Distance Education Library Services Needs Assessment Survey Report

July 2016

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Executive Summary

- Students reported that they did not use or were not aware of most library services.
  - *Action item:* Identify new ways to promote library services to online students.

- Students most frequently learned about the library from their instructors, but their instructors were unaware of some of our services and did not recommend library services as frequently as they could have.
  - *Action item:* Identify new ways to promote library services to online instructors.

- While students rated their confidence in their information literacy skills highly, instructor respondents rated their students’ information literacy skills lower.
  - *Action item:* Expand existing offerings and develop new information literacy tutorials for online students.

- Students reported their biggest challenge and frustration was accessing full text.
  - *Action item:* Work with LTS to provide point-of-need help for users who are unable to access full text articles (i.e. pop-up chat window, instructions within Search@UW, video tutorial, etc.).

- Students suggested more promotion of library resources and services, and more availability for library staff.
  - *Action item:* Promote opt-in distance education mailing list (created and linked on new Distance Education webpage, July 2016), and send regular updates to list subscribers.
  - *Action item:* Identify new ways to promote 24/7 chat service and RAP sessions to online students.

- Instructors reported a high degree of interest in using library services and support in their courses. They were especially interested in using “Ask the Librarian” discussion boards and library course pages.
  - *Action item:* Work with LTS to integrate an embedded librarian request into the existing D2L course pages widget.
Table of Contents

Introduction ..................................................................................................................................4
  University Environment, Information Literacy, and Polk’s Distance Education Services
  Previous Surveys
  Methodology, Population Identification, and Dissemination

Demographics .................................................................................................................................5
  Student Respondents
  Instructor Respondents

Library Services ...............................................................................................................................6
  How Students Learn About the Library and its Services
  Services Instructors Recommend
  Use of Library Services

Information Literacy Skills ...........................................................................................................10
  Student Confidence
  Faculty Assessment of Student Skills

Challenges and Obstacles ..............................................................................................................13
  Student Challenges
  Student Obstacles
  Instructor Obstacles

Suggestions and Other Comments ................................................................................................15
  Student Suggestions and Comments
  Instructor Suggestions

Distance Education Webpage .........................................................................................................16
  Student Feedback on Webpage
  Instructor Feedback on Webpage

Survey Snapshot: College of Business ..........................................................................................18

Survey Snapshot: College of Nursing ..........................................................................................21

Survey Snapshot: LLCE ................................................................................................................25

Appendix .......................................................................................................................................28
Introduction

University Environment, Information Literacy, and Polk’s Distance Education Services

The University of Wisconsin-Oshkosh and Polk Library have both identified information literacy to be an essential learning outcome. In 2007 the Liberal Education Reform Team (LERT) here at UWO adapted the essential learning outcomes of a liberal education which were developed by the American Association of Colleges and Universities (AAC&U, 2007). Information literacy figures prominently as a practical and intellectual skill (Liberal Education Reform Team, 2007).

In 2014 Polk Library recommitted to implementing “flexible information instruction programs that improve student information literacy and critical thinking skills” (Polk Library, 2015). At the same time, we noted the importance of “developing proactive support for distance education students and faculty.” Our distance education services have done both, providing information literacy instruction in a variety of formats and venues online, and proactively seeking to identify student needs.

As the University of Wisconsin Oshkosh continues to transform and grow, striving to become a research-enhanced comprehensive university (University of Wisconsin Oshkosh, 2016), information literacy and the library’s distance education instruction services will remain essential.

Previous Surveys

Polk Library completed LibQUAL+ assessments in 2004, 2008 and 2014. The LibQUAL+ survey included responses from undergraduates, graduate students and faculty, but did not differentiate between users in traditional on-campus programs and distance education users. LibQUAL+ also does not provide an assessment of users’ needs, only their perceptions of the quality of existing library services.

Polk last conducted a survey of distance education students in 2012. However, the 2012 survey had only 65 respondents, the vast majority of whom were graduate students (69% of respondents). To our knowledge, distance education instructors have never been surveyed by Polk Library. As the feedback from the 2012 survey was limited both in quantity and diversity, we identified a need to assess a larger and more varied population.

Methodology, Population Identification, and Dissemination

The survey tools were developed by Erin McArthur and Joe Pirillo using Google Forms.

The survey was disseminated to students and instructors in 13 online degree programs (see Appendix for list of programs) via email. In some cases, the program assistant sent the emails
on our behalf to students and instructors; other programs provided us with a list of student and faculty email addresses so we could send the survey to them directly. Each group received an initial email announcing the survey and two reminder messages. We also advertised the survey with a banner on the library website and on the library’s Facebook page. Respondents were offered an opportunity to win an Amazon gift card (3 $25 cards for students; one $50 card for instructors) for completing the survey.

The student survey was open from April 4, 2016 through April 30, 2016, and was sent to a total of 1,295 students (18% response rate). The instructor survey was open from May 16, 2016 through June 3, 2016, and was sent to a total of 129 instructors (26% response rate).

Survey data was compiled and analyzed by Erin McArthur and Joe Pirillo using Google Sheets.

Demographics

Student Respondents

Students from every program surveyed responded to the survey. The following programs were the most heavily represented:

- **Nursing**: 47% (Accelerated BSN, BSN@Home/SOAR AHEAD, Graduate, DNP)
- **Business**: 31% (Professional MBA and Executive MBA)
- **Liberal Studies**: 11%

Responses were split between postgraduate and undergraduate students:

- **Undergraduate**: 43%
  - Including: first year (7%); second year 3%, third year (10%); and fourth year and beyond (23%)

- **Graduate**: 43%

- **Doctoral**: 13%

Instructor Respondents

Instructors from almost every program surveyed responded, with the following programs most heavily represented:

- **Nursing**: 47%
Liberal Studies: 32.4%

Business: 23.5%

A majority of the instructor respondents teach both online and traditional courses (55.9%).

Library Services

How Students Learn About the Library and its Services

Students reported that they most often learn about the library and its services from their instructors (27.3%), through an online program orientation in D2L (24.3%), or during an on-campus program orientation (20.2%). Only 2.2% of respondents reported not learning about the library at all.

Services Instructors Recommend

Since 27.3% of student respondents reported learning about the library from their instructors, we were interested to learn how frequently instructors recommended the library’s services to their students over the last academic year.

Polk’s research databases were most recommended by instructors, with 70.5% of instructors reporting they had recommended them frequently or occasionally. Three other services recommended frequently or occasionally were consultations with the Distance Education Librarian (52%), library course pages (47%), and the research assistance program (47%).

Some instructors were unaware that certain library services were offered. The following services had the highest percentage of “unaware of service” responses:

- Book delivery to students’ homes (35%)
- Streaming video (26%)
- RefWorks (21%)

A few respondents did not recommend any of the library’s services to their students. 4 of the 34 instructors who responded to the survey answered “Never” or “Unaware of Service” for each service offered.
Use of Library Services

Student Use

Students reported that they have not used or were not aware of most library services. Services with the lowest use were the Research Assistance Program (13% used), UW Request (16% used), and Interlibrary Loan (17% used).

The library services with the highest use were research databases (87% used), library course pages (48% used), and e-books (36% used).

Instructor Use

The services most instructors used for their own research or instruction were research databases (79% used), interlibrary loan (67% used), and reference help (59%).
Instructors were asked how often they used these services over the last academic year. Services with the highest percentage of “frequently” responses were research databases (79% used frequently), consultations with the Distance Education Librarian (20% used frequently), and interlibrary loan (18% used frequently).

Instructor Interest in Library Support for Online Classes

Instructor respondents expressed great interest in the variety of library services available for their online classes. They were most interested in using an “Ask the Librarian” discussion board in their D2L course, as well as having library course pages created for them.
Qualitative Feedback from Instructors

Four instructor respondents who used the above services provided feedback:

“I had a live webinar in my class and not only did I love it, my students did as well.”

“Used ask the librarian and was very helpful. Loved it!”

“Makes things quicker and easier to have a librarian embedded into the course”

“Incredibly helpful! I teach advanced writing and students have very weak information literacy skills at the start of the course. I rely very much on a course librarian and videos (ANVIL, etc.) to present this information. It is incredibly helpful to have the course librarian customize the course page, answer ‘ask a librarian’ and initial topic discussions, etc.”
Students rated their confidence in their information literacy skills fairly high. Over 50% of the respondents reported that they were either confident or very confident in using each...
skill. On the other hand, there was a sizeable number of students, near 30%, that rated themselves as only slightly confident for each skill.

Relative to the other skills, fewer respondents were very confident in their ability to do the following:

- Formulate research questions—17% Very confident
- Seek out a variety of perspectives on their research questions—17% Very confident
- Use many types of information sources, vocabulary, and tools—20% Very confident

(Question 6.1) Confidence finding authoritative information sources for assignments:

(Question 6.2) Confidence understanding how an information source was produced and if it fits information need:

(Question 6.3) Confidence properly citing a variety of information sources for class assignments:

(Question 6.4) Confidence formulating research question/s and the scope of research:
Faculty Assessment of Student Skills

Overall, instructor respondents rated their students’ information literacy skills slightly lower than did the students. They are listed below in order from greatest to least disparity:

<table>
<thead>
<tr>
<th></th>
<th>Students</th>
<th>Instructors on Students’ Abilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding how an information source was produced and if it fits their information need</td>
<td>38% Very confident</td>
<td>9% Excellent</td>
</tr>
<tr>
<td>Finding authoritative information</td>
<td>28% Very confident</td>
<td>15% Excellent</td>
</tr>
<tr>
<td>Properly citing a variety of information sources</td>
<td>26% Very confident</td>
<td>12% Excellent</td>
</tr>
<tr>
<td>Formulate research questions</td>
<td>17% Very Confident</td>
<td>6% Excellent</td>
</tr>
<tr>
<td>Seek out a variety of perspectives</td>
<td>17% Very confident</td>
<td>11% Excellent</td>
</tr>
<tr>
<td>Use many types of sources</td>
<td>20% Very confident</td>
<td>18% Excellent</td>
</tr>
</tbody>
</table>
Challenges and Obstacles

Student Challenges

Students were asked to select tasks they have struggled with from a list of 11 common tasks. These are ranked below in descending order. Nearly half of respondents identified struggling with choosing search terms and accessing full text articles.

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Percentage reporting struggle</th>
</tr>
</thead>
<tbody>
<tr>
<td># 1. Choosing effective search terms</td>
<td>48.8%</td>
</tr>
<tr>
<td># 2. Getting the full text of articles found</td>
<td>48.8%</td>
</tr>
<tr>
<td>with Search@UW or in databases</td>
<td></td>
</tr>
<tr>
<td># 3. Finding sources relevant to my topic</td>
<td>42%</td>
</tr>
<tr>
<td># 4. Citing sources correctly</td>
<td>35.1%</td>
</tr>
<tr>
<td># 5. Choosing an appropriate database to search for articles</td>
<td>34.6%</td>
</tr>
<tr>
<td># 6. Saving book or article records to view later</td>
<td>23.9%</td>
</tr>
<tr>
<td># 7. Determining whether a source is scholarly or peer reviewed</td>
<td>21.5%</td>
</tr>
<tr>
<td># 8. Requesting print materials to be mailed to me</td>
<td>4%</td>
</tr>
<tr>
<td># 9. Using library streaming video (Films on Demand, Kanopy, etc.)</td>
<td>4%</td>
</tr>
<tr>
<td>#10. Accessing a library webinar or tutorial</td>
<td>3%</td>
</tr>
<tr>
<td>#11. Getting help from a librarian when I need it</td>
<td>2%</td>
</tr>
</tbody>
</table>

Student Obstacles

Approximately 33% of student respondents reported encountering obstacles while trying to use library services to complete assignments in their online classes. The majority of these individuals reported full text access to materials being the greatest obstacle. The second most mentioned obstacle cited was finding relevant information. 33% of the respondents reported experiencing no obstacles.

Sample student responses:

“Not being able to find enough sources or not having full text available. It is difficult guessing which search terms to use to find the types of research you are looking for.”

“Getting relevant article information. Sometimes I spend an hour just looking for an article and I am not able to find any. So then I just go to the regular internet.”
“The biggest obstacle was lack of knowing that they existed. I was not even aware of how many resources we had available to us as students - I wish I found out sooner, I graduate in May 2016.”

“I have had a hard time finding relevant current articles for my research”

Instructor Obstacles

Most instructors did not report encountering any obstacles. A few instructors shared the following comments:

“The search ‘everything’ option on the main page isn’t that useful, for me or students”

“At times it becomes difficult to understand when a personal account should be created on a particular database (e.g. Elsevier) and how that account would work with services such as RSS feeds. Integration is always an issue.”
Suggestions and Other Comments

Student Suggestions and Comments

The most common student suggestion was **better promotion of library services and support.** Comments included:

“I would **educate the faculty** to explain the services you offer so they can explain it to the students. Also **emails to students** to get the word out about these services.”

“Perhaps **better advertising** which services and support are actually available for student use - I personally did not know we had access to about half the resources we do.”

“I just realized how much I didn’t know about the services you offered. Just **finding more venues to communicate** in would be great.”

Students were happy with the support from librarians and library staff, but suggested even **more availability.**

“**Have a librarian available on the weekend.**”

“I think that having the **Librarian available at all times through email** is an exceptional tool for students to utilize.”

“**Have more library staff available to assist.**”

Students also requested **more tutorials.** Specific tutorial topics requested were APA, finding peer-reviewed articles, and RefWorks.”
Other comments from students were overwhelmingly positive. Students thanked us for our support and services, and described positive experiences with library staff and resources. Comments included:

“I have had a wonderful experience with the library and it's resources. Having access to the online databases is invaluable.”

“I find the library site easy to use.”

“I love that the librarians are willing to do Skype sessions with me to help with projects/papers.”

“The librarians are awesome, I hear nothing but good things about them.”

Instructor Suggestions

We asked distance education instructors to provide recommendations for us to improve our distance education library services. Nine respondents answered the question and two individuals gave specific recommendations:

“Providing the distance services (mentioned above) and creating a way to track if/when the students complete the tutorials, or videos. It would be nice to award points to students who participate and complete these sources.”

“Implement the above on the new distance-ed library page”

The remaining respondents voiced their pleasure with the library services; two noted that their classes did not require library services.

Distance Education Webpage

We asked students how easy it has been to discover the distance education policies and services on our website, and asked instructors what they would most like to see on a new distance education webpage. We plan on using this feedback to update the distance education page when the new library website is launched this fall.

Student Feedback on Webpage

The majority of students were split between being comfortable with accessing policies and services for distance education, and being unsure or never having tried to find them. Following are examples of the most common replies:

“Easy. Especially after on-campus orientation.”

“More students need to know about distance learning Polk resources”
“Unsure - have not used this yet.”

“I felt like the distance education was excellent. I had support from library staff when I asked for help. The turnaround time for receiving a reply or the inter library material was amazing!”

“The only reason I even knew about this was because my professor posted it on our home page of our class, I am in my final classes of graduate school and no other professor with online learning has provided information on or about the library access.”

“Accel program had an orientation in person which consisted of a library component. This was a great opportunity to learn about polk library and the online resources available. Services are easy for me to find.”

Instructor Feedback on Webpage

We asked instructors to identify what types of information they would like to see on the new distance education webpage. Instructors confirmed the importance of including each type of information – at least 92% respondents rated each type as being either important or very important. Following are their responses, in order of expressed importance:

<table>
<thead>
<tr>
<th>Information</th>
<th>% of instructors who identified choice as very important</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1. How to access/link to restricted library resources remotely</td>
<td>62%</td>
</tr>
<tr>
<td>#2. How to request books and articles</td>
<td>59%</td>
</tr>
<tr>
<td>#3. Contact information for distance education librarians</td>
<td>56%</td>
</tr>
<tr>
<td>#4. Library instruction services for distance education courses.</td>
<td>50%</td>
</tr>
<tr>
<td>#5. Distance education library orientation video.</td>
<td>41%</td>
</tr>
<tr>
<td>#6. Other tutorial videos for distance users.</td>
<td>41%</td>
</tr>
</tbody>
</table>

If the new library webpage included all of these features, 94% said they would use or recommend the new webpage.
Survey Snapshot: College of Business

Business Students

Demographics
Students surveyed from the College of Business were graduate students in either the Professional MBA or Executive MBA programs.

How they learned about the library
When compared to other distance education programs, MBA students were less likely to have learned about library services. The most noticeable difference was their exposure during on-campus orientation. 40% of overall survey respondents reported learning of the library during on-campus orientation, whereas only 9% of business students reported the same. Similar to the overall survey average, business students were most likely to learn of the library from their Instructor in class.

Use of Library Services
Business students in the PMBA and the EMBA programs used library resources significantly less than respondents from other departments. The most used library services for business students surveyed included research databases (77% used), e-books (37% used), and library course pages (37% used).

The least used services were research assistance program (7%), interlibrary loan (11% used), and online tutorials (12% used).
Information Literacy Skills

Students were asked to rate their level of confidence with 6 information literacy skills. When compared to all students surveyed, business students aligned with the majority of students in expressing the least amount of confidence in their ability to do the following:

- Formulate research questions (18% Very confident)
- Seek out a variety of perspectives on their research questions (17% Very confident)
- Use many types of information sources, vocabulary and tools (16% Very confident)

In 4 of the 6 skills, business students expressed less confidence than the survey average. Those areas included the following:

- Formulating research questions and the scope of research (8% fewer students identified as confident)
- Finding authoritative information sources for assignments (7% fewer students identified as confident)
- Understanding how an information source was produced and if it fits an information need (5% fewer students identified as confident)
- Properly citing a variety of information sources for class (3% fewer students identified as confident)

Challenges

Business students had generally the same challenges as other respondents. The primary challenge mentioned was locating full text articles. Also mentioned multiple times were the challenges of using proper keywords and finding relevant information.

Student Suggestions

Business students communicated numerous suggestions. The most frequent suggestion was to better communicate library services.

Suggestions included:

“Have an information session on how to best utilize all of the tools for students.”

“I just realized how much I didn’t know about the services you offered. Just finding more venues to communicate in would be great.”

“I would educate the faculty to explain the services you offer so they can explain it to the students. Also emails to students to get the word out about these services.”
“Make users more aware of what is out there.”

“Search tips (I am aware of using * but maybe there is a good way to search related terms?) and also reminders about the fact that chat is available. I have used it before but sometimes forget it’s an option.”

“There has to be a better way to find and save information.”

“This survey is a good start considering I will look into the services offered and be able to find out what I think needs more improvement.”

Business Instructors

Services Recommended

Business instructors surveyed were less likely to recommend library services when compared to the survey average. The resources they were most likely to recommend were library course pages (33% recommended occasionally), and library databases (17% recommended occasionally).

Use of Library Services

Business instructors surveyed were most likely to make use of reference assistance (67% occasionally) and library course pages (33% used frequently/occasionally).

Interest in Library Services

Business instructors surveyed were most interested in the following services:

- **Ask-the-librarian**: 66% were very interested, interested, or somewhat interested.
- **Embedded librarians**: 50% were very interested, interested, or somewhat interested.
  
  The only piece of qualitative feedback we received from a business instructor referenced this service:
  
  “*Makes things quicker and easier to have a librarian embedded into the course.*”

- **Library course pages**: 50% were very interested, interested, or somewhat interested.
Survey Snapshot: College of Nursing

Nursing Students

Demographics

The majority of student respondents (54.6%) were undergraduates in either the Accelerated BSN Option or BSN@Home/Soar Ahead programs.

![Student Status Pie Chart]

How They Learned About the Library

The top three ways nursing students learned about the library were: at an on-campus orientation (29.8%), from an instructor (24%), and through an online D2L orientation (19%).

![How They Learned About the Library Pie Chart]
Use of Library Services

The library services with the highest use were research databases (96% used), library course pages (59% used), and reference assistance (42% used).

For most library services, awareness was higher for nursing students than the survey average. Services with the lowest awareness among nursing students were streaming video (15% unaware of service), RAP (9% unaware of service), reference assistance (4% unaware of service), and interlibrary loan/document delivery (4% unaware of service).

Information Literacy Skills

Nursing student respondents were asked to rate their level of confidence utilizing 6 categories of key information literacy skills. In every category, nursing students expressed more confidence in their skills than the survey average.

Relative to the other skills, respondents had less confidence in their ability to do the following:

- Use many types of information sources, vocabulary, and tools (37% slightly confident, not at all confident, or not sure)
- Seek out a variety of perspectives on their research questions (36.1% slightly confident or not at all confident)
- Properly cite a variety of information sources (33.4% slightly confident or not at all confident).

Challenges

Nursing students reported the same challenges as other respondents, struggling with choosing effective search terms, getting the full text of articles, and finding relevant resources. Comments about obstacles encountered included:

“Once in a while I will come across an article that is flagged as ‘full text available’ but then it will have a broken link or require I request it in print, which is sometimes inconvenient.”

“So much information it's hard to narrow down”

“Sometimes I can't find exactly what I am looking for or seems as if the search is hard to use”

Suggestions

Most suggestions from nursing students were about promotion of library services and support. Students also suggested that we offer RefWorks and APA tutorials, and more access to full text articles. Comments included:

“I believe weekly emails of ‘how to’ tips would be useful!”
“Just promote the services more. Sometimes I forget I have so many great services available to me.”

“Perhaps better advertising which services and support are actually available for student use - I personally did not know we had access to about half the resources we do.”

“Have a basic APA format tutorial video available online, easy to access.”

Nursing students also offered many positive comments about their experiences with the library and its staff:

“I love that the librarians are willing to do skype sessions with me to help with projects/papers.”

“Keep up the great work, excellent staff!!”

“No suggestions - this online library has been more user friendly than previous ones I have used in my undergraduate studies.”

“I had a great experience in using the Library resources, and Erin was a HUGE help whenever I had questions!”

Nursing Instructors

Demographics

Most instructor respondents teach in the Accelerated BSN program (50%) and the DNP program (25%). Most respondents teach both online and traditional courses (66%).

Services Recommended

Overall, nursing instructors were more likely to recommend library services to students than the survey average. Research databases were recommended frequently or occasionally by 100% of respondents! Other services recommended frequently or occasionally by nursing instructors include interlibrary loan (66%), research assistance appointments (58%), and consultations with the Distance Education Librarian (58%).

Use of Library Services

Nursing instructors used most library services more than the survey average (for their own research and instruction). Services most used by nursing instructors included research databases (100% used), interlibrary loan (83% used), and reference assistance (75% used).
Nursing instructors were most interested in using the following library services in their courses:

- **Library course pages** - 100% very interested, interested, or somewhat interested
- **Embedded librarians** (fully embedded or “Ask the Librarian” discussion boards) - 92% very interested, interested, or somewhat interested
- **Custom tutorial videos** - 92% very interested, interested, or somewhat interested
Survey Snapshot: LLCE

LLCE Students

Demographics
LLCE students represented 17% of total student respondents. Most students were in the Liberal Studies degree program (67% of respondents), with 26% in the Applied Studies program, and 7% in the Human Services Leadership program. 48% were undergraduates in their fourth year or beyond.

How They Learned About the Library
The top three ways LLCE students learned about the library were: through an online D2L orientation (32.1%), from an instructor (30.9%), and through the library website (23.5%).

Use of Library Services
The library services with the highest use were research databases (77% used), e-books (44% used), and library course pages (38% used).

For most library services, awareness was higher for LLCE students than the survey average. Services with the lowest awareness among LLCE students were streaming video (18% unaware of service), UW Request (15% unaware of service), reference help (13% unaware of service), library course pages (13% unaware of service), and consultations with the distance education librarian (13% unaware of service).
Information Literacy Skills

LLCE student respondents were asked to rate their level of confidence utilizing 6 categories of key information literacy skills. In every category, LLCE students expressed less confidence in their skills than the survey average.

Relative to the other skills, respondents had less confidence in their ability to do the following:
- Understand how an information source was produced and if it fits their information need (54% slightly confident, not at all confident or not sure)
- Formulate their research question(s) and the scope of their research (51% slightly confident, not at all confident or not sure)
- Use many types of information sources, vocabulary, and tools (51% slightly confident, not at all confident or not sure)

Challenges

LLCE students reported some of the same challenges as other respondents, most often struggling with getting the full text of articles. Students also expressed difficulties accessing materials and databases, and finding relevant information.

LLCE students also expressed frustration with not having enough time to explore the library and its services. Comments included:

“I have to learn more about how all this works, when you are taking classes there is no time for exploring. it would be nice if sometime you would offer a later in the evening tour. I never know where to park when I come to the library?”

“Just time and the ability to get to the library.”

Suggestions

Most suggestions from LLCE students were for more librarian availability. Other suggestions included regular updates, more journal access, and video tutorials.

Students also offered positive comments about their experiences with the library and its staff.

LLCE Instructors

Demographics

Most instructor respondents teach in the Liberal Studies program (61%) and the Applied Studies program (29%). Most respondents teach exclusively online (57%).
Services Recommended

LLCE instructors were more likely to recommend library services than the survey average. The services LLCE instructors recommended most were research databases (79% recommended frequently or occasionally), Ask-a-Librarian chat (79% recommended frequently or occasionally), and help from the Distance Education Librarian (71% recommended frequently or occasionally).

Use of Library Services

While overall LLCE instructors were more aware of available library services than the survey average, they used most library services less (for their own research and instruction). Services LLCE instructors used most were research databases (64% used), reference assistance (50% used), and help from the Distance Education librarian (50% used).

Instructors who have used the library’s services in their courses shared positive feedback.

Comments included:

"Incredibly helpful! I teach advanced writing and students have very weak information literacy skills at the start of the course. I rely very much on a course librarian and videos (ANVIL, etc.) to present this information. It is incredibly helpful to have the course librarian customize the course page, answer ‘ask a librarian’ and initial topic discussions, etc.”

“I had a live webinar in my class and not only did I love it, my students did as well.”
Appendix

References


Programs Surveyed

**College of Business:**
Executive MBA (MBA)
Professional MBA (MBA)

**College of Education & Human Services:**
Transnational Human Services Leadership (MS)

**College of Letters & Science:**
Data Science (MS)
Sustainable Management (MS)

**College of Nursing:**
Accelerated Bachelor’s to BSN (BSN)
BSN@Home/Soar Ahead (BSN)
Clinical Nurse Leader (MSN)
Nurse Educator (MSN)
Doctor of Nursing Practice (DNP)

**Lifelong Learning & Community Engagement:**
Applied Studies (BS)
Liberal Studies (BA)
Human Services Leadership (BA)

Call for Participation Emails

Student Survey

Complete a short library survey and enter to win a $25 Amazon gift card!

Dear Student,

We need your help to improve the quality of our library services for distance education students like you! Just take our brief survey—and to say thanks, we’ll enter you in a drawing to win one of 3 $25 Amazon gift cards!

The survey consists of 11 questions and will take approximately 5 minutes to complete. If you have any questions or concerns, please contact us.

Thank you for your time and feedback! Click here to start the survey.

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Instructor Survey

Distance instructors -- complete a library survey and win a $50 Amazon gift card!

Hello!

Could you take a moment to help us improve the quality of library services for you and your distance education students by taking a brief survey? It’s anonymous, should take approximately 5-10 minutes to complete, and will be open from May 16th through June 3rd.

Upon completion of the survey, you can enter to win a $50 Amazon gift card!

If you have any questions, feel free to contact Erin or Joe below. Thanks in advance for your time and support!

You can start the survey by clicking on this link:

http://goo.gl/forms/cNknA3fS4y