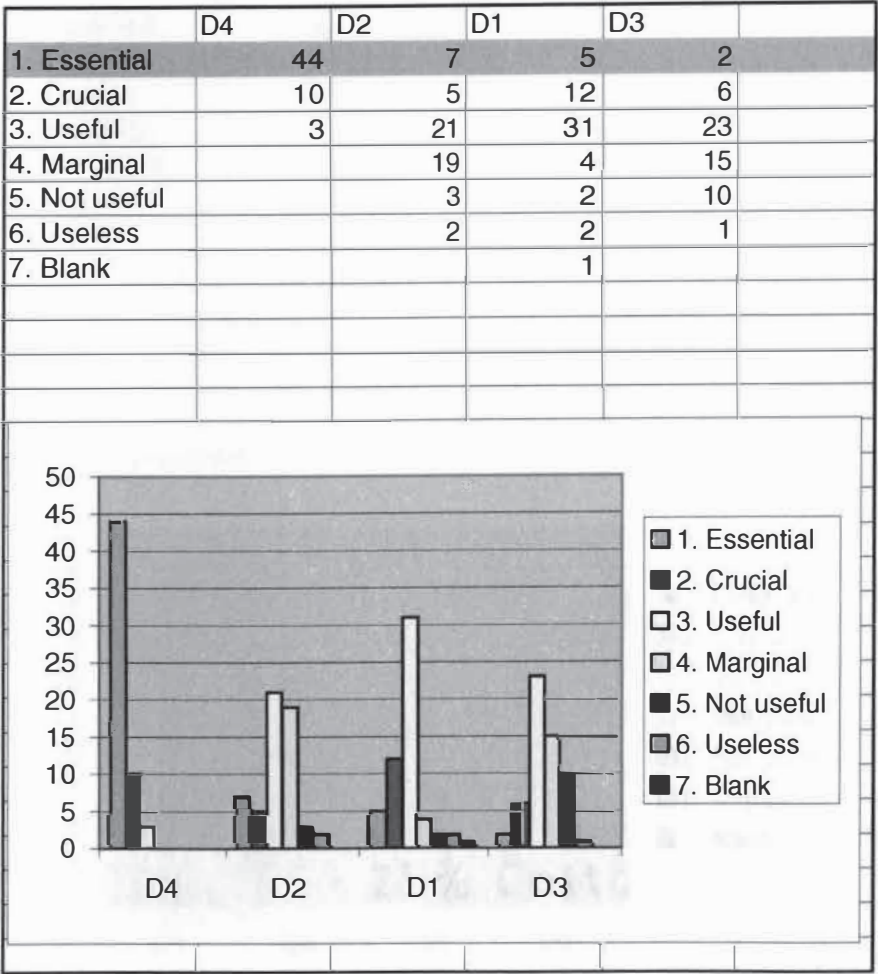


TABLE D - 2

SECTION D - FACILITIES SORTED BY RANK 2 - CRUCIAL

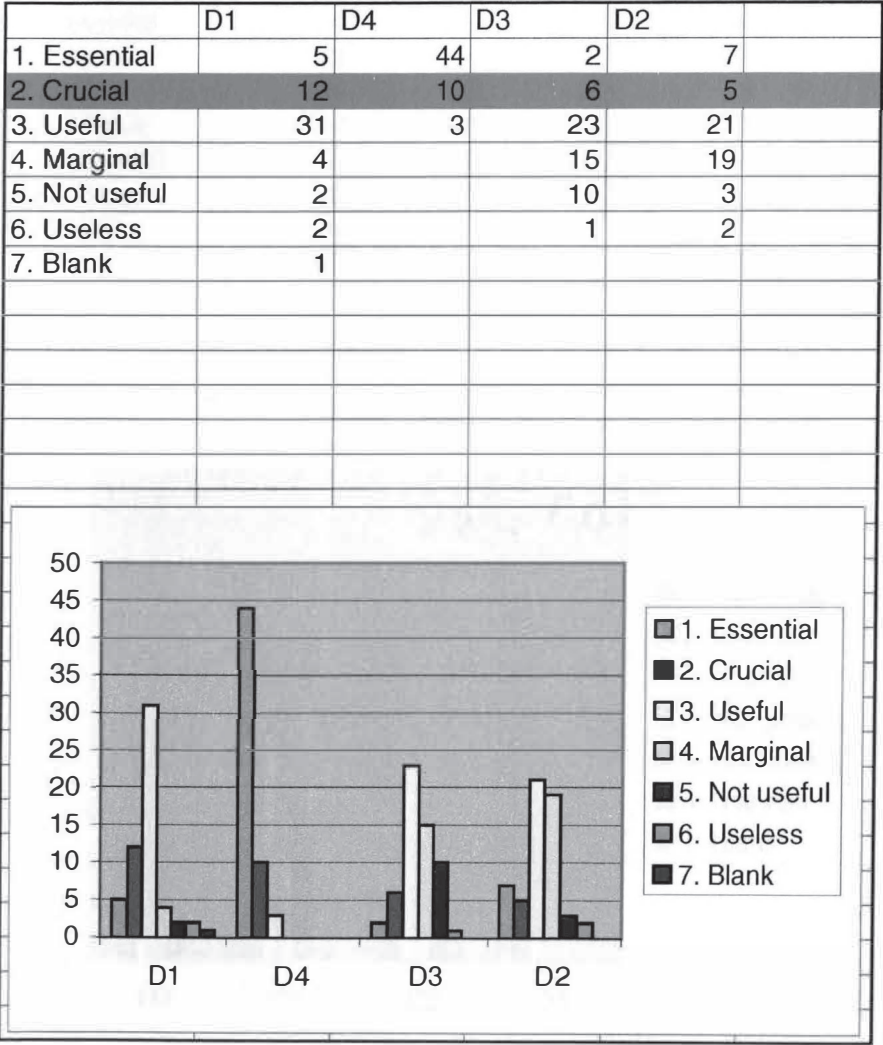


TABLE D - 4

SECTION D - FACILITIES SORTED BY RANK 3 - USEFUL

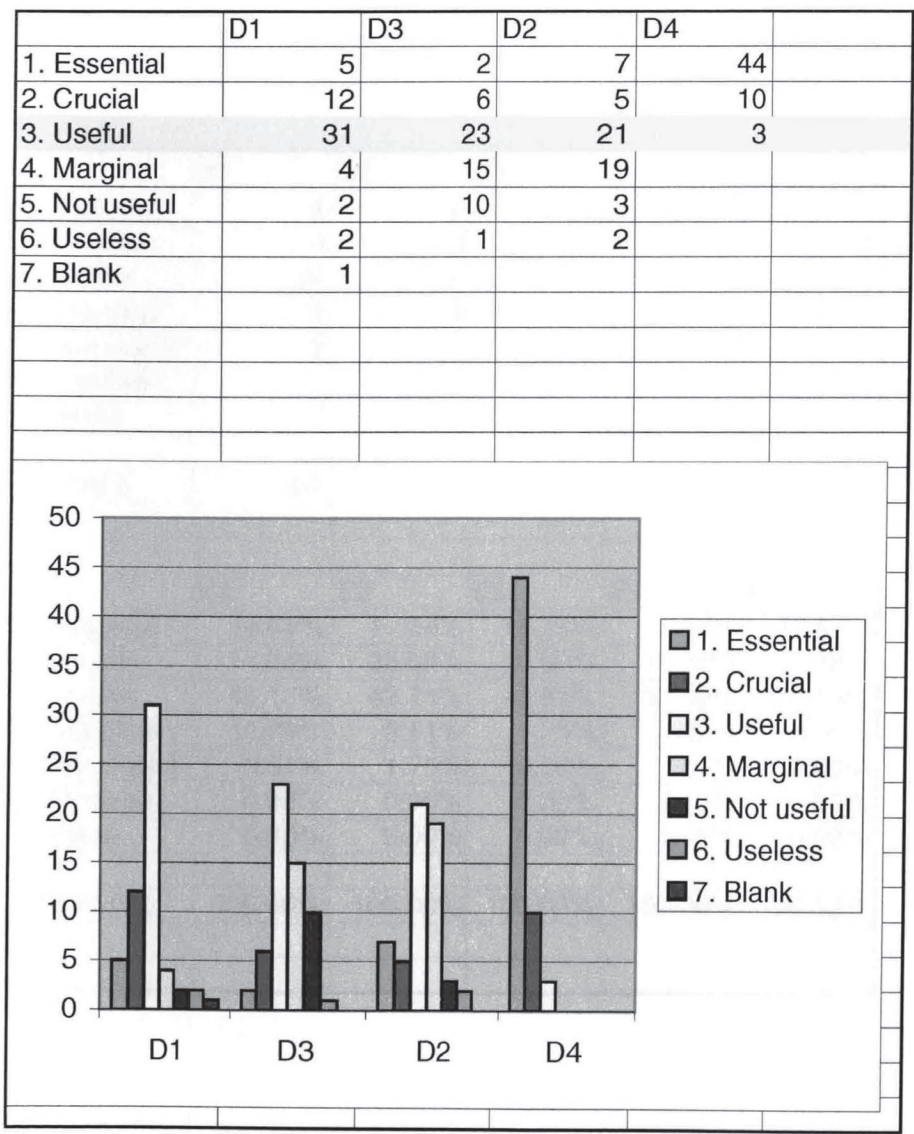


TABLE E - 1

SECTION E - RESOURCES SUMMARY

	E1	E2	E3	E4	E5
1. Essential	8	10	9	5	33
2. Crucial	14	20	22	11	18
3. Useful	24	24	25	33	6
4. Marginal	9	2	1	4	
5. Not useful	2	1		1	
6. Useless				2	
7. Blank				1	
TOTALS	57	57	57	57	57
	E1	E2	E3	E4	E5
1. Essential	14.04%	17.54%	15.79%	8.77%	57.89%
2. Crucial	24.56%	35.09%	38.60%	19.30%	31.58%
3. Useful	42.11%	42.11%	43.86%	57.89%	10.53%
4. Marginal	15.79%	3.51%	1.75%	7.02%	0.00%
5. Not useful	3.51%	1.75%	0.00%	1.75%	0.00%
6. Useless	0.00%	0.00%	0.00%	3.51%	0.00%
7. Blank	0.00%	0.00%	0.00%	1.75%	0.00%
TOTALS	100.00%	100.00%	100.00%	100.00%	100.00%

TABLE E – RESOURCES SUMMARY GRAPH

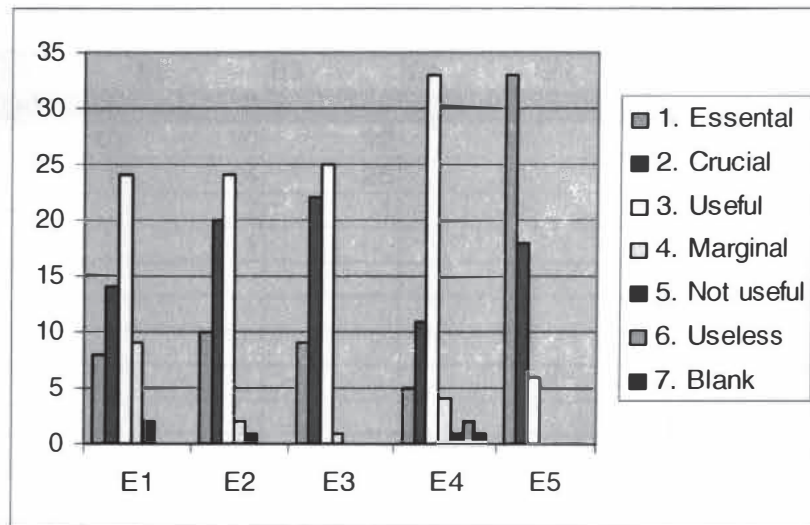


TABLE E - 2

SECTION E - RESOURCES SORTED BY RANK 1 - ESSENTIAL

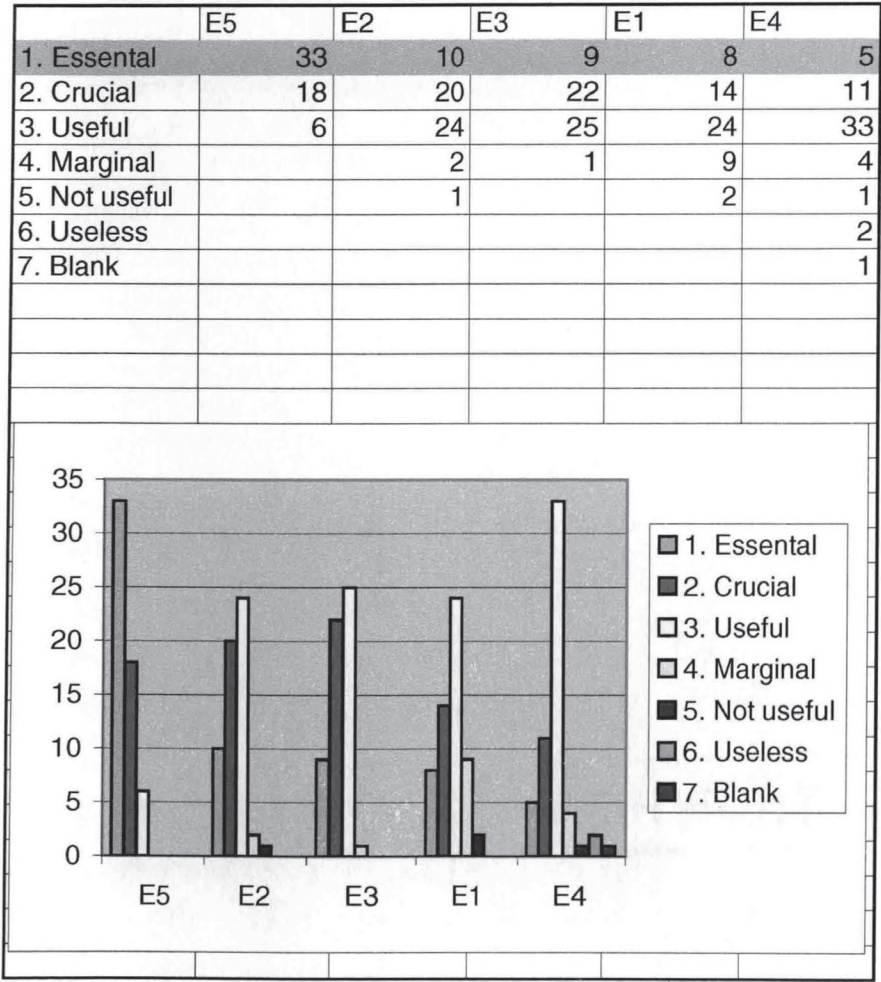


TABLE E - 3

SECTION E - RESOURCES SORTED BY RANK 2 - CRUCIAL

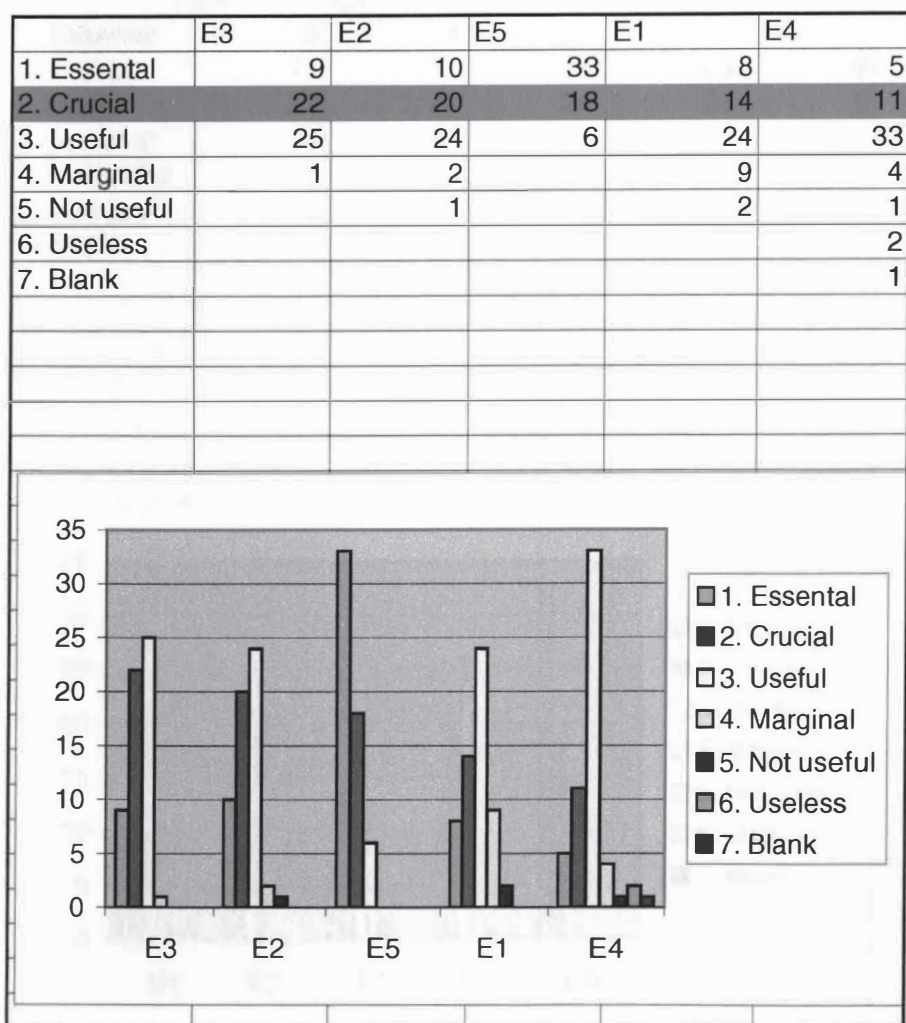


TABLE E - 4 SECTION E - RESOURCES SORTED BY RANK 3 - USEFUL

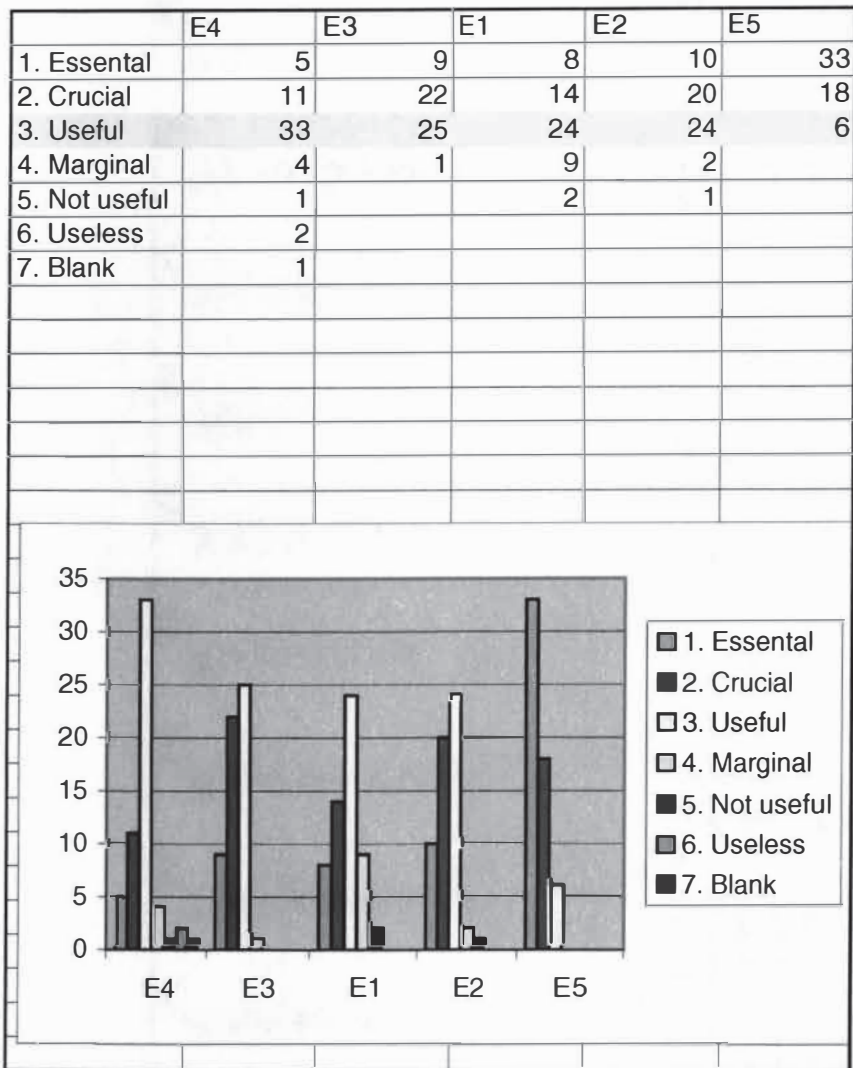


TABLE F – 1 SERVICES SUMMARY GRAPH

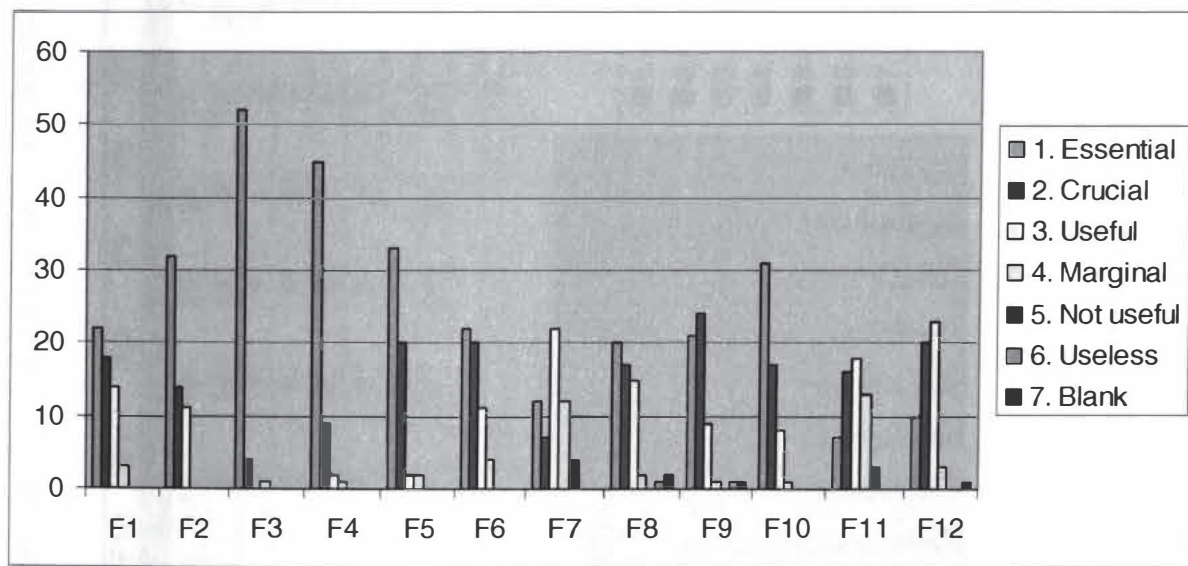
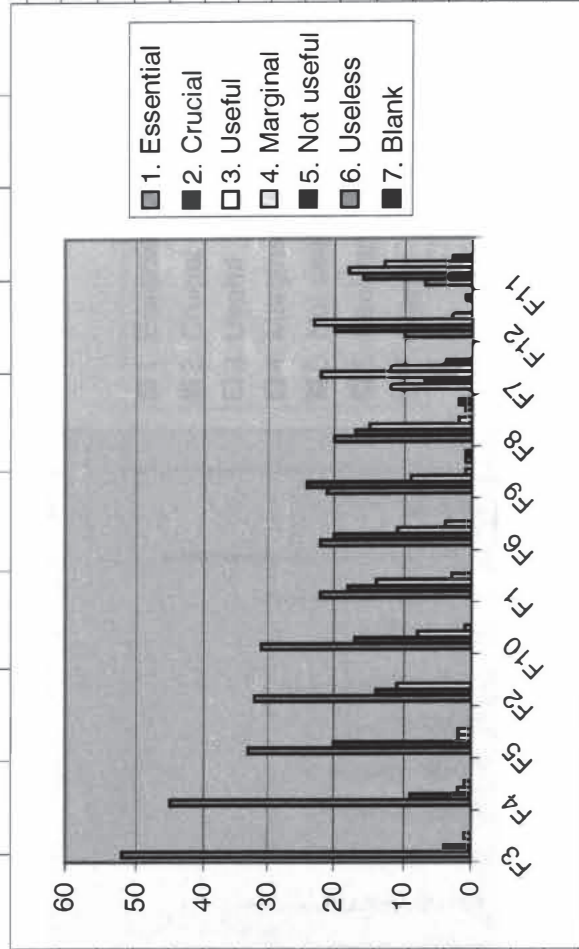


TABLE F - 2

SECTION F - SERVICES SORTED BY RANK 1 - ESSENTIAL

	F3	F4	F5	F2	F10	F1	F6	F9	F8	F7	F12	F11
1. Essential	52	45	33	32	31	22	22	21	20	12	10	7
2. Crucial	4	9	20	14	17	18	20	24	17	7	20	16
3. Useful	0	2	2	11	8	14	11	9	15	22	23	18
4. Marginal	1	1	2	0	1	3	4	1	2	12	3	13
5. Not useful	0	0	0	0	0	0	0	0	0	4	0	3
6. Useless	0	0	0	0	0	0	0	1	1	0	0	0
7. Blank	0	0	0	0	0	0	0	1	2	0	1	0
TOTALS	57	57	57	57	57	57	57	57	57	57	57	57



SECTION F - SERVICES SORTED BY RANK 2 - CRUCIAL

TABLE F - 3

	F9	F5	F6	F12	F1	F8	F10	F11	F2	F4	F7	F3
1. Essential	21	33	22	22	10	22	18	31	7	32	45	12
2. Crucial	24	20	20	20	20	17	17	17	16	14	9	7
3. Useful	9	2	11	23	14	15	8	18	11	2	22	0
4. Marginal	1	2	4	3	3	2	1	13	0	1	12	1
5. Not useful	0	0	0	0	0	0	0	3	0	0	4	0
6. Useless	1	0	0	0	0	1	0	0	0	0	0	0
7. Blank	1	0	0	1	0	2	0	0	0	0	0	0
TOTALS	57	57	57	57	57	57	57	57	57	57	57	57

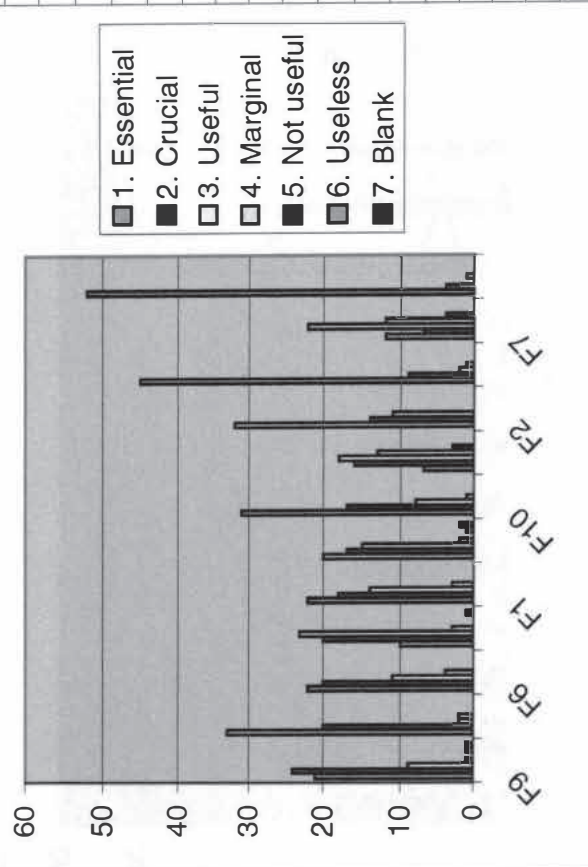


TABLE F - 4

SECTION F - SERVICES SORTED BY RANK 3 - USEFUL

	F12	F7	F11	F8	F1	F2	F6	F9	F10	F4	F5	F3
1. Essential	10	12	7	20	22	32	22	21	31	45	33	52
2. Crucial	20	7	16	17	18	14	20	24	17	9	20	4
3. Useful	23	22	18	15	14	11	11	9	8	2	2	0
4. Marginal	3	12	13	2	3	0	4	1	1	1	2	1
5. Not useful	0	4	3	0	0	0	0	0	0	0	0	0
6. Useless	0	0	0	1	0	0	0	1	0	0	0	0
7. Blank	1	0	0	2	0	0	0	1	0	0	0	0
TOTALS	57	57	57	57	57	57	57	57	57	57	57	57

Legend:

- 1. Essential
- 2. Crucial
- 3. Useful
- 4. Marginal
- 5. Not useful
- 6. Useless
- 7. Blank

SECTION G - DOCUMENTATION

TABLE G - 1

	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12
1. Essential	17	16	34	7	8	2	18	1	8	23	3	5
2. Crucial	18	3	17	16	14	4	12	3	9	13	10	13
3. Useful	10	18	3	23	24	12	15	23	21	11	20	23
4. Marginal	3	7	1	4	6	17	2	14	6	3	7	4
5. Not useful	0	4	0	2	0	8	1	3	1	0	5	1
6. Useless	0	0	1	0	1	3	0	2	2	1	1	0
7. Blank	9	9	1	5	4	11	9	11	10	6	11	11
TOTALS	57	57	57	57	57	57	57	57	57	57	57	57
	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12
1. Essential	29.82%	28.07%	59.65%	12.28%	14.04%	3.51%	31.58%	1.75%	14.04%	40.35%	5.26%	8.77%
2. Crucial	31.58%	5.26%	29.82%	28.07%	24.56%	7.02%	21.05%	5.26%	15.79%	22.81%	17.54%	22.81%
3. Useful	17.54%	31.58%	5.26%	40.35%	42.11%	21.05%	26.32%	40.35%	36.84%	19.30%	35.09%	40.35%
4. Marginal	5.26%	12.28%	1.75%	7.02%	10.53%	29.82%	3.51%	24.56%	10.53%	5.26%	12.28%	7.02%
5. Not useful	0.00%	7.02%	0.00%	3.51%	0.00%	14.04%	1.75%	5.26%	1.75%	0.00%	8.77%	1.75%
6. Useless	0.00%	0.00%	1.75%	0.00%	1.75%	5.26%	0.00%	3.51%	3.51%	1.75%	1.75%	0.00%
7. Blank	15.79%	15.79%	1.75%	8.77%	7.02%	19.30%	15.79%	19.30%	17.54%	10.53%	19.30%	19.30%
TOTALS	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

TABLE G - 1

DOCUMENTATION SUMMARY GRAPH

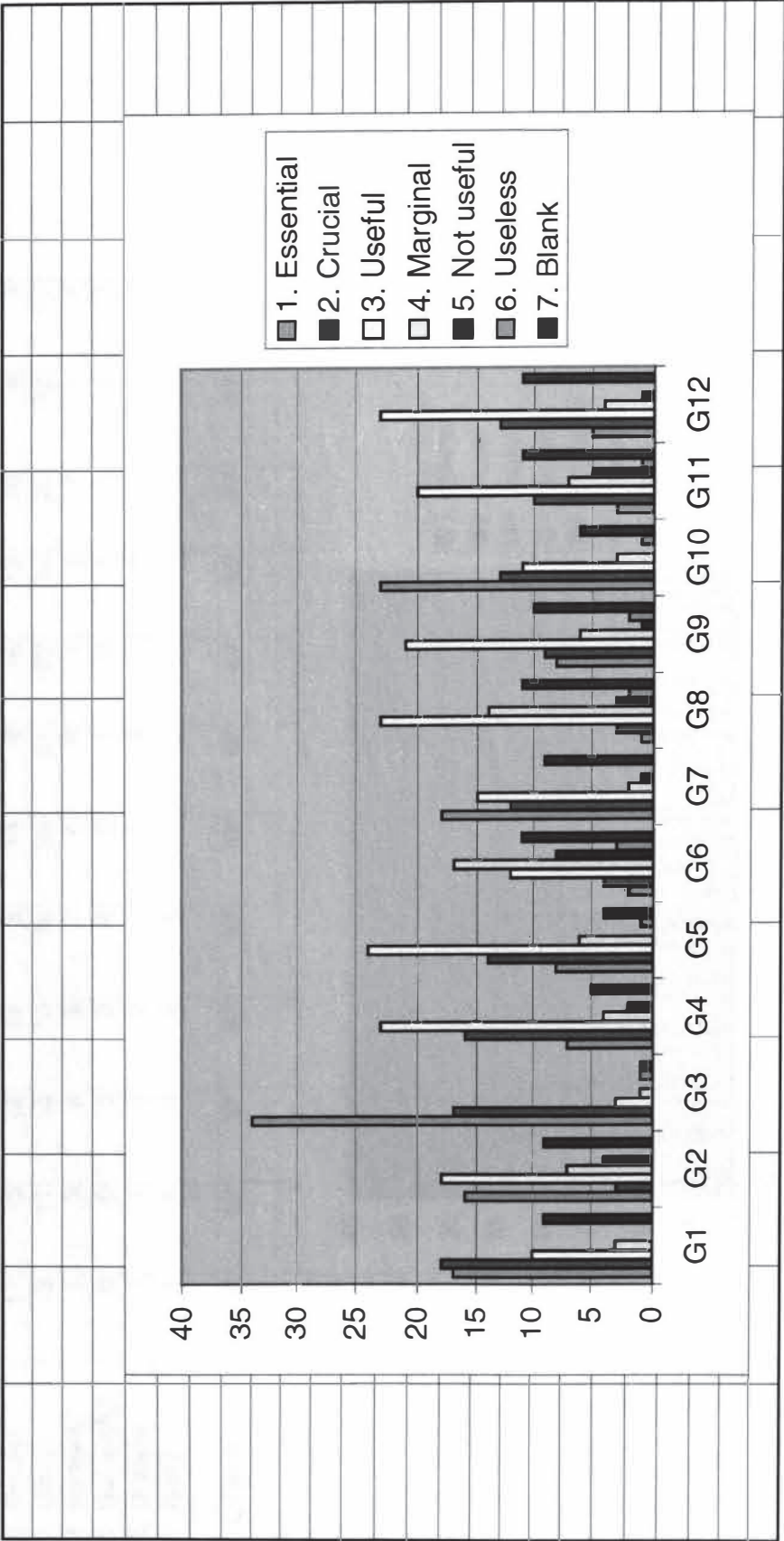


TABLE G - 2

SECTION D - DOCUMENTATION SORTED BY RANK 1 - ESSENTIAL

	G3	G10	G7	G1	G2	G5	G9	G4	G12	G11	G6	G8
1. Essential	34	23	18	17	16	8	8	7	5	3	2	1
2. Crucial	17	13	12	18	3	14	9	16	13	10	4	3
3. Useful	3	11	15	10	18	24	21	23	23	20	12	23
4. Marginal	1	3	2	3	7	6	6	4	4	7	17	14
5. Not useful	0	0	1	0	4	0	1	2	1	5	8	3
6. Useless	1	1	0	0	1	1	2	0	0	1	3	2
7. Blank	1	6	9	9	9	4	10	5	11	11	11	11
TOTALS	57	57	57	57	57	57	57	57	57	57	57	57

Bar chart showing the distribution of documentation ranks (1-7) across groups G3 to G8. The Y-axis represents the count (0 to 40). The legend indicates: 1. Essential (white), 2. Crucial (light gray), 3. Useful (medium gray), 4. Marginal (dark gray), 5. Not useful (black), 6. Useless (dark gray), 7. Blank (black). The chart shows that 'Essential' documentation is most prevalent in G3 and G10, while 'Crucial' and 'Useful' documentation are more prevalent in G1 and G2. 'Not useful' and 'Useless' documentation are more prevalent in G7 and G8.

TABLE G - 3

SECTION G - DOCUMENTATION SORTED BY RANK 2 - CRUCIAL

	G1	G3	G4	G5	G10	G12	G7	G11	G9	G6	G2	G8
1. Essential	17	34	7	8	23	5	18	3	8	2	16	1
2. Crucial	18	17	16	14	13	13	12	10	9	4	3	3
3. Useful	10	3	23	24	11	23	15	20	21	12	18	23
4. Marginal	3	1	4	6	3	4	2	7	6	17	7	14
5. Not useful	0	0	2	0	0	1	1	5	1	8	4	3
6. Useless	0	1	0	1	1	0	0	1	2	3		2
7. Blank	9	1	5	4	6	11	9	11	10	11	9	11
TOTALS	57	57	57	57	57	57	57	57	57	57	57	57

Legend:

- 1. Essential
- 2. Crucial
- 3. Useful
- 4. Marginal
- 5. Not useful
- 6. Useless
- 7. Blank

TABLE G - 4

SECTION G - DOCUMENTATION SORTED BY RANK 3 - USEFUL

	G5	G4	G8	G12	G9	G11	G2	G7	G6	G10	G1	G3
1. Essential	8	7	1	5	8	3	16	18	2	23	17	34
2. Crucial	14	16	3	13	9	10	3	12	4	13	18	17
3. Useful	24	23	23	23	21	20	18	15	12	11	10	3
4. Marginal	6	4	14	4	6	7	7	2	17	3	3	1
5. Not useful	0	2	3	1	1	5	4	1	8	0	0	0
6. Useless	1	0	2	0	2	1		0	3	1	0	1
7. Blank	4	5	11	11	10	11	9	9	11	6	9	1
TOTALS	57	57	57	57	57	57	57	57	57	57	57	57

Legend:

- 1. Essential
- 2. Crucial
- 3. Useful
- 4. Marginal
- 5. Not useful
- 6. Useless
- 7. Blank

TABLE H - 1

SECTION H - LIBRARY EDUCATION SUMMARY

	H1	H2	H3	H4		
1. Essential	14	6	4	17		
2. Crucial	19	30	25	21		
3. Useful	23	19	24	17		
4. Marginal	1	2	3	2		
5. Not useful	0	0	1	0		
6. Useless	0	0	0	0		
7. Blank	0	0	0	0		
TOTALS	57	57	57	57		
	H1	H2	H3	H4		
1. Essential	24.56%	10.53%	7.02%	29.82%		
2. Crucial	33.33%	52.63%	43.86%	36.84%		
3. Useful	40.35%	33.33%	42.11%	29.82%		
4. Marginal	1.75%	3.51%	5.26%	3.51%		
5. Not useful	0.00%	0.00%	1.75%	0.00%		
6. Useless	0.00%	0.00%	0.00%	0.00%		
7. Blank	0.00%	0.00%	0.00%	0.00%		
TOTALS	100.00%	100.00%	100.00%	100.00%		

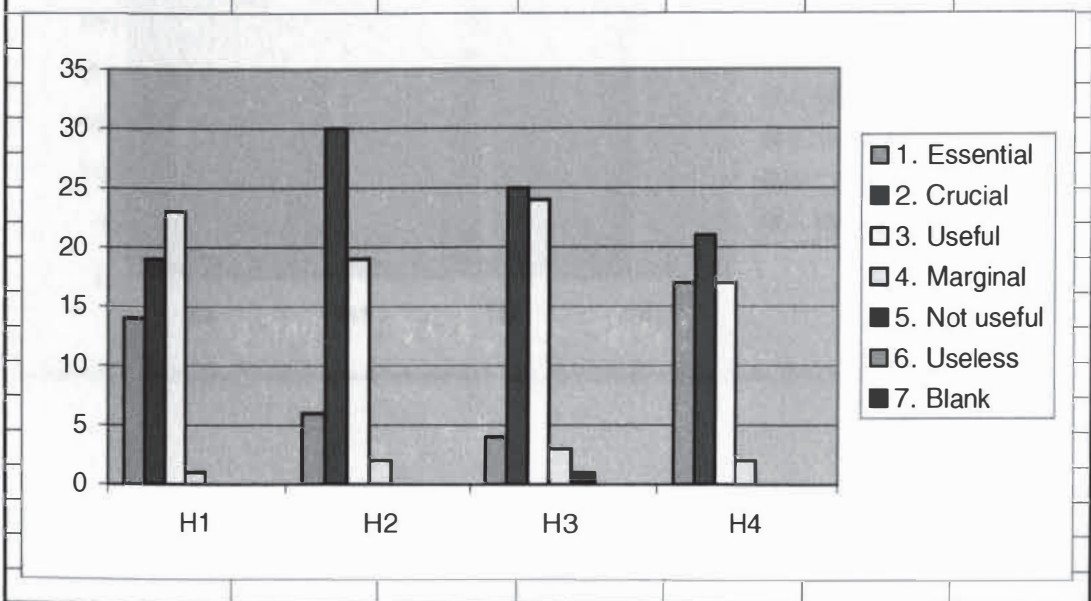


TABLE H - 2 SECTION H - LIBRARY EDUCATION SORTED BY RANK 1 - ESSENTIAL

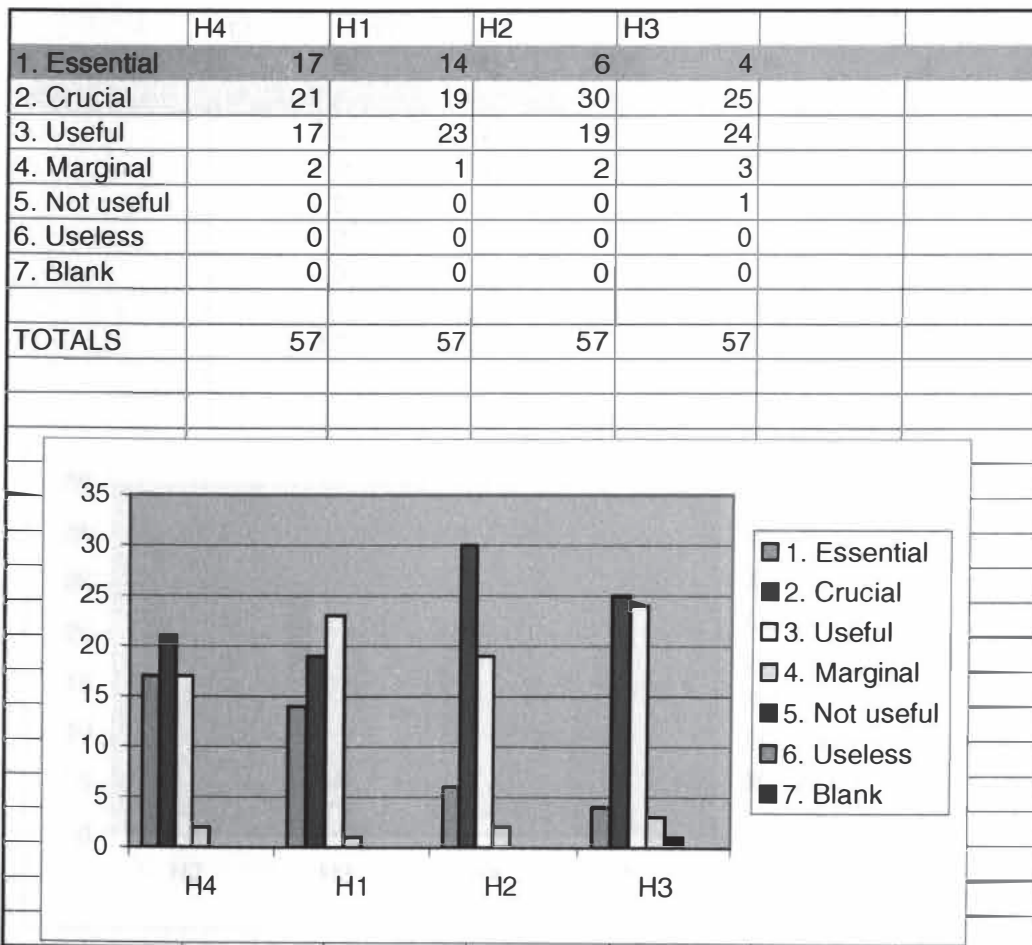


TABLE H - 3 SECTION H - LIBRARY EDUCATION SORTED BY RANK 2 - CRUCIAL

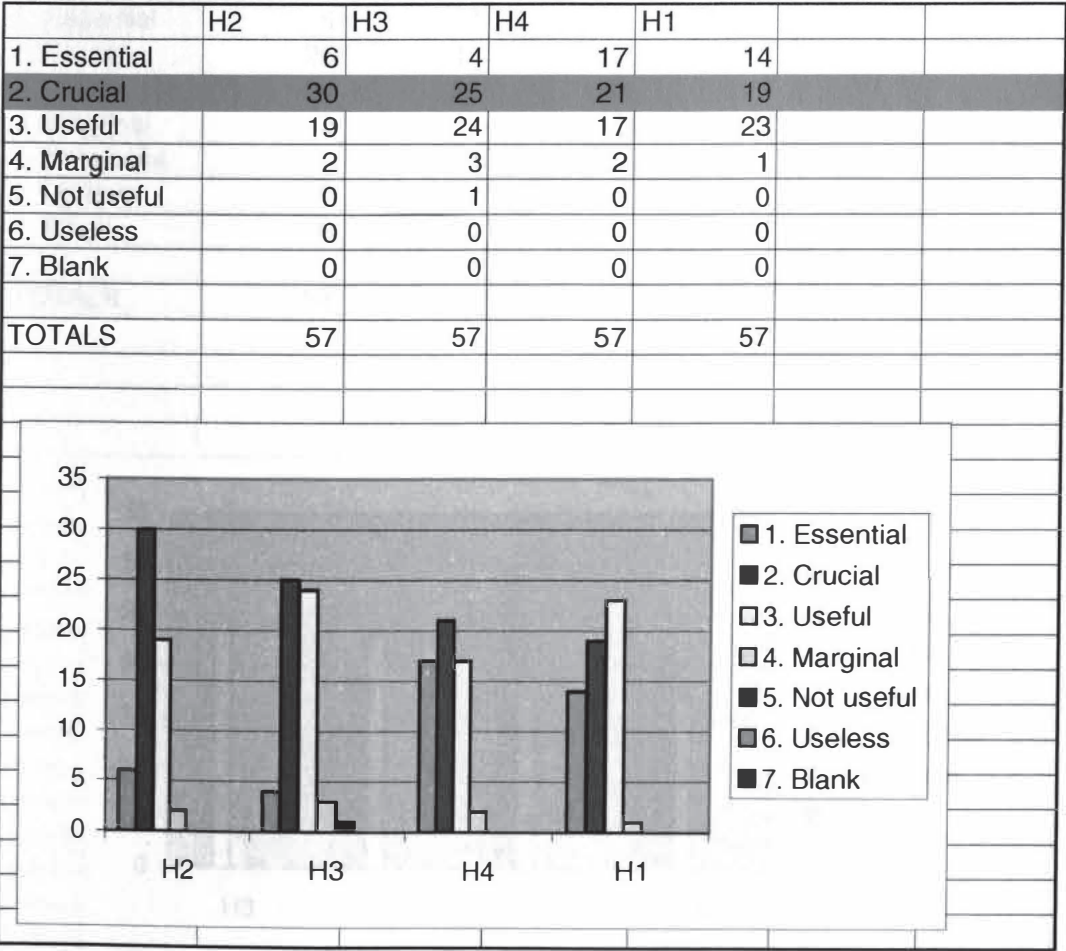
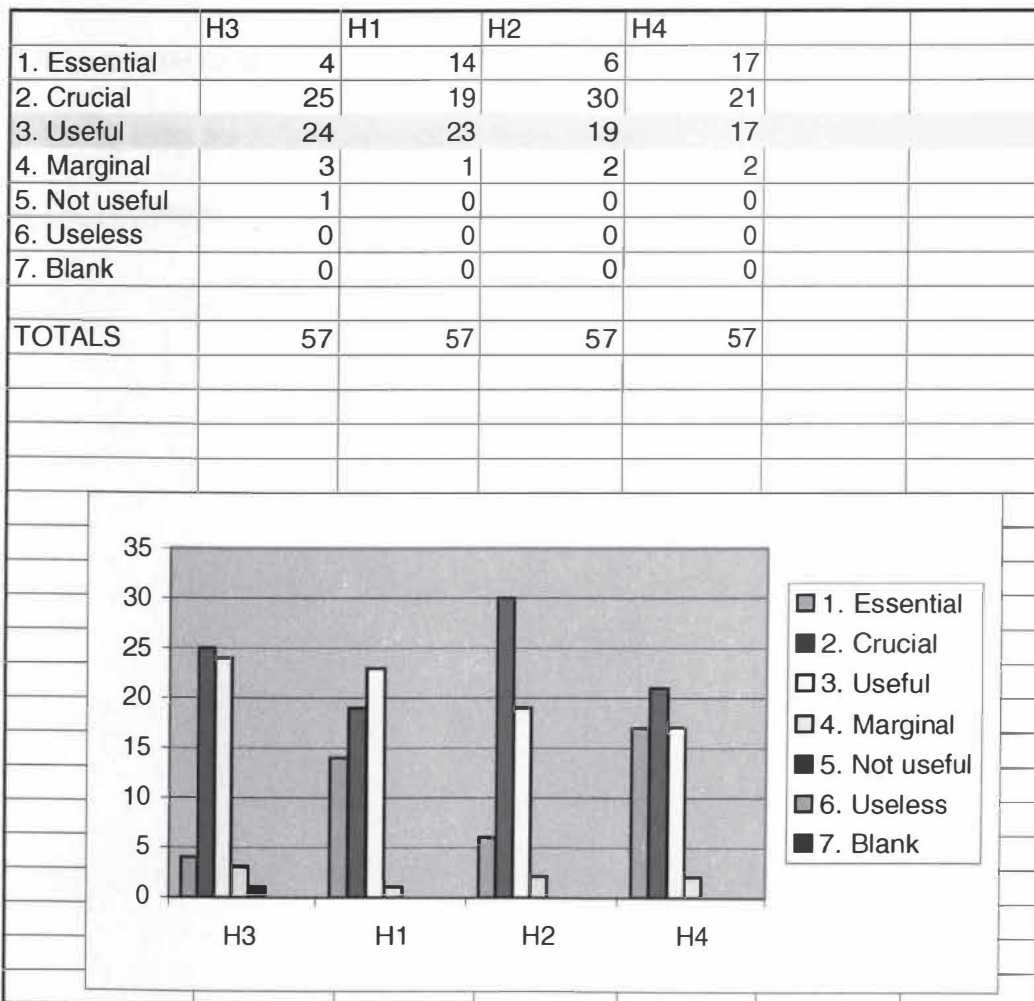


TABLE H - 4 SECTION H - LIBRARY EDUCATION SORTED BY RANK 3 - USEFUL



APPENDIX B-FORMS

1. Participation request postcard
2. Cover letter to accompany questionnaire
3. Cover letter for follow-up request to participate
4. Questionnaire

[illegible]

Downloaded from <http://ajphaphysocpharm.sagepub.com/> at 10:06 11 September 2014

e-mail (not secure): _____ **Request results of study:** _____

postal mail: _____ **Send acknowledgement of participation to supervisor:** _____

The return of your completed questionnaire constitutes your informed consent to act as a participant in this research.

October 28, 2004

Dear Sir or Madam,

Distance education modes of instruction are becoming more common each year as colleges and universities strive to meet the educational needs and demands of their student population. Library services for these remote modes of instruction are important to consider.

The Association for College and Research Libraries division of the American Library Association recognized quite some time ago that library services for distance education programs should be considered along with other aspects of program development. As far back as 1967 the association convened a committee to draft a set of guidelines for the provision of library services to distance education programs. As technology has developed and modes of communication have evolved these guidelines have been revised and updated. The latest draft revision was created and presented to the ACRL membership at the ALA Annual Conference in 2000. There will most likely be more revisions in the future as technological advances drive new methods of communicating between the library and its users.

In order to be meaningful and useful the ACRL Guidelines should be translated into specific tasks. The enclosed questionnaire is designed to identify the various aspects of providing library services to distance education students. The analysis of these questionnaires will begin to develop specific steps toward implementing each of the guidelines' categories: management, finances, personnel, facilities, resources, services, documentation, and library education.

Your answers to the questions in each category will provide valuable input toward identifying the critical aspects of library service to distance education faculty and students. The results of this study will provide invaluable information for those in distance education library services administration. The recommendations of this study will identify strengths and weaknesses in order to make further improvements in all library programs serving distance education faculty and students.

Please answer each question thoroughly and thoughtfully. The estimated time for completion of this questionnaire is 30 to 45 minutes. Please add any comments you feel appropriate to the question. If you would like to receive results of this study when complete, please indicate your wishes at the end of this letter. If requested, you and your institution will not be identified in the results of this study. Please send your responses as quickly as possible, no later than **November 15, 2004**.

Participation in this study is strictly voluntary.

I sincerely appreciate your attention to this request.

Sincerely,

Clara Latham
2200 Cooke Ave.
Wichita Falls TX 76308
940-397-4757
940-397-4689 (fax) clara.latham@mwsu.edu

Doctoral Student
Texas Woman's University
Denton Texas

Please indicate your preferred level of identification with this study. All individual answers will be kept strictly confidential.

_____ I will allow the publication of my name and that of my institution in the results of the study, *Exploring the Guidelines for Library Services to Distance Education Programs*, researcher, Clara Latham.

_____ I will answer the questions presented in the attached questionnaire. However, I prefer that my name and the name of my institution be left out of the results of the study, *Exploring the Guidelines for Library Services to Distance Education Programs*, researcher, Clara Latham.

_____ I would like a copy of the final report generated from this study.

Signed

The return of your completed questionnaire constitutes your informed consent to act as a participant in this research.

November 5, 2004

Dear Sir or Madam,

A few weeks ago you were contacted with a request to participate in an important study of guidelines for the provision of library services to universities' distance education programs. Your prompt response to this request would be most appreciated and highly valued. A large number of responses will allow for an in-depth study of the topic and for recommendations for improvements in the provision of library services to the growing number of distance education students throughout the country. Please consider taking a few minutes to complete the questionnaire enclosed.

Distance education modes of instruction are becoming more common each year as colleges and universities strive to meet the educational needs and demands of their student population. Library services for these remote modes of instruction are important to consider.

The Association for College and Research Libraries division of the American Library Association recognized quite some time ago that library services for distance education programs should be considered along with other aspects of program development. As far back as 1967 the association convened a committee to draft a set of guidelines for the provision of library services to distance education programs. As technology has developed and modes of communication have evolved these guidelines have been revised and updated. The latest draft revision was created and presented to the ACRL membership at the ALA Annual Conference in 2000. There will most likely be more revisions in the future as technological advances drive new methods of communicating between the library and its users.

In order to be meaningful and useful the ACRL Guidelines should be translated into specific tasks. The enclosed questionnaire is designed to identify the various aspects of providing library services to distance education students. The analysis of these questionnaires will begin to develop specific steps toward implementing each of the guidelines' categories: management, finances, personnel, facilities, resources, services, documentation, and library education.

Your answers to the questions in each category will provide valuable input toward identifying the critical aspects of library service to distance education faculty and students. The results of this study will provide invaluable ammunition for those in distance education library services administration. The recommendations of this study will identify strengths and weaknesses in order to make further improvements in all

library programs serving distance education faculty and students.

Please answer each question thoroughly and thoughtfully. Please add any comments you feel appropriate to the question. If you would like to receive results of this study when complete, please return the enclosed postcard separately. Please send your responses as quickly as possible, no later than **November 19, 2004**.

I sincerely appreciate your attention to this request.

Sincerely,

Clara Latham	940-397-4757	Doctoral Student
2200 Cooke Ave.	940-397-4689 (fax)	Texas Woman's University
Wichita Falls TX 76308	clara.latham@mwsu.edu	Denton, Texas

Please indicate your preferred level of identification with this study. All individual answers will be kept strictly confidential.

_____ I will allow the publication of my name and that of my institution in the results of the study, *Exploring the Guidelines for Library Services to Distance Education Programs*, researcher, Clara Latham.

_____ I will answer the questions presented in the attached questionnaire. However, I prefer that my name and the name of my institution be left out of the results of the study, *Exploring the Guidelines for Library Services to Distance Education Programs*, researcher, Clara Latham.

Signed

Institution

The return of your completed questionnaire constitutes your informed consent to act as a participant in this research.

Please evaluate the concepts within each category of the ACRL Guidelines, keeping in mind limited financial resources and staffing. Please score each concept with the appropriate weight, in your opinion. Post the corresponding number beside each concept.

1. Essential 2. Crucial 3. Useful 4. Marginal 5. Not useful 6. Useless

Please feel free to add any comments you feel are pertinent to the questions asked.

Thank you for your valued attention to this project.

QUESTIONNAIRE

A. MANAGEMENT

- _____ 1. A survey will be conducted in order to assess the electronic and traditional paper-based library needs of the students, taking into account services, instruction and facilities.
- _____ 2. The survey referred to above will be conducted on a regular basis.
- _____ 3. The library staff will prepare a profile of information needs specific to the distance education programs.
- _____ 4. The profile referred to above will be reviewed and revised on a regular basis.
- _____ 5. The library staff will prepare a strategic plan specifically for distance education library services.
- _____ 6. The strategic plan will be reviewed and revised as needed on a regular basis.
- _____ 7. The library staff will seek input for preparing a strategic plan from faculty, administrators and students.

- _____ 8. The library's distance education mission statement, goals, and objectives will be incorporated with those of the university.
- _____ 9. Faculty, administrators and students will be included in the development of distance education goals and objectives for library services.
- _____ 10. Faculty, administrators and students will be included in the evaluation of the distance education goals and objectives for library services, using qualitative and quantitative measures, on a regular basis.
- _____ 11. A portion of the library's materials budget will be allocated for distance education materials through the library's collection development policy.
- _____ 12. Library staff will work with administrators and faculty in the distance education program in developing their curriculum.
- _____ 13. Library staff will work with the computing services staff to plan for the necessary automation support for distance education programs.

B. FINANCES

- _____ 1. The university will provide financial support directly related to the needs and demands of the distance education programs.
- _____ 2. Funds will be set aside for implementing agreements with other entities which may provide resources to the distance education students and faculty.
- _____ 3. Funds will be allocated for the library's distance education programs on the same cycle as the overall university.
- _____ 4. Funds are designated and identified for the library's distance education programs in the university's budget and reporting statements.
- _____ 5. The university's finances are set up to provide for making arrangements with other institutions related to the provision of the distance education programs.

_____6. Funds provided are sufficient to cover the type and number of services provided for the distance education programs.

_____7. Funds are provided in order to support the pursuance of new and innovative approaches to the provision of distance education services.

C. PERSONNEL

_____1. The library will provide a librarian-administrator specifically for the distance education program.

_____2. The library will provide clerical support staff for the distance education program.

_____3. The classification, status, and salary of the distance education library staff will be equivalent to other comparable library programs.

_____4. Other distance education library support programs will be analyzed as a new one is being developed.

_____5. The Distance Education library staff will regularly attend workshops and educational opportunities in order to remain current in the field.

D. FACILITIES

_____1. There will be agreements in place allowing access to non-affiliated libraries.

_____2. There will be physical space set aside in the library specifically designed to serve the needs of distance education students, including office space allocated for distance education library staff.

_____3. There will be satellite library branches set up to meet the needs of the distance education students in their geographic areas.

_____4. There will be virtual services available and easy to access for the distance education students.

E. RESOURCES

- _____1. The distance education library staff will regularly receive copies of distance education class assignments in order to be prepared for materials requests.
- _____2. The distance education library staff will regularly receive requests from distance education instructors regarding their teaching and research needs.
- _____3. The distance education library staff will request suggestions for purchases of library materials appropriate and necessary for distance education students.
- _____4. There will be agreements in place with other libraries concerning resource and cost sharing.
- _____5. The library attached to the institution through which the student is enrolled will provide material needed by the most time-efficient method, email when possible or postal mail with self-addressed return information if necessary.

F. SERVICES

- _____1. The library's Reference Department will provide reference assistance specifically targeted for distance education students.
- _____2. The library's Reference Department will provide computer based bibliographic and informational services.
- _____3. The library's internet based resources will be available to all authorized students regardless of distance from the campus proper.
- _____4. These internet based resources connections will be reliable, reasonably fast, and secure.
- _____5. The library will provide consultation services to distance education students and faculty.

- _____6. The Reference Department will provide user instruction on online resources (opac and databases) designed specifically for distance education students.
- _____7. There will be a library staff member assigned to instruction on how to use non-print media and equipment.
- _____8. There will be agreements in place for reciprocal borrowing.
- _____9. This reciprocal borrowing is accomplished through the most rapid method feasible.
- _____10. Distance education students will have access to reserve materials.
- _____11. The distance education library staff will be available to provide assistance via telephone or email seven days a week until 10 pm.
- _____12. The distance education library staff will regularly present information sessions to distance education students and faculty outlining library services available to them.

G. DOCUMENTATION

Which documentation is most critical to measuring the level of service provided by the library to distance education students and faculty?

- _____1. User guides, computer services guides
- _____2. Mission statement
- _____3. Statistics (use, collection, automation)
- _____4. Facilities and collections assessment
- _____5. Work assignments for staff
- _____6. Organization charts
- _____7. Budget
- _____8. Personnel vitae and position descriptions
- _____9. Written agreements
- _____10. Library evaluation studies
- _____11. Schedules
- _____12. Evidence of involvement in curriculum development

H. LIBRARY EDUCATION

- _____1. Library schools will include instruction on coordinating library services to distance education faculty and students as part of their curriculum.
- _____2. Library schools will include practicing distance education providers in the planning for course content regarding distance education services.
- _____3. Library schools will review the distance education services programs of various campuses which are active in the provision of distance education library services.
- _____4. Library schools will review their own policies toward providing library services to their students through the distance education component of the campus.

APPENDIX C

Guidelines for Distance Learning Library Services

Approved by the Board of Directors, Association of College & Research Libraries, June 29, 2004

Introduction

Library resources and services in institutions of higher education must meet the needs of all their faculty, students, and academic support personnel, regardless of where they are located. This is the undergirding and uncompromising conviction of the "Guidelines for Distance Learning Library Services." The principle applies to individuals on a main campus, off campus, in distance learning or regional campus programs, or in the absence of a campus at all. The principle likewise applies to courses taken for credit or non-credit, in continuing education programs, in courses attended in person or by means of electronic transmission, or any other means of distance learning. The "Guidelines" delineate elements necessary to achieving this and the other closely related precepts provided in the Philosophy section.

Concern for ensuring the delivery of equivalent library services to college and university faculty, students, and other personnel in remote settings has indeed been the primary motivation for establishing and maintaining the "Guidelines," since their original inception in 1963, and throughout their more than four decades of revision, expansion, and use. These "Guidelines" have been under particularly frequent revision and expansion in the past decade.

Incentive to adapt and expand the "Guidelines" has stemmed from the following increasingly critical factors: non-traditional study having rapidly become a major element in higher education; an increase in diversity of educational opportunities; an increase in the number of unique environments where educational opportunities are offered; an increased recognition of the need for library resources and services at locations other than main campuses; an increased concern and demand for equitable services for all students in higher education, no matter where the "classroom" may be; a greater demand for library resources and services by faculty and staff at distance learning sites; and an increase in technological innovations in the transmittal of information and the delivery of courses. To these may be added shifts away from central campus enrollments, the search for more cost-effective sources for post-secondary education, and the appearance and rapid development of the virtual or all-electronic university, having no physical campus of its own.

The "Guidelines" are intended to serve as a gateway to adherence to other ACRL Standards and Guidelines in the appropriate areas and in accordance with the size and type of originating institution. The most recent editions of these Standards and Guidelines may be found at:

<http://www.ala.org/ala/acrl/acrlstandards/standardsguidelines.htm>.

The audience for the "Guidelines" includes administrators at all levels of post-secondary education, librarians planning for and managing distance learning library services, other librarians and staff serving distance learning students or working with distance learning program staff, faculty, and sponsors of academic programs, as well as accrediting and licensure agencies.

Definitions

Distance learning library services refers to those library services in support of college, university, or other post-secondary courses and programs offered away from a main campus, or in the absence of a traditional campus, and regardless of where credit is given. These courses may be taught in traditional or nontraditional formats or media, may or may not require physical facilities, and may or may not involve live interaction of teachers and students. The phrase is inclusive of courses in all post-secondary programs designated as: extension, extended, off-campus, extended campus, distance, distributed, open, flexible, franchising, virtual, synchronous, or asynchronous.

Distance learning community covers all those individuals and agencies, or institutions, directly involved with academic programs or extension services offered away from a traditional academic campus, or in the absence of a traditional academic campus, including students, faculty, researchers, administrators, sponsors, and staff, or any of these whose academic work otherwise takes them away from on-campus library services.

Originating institution refers to the entity, singular or collective, its/their chief administrative officers and governance organizations responsible for the offering or marketing and supporting of distance learning courses and programs: the credit-granting body. Each institution in a multi-institutional cluster is responsible for meeting the library needs of its own students, faculty, and staff at the collective site.

Library denotes the library operation directly associated with the originating institution.

Librarian-administrator designates a librarian, holding a master's degree from an ALA-accredited library school, who specializes in distance learning library services, and who is directly responsible for the administration and supervision of those services.

Philosophy

The "Guidelines" assume the following precepts:

- Access to adequate library services and resources is essential for the attainment of superior academic skills in post-secondary education, regardless of where students, faculty, and programs are located. Members of the distance learning community are entitled to library services and resources equivalent to those provided for students and faculty in traditional campus settings.
- The instilling of lifelong learning skills through general bibliographic and information literacy instruction in academic libraries is a primary outcome of higher education. Such preparation and measurement of its outcomes are of equal necessity for the distance learning community as for those on the traditional campus.
- Traditional on-campus library services themselves cannot be stretched to meet the library needs of distance learning students and faculty who face distinct and different challenges involving library access and information delivery. Special funding arrangements, proactive planning, and promotion are necessary to deliver equivalent library services and to achieve equivalent results in teaching and learning, and generally to maintain quality in distance learning programs. Because students and faculty in distance learning programs frequently do not have direct access to a full range of

library services and materials, equitable distance learning library services are more personalized than might be expected on campus.

- The originating institution is responsible, through its chief administrative officers and governance organizations, for funding and appropriately meeting the information needs of its distance learning programs in support of their teaching, learning, and research. This support should provide ready and equivalent library service and learning resources to all of the institution's students, regardless of location. This support should be funded separately rather than drawn from the regular funding of the library. In growing and developing institutions, funding should expand as programs and enrollments grow.
- The originating institution recognizes the need for service, management, and technical linkages between the library and other complementary resource bases such as computing facilities, instructional media, and telecommunication centers.
- The originating institution is responsible for assuring that its distance learning library programs meet or exceed national and regional accreditation standards and professional association standards and guidelines.
- The originating institution is responsible for involving the library administration and other personnel in the detailed analysis of planning, developing, evaluating, and adding or changing of the distance learning program from the earliest stages onward.
- The library has primary responsibility for identifying, developing, coordinating, providing, and assessing the value and effectiveness of resources and services designed to meet both the standard and the unique informational and skills development needs of the distance learning community. The librarian-administrator, either centrally located or at an appropriate site, should be responsible for ensuring and demonstrating that all requirements are met through needs and outcomes assessments, and other measures of library performance, as appropriate, and as an ongoing process in conjunction with the originating institution.

Effective and appropriate services for distance learning communities may differ from, but must be equivalent to, those services offered on a traditional campus. The requirements and desired outcomes of academic programs should guide the library's responses to defined needs. Innovative approaches to the design and evaluation of special procedures or systems to meet these needs is encouraged.

When resources and services of unaffiliated local libraries are to be used to support information needs of the distance learning community, the originating institution is responsible, through the library, for the development and periodic review of formal, documented, written agreements with those local libraries. Such resources and services are not to be used simply as substitutes for supplying adequate materials and services by the originating institution. The distance learning library program shall have goals and objectives that support the provision of resources and services consistent with the broader institutional mission.

Management

The chief administrative officers and governance organizations of the originating institution bear the fiscal and administrative responsibilities, through the active leadership of the library administration, to fund, staff, and supervise library services and resources in support of distance learning programs. As the principal and direct agent of implementation, the librarian-administrator should, minimally:

1. assess and articulate, on an ongoing basis, both the electronic and traditional library resource needs of the distance learning community, the services provided them, including instruction, and the facilities utilized;
2. prepare a written profile of the distance learning community's information and skills needs;
3. develop a written statement of immediate and long-range goals and objectives for distance learning, which addresses the needs and outlines the methods by which progress can be measured;
4. promote the incorporation of the distance learning mission statement, goals, and objectives into those of the library and of the originating institution as a whole;
5. involve distance learning community representatives, including administrators, faculty, and students, in the formation of the objectives and the regular evaluation of their achievement;
6. assess the existing library support for distance learning, its availability, appropriateness, and effectiveness, using qualitative, quantitative, and outcomes measurement devices, as well as the written profile of needs. Examples of these measures include, but are not limited to:
 - a) conducting general library knowledge surveys of beginning students, re-offered at a mid-point in the students' careers and again near graduation, to assess whether the library's program of instruction is producing more information-literate students;
 - b) using evaluation checklists for librarian and tutorial instruction to gather feedback from students, other librarians, and teaching faculty;
 - c) tracking student library use through student journal entries or information literacy diaries;
 - d) asking focus groups of students, faculty, staff, and alumni to comment on their experiences using distance learning library services over a period of time;
 - e) employing assessment and evaluation by librarians from other institutions and/or other appropriate consultants, including those in communities where the institution has concentrations of distance learners;
 - f) conducting reviews of specific library and information service areas and/or operations which support distance learning library services;
 - g) considering distance learning library service in the assessment strategies related to institutional

accreditation;

h) comparing the library as a provider of distance learning library services with its peers through self study efforts of the originating institution;

7. prepare and/or revise collection development and acquisitions policies to reflect the profile of needs;
8. participate with administrators, library subject specialists, and teaching faculty in the curriculum development process and in course planning for distance learning to ensure that appropriate library resources and services are available;
9. promote library support services to the distance learning community;
10. survey regularly distance learning library users to monitor and assess both the appropriateness of their use of services and resources and the degree to which needs are being met and skills acquired;
11. initiate dialogue leading to cooperative agreements and possible resource sharing and/or compensation for unaffiliated libraries;
12. develop methodologies for the provision of library materials and services from the library and/or from branch campus libraries or learning centers to the distance learning community;
13. develop partnerships with computing services departments to provide the necessary automation support for the distance learning community; and
14. pursue, implement, and maintain all the preceding in the provision of a facilitating environment in support of teaching and learning, and in the acquisition of lifelong learning skills.

Finances

The originating institution should provide continuing, optimum financial support for addressing the library needs of the distance learning community sufficient to meet the specifications given in other sections of these "Guidelines," and in accordance with the appropriate ACRL Standards and with available professional, state, or regional accrediting agency specifications. This financing should be:

1. related to the formally defined needs and demands of the distance learning program;
2. allocated on a schedule matching the originating institution's budgeting cycle;
3. designated and specifically identified within the originating institution's budget and expenditure reporting statements;
4. accommodated to arrangements involving external agencies, including both unaffiliated and affiliated, but independently supported, libraries;
5. sufficient to cover the type and number of services provided to the distance learning community; and
6. sufficient to support innovative approaches to meeting needs.

Personnel

Personnel involved in the management and coordination of distance learning library services include the chief administrators and governance organizations of the originating institution and the library administration and other personnel as appropriate, the librarian-coordinator managing the services, the library subject specialists, additional professional staff in the institution, support staff from a variety of departments, and the administrator(s), librarian(s), and staff from the distance learning site(s).

The originating institution should provide, either through the library or directly to separately administered units, professional and support personnel with clearly defined responsibilities at the appropriate location(s) and in the number and quality necessary to attain the goals and objectives for library services to the distance learning program, including:

1. a librarian-administrator to plan, implement, coordinate, and evaluate library resources and services addressing the information and skills needs of the distance learning community;
2. additional professional and/or support personnel on site with the capacity and training to identify informational and skills needs of distance learning library users and respond to them directly;
3. classification, status, and salary scales for distance learning library personnel that are equivalent to those provided for other comparable library employees while reflecting the compensation levels and cost of living for those residing at distance learning sites; and
4. opportunities for continuing growth and development for distance learning library personnel, including continuing education, professional education, and participation in professional and staff organizations.

Facilities

The originating institution should provide facilities, equipment, and communication links sufficient in size, number, scope, accessibility, and timeliness to reach all students and to attain the objectives of the distance learning programs. Arrangements may vary and should be appropriate to programs offered. Examples of suitable arrangements include but are not limited to:

1. access to facilities through agreements with a nonaffiliated library;
2. designated space for consultations, ready reference collections, reserve collections, electronic transmission of information, computerized data base searching and interlibrary loan services, and offices for the library distance learning personnel;
3. a branch or satellite library; and
4. virtual services, such as Web pages, Internet searching, and using technology for electronic connectivity.

Resources

The originating institution is responsible for providing or securing convenient, direct physical and electronic access to library materials for distance learning programs equivalent to those provided in

traditional settings and in sufficient quality, depth, number, scope, currentness, and formats to:

1. meet the students' needs in fulfilling course assignments (e.g., required and supplemental readings and research papers) and enrich the academic programs;
2. meet teaching and research needs;
3. facilitate the acquisition of lifelong learning skills; and
4. accommodate other informational needs of the distance learning community as appropriate.

When more than one institution is involved in the provision of a distance learning program, each is responsible for the provision of library materials to students in its own courses, unless an equitable agreement for otherwise providing these materials has been made. Costs, services, and methods for the provision of materials for all courses in the program should be uniform.

Services

The library services offered to the distance learning community should be designed to meet effectively a wide range of informational, bibliographic, and user needs. The exact combination of central and site staffing for distance learning library services will differ from institution to institution. The following, though not necessarily exhaustive, are essential:

1. reference assistance;
2. computer-based bibliographic and informational services;
3. reliable, rapid, secure access to institutional and other networks, including the Internet;
4. consultation services;
5. a program of library user instruction designed to instill independent and effective information literacy skills while specifically meeting the learner-support needs of the distance learning community;
6. assistance with and instruction in the use of nonprint media and equipment;
7. reciprocal or contractual borrowing, or interlibrary loan services using broadest application of fair use of copyrighted materials;
8. prompt document delivery, such as a courier system and/or electronic transmission;
9. access to reserve materials in accordance with copyright fair use policies;
10. adequate service hours for optimum access by users; and
11. promotion of library services to the distance learning community, including documented and updated policies, regulations and procedures for systematic development, and management of information resources.

Documentation

To provide records indicating the degree to which the originating institution is meeting these "Guidelines" in providing library services to its distance learning programs, the library, and, when appropriate, the distance learning library units, should have available current copies of at least the following:

1. printed user guides;
2. statements of mission and purpose, policies, regulations, and procedures;
3. statistics on library use;
4. statistics on collections;
5. facilities assessment measures;
6. collections assessment measures;
7. needs and outcomes assessment measures;
8. data on staff and work assignments;
9. institutional and internal organization charts;
10. comprehensive budget(s);
11. professional personnel vitae;
12. position descriptions for all personnel;
13. formal, written agreements;
14. automation statistics;
15. guides to computing services;
16. library evaluation studies or documents;
17. library and other instructional materials and schedules; and
18. evidence of involvement in curriculum development and planning.

Library education

To enable the initiation of an academic professional specialization in distance learning library services, schools of library and information science should include in their curriculum courses and course units in this growing area of specialization within librarianship.

Revising the guidelines

Today's "Guidelines" are the culmination of the following series of documents, the first of which originated in processes initiated in 1963: "Guidelines for Library Services to Extension Students," 1967; "Guidelines

for Extended Campus Library Services," 1981; "Guidelines for Extended Campus Library Services," 1990; "Guidelines for Distance Learning Library Services," 1998; "Guidelines for Distance Learning Library Services," 2000.

Why the short span from 1998 to 2000? The 1998 "Guidelines" were approved with the proviso from the ACRL Standards and Accreditation Committee (SAC) that efforts be undertaken immediately upon their final approval to make the "Guidelines" more outcomes oriented through a minor rhetorical revision that would not require as complete a subsequent approval process as would a more thorough revision. This minor outcomes revision was actually initiated during the 1998 approval process, when the Distance Learning Section (DLS) Guidelines Committee members began reviewing the draft document for possible outcomes additions and then Chair, Harvey Gover, Washington State University Tri-Cities, prepared an additional precept for the "Guidelines" Philosophy section acknowledging the importance of instilling lifelong learning skills through information literacy instruction for students in extended academic settings. With the approval of SAC, that precept was incorporated into the final draft of the 1998 "Guidelines."

The outcomes revision continued through Annual 2000, when it was approved by SAC and the ACRL Board of Directors. Those Guidelines Committee members who participated actively in the outcomes revision throughout this time included Committee Chair Jean Caspers, Oregon State University; and Geraldine Collins, University of North Florida; Linda Frederiksen, Washington State University Vancouver; Lisa Hinchliffe, Illinois State University; Mae O'Neal, Western Michigan University; Bill Parton, Oklahoma Tech University; and Bernie Sloan, University of Illinois at Urbana/Champaign. Susan Maltese, Oakton Community College, then liaison from SAC to DLS, and Barton Lessin, Wayne State University, Chair of SAC, also contributed suggestions and guidance. Harvey Gover, DLS Chair and Consultant to the Guidelines Committee, monitored the entire outcomes revision process, and prepared the final revision draft submitted to SAC just prior to Annual 2000. The final revision draft was based upon a draft insert that had been prepared by Jean Caspers and submitted to the Guidelines Committee for review on June 6. Gover's final draft consisted largely of an incorporation of Caspers' insert throughout the entire 1998 "Guidelines" text and was forwarded to Susan Maltese on June 9 for submission to SAC.

During the approval process for the outcomes revision, it was suggested by members of SAC that the "Guidelines" introduction needed strengthening and recommended that an additional minor revision be prepared, rewriting the introduction. During the process of revising the introduction, it became evident that the Revising the Guidelines section would also require some corresponding strengthening and revision. These efforts were initiated and prepared by Harvey Gover, Washington State University Tri-Cities, Consultant to the Guidelines Committee, with input from members of the Guidelines Committee, Linda Frederiksen, Chair, Washington State University Vancouver; Betty K. Bryce, University of Alabama Libraries; Deborah F. Cardinal, WiLS OCLC; Catharine Cebrowski, ITESM – Tec De Monterrey; Geraldine Collins, University of North Florida; Marie F. Jones, East Tennessee State University; Melissa H. Koenig, DePaul University; Debra Lamb-Deans, Cornell University; and Bernie Sloan, University of Illinois at Urbana/Champaign.

From the beginning, those undertaking preparation or revision of the "Guidelines" have sought the widest possible input from everyone involved in all aspects and on all levels of distance teaching and learning in higher education. The decision to revise the 1990 "Guidelines" was made initially by DLS Guidelines Committee. Then the official mandate came from the DLS Executive Board at its final 1996 Midwinter meeting. The revision of the 1990 "Guidelines for Extended Campus Library Services," which produced the 1998 "Guidelines for Distance Learning Library services," was prepared by Harvey Gover, then Chair of the DLS Guidelines Committee. The revision was based upon input from members of the Guidelines Committee, members of the DLS Executive Board, the general membership of DLS, and other librarians and administrators involved in post-secondary distance learning programs from across the nation and

around the world.

Members of the Guidelines Committee who initiated or contributed to the revision process for the 1990 "Guidelines" included: Stella Bentley, University of California at Santa Barbara; Jean Caspers, Oregon State University; Jacqueline A. Henning, Embry-Riddle Aeronautical University; Sharon Hybki-Kerr, University of Arkansas, Little Rock; Gordon Lynn Hufford, Indiana University East; Ruth M. Jackson, West Virginia University; Chui-Chun Lee, SUNY—New Paltz; G. Tom Mendina, University of Memphis; Virginia S. O'Herron, Old Dominion University; Mae O'Neal, Western Michigan University; Bill Parton, Arkansas Tech University; Mercedes L. Rowe, Mercy College; Dorothy Tolliver, Maui Community College Library; and Steven D. Zink, University of Nevada, Reno.

Others outside the Committee who contributed significantly to the cycle of revision of the 1990 "Guidelines" included: Thomas Abbott, University of Maine at Augusta; Janice Bain-Kerr, Troy State University; Nancy Burich, University of Kansas, Regents Center Library; Anne Marie Casey, Central Michigan University; Tony Cavanaugh, Deakin University, Victoria, Australia; Monica Hines Craig, Central Michigan University; Mary Ellen Davis, ACRL; Tom DeLoughry, Chronicle Of Higher Education; Jill Fatzer, University of New Orleans, ACRL Board, Task Force on Outcomes; Jack Fritts, Southeastern Wisconsin Information Technology Exchange Consortium (SWITCH); Barbara Gelman-Danley of SUNY Monroe Community College, Educational Technology, and the Consortium for Educational Technology for University Systems; Kay Harvey, Penn State, McKeesport; Maryhelen Jones, Central Michigan University; Marie Kascus, Central Connecticut State University; Barbara Krauth, Student Services Project Coordinator for the Western Cooperative for Educational Telecommunication of the Western Interstate Commission for Higher Education (WICHE); Eleanor Kulleseid, Mercy College; Rob Morrison, Utah State University; Kathleen O'Connor, Gonzaga University; Alexander (Sandy) Slade, University of Victoria, British Columbia, Canada; Mem Catania Stahley, University of Central Florida, Brevard Campus; Peg Walther, City University, Renton, Washington; Virginia Witucke, Central Michigan University; Jennifer Wu, North Seattle Community College and College Librarians and Media Specialists (CLAMS).

Special recognition is due Virginia S. (Ginny) O'Herron who served throughout the cycle of revision for the 1990 "Guidelines" as both a member of the Guidelines Committee and as Chair of the ACRL Standards and Accreditation Committee (SAC). In this dual role O'Herron was instrumental in securing the placement of the Guidelines draft on the agendas not only of SAC, but also of the ACRL Board and the ALA Committee on Standards. In addition to her considerable contribution to the revision process as a member of the Guidelines Committee, O'Herron was then the primary facilitator of the final approval process.

Major portions of the input for revision of the 1990 "Guidelines" came from two open hearings: the first held on February 17, 1997, at the Midwinter Conference of the ALA in Washington, D.C. and the second on June 28, 1997, at the ALA Annual Conference in San Francisco, California.

In response to requests for revision suggestions—which appeared in widely read national academic and library publications, distance education listservs, through the DLS Web site, and print publications—numerous other individuals, consortia, and representatives of professional and accrediting associations provided information on their own efforts to ensure excellence of library services for post-secondary distance learning programs.

Among the groups responding were: the Canadian Association of College and University Libraries of the Canadian Library Association; College Librarians and Media Specialists (CLAMS); the Commission on Colleges of the Northwest Association of Schools and Colleges (NASC); The Consortium for Educational Technology for University Systems (CETUS); the Interinstitutional Library Council (ILC) of the Oregon State System of Higher Education (OSSHE); Libraries and the Western Governors University Conference;

the Southern Association of Colleges and Schools (SACS); and the Western Cooperative for Educational Telecommunications of the Western Interstate Commission for Higher Education (WICHE).