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80 Miles from the Nearest Library, with a Research Paper Due Monday: Extending Library Services to Distance Learners

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Abstract

This presentation reports the results of a project to extend the services and resources of Brigham Young University's Harold B. Lee Library to distance-education students located in many areas of the world. Focusing on students enrolled in university-level English courses, the project team created a one-stop, integrated Web portal of library services and resources in Independent Study courses. This Library portal includes links to subscription databases, interlibrary loan, and personal reference services such as Ask a Librarian Live. The project team promoted faculty members' use of library research in the assignments for their Independent Study English courses. Finally, to ascertain the success of the project and make recommendations for further implementation and improvement, the project team tracked the students' use of library resources for their English courses and evaluated their experience with the portal. The ALA SIRSI's Leader in Library Technology Grant provided funding for the project.

Introduction

The Harold B. Lee Library is located on the campus of Brigham Young University (BYU), in Provo, Utah. The library holds memberships in the Utah Academic Library Consortium, Great Western Library Alliance, Online Computer Library Center, Research Libraries Group, and other library organizations. Through these memberships, BYU students and employees may also use the facilities of other Utah college and university libraries and major research libraries in the United States. Libraries operated by the Church of Jesus Christ of Latter-day Saints are also available to BYU students and employees, including the library of the Church Historical Department located in Salt Lake City.

The Lee library facilities are open to students on and off campus, faculty, alumni, and other community patrons. Currently, the Library serves an extensive on-campus and off-campus population, including:

1,502	full-time instructional faculty
28,401	full-time undergraduate and graduate students
4,370	part-time undergraduate and graduate students
20,019	off-campus annual enrollments through Independent Study
1,863	off-campus enrollments in University-level English courses (2000-2001)

The Lee Library's collection numbers over three million volumes, including books, periodicals, government documents, microfilm, and other media and non-print items. The library is a depository for United States and Canadian government documents and regularly receives publications of state and local governments. The Utah Valley Regional Family History Center (UVRFHC) supports family history research through an extensive collection of microfilm and microfiche. The Special Collections and

Manuscripts department houses non-circulating books and manuscripts related to Mormonism, western Americana, incunabula, Victorian and Edwardian literature, historical manuscripts and photographs, motion pictures, and items dealing with many other disciplines. The Library provides excellent teaching and research support for faculty and other university personnel.

Brigham Young University has a strong commitment to providing web-based learning via courseware to off-campus students. The Independent Study program offers over 530 paper and 340 web-based courses for distance learners. The Library supports BYU's extensive Independent Study program, including approximately 1,800 students enrolled in university-level English courses, and over 20,000 students taking a wide variety of university-level courses. Independent Study currently offers thirty English courses, from basic College Reading and Writing, to Creative and Technical Writing, English and American Literature, Shakespeare, Poetry and Novels.

Background of the Project

Suzanne, (name changed to protect privacy), a student pursuing a degree through distance education had been successfully completing assignments for English 251, Fundamentals of Literary Interpretation and Criticism, when she suddenly hit a roadblock. The assignment required her to find two critical reviews of a short story she had read—but she lives 80 miles from the nearest library. After searching the Internet to no avail, she called the librarian who serves remote users. The librarian checked the extensive online resources at the library and quickly located several critical reviews, which she then sent to the student. Problem solved—for the moment.

Many Independent Study students find themselves in Suzanne's situation—especially those students enrolled in BYU's Independent Study program. These students live all over the world as they pursue academic degrees through both paper and Web-based courses. Thus, their access to the research resources they need for their academic experience varies widely. For many of these students, finding high-quality, academic research materials is virtually an impossibility.

Until the library worked with Independent Study to devise an authentication system for the students many instructors at BYU regretfully omitted challenging research assignments when designing their Independent Study courses. Faculty members often feel they cannot include assignments that their students may not have the resources to complete. While this is a valid consideration, it does rob the students of the opportunity that on-campus students have to hone their academic and research skills.

The lack of access to academic resources is the specific problem this project addressed. "…much of the distance education literature as well as the discipline-related literature dealing with distance delivery contains minimal reference to the use of the library or library resources by students studying off-campus." Lebowitz (1997). "A review of articles on the topic… shows that only a few mention issues related to library access or resource integration." Beagle (2002)

To begin to address this problem, the Library hired a Distributed Learning Coordinator in January of 2002 to specifically support distance education students. One of the major responsibilities of the position is to work with Independent Study employees and faculty to discover ways to incorporate library resources into their courses working together with he Library's Electronic Licensing and Resources Coordinator-- who had previously negotiated access for remote users with many of the library's vendors of online databases. Additionally, the Library began working with Independent Study employees early in 2002 to design and implement technological solutions to provide off-campus access to these subscription databases for all students enrolled in Independent Study courses. As a result of these efforts, the students now have access to 53 of the library's online databases, some of which provide full-text content. Thus, the Library is able to extend educational opportunities to the Independent Study students that are equivalent to those available to full-time, on-campus students. This means that faculty members, especially those in the English Department who expressed frustration over the limitations imposed by the students' lack of access to library resources, can now incorporate those resources into the assignments in their courses.

Simply offering access through the Library web page, however, is not the same as fulfilling and supporting the students' research needs. The project took the next vital steps by:

- Integrating library services, particularly the live Ask a Librarian feature that provides both live chat and e-mail reference assistance, into a one-stop Web interface
- Incorporating the Library page into English courses, making it easily accessible 24/7 through the course itself
- Conducting formal evaluations with students enrolled in Independent Study English courses (the target population for the project) to elicit feedback on the project's successes, failures, and overall utility
- Publicizing the available library services to both instructors and students in the Independent Study program
- Working with faculty members (initially in the English Department, then campus-wide) to include library and research assignments in the Independent Study courses they develop and refine

This project supports several of the Harold B. Lee Library's stated 5-year objectives, and the 2002-03 Public Service Division's Goals, including (1) reinventing reference services by studying and adapting to the changing teaching and learning environment at BYU and responding to evolving student needs for library support, (2) managing resources wisely by collecting and analyzing data on library operations and services and fostering positive change, (3) licensing common access to commercial digital resources that support undergraduate education, (4) creating digital collections and services that support distributed learning environments, and (5) promoting library services to faculty and students through a variety of channels at every opportunity. In addition, extending vital library services and resources to Independent Study students, then evaluating the program for further refinement, supports BYU's important overall goal to extend the blessings of learning to students all over the world.

Previous Needs Assessment

In June, 2002, the Department of Continuing Education surveyed students taking courses through Independent Study to assess their experiences with the program, including their responses to three library-specific questions. [See Appendix A for detailed information about the survey.] The survey was sent to all formally admitted Independent Study Bachelors of General Studies students, 700 via email and 489 by telephone, with 179 email responses and 100 telephone responses received. The library-specific questions were:

14.   What is your first choice when searching for additional information resources to complete coursework (select ONLY one)?

       Most students (52%) use an Internet search engine to locate resources. A much smaller group (17%) turned to their local libraries. Only 1% used the remote services available at that time through the Lee Library.

15.   Which of the following Harold B Lee Library services are you aware of or have you used in your BGS program?

       The vast majority of students were not aware of library services such as electronic reserve materials, asking for help from a librarian via email or live chat, use of full-text databases (journals, newspapers, encyclopedias, etc.), or instruction in the use of library resources. Being unaware of these services, the students did not use them.

16.   The following services are currently available or being considered at the Harold B Lee Library. How would you rate the helpfulness of each service when completing your coursework? (1=Not Very Helpful, 7=Very Helpful)

       Students indicated that several services would be very helpful to them, including remote access to full-text databases, indexes or abstracts; e-mail, toll-free telephone number, and/or real time access to librarians; and guides to doing research in a subject area.

With this information in hand, the target group selected for this project was students enrolled in university-level English courses through BYU's Independent Study program. With over 1,800 individual enrollments, this group had a large enough population to yield valuable, generalizeable results. In addition, the English faculty members are actively involved in creating courses and assignments that demand a high degree of rigor to complete, and depend on access to high-quality academic resources.

Obtaining the Grant

In the fall of 2002, the library became aware of an ALA grant that could support this project. The ALA SIRSI's Leader In Library Technology Grant is an

> …"annual award consisting of $10,000 and a 24k gold-framed citation of achievement is given to encourage and enable continued advancements in quality library services for a project that makes creative or groundbreaking use of technology to deliver exceptional services to its community. Eligible libraries are public, academic, school, and special (i.e., medical, law, government, corporate, or museum) Donated by the SIRSI Corporation." (http://www.ala.org/)

Although the library had not worked extensively with grants in the past, the Associate University Librarian for Public Services was supportive of the project and of a grant as a way of financing the first phase. A meeting was scheduled with the Distributed Learning Coordinator, the Process Improvement Specialist, the Library Information Systems Department Chair and the Director of the Center for Instructional Design. All parties were extremely supportive of the project and of applying for the grant. Various members contributed information for the grant application and it was submitted in December of 2002. The Distributed Learning Coordinator was notified in February of 2003 that the grant had been awarded.

Project Planning Phase

The objectives for this project were:

1. Create and implement an online portal page for library resources
2. Integrate the library resources page with the portal created for Independent Study students through University's learning-management system (Blackboard)
3. Publicize the availability, location, and access methods for the Library's online portal to all Independent Study students
4. Publicize the availability, location, and access methods for the Library's online portal to faculty members
5. Evaluate students' use of, reaction to, and experience with the Library Services Portal
6. Evaluate English faculty members' use of library resources in the assignments in their courses
7. Use evaluation data to improve, update, expand, and modify the program as needed

The first step in the project planning phase was to have the Library's Project Management Team vet the project and assign it a priority. Previously, the library administrators and others had received training in the University's Project Planning and Management approach. The library administration adopted a scoring model for all projects involving technology (computer) resources and personnel. This project was presented at a project management meeting and it received a high score, placing it at the top of the list of priorities.

Subsequently, the project director, the Distributed Learning Coordinator, decided to use the project planning and management process to plan and administer the project. The project team was identified and invited to be part of the project. The team consisted of:

- Project sponsor, the Assistant University Librarian for Public Services
- Project manager, the Distributed Learning Coordinator

- Department Chair of Library Information Systems
- Assistant Director of Independent Study
- Assistant Director of the Center for Instructional Design
- Instructional Design Architect
- Senior Production Designer
- Instructional Design Architect/English
- Library's Process Improvement Specialist
- Subject Librarian for English
- Programmer from Library Information Systems

The early team meetings consisted of orientation to the project, its goals and timeline, and gaining buy-in from the major stakeholders. Once the commitment was obtained from all campus units involved, the team began the process of defining the various parts of the project, constructing a task breakdown, assigning tasks to the appropriate personnel and constructing a timeline for completion of tasks.

Project Building Phase

Originally, the project was designed to deliver the library services via the University's Blackboard portal. However, the University was in the midst of implementing Blackboard 6.0 and needed to complete major infrastructure upgrades and address issues of server stability. Since Independent Study courses already use online pages to deliver course-related features, the team decided that Blackboard would not be the delivery vehicle for the first phase. With this decision, the team turned to its in-house Web-production expertise. The Library Information Systems Department Chair and a programmer determined a way to build and deliver the portal in a browser-friendly format that fit within the online Independent Study courses and included a simple URL that could appear in the paper versions of the courses as well. Therefore, the plan for this part of the project was revised to specify that the Center for Instructional Design (CID) programmers would implement the new library services portal for the courses.

After the delivery mechanism was decided upon, the Distributed Learning Coordinator and two Instructional Design Architects from CID decided on the general content categories for the portal. Once the list of categories was determined, a CID Senior Production Designer took the information and designed a portal interface that corresponded quite closely with the look and feel of the library home page. Independent Study students previously used the library home page to find research resources, and the team wanted the students to associate the new portal with the services they were familiar with. The Library Information Systems programmer then implemented interactivity on the portal page, making the links active and implementing the page in HTML.

The static links on the page were built first. Since the project dealt only with English courses, some of the links led to content that would apply to any English course. One section of the portal includes several short explanations of how to find articles, books, news sources and e-books. A Writer's Toolbox contains links to Web versions of bibliographies, dictionaries, maps, quotations, thesauri and acronyms, and style manuals. Other links let students search the online catalog and provide access to information about the Library's delivery service for books and articles. Last, but certainly not least, the page provides a link to the Ask a Librarian email and chat reference service, as well as the subject librarian's name, phone, and email contact information. The page also provides an email feedback form so that students can communicate with the Distributed Learning Coordinator if they have problems with any of the portal services while completing their course.

After the programmer constructed the static links, he built a database to supply the dynamic, course-specific content which included research guides and online databases. Since Independent Study offers such a wide range of English courses, the team decided early in the project, that the content would be specific to each course rather than general content for any English course—all to make the portal useful and relevant to the students. Once the programmer had constructed the portal, the Distributed Learning Coordinator and the Instructional Design Architect from CID tested it to ensure that the links worked and that the interface for adding online research guides and databases functioned properly. [See Appendix B]

Adding course-specific resources required the assistance of several subject librarians. Each librarian reviewed the course manual for the course(s) he or she was assigned and determined the most appropriate online research guides and online databases for the particular course With the online form and database already in place, the process of adding the appropriate resources to the portal page was efficient and took a minimum amount of the subject librarians' time. [See Appendix B]

As noted previously, the original plan was to implement the page in the University's Blackboard portal ,however, it was determined earlier in the project that the Blackboard portal would not be ready by the time the library services portal needed to be active in the Independent Study Courses. Therefore, the programming teams implemented the portal for each of the English courses.

Project Publicity

The next phase in the project was to develop a public relations and marketing plan to make faculty and students aware of the library portal. This phase of the plan included (1) publicizing the Library Services Portal (the portal) to all students enrolled in Independent Study English courses, and (2) publicizing the availability, location, and access methods for the portal to faculty members. The Distributed Learning Coordinator met with the Independent Study marketing team to discuss ways to market and advertise the portal. The marketing team identified and implemented marketing efforts to coincide with the initial rollout of the portal, with the goal of promoting the portal and making current students aware of this new and useful resource. A serendipitous development in the marketing meeting was that a member of the marketing team was a recent graduate of the University in English and was very familiar with the library and its resources. She was extremely eager to make students aware of the resources in the portal and their value in completing their courses.

The team decided to use the following marketing efforts to publicize the service:

1) The Center for Instructional Design consultant assigned to work with the English faculty and the Distributed Learning Coordinator met with instructors developing or upgrading Independent Study courses to make them aware of the portal and suggest ways they could incorporate assignments/activities into their courses to utilize this resource.
2) The library liaison from CID trained instructional designers on the portal so that they could encourage the faculty members to include rigorous assignments in their courses as they were working with the instructional designer to design the course.
3) Marketing personnel from Continuing Education:
   - Created a digital and paper insertion for Web and paper courses to make new students aware of the portal, and mailed an announcement of this resource to the 1,800 students already enrolled in English courses.
   - Placed an announcement on Independent Study's home page that the portal is now available for all university-level English courses.
   - The Distributed Learning Coordinator, CID, and Independent Study personnel developed a virtual tour of the portal and placed it on the Independent Study web site. It was constructed to give students an idea of how the portal works and what the features and benefits are to those that use it.
   - Wrote and distributed a press release about the portal.
   - Wrote an article about portal in Independent Study's eNewsletter to counselors.
   - Prepared and sent a mailer to Bachelor of General Studies students enrolled in English courses.
   - Created and inserted an icon for portal in the Independent Study online catalog, CD catalog, and paper catalog.

Evaluation Phase

The final task in the Project Building Phase was to design both summative and formative evaluations for this project with the goal of using the evaluation data to improve the portal. The team will collect data for a summative evaluation at the conclusion of the pilot phase, using survey results from students who have completed their courses. This data will help us determine the value of the portal, focusing the outcome for the students. The team will also collect formative evaluation data during the pilot phase, which will assist us in determining the utility of the portal as students complete their course assignments.

The formative evaluation of this project began with inserting an email feedback link on the portal. This link lets students send their comments to the Distributed Learning Coordinator as they work through the course, and provides immediate feedback on both the implementation of the portal and the library services.

In addition to the feedback link, Independent Study uses a course-completion survey to gather information about students' experiences with the course. When students complete a course and take their final exam, they also receive this survey. The Library project team and the Independent Study team included another survey for the students in University-level English courses, asking specifically about the students' experience with the portal. [See Appendix C.] The Distributed Learning Coordinator constructed the survey and the Library's Process Improvement Officer, who conducts surveys, and collects, compiles and analyzes all statistics for the library, vetted the form, questions, and language. It was then sent to the Center for Instructional Design and published in .pdf format. As the CID evaluation-team employees published the survey, they evaluated it for clarity, conciseness, and consistency. This provided feedback from a student point of view, so that the team knew the survey was asking the right questions to obtain the data needed to evaluate the portal. The survey was designed to be as short as possible without sacrificing the quality and quantity of information that was collected. Independent Study agreed to send out the survey with the student's final exam or make it part of their final exam in order to have a sufficient returns for evaluation. In return for completing the survey, names of five students will be drawn from the list of those who choose to participate, and they will receive a tuition reimbursement for their course.

In addition to the self-reported survey data, the Library, Independent Study, and the CIDs Quality & Assurance Evaluation personnel will expand the summative evaluation of the project using authentication data to track the students' use of the portal and the resources contained within the portal. Shortly after developing the portal page, the Library programmer also built a tracking mechanism to collect the number of "hits" the portal had within each course. The tracking mechanism could not determine which of the resources the student used after entering the library portal, so the team decided to collect that information in the survey given to the students at the completion of their course. The team hopes to gather sufficient data to effectively evaluate the portal and its use in Independent Study courses. The Distributed Learning Services Coordinator and members of the project team will report on results of these surveys and tracking program after April 1, 2004, when the evaluation team completes the first survey of the data.

With the portal in place, we expect to see several outcomes:

- Independent Study students will have easy online access to necessary academic research materials, expert assistance, and other library resources, which will overcome obstacles to completing their coursework
- Instructors for English and other Independent Study courses will be free to create challenging, academic assignments that depend on access to high-quality research materials
- Independent Study students will use the resources available through the Lee Library to complete and enhance their coursework

Conclusion

Throughout the entire process of the project, there has been phenomenal cooperation between the personnel of the Library, the Center for Instructional Design and Independent Study. Each person who worked on the project completed assigned tasks in a timely manner—and often ahead of schedule. Additionally, the Center for Instructional Design and Independent Study personnel contributed many hours of in-kind service. This was due, we believe, to the commitment of each campus unit to the success of the project which, we feel, will greatly enhance the quality of the courses.

The team is already looking forward to phase two of this project. We hope to (1) improve the variety of databases accessible to Independent Study students, (2) improve the authentication mechanism the students use to gain access to the portal, (3) provide improved library-use instruction, and (4) implement this portal in other Independent Study courses in a phased approach. As the library continues to expand the range of library resources and services available to Independent Study students, we hope to make their experience more productive—and as close as possible to what they would experience on-campus.

References

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Appendix A

BGS Survey
Administered June 7 to June 23, 2002
The following survey was sent to all formally admitted BYU Independent Study Bachelors of General
Studies students (700 via email and 489 by telephone) with
179 email responses and 100 telephone responses.

1. Do you have access to the Internet at home or at the place where you study the majority of the time?

Yes	265
No	11

2. If "Yes," what is your Internet connection speed?

High speed connection (i.e. DSL, cable modem, etc.	88	32.84%
56K	105	39.18%
Slower than 56K	24	8.96%
Don't know	51	19.03%

3. How often do you use the Internet?

Daily	204	75.28%
Once a week	56	20.66%
Once a month	8	2.95%
Less than once a month	3	1.11%

4. Which do you prefer?

Taking courses over the Internet	82	30.65%
Taking courses by paper manuals and materials	186	69.35%

Why?

5. Which of the following enrollment options would you prefer?

A semester-long course that starts and ends on specific dates and includes scheduled activities that allow you to work and interact with other students in the course	54	19.71%
A course that you can begin anytime and finish on your own schedule but limits opportunities to work and interact with other students	220	80.29%

6. What types of interactions would you like to have with other *students* in independent study courses? (select all that apply)

The ability to communicate with other students by posting and reading questions and comments on an *unscheduled* online discussion board	156	55.91%
The ability to chat with other students during *scheduled* times using an online chat forum	68	24.37%
The ability to participate with other students in *scheduled* online activities and lectures	83	29.75%
The ability to work with other students on projects and assignments	46	16.49%
None, I prefer to work independently	103	36.92%

7. Please rank the following in order of importance (1 being the most important).

     The ability to work independently *with* the benefit of determining your own schedule
        76% of the respondents ranked this option 1st and 16% ranked it 2nd

     The ability to interact with other students *without* having to work on a set schedule
        73% of the respondents ranked this option 2nd and 15% ranked it 1st

     The ability to work with other students *with* the benefit of a structured course schedule
        80% of the respondents ranked this option 3rd

8. Would you be willing to pay an additional fee or increased tuition for the ability to work with other students in independent study courses?

Yes	52
No	222

9. If "yes", how much would you be willing to pay for this option?

$10-$25 per course, if it were more than this I would not want the option	46	77.97%
$25-$50 per course, if it were more than this I would not want the option	12	20.34%
$50-$75 per course, if it were more than this I would not want the option	1	1.69%
$75-$100 per course, if it were more than this I would not want the option	0	0.00%
Over $100 per course, I really need the student interaction	0	0.00%

10. What types of interactions would you like to have with instructors or teaching assistants in independent study courses? (select all that apply)

The ability to contact the instructor or teaching assistant by email or telephone	248 88.88%
The ability to post questions and comments using an *unscheduled* online discussion board	185 66.31%
The ability to participate in *scheduled* online activities and lectures with an instructor or teaching assistant present or leading	111 39.78%
None, I prefer to work independently	17 6.09%

11. Please rank the following in order of importance (1 being the most important).

     The ability to work independently *with* the benefit of determining your own schedule
        51 % of the respondents ranked this 1st, 38% ranked this 2nd

     The ability to interact with the instructor or teaching assistant *without* having to follow a course schedule *41% of the respondents ranked this 1st, 53% ranked this 2nd*

     The ability to interact with an instructor or teaching assistant *with* the benefit of a structured course schedule *83% of the respondents ranked this 3rd*

12. Would you be willing to pay an additional fee or increased tuition for the ability to interact with instructors and teaching assistants in independent study courses?

Yes	138
No	137

13. If "Yes", how much would you be willing to pay for this option?

$10-$25 per course, if it were more than this, I would not want the option	95	67.86%
$25-$50 per course, if it were more than this I would not want the option	41	29.29%
$50-$75 per course, if it were more than this I would not want the option	3	2.14%
$75-$100 per course, if it were more than this I would not want the option	1	0.71%
Over $100 per course, I really need the faculty interaction	0	0.00%

The following questions relate to references used for your independent study courses. *(These questions were added, at the request of the library, three days into the survey. For this reason, the first 55 respondents did not respond to these questions.)*

14. What is your *first* choice when searching for additional information resources to complete coursework? (select ONLY one)

An Internet search engine (e.g., Yahoo!, Google, Ask Jeeves, etc.)	117	52.23%
A local bookstore	7	3.12%
Your local library	37	16.52%
The Harold B. Lee Library via remote access	3	1.34%
Course does not require the use of additional resources.	49	21.88%
Other	11	4.91%

15. Which of the following Harold B Lee Library services are you aware of or have you used in your BGS program?

	Not aware	Aware but have not used	Have used
Check-out materials	154 **(69%)**	49 **(22%)**	19 **(9%)**
Electronic reserve materials	182 **(83%)**	25 **(11%)**	13 **(6%)**
Order copies of articles	183 **(83%)**	31 **(14%)**	7 **(3%)**
Asking for help from a librarian via email or live chat	172 **(79%)**	37 **(17%)**	8 **(4%)**
Use of full-text databases (journals, newspapers, encyclopedias, etc.)	161 **(73%)**	38 **(17%)**	22 **(10%)**
Instruction in the use of library resources	167 **(77%)**	35 **(16%)**	16 **(7%)**

16. The following services are currently available or being considered at the Harold B Lee Library. How would you rate the helpfulness of each service when completing your coursework?(1=Not Very Helpful, 7=Very Helpful)?

	1	2	3	4	5	6	7	% ≥5*
Email, toll-free telephone, and/or real time access to librarians	13	17	11	32	40	30	65	65%
Remote access to full-text databases, indexes or abstracts	13	12	10	18	27	41	87	75%
Delivery of books, photocopied articles, or other materials to your home or work	14	6	14	19	37	42	77	75%
Guides to doing research in a subject area	13	9	12	25	42	44	60	71%
Instruction on how to use the library for research	17	13	12	29	34	36	67	66%
Written or web-based information describing library services, resources and policies	13	10	13	29	36	30	77	69%
Technical assistance for using email, connecting to online library catalogs, databases, etc.	13	15	20	24	28	35	73	64%

This column lists the percent of respondents that rated each category as a five or higher. We can assume that these respondents feel that a service is or would be helpful to them.

17. Do you have any additional comments or suggestions?
    These open ended responses are found in *Appendix A*

Appendix A (of BGS survey)

Complete Responses to Question 17*

Additional Comments and Suggestions

47% of respondents answered this question

*Comments edited to include only those that applied specifically to the library (and for spelling). Contact the authors if you would like the full comments section.

42 I don't think these last questions are applicable to me because I go to my local library anytime I need more information.

90 I am truly enjoying my courses. They give me a lot of information. I am new to the program and am not taking, at this time, terribly challenging course that I need reference materials. However, in the future I am sure they will be greatly appreciated.

97 I had no idea that I could use the BYU library system to do research. I wish it was general information shared with every course. I would like to know how to use it without getting caught up in too many technicalities. Make it simple. I would also like to have answers to my questions in a course done quicker. Sometimes these questions slow down or almost stop my progression in the course. I don't think it has to be that slow. If I were on campus I would just go to the office or resource center, but in independent study it is just as important to get answers quickly.

111 I think I have only seen one reference to library services since I've been in the program (an email). I haven't needed the library (yet) with the courses I've taken but I am sure I will need to use it in the future. I would sure appreciate more information on library services for research, etc.

PS Some of your questions are duplicates.

125 I assume that the last two questions refer to services provided by the HB Lee Library and not my local library.

129 I feel that the additional help needed from a instructor should not be a fee, but should be part of the course cost. Also I am not aware of any of the services available to me. I have never been told of them.

138 So far I haven't had to do any outside research for any of my Independent Study Courses. But after looking at the section of the survey about the library, I realize that I'd better learn what library services exist, and how to use them.

140 Although I struggled with the self-paced and independent aspects of Independent Study courses with my first few classes, I really learned to value learning at my own pace, learning to be disciplined, and forcing myself to learn by myself not relying on the lectures of the teacher to glean what I should or the opinions of other students to base my own opinions. I've really found this way of learning very valuable.

142 Instructor interaction has been the greatest tool I have had in my independent study courses. However, it has only been in my English courses that the instructors have made themselves available. Additionally I have not had to pay extra for this service, I would be most unhappy if I had to start paying to receive this help.

146 I send in written papers for assignments and I've never received any kind of comments on them. I just receive a grade. I'm not even sure anyone even reads my papers.

147 Some of my responses to these questions are very dependant on the type of course I am taking. There are courses where I value the ability to work on my own above all else. However, I am currently taking a math course and I would love to have access to online lectures and/or help sessions.

148 My biggest problem has been that I must wait for assignments to be graded before I take the final. This policy is evidently to protect me from burning bridges, (can't redo assignments after the final) but it slows the course completion sometimes by several weeks. Changing the policy to all assignments SUBMITTED would help. If I am capable of earning a degree from BYU while in Colorado, I believe that I am capable of planning the time table for my courses. (If an instructor doesn't get around to grading written assignments for a week or two, with the mailing lag time and library processing time, it can add three weeks or a month

to a course's time.)What if IS students signed a waiver? "I will not get mad when I don't do well on an assignment graded after the final, because I can't retake it."

160 I have no problem finding the information I need to complete my work. But I do find that finding a place to take my final exams is very frustrating. If the internet could be used in this sense I feel I would like that option, but other than that I am having no problems doing my courses with the literature and information that is already available to me.

168 I have not needed more information than what has been provided by my teachers, except for the Children's literature class I just finished and the library was the most practical place to get my books I needed to read. That answer really only fit that class and may not be indicative of the rest of the courses I may take.

173 I prefer to use the University of Utah Library when I need to do research--it's closer to my home. Training for using libraries online where people live may be helpful, too.

180 I tried to access on-line journal articles, but had so much trouble getting my remote access password to work that I ended up making the 1 1/2 hour drive in to use the library twice. The online chat was helpful and I was referred to a technical support person who could not help me, thus the problem was never resolved. I was not aware that I could order copies of journal articles or I would have done that.

193 I know that there is some type of access available from the Harold B. Lee Library for BGS students but I really don't know much about it. Those services would be beneficial to me as I live in a very small community and have to rely on interlibrary loan for most of my research books.

197 There are limited library resources where I live. Extensive access to the BYU Library would be wonderful. Technical information and assistance will be a must for it to work properly. I would also like access to more information for my classes. I have found especially with the 100 level courses that the textbook is the only source of information. Why have 3 hours of lectures every week, even a lab in some cases, if everything can be learned from reading the text? I feel like we're missing out on some interesting and vital information taking classes through IS. My thought is that a scheduled class on the internet would make it possible to compensate for that.

198 Please let me know how to access the library via the internet. I would be very interested in this.

207 I currently work at a local public library and use its resources for most of my library needs.

220 I think we would be able to interact with instructors without paying more. I am interested in learning more about library services.

228 Thanks for asking. It sounds like you have some exciting ideas that could be really helpful. I am now mostly finishing general ed requirements, but I can see that I may need more access to research materials as I get into my higher level classes, and these things will help me more then.

229 This may seem rather obvious, but I believe more is better. The more opportunities to learn the coursework, the better off the student will be, whether that means interacting with other students, with faculty, or by making use of library resources. I also believe some students may be more comfortable with one resource than another; therefore the more resources that are made available the better "coverage" you will have in helping students learn the coursework.

235 My internet web course did not require a textbook or other materials other than a CD Rom that I was disappointed was not sent with confirmation of course registration. I completed the course without the use of this CD Rom. In the future, if the course work does require such an item, it would be most helpful to include it with the letter of course confirmation. Thank you.

Appendix B
Library Services Portal and Administrative Interfaces

Library Services Portal

Librarians' Administrative Interface Class List

Course Name and Preview	Add / Delete	Add / Delete	Add / Delete
Computer Science 251: Data Structures	Research Guides	Step-by-Step Guides	Online Resources
English 115: College Reading and Writing	Research Guides	Step-by-Step Guides	Online Resources
English 218R, Section 10: Creative Writing	Research Guides	Step-by-Step Guides	Online Resources
English 220: Writing Personal History	Research Guides	Step-by-Step Guides	Online Resources
English 230: Introduction to Literature: Fiction, Drama, Poetry	Research Guides	Step-by-Step Guides	Online Resources
English 251: Fundamentals of Literary Interpretation and Criticism	Research Guides	Step-by-Step Guides	Online Resources
English 291: British Literary History 1	Research Guides	Step-by-Step Guides	Online Resources
English 292: British Literary History 2	Research Guides	Step-by-Step Guides	Online Resources
English 293: American Literary History	Research Guides	Step-by-Step Guides	Online Resources
English 312: Persuasive Writing	Research Guides	Step-by-Step Guides	Online Resources
English 315: Writing in the Social Sciences	Research Guides	Step-by-Step Guides	Online Resources
English 316: Technical Writing	Research Guides	Step-by-Step Guides	Online Resources
English 319R, Section 6: Writing of Poetry	Research Guides	Step-by-Step Guides	Online Resources
English 320R, Section 6: Writing for Children and Adolescents	Research Guides	Step-by-Step Guides	Online Resources
English 333: The English Novel	Research Guides	Step-by-Step Guides	Online Resources
English 336: The American Novel	Research Guides	Step-by-Step Guides	Online Resources
English 350: The Bible as Literature	Research Guides	Step-by-Step Guides	Online Resources
English 359: The Short Story	Research Guides	Step-by-Step Guides	Online Resources
English 361: American Literature to the Mid-Nineteenth Century	Research Guides	Step-by-Step Guides	Online Resources
English 362: Late Nineteenth and Early Twentieth Century American Literature	Research Guides	Step-by-Step Guides	Online Resources

Librarians' Interface for Adding Resources

Add / Delete Research Guides for   English 251: Fundamentals of Literary Interpretation and Criticism

Check Add Research Guides
Uncheck to Delete Research Guides

☐ Adolescent Literature	☐ Government Documents
☐ African Studies	☐ Government Publications, U.S.
☐ Agriculture	☐ Graphic Design & Illustration Research
☐ American Art Research	☐ Graphic Design Web Sites
☐ American History	☐ Hispanic American Studies
☑ American Literature	☐ History, Japanese
☐ American Sign Language	☐ Home Economics
☐ Anthropology	☐ Humanities Research
☐ Apocrypha	☐ Iconography Research
☐ Archaeology	☐ Italian History & Politics
☐ Architecture Research	☐ Italian Language & Literature
☐ Art Education Research	☐ Italian Studies
☐ Art History Research	☐ Juvenile Literature
☐ Art Web Sites	☐ Latin American Studies
☐ Asian Religions	☐ LDS Quotes
☐ Asian Studies	☐ Library Film Journals
☐ Behavioral Science	☐ Linguistics & TESOL
☐ Bible as Literature	☑ Literary Theory & Criticism
☐ Biology	☐ Local History
☐ Book of Mormon	☐ Maps, Atlases & Gazetteers
☐ Brazilian and Portuguese Literature	☐ Mathematics
☐ Business - Business Biographical Information	☐ Middle East Studies
☐ Business - Business Management	☐ Music
☐ Business - Business Newspapers	☐ New Testament
☐ Business - Business Statistics	☐ Nutrition, Dietetics, and Food Science

Appendix C
Library survey

Library Services Portal Survey Questions

The Lee Library is conducting a pilot of library resources and services in your Independent Study English course. Your feedback is critical! Please help us by completing and returning this survey. It will take approximately 10 minutes to complete.

Once you have completed the survey, you will have the option of entering into a prize drawing where five winners will receive tuition reimbursement for this course! You can enter by providing your name and email address at the end of the survey. This information will be separated from the survey itself and your responses will be kept confidential. We hope you take the time to respond and enter the drawing, because your responses are important to us in our efforts to evaluate and improve the services the Lee Library provides.

1. Were you aware of the resources and services available from the Harold B. Lee Library as you completed your coursework? □Yes □ No
    If yes, please answer the following questions about your experience using the Library Services Portal.

2. How did you become aware of the Library Services Portal (the services)?

3. Which of the services did you use in your Independent Study English course? (Scale: Never = 0; Seldom = about once a month; Occasionally = about every other week; Often = weekly' Very often = Nearly everyday)

	Never	Seldom	Occasionally	Often	Very Often
Research Guides	O	O	O	O	O
Step-by-step guides	O	O	O	O	O
Online research resources	O	O	O	O	O
Research Tips and Tools	O	O	O	O	O
Writers Toolbox	O	O	O	O	O
Lee Library's online catalog	O	O	O	O	O
Books and Articles delivery service	O	O	O	O	O
Subject librarian assistance	O	O	O	O	O
Ask a Librarian LIVE assistance	O	O	O	O	O
Feedback form	O	O	O	O	O

4. How would you rate the overall usefulness of the services in completing course assignments? Mark the appropriate circle.

Not useful   Extremely useful

O---------O---------O---------O---------O---------O---------O

5. As you did your coursework, how helpful were the following services?

	Not helpful	Seldom helpful	Occasionally helpful	Very Helpful	Extremely helpful
Research guides	O	O	O	O	O
Step-by-step guides	O	O	O	O	O
Online research resources	O	O	O	O	O
Research Tips and Tools	O	O	O	O	O
Lee Library's Online Catalog	O	O	O	O	O
Books and Articles Delivery Service	O	O	O	O	O
Subject Librarian Assistance	O	O	O	O	O
Ask a Librarian LIVE Assistance	O	O	O	O	O
Feedback Form	O	O	O	O	O

6. How would you rate the availability of the services? Mark the appropriate circle.

    Never available   Always available

O---------O---------O---------O---------O---------O---------O

7. How would you rate the ease of use of the services? Mark the appropriate circle.

    Not useful   Extremely useful

O---------O---------O---------O---------O---------O---------O

8. Where did you access the services? Check all that apply.
   □ At home
   □ At work
   □ At BYU, other than in the Lee Library
   □ At the Lee Library
   □ Other, please explain _____

9. What type of computer did you use?

   □ PC   □ Max   □ Other

10. What is the speed of your Internet connection?

   □ 14.4   □ 28.8   □ 33.6   □56K   □ DSL   □ Cable   □ Don't know

11. Do you have any additional comments or suggestions for the people providing the Library Services Portal?

THANK YOU FOR PARTICIPATING!

Please enter your name and email address below if you wish to have your name included in the drawing for tuition reimbursement.

Name_____
Email: _____