Distance Education

Library Services

Policy Manual

Southeastern Oklahoma State University

Henry G. Bennett Memorial Library

Please access the Southeastern Henry G. Bennett Memorial Library website for additional information: www.se.edu/lib/
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“Every student, faculty member, administrator, staff member, or any other member of any institution of higher education, is entitled to the library services and resources of that institution” (ALA, 2008)\(^1\) this excerpt from the ACRL Standards for Distance Learning Library Services is the Access Entitlement Principle and the foundation for establishing equal access of library resources to distance learning students.

The Henry G. Bennett Memorial Library at Southeastern Oklahoma State University created the Office of Digital Information Literacy, in 2009, in order to demonstrate and achieve its newly established goal to remove the barriers of time and place from access to library services and resources.

Community, University and Library Descriptions

Southeastern Oklahoma State University is a regional state university located in Durant, Oklahoma and serves the population of Southeastern Oklahoma. According to the U.S. Census Bureau (1), 74.9% of Bryan County citizens graduated from high school in 2006 (80.4% in the U.S.) and 17.9% had a Bachelor's degrees or higher (24.4% in the U.S.). The estimated median household income, for Bryan County is $33,584; in the U.S. it is $50,740. Southeastern has the highest percentage of Native American students of all state universities in the country at 30%, of the student population. 96% of Southeastern students receive some form of financial aid. 83% of Southeastern students live in
Oklahoma. In addition to the SE Library, Bryan County residents have access to one public library; the Robert L Williams Public Library in Durant.

The mission of the Southeastern Oklahoma State University Henry G. Bennett Memorial Library, hereafter referred to as the SE Library, is to support the university’s curriculum by providing a vital, information-rich environment that will enhance faculty development and student learning by:

1. Providing an opportunity to succeed through a challenging, learner-centered academic environment.
2. Promoting information and critical thinking skills that are essential to confident, independent learners.
3. Striving for a balanced, current, and relevant collection of resources in both traditional and electronic formats and provide professional, academic and career-oriented information to meet the changing needs of the workforce.
4. Providing a model of excellence for the university and local community through our quality of service.
5. Presenting a system of governance that provides reliable information and, as appropriate, involves the faculty and students in the decision making process.
6. Using assessment to improve student learning and effective teaching.

With a high percentage of minority, nontraditional, rural, and lower income students, a successful program must be flexible and accessible first; flexible in content to address the varied backgrounds and skill levels of all students and accessible in delivery to reach distance learners as well as on campus students.

The Library’s definition of library users and its commitment to distance education are: The primary user base is the SE community (faculty, students, and staff). Library patrons have the right of equitable access to electronic information networks in support of the educational, research, and public service mission of the university, subject to the constraints of equipment availability.

Reference services are offered, through the Catalog using email, by telephone, or instant messaging software. Traditional reference desk contact options are also offered. Resources accessible to distance education students include databases, online reference resources, Net Library books, ILL book borrowing, ILL articles, e-reserves, and online tutorials. Anyone can access the online catalog, but most
online databases are restricted to the faculty, staff, and students since license agreements with publishers limit access to users affiliated with the university. Ready Reference services are available to all library users as are questions concerning government documents in the US Government\Oklahoma Documents Depositories or resources unique to Southeastern. Six librarians help with collection development and are available for reference assistance in all areas of research.
Section 2: Management Policies

The new Office of Digital Information Literacy at SE adopts the following guidelines for management of the SE Distance Education Library Services.

ACRL Standards for Distance Learning Library Services: Management:

The librarian-administrator, either centrally located or at an appropriate site, is the principal and direct agent for implementation of library services and resources in support of distance learning programs, as funded by the chief administrative officers and governance organizations of the originating institution, and as framed through the active leadership of the library administration.

As an agent of both the originating institution and the library, the librarian-administrator manages services and access to resources for the distance learning community. At a minimum, the librarian-administrator pursues, implements, and maintains all of the following areas of management in order to provide a facilitating environment in support of teaching and learning, and in the acquisition of lifelong learning skills.

Mission, goals, and objectives

It is the mission of the DE librarian-administrator, or Digital Information Literacy Librarian (DILL), to work toward providing students attending Southeastern Oklahoma State University, via distance education courses, access to library services that are of the same standards as library services provided to face to face students. The library’s ongoing goal is to meet and anticipate the institutional, research, and service needs of the SE University community by providing effective access to a global and dynamic array of print, electronic, and other resources and by continuously improving the effectiveness of its bibliographic, instructional, and reference functions.
• Using instruction templates, of a standard design, the DILL will input tutorial information appropriate to each Identified Learning Objective and post online tutorials. All tutorials will address the four primary elements of Information Literacy; which are 1. Identify the nature and extent of the information need, 2. Access the needed information effectively and efficiently, 3. Evaluate the information and its sources critically, 4. Use and incorporate the information to accomplish a specific purpose.

• develop a written statement of immediate and long-range goals and objectives for distance learning library services, which addresses defined needs and outlines the methods by which progress can be measured;

• 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;

• involve distance learning community representatives, including local administrators and on-site faculty and students, in the formation of the objectives and the regular evaluation of their achievement; and

• participate in the strategic planning processes of the originating institution and the library.

2. Needs and outcomes assessments

The librarian-administrator is responsible for ensuring and demonstrating that all requirements for distance learning library services are met through needs and outcomes assessments, and other measures of library performance, as appropriate.

The librarian-administrator assesses the existing library support for distance learning, its availability, appropriateness, and effectiveness, using qualitative, quantitative, and outcomes measurement devices as well as a written profile of needs.
The librarian-administrator regularly surveys 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.

Assessment instruments may include surveys, tests, interviews, and other valid measuring devices. These instruments may be designed specifically for the function being measured, or previously developed instruments may be used. It is critical, however, to choose carefully the instrument, the size of the sample, and the method used for sampling. The instrument should be valid, and the way it is used should be appropriate for the task.

These planning and evaluation processes are ongoing and should be conducted in cooperation with the library and the originating institution. The librarian-administrator:

- uses outcomes, and assessments as detailed in *Standards for Libraries in Higher Education* [http://www.ala.org/ala/mgrps/divs/acrl/standards/standardslibraries.cfm](http://www.ala.org/ala/mgrps/divs/acrl/standards/standardslibraries.cfm);
- prepares a written profile of the information and skills needs of the current and potential distance learning community;
- conducts general library knowledge surveys of students at the beginning, midpoint and near graduation to assess the effectiveness of their information literacy instruction;
- uses evaluation checklists for librarian and tutorial instruction to gather feedback from students, other librarians, and teaching faculty;
- tracks student library use through student journal entries, or information literacy diaries;
- asks focus groups of students, faculty, staff, and alumni to comment on their experiences using distance learning library services over a period of time;
- assesses and articulates both the electronic and traditional library resource needs of the distance learning community; and
- assesses and articulates needs related to library services, including instruction;
- assesses and articulates needs for facilities, in both traditional and online environments;
- conducts reviews of specific library and information service areas or operations which support distance learning library services;
- reviews accessibility of distance learning library services for the entire learning community;
- considers distance learning library services in the assessment strategies related to institutional accreditation;
- compares the library as a provider of distance learning library services with its peers through self study efforts of the originating institution;
- employs assessment and evaluation by librarians from other institutions or other appropriate consultants, including those in communities where the institution has concentrations of distance learners; and
• participates in continuous institutional assessment and effectiveness programs and processes.

### 3. Collections and services
The librarian-administrator:

• prepares or revises collection development and acquisitions policies for electronic resources to reflect the profile of needs;
• develops methods for delivering library materials and services to the distance learning community;
• ensures that needed services identified in the planning process are provided to the distance learning community; and
• promotes library support services to the distance learning community.

### 4. Cooperation and collaboration
The librarian-administrator:

• participates in the curriculum development process and in course planning for distance learning to ensure that appropriate library resources and services are available;
• works collaboratively with teaching faculty in distance-delivered programs to integrate information literacy into courses and programs in order to foster lifelong learning skills;
• promotes dialogue between distance learning and library administrators to ensure cooperation between the two groups;
• initiates dialogue leading to cooperative agreements and possible resource sharing or compensation for unaffiliated libraries, where applicable.
• develops partnerships that ensure the necessary technology support for the distance learning community; and
• acts as an advocate for the distance learning community among colleagues in the library and on campus.
**Section 3: Personnel**

The new Office of Digital Information Literacy at SE adopts the following guidelines for Personnel of the SE Distance Education Library Services.

**ACRL Standards for Distance Learning Library Services Personnel:**

The functions of the librarian-administrator may be dispersed across innovative or distributed library systems among a number of librarians rather than assigned to one designated individual; however, under such circumstances, care must be taken to ensure that none of the essential functions of the librarian-administrator, as provided in the *Standards* and other closely related documents, are omitted from these systems.

Personnel involved in the management and coordination of distance learning library services include both library administrators and key administrative and support personnel from the originating institution, who participate on the main campus, and at distance learning sites. Among these are the ADA compliance officer or staff from support services for people with disabilities. Participating library personnel include the librarian-administrator and librarians with the appropriate expertise to provide services to the distance learning community.

The originating institution must provide professional and support personnel with clearly defined responsibilities at the appropriate location(s) and in the number and of the qualifications necessary to attain the goals and objectives for library services to the distance learning program, including direct human access for the distance learning community. These individuals may be assigned to the library or in separately administered units, and should include:

- a librarian-administrator to plan, implement, coordinate, and evaluate library resources and services addressing the information and skills needs of the distance learning community; This will be the role of the Digital Information Literacy Librarian.
• additional professional and/or support personnel with the capacity and training to identify informational and skills needs of distance learning library users and respond to them directly, regardless of location. The exact combination of central and site staffing for distance learning library services will differ from institution to institution. SE cooperates with librarians in Ardmore, OK; McCurtain Co., OK; and Denison, TX.

Distance learning library personnel must have:

• classification, status, salary scales, and workload equivalent to that of other comparable library employees, while reflecting the compensation levels and cost of living for those residing at distance learning sites;
• written policies establishing their status, rights, and responsibilities. Policy regarding faculty librarians should be consistent with the ACRL Standards for Faculty Status for College and University Librarians, http://www.al.org/ala/mgrps/divs/acrl/standards/standardsfaculty.cfm, and
• opportunities for continuing growth and development, including continuing education, professional education, and participation in professional and staff organizations.

The SE Distance Education Department currently consists of the Digital Information Literacy Librarian who is supported by the services of the ILL Assistant, Serials Librarian and the Public Access Librarian.
Section 4: Facilities and Equipment

According to the ACRL Guidelines for Distance Learning Library Services, in relation to Facilities and Equipment, the university library “must provide sufficient facilities, equipment, and communication tools to attain the objectives of the distance learning programs. The size, number, scope, and accessibility of these facilities and equipment must be sufficient to provide timely access for all students, including those with disabilities. Arrangements may vary and should be appropriate to programs offered. Examples of suitable arrangements include but are not limited to one or a combination of:

- access to facilities through agreements with a nonaffiliated library;
- 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;
- a branch or satellite library; and
- online services, including Web-based virtual libraries, electronic communication tools, and course management software.” (ACRL 2006)

The National Education Association Institute for Higher Education Policy (April, 2000) sets several benchmarks for successful remote education programs such as, provide sufficient access to library resources, access to hands-on library instruction, assessment of and access to valid resources. The report on benchmarks also comments that library resources are “essential for quality distance education.”

The ACRL Guidelines and the NEA Benchmarks are valuable resources but not enforceable. However, the eight regional accrediting agencies in the United States have their own “Best Practices” (2001) which are backed by the power of revoking or withholding accreditation.
The essential library services included in the Best Practices (4c, p.13) are:

- Library resources appropriate to the program, including, reference and research assistance;
- Remote access to data bases, online journals and full-text resources;
- Document delivery services;
- Library user and information literacy instruction, reserve materials; and
- Institutional agreements with local libraries.

The SE Library is striving to meet and exceed all guidelines, benchmarks and best practices in its mission of offering equal services for all students. The following are the primary services, for remote users, available at SE

- **Search Services** – access point, for reference question, within the library catalog, click OK, then “I Need Material” on the catalog toolbar.
- **Subject Specialists** - contact with a librarian who can help identify materials for research, locate digital resources, or provide instruction.
- **Course Materials** - course materials will be made available, by each professor, in Blackboard.
- **Borrowing** and **Renewing** - check out library materials, place holds and recalls, materials can be delivered to the library of your choice, you can also borrow materials from our branch libraries in Ardmore, and McCurtain County.
- **Interlibrary Loan** - request materials from libraries around the country and have them delivered to the SE library.
- **Technology** - connect to Library resources from off-campus.
- **Learn to Use the Library** - Web-based tutorials and resources for online classes, and tutorials for starting library research.
Section 5: Copyright Policies

Copyright laws were established to balance the rights of individuals to profit from their creative works, with the needs of society to benefit from those works. The Constitution of the United States (Article 1, Section 8) expressly states the role of the government as, “The Congress shall have Power ... To promote the Progress of Science and useful Arts, by securing for limited Times to Authors and Inventors the exclusive Right to their respective Writings and Discoveries” (Title 17, intro) the key phrase in this powerful statement is, for limited Times. According to the amendment called the Sonny Bono Copyright Term Extension Act, title I of Pub. L. No. 105-298, 112 Stat. 2827 (amending chapter 3, title 17, United States Code 7) the copyright protection of most works was extended to life plus 70 years and was enacted October 27, 1998 (Title 17, p.102). This not only gave the creator of original works sole rights to profit from and promote his/her works but dependents and descendants could also control the dispersion of those works, for a time extending even beyond the death of the copyright holder.

As access points for creative works as well as partners in education, libraries are integral players in making students and faculty aware of and compliant with copyright laws. The SE Library Office of Digital Information Literacy will strive to be a model for making copyright laws accessible and understandable. Beginning with a Copyright and Scholarly Communication website university librarians are developing a central location for library users to educate themselves about the Copyright laws of the United States, SE policies in relation to copyright, and International copyright laws and guidelines. They also will be providing links to several copyright tutorials created by other institutions of higher learning throughout the country and leading national library organizations. The SE copyright webpage will include links for searching the copyright status of a work and access points for assistance with copyright questions. By creating and maintaining this extensive and comprehensive central location for copyright information the SE library will demonstrate a firm commitment to upholding current copyright
regulations and educating the public about this important issue that affects all users of creative works
whether for education, research, or entertainment.

The SE library also addresses those important issues concerning copyright compliance with
Electronic Reserves material by explaining the guidelines on its newly developed Electronic Reserves
policies webpage. Electronic Reserves, remote access of databases and digital collections are relatively
new formats for accessing materials and publishers are not unified in their policies for providing access
to subscribers or allowing for public access. This lack of uniform practices by providers of resources has
sometimes led to uncertainty of librarians, teachers, and administrators about what is allowed and what
isn’t. Therefore, information professionals are left to educate themselves as to the current version of
copyright laws and to pass on that knowledge to users of library resources in an understandable way
and to be available for questions as they arise.
Section 6: Library Resources for Distance Learning

In regard to Library Resources, the ACRL Standards for Distance Learning Library resources states, that libraries should offer distance learning students’ access to resources that is equal or equivalent to those available to on-campus students and that resources must be convenient and in sufficient quantities and qualities for all students.

The ultimate goals for library resources are:

- Meet students’ needs for all course assignments: The DIL department of the SE Library has made it a primary goal to establish lines of communication with the faculty to assure all materials needed for assignments is available in sufficient formats and quantities to meet the needs of students.
- Complement the curriculum: Library resources should be directly linked to the curriculum.
- Meet the teaching and research needs of faculty: By communicating with faculty about assignment and curriculum needs we can also respond to their research needs.
- Support lifelong learning
- Support various levels of technological access
- Anticipate and serve all informational needs of DL students
Section 7: Library Services for Distance Learning

The ACRL Standards for Distance Learning Library Services designate that users’ needs are diverse and varied therefore services should strive to meet a variety of informational needs. Above all, direct contact with library personnel should be available to all users in some manner.

The primary requirements for services offered are to:

- Offer reference services: We offer reference services Monday – Thursday: 8am – 10pm and Friday: 8am – 5:30pm.
- Create online tutorials, in common formats that teach life-long learning skills as well as help with immediate informational needs. We currently offer 12 online tutorials using PowerPoint. We are developing a tutorial template using Adobe Captivate to add uniformity to our tutorials.
- Offer quick, reliable and secure access to online resources: We continuously strive to improve access to our online resources. We will soon be adding a Federated Searching tool which will enable users to search both the catalog and databases in one search.
- Partnership with other institutions for shared borrowing: We currently partner with Ardmore, Ok Higher Learning Center, Southeastern, in McCurtain County, OK and Grayson County Community College in Denison, TX as well as ILL privileges with local and regional libraries.
- Offer reserve materials which are in compliance with copyright laws: We are diligent in only offering Electronic reserve material that is in compliance with all copyright regulations.
- Have service hours that adequately meet the needs of the learning community: The databases are accessible 24/7.
• Offer easy access to library policies and regulations: Library policies and regulations are easily accessible via the Policy Manual link from the *Library Policies* webpage:


• Make sure Interlibrary loan and document delivery materials are sent expeditiously: Annual surveys are conducted to assess services and respond to feedback.

• Offer assistance with use of nonprint materials and equipment: The SE IT department, DIL department and Library staff all strive to assure that user access is reliable and expedient.

In order for Distance Learning services to be successful in serving the needs of remote users, the SE library must not only offer excellent services but we must proactively promote them, we must offer our resources in a format that is easy and intuitive to use and we must continuously look for ways to improve our services.
Section 8: Documentation

Documentation – from the ACRL Standards

As documentation must be maintained in order to indicate the degree to which the originating institution is meeting the Standards, I as the librarian-administrator will have the following current information available in print and/or online in an accessible format:

- **User guides and other library instructional materials:** The SE library currently offers 12 DE tutorials ([http://www.se.edu/lib/distanceedtutorials.htm](http://www.se.edu/lib/distanceedtutorials.htm)) ranging from instruction in searching databases to an explanation of plagiarism. These tutorials were created by many different people from librarians to students to committees and they all have a different look and format. We are working on a DE instruction template so all our tutorials will use established design standards and functions making them easier to navigate. Our template will be utilizing the Adobe Captivate Software.

- **Statements of mission and purpose, policies, regulations, and procedures:**

  [http://www.se.edu/lib/policy%20manual%202009.docx](http://www.se.edu/lib/policy%20manual%202009.docx)

The Henry G. Bennett Library at Southeastern Oklahoma State University will support the University's curriculum by providing a vital, information-rich environment that will enhance faculty development and student learning by:

1. Providing an opportunity to succeed through a challenging, learner-centered academic environment.

2. Promoting information and critical thinking skills that are essential to confident, independent learners;

3. Striving for a balanced, current, and relevant collection of resources in both traditional and electronic formats that provide professional, academic and career-oriented information to meet the changing needs of the workforce;

4. Providing a model of excellence for the University and local community through our quality of service;

5. Presenting a system of governance that provides reliable information and, as appropriate, involves the faculty and students in the decision-making process;

6. Using assessment to improve student learning and effective teaching.
My role as the newly appointed DIL librarian will be to make sure distance learners are considered in all our decisions and figure prominently alongside the missions and policies for on campus students.

- **Statistics on library use**: In the beginning we will focus on counting uses of databases and remote reference questions. Eventually, we will have a presence in the course software of each DE course which will increase our visibility and ability to reach students. These interactions will be categorized and counted as well as survey data we are able to collect from our presence in courses.

- **Statistics on collections**: It is important to know which databases are used most, from what locations, what ILL or document delivery materials are requested most, and what resources are requested to purchase.

- **Facilities assessment measures**: The Office of Digital Information Literacy is included in the library budget. All equipment needed for website design, databases, tutorials, reference services is taken from the budgets currently used for those items.

- **Collections assessment measures**: At this point we rely on faculty to request materials for their courses. It is my hope that we can convince them to keep a current syllabus in the library for students and librarians to plan ahead in material use and purchasing. Our online resources are selected by the librarians with input from faculty. I would like to encourage closer collaboration between librarians and faculty in planning all our resources to closely match the programs we are offering students.

- **Needs and outcomes assessment measures**: We are so new as a department that I am unsure of what we need. I will work closely with the Distance Education Council to demonstrate the library’s commitment to DE and to encourage communication and collaboration in preparing for our next accreditation review.

- **Staff and work assignments**: Kathryn Plunkett is the Digital Information Literacy Librarian. Assisting her in DE services are:
  - Reference services are shared among six full time librarians and one part time librarian.
  - Johnathon Sample is the ILL/Document Delivery assistant,
  - Sandra Thomas is the Electronic Resources Librarian,
  - Dennis Miles is the Public Services Librarian

- **Library organizational chart**: See Appendix B

- **Comprehensive budget(s)**: As a newly established department, the ODIL’s budget will be reassessed after policies and procedures are established.

- **Professional personnel resume for the current DILL**: see Appendix C

- **Position description for DILL**: See Appendix A

- **Formal, written agreements**: NA

- **Library evaluation studies or documents**: We are currently conducting an assessment survey on library use which when completed will be the foundation of an overall evaluative study of the current services and resources of the SE library.

- **Evidence of involvement in curriculum development and planning**: Members of the Curriculum Committee can be found at: [http://www.se.edu/university-committees/curriculum-committee/membership/](http://www.se.edu/university-committees/curriculum-committee/membership/). Members of the Distance Education Committee (Distance Education Council) can be found at: [http://www.se.edu/university-committees/online-learning-council/membership/2009-2010/](http://www.se.edu/university-committees/online-learning-council/membership/2009-2010/) The membership of the current council is not posted online.
Section 9: Appendix
Appendix A

Southeastern Oklahoma State University

Job Description

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<th>Department: Library</th>
<th>Position Title: Digital Information Literacy Librarian</th>
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<td>Current Employee: Kathryn Plunkett</td>
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I. **JOB SUMMARY:** The Digital Information Literacy Librarian develops and maintains library web presence, web technologies and instructional materials for distance education. Develops procedures and implements programs for library distance education services. Serves as a liaison to campus units involved with distance education. Provides support to distance learners and faculty teaching distance education courses. Collaborates with faculty, library staff and departments to develop collections and services to support distance education programs. Participates as a member of a team providing reference and instruction in an information literacy framework on a broad range of subject areas. Some evening hours required.

II. **ESSENTIAL DUTIES AND RESPONSIBILITIES:**

- Provide vision and leadership in designing, developing and maintaining the library’s web site.
- Provide support for the library-related online instructional tools currently being developed and other e-learning initiatives, including the future design and development of library-related digital learning objects and online instructional resources.
- Collaborate with faculty, library staff and departments’ programs for library distance education services.
- Develop policies, procedures, and implements programs for library distance education services.
- Manage the evaluation and assessment process of distance learning support services and operations.
- Investigate and implement innovative web technologies including web 2.0 knowledge and social technologies.
• Collaborate with library colleagues as well as other library and external partners to develop and refine programs to respond to the changing information and collaborative needs of our users.
• Work cooperatively with the SE Distance Education department and student helpdesk (IT) to promote library services to distance education students.
• Develop and implement a regular program to test usability and effectiveness of the library’s web site.

III. EDUCATION, TRAINING AND EXPERIENCE:

REQUIRED:

• ALA-accredited Master’s degree in Library Science or Library & Information Studies
• Knowledge of current and emerging trends in instructional technologies
• Excellent verbal and written communication and interpersonal skills
• Strong customer service orientation
• Excellent computer-based skills and knowledge of web technologies
• Ability to work with various stakeholders and in team environments
• Excellent organizational and time management skills

PREFERRED:

• Demonstrated experience in learning and applying new technologies
• Experience with online course management systems
• Experience developing online tutorials
• Experience providing reference assistance and instruction
Appendix C

Sample Survey for On-Line Learning Students

1. In what department is your program or major?
   a. Behavioral Science
   b. Education
   c. Arts & Sciences
   d. Business

2. How many distance education courses have you taken from SE in recent years?
   a. This is my first one
   b. 2 to 5
   c. 6 to 10
   d. 10+

3. How many of your SE distance education courses have required the use of library materials?
   a. None
   b. 1 to 3
   c. 4 to 8
   d. 8+

4. For those courses that required library materials, which libraries or types of libraries did you use most?
   a. SE’s Henry G. Bennett Memorial Library
   b. Other Academic Library
   c. Public Libraries
   d. Special Libraries

5. How satisfied have you been with the collections (electronic resources, databases, books, journals, etc.) of the SE library?
   a. Very satisfied
   b. Somewhat satisfied
   c. No Opinion
   d. Somewhat Dissatisfied
   e. Very Dissatisfied

6. How often do you use the SE Library Website?
   a. Once a week
   b. Once a month
   c. Once a semester
   d. Never

7. If you have used the website, how would you judge it?
   a. Excellent
   b. Good
c. Average  
  d. Below Average  
  e. Poor

8. Have you ever attended a library instructional session presented by an SE librarian?  
   a. Yes  
   b. No

9. If yes, how would you judge the instruction?  
   a. Excellent  
   b. Good  
   c. Below Average  
   d. Poor

10. Have you used email or Chat to receive reference assistance or ask for help?  
    a. Yes  
    b. No

11. If yes, how would you judge the service?  
    a. Excellent  
    b. Good  
    c. Average  
    d. Below Average  
    e. Poor

12. How would you rate the SE Library overall in relation to your DE studies?  
    a. Excellent Service  
    b. Good  
    c. Average  
    d. Below Average  
    e. Poor
Appendix D

Sample Faculty Survey of Distance Education Library Services

1. How long have you taught courses online/at a distance?
   A. This is my first semester
   B. One year
   C. Two years
   D. Three or more years

2. Did your course(s) in fall 2010 require your students to do any sort of research (for papers, presentations, assignments, etc.)?
   A. Yes
   B. No

3. Did you know there are online academic library resources available for distance education students and faculty?
   A. Yes
   B. No

4. Would you have found it useful to have a librarian prepare a resource guide for your students on your course’s subject matter?
   A. Yes
   B. No
   C. Not sure / not applicable

5. Would you have found it useful to have a brief unit on library resources and services, prepared by a librarian, as part of your Blackboard class?
   A. Yes
   B. No
   C. Not sure / not applicable

6. Would it be useful to your course to have a discussion thread area for research-related questions that a librarian could monitor and join in on?
   A. Yes
   B. No
   C. Not sure / not applicable

7. Do you feel your students are aware of the library resources and services available to them through the Henry G. Bennett Memorial Library at Southeastern Oklahoma State University?
   A. Yes
   B. No
   C. Not sure / not applicable

8. Would you encourage your distance students to take a class via Blackboard covering research skills?
   A. Yes
   B. No
9. Would you encourage students in your face-to-face classes to take a class, via Blackboard, covering research skills?
   A. Yes
   B. No
   C. I do not teach face-to-face classes

10. Do you provide a link to the library website via your Blackboard course home page?
    A. Yes
    B. No
    C. I would but I don’t know how
    D. My class does not use Blackboard
Websites and Works Cited


6 “Quality on the line: Benchmarks for success in Internet-based education,” April 2000. Available as a PDF file from the National Education Association Institute for Higher Education Policy Web site:

