

DISTANCE EDUCATION STAKEHOLDERS FORUM

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**MOUNT SAINT VINCENT UNIVERSITY
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DISCUSSION PAPER

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1.0 Introduction

Novanet is a consortium of 10 academic libraries in Nova Scotia whose mandate is to facilitate cooperation for the benefit of their respective user communities. Strategically, its objectives are to utilize and enhance information technologies to improve access and services to the Novanet user community and to facilitate the acquisition and deployment of electronic information resources in collaboration with other consortia and organizations.

Novanet has three full time staff - an executive director and two system administrators - operating a library management system serving 26 library sites throughout the province of Nova Scotia. As well, a vast array of expertise in library science and information delivery exists among the 200 staff of the member libraries.

Novanet now serves over 40,000 post-secondary students, faculty, staff, and the general public. Of these, 3779 or just under 10% are students learning through distance education. 257 faculty have been identified as being responsible for one or more courses being delivered via distance education methodologies. 8 of the 10 academic library members of Novanet have distance education programming.

The Novanet Management Committee (now the Novanet Policy Board) identified services to distance education users as an area requiring attention and in January 2000 established a working group to investigate what Novanet might do to assist member libraries with the provision of library services to distance education students. The working group was asked to report to the Management Committee in August 2000. Between January and August it became clear that little was known about the distance education users of Novanet. Only Dalhousie has a patron group or code to distinguish a distance education student from the general student population. This not only created difficulties for the librarians and staff providing information support, but made it impossible to generate management reports for this user group. It also became clear that very little was known about the distance education programs at Novanet institutions. Each institution appeared to have unique arrangements with respect to distance education programming.

The Novanet Distance Education Working Group identified several initiatives required to gather the information and prepare a plan for the improvement of information support for distance education users of Novanet libraries.

- < to survey distance users of Novanet - students
- < to survey distance users of Novanet - faculty and instructors
- < to survey distance services offered by Novanet libraries
- < to prepare a discussion paper and recommendations for a new service model
- < to have these evaluated by both users and library staff at a stakeholders forum
- < to develop a pilot project to evaluate alternatives
- < to make recommendations to the Novanet Policy Board for improved services

Novanet has not committed to improve the delivery of services through this initiative. The pilot project will evaluate new technologies and make recommendations to the Novanet Policy Board. In the past Novanet has occupied itself only with the operation of the library management system, so proposing new initiatives would involve a new direction for Novanet. Implementation would necessarily be in the context of other strategic initiatives and would likely be dependent on available resources in each of the eight participating libraries.

2.0 Project Methodology

2.1. Needs Assessment Surveys

To assess the information and library service needs of distance education students a needs survey was developed by the Novanet Distance Education Working Group. It was based on and updates a survey developed by Sue Adams, Angus L. MacDonald Library, Saint Francis Xavier University in 1998. The survey population was identified at each institution, and with the advice of Dr. Kenneth Beesley, Sociology Professor at the Nova Scotia Agricultural College, a sample population size was selected to allow at a 95% confidence level, a margin of error plus or minus 3%, 19 times out of 20. The students names were randomly selected. A total of 1761 surveys were mailed. The optimum number of returns was 846. We received 816. The sample was stratified to allow us to provide some detailed reporting to each participating institution; however it was made clear to students that the purpose of the survey was to evaluate library support across the Novanet consortium, and not to evaluate any particular library.

Names of students were provided by Distance Education and Registrar's offices, usually in the form of address labels based on class lists. These were examined to eliminate duplicate names. The surveys were distributed to each library in the appropriate number and a random selection of names was made. Each library addressed the envelopes and mailed the surveys to their own distance students. The survey was designed in four phases: Phase I: distribution of survey by mail, with pre-paid, pre-addressed return envelope; Phase II: distribution of a post card reminder one week after the first mailing. Phase III: a second mailing of the survey five weeks later but only to those who had not responded to the first mailing, also with a prepaid, pre-addressed return envelope. The fourth mailing was canceled because we had the required response and because the budget for postage was exhausted.

To assess the information needs of faculty a separate needs survey was developed for faculty. We were able to identify 257 faculty who had responsibility for at least one course being delivered by distance education methods. This was intended to evaluate whether faculty perceived a role for the library in the development and delivery of distance education courses or programs. We also wanted to find out if faculty and student perceptions of the difficulty of locating information to complete assignments or projects were similar and to find out whether faculty were aware of difficulties their students might be having in accessing information to complete their distance courses. We wanted to know whether faculty would welcome a more pro-active approach by the libraries to support faculty information needs and to address the library service needs of their distance education students. The surveys to faculty were distributed through campus mail, or mailed directly to off-campus faculty / instructors.

2.2 Research Ethics Board Reviews

Normally surveys developed to assess and improve the management of services internally are not required to undergo a Research Ethics Board Review, but because the survey was to be distributed to students at their home addresses and because of the number of institutions participating, it was decided to submit the student survey to a full ethics review. This was done initially at the Nova Scotia Agricultural College using NSERC / SSHRC Guidelines under the leadership of Dr. Nancy Crowe. The survey was subsequently submitted to and approved by the respective social science research ethics boards, or their equivalent, at all eight institutions.

3.0 Key Issues

3.1 Issue #1: Partnership

It is very clear that professors, administrative staff, library staff and technical support staff need to work together and that no one group on its own can satisfy the information requirements of distance education students or remote users. It must be a partnership between professors, administrative staff, library staff, and technical support staff, each equally important and all well-informed about the work of the others.

3.2 Issue #2: Better Communication

Communication is one of the biggest challenges of the distance education environment for every stakeholder. Professors and instructors need to be available to students to answer questions about content and assignments, and to provide feedback so the students know how well they are doing. Administrative staff need to communicate promptly and accurately the program and course requirements, course outlines and materials, deadlines and they need to assist the student in getting set-up for the course (computer accounts, library bar code, proxy set-up etc.). Library staff need to be available to coach students and advise on literature searches and sometimes to supply the information directly. Library staff also need to provide current information in updated brochures and handbooks (print and electronic) to the Distance Education administrative staff so that sufficient numbers are always available to be included in the course packs, and Library staff need to contact faculty directly with information about services and resources available for distance education students. Information about resources and online instruction needs to be communicated directly as well as via the Library web site. Administrative staff need to keep the Library staff informed of changes in the Distance Education administration so that they can supply information directly but especially so that they can make appropriate referrals.

3.3 Issue #3: Awareness - Instruction

Awareness includes “What” - what information support is available for distance education students in the form of services and resources, and also “How” - to use those resources efficiently and effectively. It includes an orientation as well as information literacy instruction designed specifically for the distance education student or remote learner. It should be arranged so there are a variety of paths that students can take to inform themselves about the support that is available both from the library at their home institution as well as through Novanet.

3.4 Issue #4 : Lack of Availability

The lack of or a lack of access to a university level collection of materials nearby is a major concern for distance education students. Sometimes distance education students are located in rural areas with no university level resources within a reasonable distance. Other times, distance students reside near a university collection, but are denied access because they are part-time students or because they are registered at another university. And sometimes the lack of access to the resources of the home institution is of our own making. We sometimes have established policies or procedures that were appropriate in the past, but create unintended barriers in an Internet environment.

3.5 Issue #5: Easier Access

Improvements should be sought by Novanet Libraries in the quality and depth of electronic resources that can be accessed remotely by distance education students. These should be made accessible in a proxy environment that is easy to use and well supported technically, particularly prior to the beginning of classes. Technical staff should be kept well informed of the actual start dates of classes. This may require a high degree of coordination as the Distance Education administrative staff, library staff and technical staff will all be involved. Faculty and instructors (through the course web site or via links to the Library & Novanet web sites for distance education students) can ensure that their students have a list of authoritative web sites for those disciplines with programs offered by distance methods.

3.6 Issue #6: The Pressures of Time

Delays of any kind threaten the ability of distance education students to complete their courses successfully. Anything that we can do to help students to get registered, to get their computers set up on proxy servers, to get computer accounts with access to course software, to arrange orientations to library services and collections, to be instructed in the basics of computer and information literacy prior to the actual start date of the classes, would be welcomed. Any improvements in document delivery turnaround times, and in the time required to answer questions of any kind, would alleviate some of the stress felt by distance education students caused by their inability to access materials and people available to those on campus.

3.7 Issue #7: Dedicated Resource Person

“Best Practices” suggest that the ideal is to have one person identified as the Distance Education Resource person in each library. Since this may not be possible in all libraries within Novanet, ways should be explored to have a Novanet Resource Person dedicated to support Distance Education Students within the consortium.

4.0 **Possible Approaches to Improving Information Support for Distance Education**

4.1 Issue #1: Team Approach to Improving Information Support

For each initiative developed by Novanet on behalf of the eight universities with distance education programs, an advisory committee or steering committee should be established with representatives of faculty, administrative staff, library staff, technical support staff and students. The principle responsibility of this team would be to advise during the pilot project, but there would be a larger responsibility of facilitating communication between these professional groups. One of the long term goals of the project is to establish through Novanet a basic level of information support for all distance education students at Novanet institutions.

4.2 Issue #2: Novanet Support for Better Communication

Better communication is a responsibility of one and all, within each institution. Novanet should facilitate this communication by developing a forum, perhaps as part of a Novanet Distance Education Web Page, for highlighting “best practices” with examples taken from the practice and experience in each institution, and with interviews or testimonials both complimentary and critical by distance education students. Best practices would include those of all the stakeholders in information support for distance education - libraries, faculty and instructors, as well as administrative and technical support staff. A mailing list of faculty currently responsible for distance education courses should be maintained for twice annual notices jointly from Novanet and the home institution’s library.

4.3 Issue #3: Awareness through Novanet Online Tutorials

Online tutorials should be created to inform distance education students via the World Wide Web what services and resources are available to them, as well as an information literacy tutorial which, by its modular nature, would provide customized training on effective use of resources at many levels. The online tutorials would provide generalized information literacy training as well as describe in detail the use of the resources available in the core distance education collection. The online tutorials would include advice on improving reading skills as well as a study skills program designed for distance education students.

4.4 Issue #4: Core Electronic Collection and Reciprocal Borrowing Agreement

A core electronic collection should be created and licensed for access by all students enrolled in distance education programs within the Novanet Consortium, regardless of their institutional affiliation. A Core Distance Education Collection would be accessed through a dedicated Web page maintained by Novanet.

Electronic resources accessible over the Internet are preferred by the majority of distance education students over print equivalents. This is true for peer reviewed journal literature as well as for course

reserves, reference / research assistance, and online tutorials. Electronic collections eliminate the inevitable delays of document delivery of print materials and are accessible 24 hours a day, 7 days a week. This flexibility is well suited to the time constraints felt by distance education students.

In person access to local university collections other than the home institution's library, is being addressed at the national level in the preparation of a national reciprocal borrowing agreement among academic library consortia across Canada. This agreement, expected to be in place by the summer 2002, would allow post-secondary students to present a University ID or equivalent such as an ASIN [Atlantic Scholarly Information Network] card to almost every university library in Canada and be allowed access to that library's collections. Quebec does not extend this privilege to undergraduate students.

4.5 Issue #5: Novanet Electronic Reserves for Easier Access

Electronic Reserve software and scanning equipment should be purchased and a trial e-reserve service established for those distance education programs which have fewest electronic resources available online (mainly the social sciences). This service would be provided so that Faculty could make print materials available electronically through the library for students in their distance education courses. The objective would be to identify and scan materials for reserve, but at the same time to try to identify and substitute materials available in electronic full-text collections, in order to eliminate costly digital copyright royalties and the intensive labour required for scanning, quality control, and copyright permissions which would be required each term.

4.6 Issue #6: Review Novanet Policies and Procedures

Novanet should issue Identification Cards directly to distance education students, free of charge, along with the information they would require to access the Novanet Proxy server and the core collections for distance education. This would be a circulation function within Novanet. Library ID's with bar codes should be distributed automatically and immediately when registration occurs and should carry through the summer, especially if the student is enrolled in a program rather than a course. The survey indicates that distance education students are mostly part-time students whose goal is to earn a bachelor's or a master's degree. Their part-time status should not create artificial barriers between academic sessions.

In addition, a unique patron code should be established within each Novanet institution for their distance education students, with modified universal loan and recall periods to accommodate delivery times. Access to Novanet Express should be permitted, with materials delivered directly to the home library's document delivery or distance education office for speedy shipping.

Office hours of faculty, hours when library reference or research assistance is available, hours when technical assistance is available, hours when administration assistance are scheduled must accommodate the time zones of registered students enrolled in distance education courses. At the very least, hours should include the evenings and weekends, since many distance education students are working full time.

4.7 Issue #7: Dedicated Novanet Digital Research / Reference Service

A digital or electronic research / reference assistance service should be established by Novanet for distance education students, perhaps initially covering only extended hours in the evenings and on weekends. A team of e-reference staff would be trained in specialized software and would collaborate to provide 48-72 hour turnaround on information requests. The service might be offered as an e-mail service or by using chat software. Staff would also receive training in the use of tools included in the core electronic collection developed for distance education programs offered at Novanet institutions.

But, it is important that when students without or with poor access to the Internet are enrolled in courses, provision be made to provide additional assistance in accessing appropriate print materials. We must remember that roughly 15% of distance education students will need such assistance from time to time.

5.0 Profile of Distance Education Users of Novanet

5.1 Students

Table 1 profiles the institutional distribution of distance education students at Novanet institutions. It is an indication of the relative size of the distance education programs at eight of the ten institutional members of Novanet. The University of King's College and the Nova Scotia College of Art and Design do not have distance education programs or courses. These are. 58.4% of the distance education students are affiliated with three institutions - Saint Francis Xavier University (STFX), Dalhousie (DAL), and Mount Saint Vincent University (MSVU). 37% of the distance education students are affiliated with the University College of Cape Breton (UCCB), Saint Mary's University (SMU) and the Nova Scotia Community College (NSCC). 4% of the students are affiliated with more than one institution, either within the Novanet consortium (3.5%) or at other universities (.5%).

Table 1 Institutional Affiliation

Institution	Frequency	Percent
STFX	212	26.0
DAL	139	17.0
MSVU	126	15.4
UCCB	119	14.6
SMU	105	12.9
NSCC	81	9.9
AST	22	2.7
NSAC	12	1.5
Total	816	100.0

The distance education user group is made up of predominantly female mature students. Of the Novanet Distance Education student user group 72.3% are female and 26.5% are male. We wondered if something about the survey may have discouraged a response from males, so we compared the gender of the random sample of names selected to receive the survey to the gender indicated on the returns. The distribution of males in the original sample was 25% and the distribution of males in the surveys returned by February 26, 2002 was also 25%. Table 2 indicates the age distribution of the Novanet student population. 60.6% are between the ages of 30 and 49 and another 26.1% are between the ages of 20 and 29.

Table 2 *Age of Students*

Years of Age	Frequency	Percent
15-19	28	3.4
20-29	209	25.6
30-39	249	30.5
40-49	237	29.0
50-59	70	8.6
over 60	9	1.1
Total	802	98.3
Missing	14	1.7
System Total	816	100.0

Table 3 shows that one third of distance education students reside in Halifax, one third reside in other areas of Nova Scotia, and one third reside outside of Nova Scotia. 66.9% reside within Nova Scotia. Whereas we might expect that Atlantic Canada would provide most of the non-Nova Scotian students, in fact almost 20% of the non-Nova Scotian students reside in other areas of Canada or the US. There is some indication in the comments that some are ex-patriot Nova Scotians who have relocated to other areas of Canada and the US but are familiar with Nova Scotia and its universities and colleges. Others are familiar with Nova Scotia Colleges and Universities because their program has a residency requirement.

Novanet institutions draw their distance education students from different regions. The Atlantic School of Theology (AST) draws predominantly from Atlantic Canada. DAL draws predominantly from Anywhere else in Canada / US. MSVU and SMU draw predominantly from the Halifax area, the Nova Scotia Agricultural College (NSAC), NSCC, and UCCB draw predominantly from Nova Scotia outside of the Halifax area. STFX draws about evenly from Nova Scotia and Anywhere else in Canada / US.

Table 3 *Geographic Distribution of Distance Education Students*

Residence	Frequency	Percent
Halifax	253	31.0
Nova Scotia	289	35.4
Atlantic Canada	95	11.6
Canada/US	161	19.7
Outside CAN/US	11	1.3
Total	809	99.1
Missing	7	.9
System Total	816	100.0

Table 4 *Geographic Market for Distance Education Students*

AST	Atlantic Canada	59.09%
DAL	Anywhere else in Canada/ US	45.65%
SMU	Halifax	77.88%
MSVU	Halifax	59.52%
STFX	Nova Scotia	37.62%
	Anywhere else in Canada/ US	30.48%
NSAC	Nova Scotia	90.91%
NSCC	Nova Scotia	66.67%
UCCB	Nova Scotia	57.26%

Table 5 shows that 31.5% had completed five or more distance courses. 64.1% had completed 2 or more courses.

Surprisingly, 13.4% indicated that they had not completed a distance education course. Comments revealed that there were sometimes specific reasons why a course was not completed, and it often related to course pack, textbook, or course information being delivered late, or requests for clarification going unanswered, so that the student started late and was not able to catch up. Although they indicated some professors were very understanding and flexible about due dates for papers, exams, etc. there was still a fairly tight time frame within which the students were expected to complete their work. Some even indicated surprise that they were not allowed “to work at their own pace”. It should be noted that the 13.4% is for Novanet institutions combined. The range was from a low of 2.4% to a high of 28.7% at individual institutions. Some continuing education students responded that they had never completed a distance education course because the continuing education courses were offered on campus.

Table 5 Number of Distance Courses Completed

# Courses	Frequency	Percent
0	107	13.5
1	180	22.6
2-3	175	21.9
4-5	85	10.7
5+	251	31.5
Total	798	100.0
Missing	18	
System Total	816	

Students in almost every case had least experience with online library catalogs and online indexes and abstract databases. Table 6 shows that these library information skills almost always were scored less than all of the other skills. Students were asked to indicate their previous experience (no experience, some experience, comfortable, substantial experience, expert) with certain skills or software that might enhance or impede their ease of communicating information in a distance education context.

Table 6 Self Identified Level of Experience with Computer Interfaces

Skill	Substantial Experience/ Expert Percent	Comfortable Percent	None/Some Experience Percent
Word Processing	68.8	19.5	11.7
E-mail	67.6	23.0	9.5
Cut & Paste	62.6	17.4	20.0
Attachments	56.8	19.4	23.8
Surfing	55.1	28.0	17.1
Submit Assignments	44.9	17.9	37.5
Downloading	36.3	26.1	37.5
Spreadsheets	32.4	19.8	47.8
Chat	24.7	20.0	54.4

Uploading	23.8	20.9	55.3
Online Library Catalogs	16.4	24.8	58.9
Newsgroups	12.7	19.1	68.2
Online Indexes & Abstracts	10.3	22.5	47.2

Comparing various skills with satisfaction rates, it is clear that having no experience or only some experience with online library catalogs or online indexes and abstract databases had little correlation with whether they were satisfied with the overall level or resource and research support they were receiving as distance education students. Looking at skill level as related to overall satisfaction, we found that:

A. Substantial Experience

Of those who rated themselves as having substantial experience or as expert with the skills listed below, MANY MORE (more than 200) were satisfied than were dissatisfied. ***In other words, these skills appear to have a greater correlation with overall level of satisfaction.***

- 1) word processing +242
- 2) e-mail +240
- 3) cut/ paste +218
- 4) e-mail attachments +206
- 5) surfing +205

Of those who rated themselves as having substantial experience or as expert with the skills listed below, NOT MANY MORE (fewer than 100) were satisfied than were dissatisfied. ***In other words, having greater skill at these had little if any impact on the overall level of satisfaction.***

- 1) uploading +90
- 2) chat sessions +68
- 3) online library catalogs +56
- 4) online indexes & abstracts +44
- 5) newsgroups +44

B. No Experience or Some Experience

Of those who rated themselves as having no experience or some experience with the skills listed below, MANY MORE (more than 200) were satisfied than were dissatisfied. ***In other words, having little experience with these didn't affect their level of overall satisfaction.***

- 1) online indexes & abstracts +245
- 2) newsgroups +235
- 3) online library catalogs +213

Of those who rated themselves as having no experience or some experience with the skills listed below, NOT MANY MORE (fewer than 100) were satisfied than were dissatisfied. *In other words, the fact that they had little or no experience with these skills, may have affected their level of overall satisfaction.*

- 1) e-mail attachments +94
- 2) cut/ paste +80
- 3) surfing +72
- 4) word processing +47
- 5) e-mail +37

96.7% of respondents had access to the Web. 64.8% had access to the Web at work, and 87.9% had access to the Web from home. More had access from home but not work (92.1%) than had access to the Web at work but not from home (14.1%). 85.9% had access to the Web from both home and at work.

Table 7 Access to the World Wide Web by Distance Education Students

	Access to WWW	Access at Work	Access at Home
NO	3.3%	35.2%	12.1%
YES	96.7%	64.8%	87.9%

Table 8 suggests that if we should decide to include in the pilot project an e-reference service using chat software, that there will be a steep learning curve for the students, since over half have no experience or little experience with Chat sessions (52.6%). They also have no experience or little experience using Online Library Catalogs (56.3%) and Online Indexes and Abstracts (64.3%). This learning would need to be planned for in implementing an electronic/digital reference service using chat software.

Table 8 Self Assessed Skill Levels of Respondents With Access to the World Wide Web

	comfortable, experienced or expert	no experience or some experience
E-mail	88.8%	7.8%
Word Processing	86.5%	10.2%
Surfing	81.4%	15.2%
Cutting & Pasting	78.5%	18.1%
Attachments	75.0%	21.5%
Submitting Assignments	61.9%	34.8%
Downloading	61.3%	35.4%
Spreadsheets	51.6%	44.9%

Chat software	44.1%	52.6%
Uploading	43.7%	52.9%
Online Library Catalogues	40.4%	56.3%
Online Indexes & Abstracts	32.3%	64.3%
Newsgroups	31.3%	65.3%

Table 9 summarizes the goals and objectives of distance education students at Novanet institutions. The educational goal or objective of most students is a Bachelor's degree (49.3%) or Master's Degree (31.4%), while 15.1% are studying for a Diploma.

Table 9 Educational Goals

Goal	Percent
Bachelor's Degree	49.3
Master's Degree	31.4
Diploma	15.1
Professional Development	13.1
Credit Course	12.6
Continuing Education	10.9
Certificate	8.7
PhD	3.4
Other Goal	1.8
Non Credit Course	1.2

5.2 Faculty and Instructors

We identified a total of 257 faculty who were responsible for at least one course being delivered by distance education methods. All were sent a copy of the faculty survey. We received 129 responses, a return rate of 50%. (At a 95% confidence level and with a preliminary estimate of proportion = 0.50, the margin of error for this sample size is plus or minus 5.3%, 19 times out of 20). **Distance Education faculty are equally male and female. 82% of the distance education faculty are over the age of 40, and 15.4% between the ages of 30 and 39.**

Table 10 *Age of Distance Education Faculty*

Range of Ages	Percent
20-29	2.4
30-39	15.4
40-49	37.4
50-59	39.0
60+	5.7
Total	100.0

The number of years teaching was very evenly distributed. Faculty bring a wealth of teaching experience and subject knowledge to their classes. It is interesting that faculty well established in their teaching careers have taken on the challenge of developing expertise in the newer technologies involved in distance delivery of courses.

Table 11 *Number of Years Teaching Distance Courses by Institution*

Years of Teaching	Percent	TOTAL
1	21.9	28
2-3	26.6	34
4-5	22.7	29
5+	28.8	37

There were many compliments from the students about the faculty but also some comments that the faculty needed to upgrade their skills and comfort with the technology. Students emphasized that traditional courses offered on-campus must be adapted for distance students, many of whom (69.2%) are mature adult students who bring much more work and life experience to the learning process than is normally the case with an on-campus course, a fact that they felt was sometimes not recognized.

MSVU (26.4%) and STFX (19.4%) and DAL (17.1%) have the largest percentage of faculty who have responsibility for at least one course delivered by distance education methods. Six instructors out of the 129 who responded to the survey have distance teaching responsibilities at two institutions, and an additional three instructors have distance teaching responsibilities at a three institutions. Subject disciplines were well represented: Sciences 12.5%, Business/ Economics/ Commerce 24%, Education 12.6%, Health Sciences 19%, Social Sciences 15.7%, Humanities 11%, Religious Studies 8.7%, Law 1.6%.

Table 12 *Institutional Affiliations of Distance Education Faculty*

Institution	Frequency	Percent
MSVU	34	26.4
STFX	25	19.4
DAL	22	17.1
UCCB	20	15.5
SMU	12	9.3
NSCC	10	7.8
AST	4	3.1
NSAC	2	1.6
Total	129	

Faculty are using various of modes of delivery but a majority are using e-mail (63.6%) and the Web

(55.8%). **Video is used by 36.4%.** Material delivered via correspondence in the form of a course pack is used by 33.3%. Television is used by 24.8%. Conference calls are used by 20.2%. Faculty indicated that they used other more traditional means as well for course delivery and communication with students in the distance environment including establishing work groups, regular mail, telephone, fax, field trips, Lotus Notes, and on-campus sessions. Table 13 summarizes Modes of Delivery used in Novanet institutions.

Table 13 *Modes of Delivery for Distance Education Courses*

Modes of delivery	Percentage of Faculty	Other:
E-mail	63.6%	Local group meetings Concentrics -First Class Own web site Mail, Telephone Audioconferencing Windows NT Education software package Web-camera Field trips Lotus Notes
Web	55.8%	
Videotapes	36.4%	
Course pack	33.3%	
Television	24.8%	
Conference Calls	20.2%	
CD-ROM	9.3%	
Multimode (more than one simultaneously)	6.2%	
Other	15.5%	

6.0 Self-Identified Needs and Expectations

6.1 Students

Need for Additional Resources

Table 14, indicates that 84.4% of students had assignments which required them to find information or resources which were not provided in the course pack. We tried to determine whether distance education students at Novanet Institutions had assignments in their courses which required finding information which was not included in the materials provided by the faculty. There were many courses which did not require supplemental material for students to successfully complete their courses. However, as one student said, "Everything was pretty well supplied. Research papers were more of a challenge."

Table 14 *Students Who Had Assignments Requiring Resources Not Provided*

	Percent
No	15.6
Yes	84.4

Availability and Adequacy of Local Resources

Table 15 indicates that 95.8% of distance education students had access to a local library. For over half (58.8%) this was a university library, for 29.2% this was a college library and for 89% this was a public library. We also tried to identify what type of facility it was, whether it was adequate to their needs, and if the staff were able to help them. Some had access to many different types of library, for example, those who reside in metro Halifax, Calgary, Toronto.

In the “other” category most often mentioned was a library / resource centre at work. For slightly more than half (52.7%), local resources were either non-existent or inadequate to support study at the post-secondary academic level. For slightly less than half (47.3%) local resources were adequate to support their studies.

In many cases the staff at local libraries attempted to help, but did not have access to appropriate resources. The staff at these local institutions were often given high marks for trying, or as one student said, “The staff overextend themselves to help!”

Table 15 Availability and Adequacy of a Local Library

	Yes	No (or Not Applicable)
Access to a Local Library	95.8%	3.1%
Local Library’s Collection Sufficient to Support Studies	47.3%	47.6%
Public	89.0%	
University	58.8%	
College	29.2%	
Hospital	18.4%	
Other	7.7%	

Preferred Methods of Requesting Information or Materials

Most frequently selected method students were most likely to use for requesting information or materials (93.6%) was e-mail. The second most frequently selected (87%) was phone. And the third most frequently selected was in-person (81.9%).

Table 16 Method Most Likely Used to Request Information or Materials

	Top 3 Choices	Selected but not ranked	Total
E-mail	93.6%	6.0%	99.0%
Phone	87.0%	5.0%	92.0%
In-person	81.9%	6.5%	88.4%
Fax	37.6%	1.2%	38.8%
Mail	24.6%	.8%	25.4%
Other	19.4%	1.3%	20.7%

Preferred Methods of Document Delivery

The top three or priority (if selected but not ranked) choices for document delivery were by e-mail (86.7%), by the Internet (80.3%), and by fax (55.7%). The next most frequently selected were pick-up (48%), regular mail (45.7%), express post (42.9%). Comments seem to suggest that regular mail delivery resulted in unacceptable delays (i.e. materials did not arrive in time to be used, considering library and /or assignment due dates) or were too costly (having to pay delivery charges for materials which turned out to be not useful). Table 15 shows the ranking for different methods of delivery.

Table 17 *Method of Document Delivery Most Likely Chosen*

	Top 3 Choices	Selected but not ranked	Total
E-mail	86.7%	5.5%	92.2%
Internet	76.0%	4.2%	80.2%
Fax	52.4%	3.3%	55.7%
Pick-up	45.5%	2.5%	48.0%
Mail	41.7%	3.8%	45.7%
Express Post	31.6%	1.6%	33.2%
Other	31.1%	4.4%	35.5%
Courier	31.6%	1.6%	33.2%
Bus	6.0%	.3%	6.3%

Awareness of Library Services Offered to Distance Education Students

Most students, over half (54.3%) were not aware of any services offered to distance education or off-campus students by the library at their home institution. Of those who were aware, 18.4% became aware through their course packs, 16.8% through their professors or instructors, and 16.1% through the institution’s web site. Some became aware through several means. Table 16 summarizes this. It is clear that additional effort is required in marketing library services to the distance education student.

Table 18 *Awareness of Library Services for Distance Education Students*

	Yes	No + Missing
Aware of Any Services that Library Offers to Distance Education or Off Campus students	43.5%	56.4%
If yes, how did you become aware?	Yes	No + Missing
Course Information Pack	18.4%	81.6%
Professor	16.8%	83.2%
Institution’s Web Site	16.1%	84.0%
Other	10.4%	89.6%
In class Introduction	9.4%	90.5%
Course Calendar	7.8%	92.1%

Recommended Library Services to Support Distance Education Studies

Electronic-Reserves (Course-related books/ articles on-line), Full-text database access and Electronic reference service were the top three services recommended as most useful to students in their program. Students were asked which of a list of library services would be most useful to students in their program. We asked them to mark the three most important. Only about 60% marked their top three choices. The rest who responded marked all those they recommended, usually more than three. We compared two lists: the first only those who indicated their top three, the second those who indicated their top three plus those who selected or marked the service as a priority. The lists were identical if two items were removed: Document delivery (books or articles sent to you by library staff) and Library orientation session (local library).

The three services selected or marked as a priority most often on both lists were:

Electronic-Reserves (Course-related books/ articles on-line) (59.3%)

Full-text database access (41.2%)

Electronic Reference Service (e-mail) (35.7%)

The three next most often selected among the top three or marked as a priority were:

Literature search (28.2%)

Electronic Book Collection (28.2%)

Online tutorials and help sheets (23.3%)

Apparent contradictions found between survey and comments:

1) Although students indicated that they would most likely request information by e-mail, phone and in-person, in the recommended services a toll free phone line was ranked only 9 out of 14. ***In other words, the students appear to have a greater preference for electronic reference via e-mail than a toll free phone line.*** This discrepancy may reflect staffing and hours of service of toll free numbers. No libraries have toll free phone numbers. A number of registries or distance education administration offices do.

The greatest number of comments reflected problems with a lack of access to their professors or to personal assistance (personal meaning talking to an actual person to sort out problems or answer questions or get referrals).

2) ***A high number of comments indicated that the students were suffering from a lack of information about what library resources and services were available to distance education students as well as from a lack of knowledge about how to access available resources effectively.*** However, Library orientation sessions were ranked low for recommended services. An explanation is suggested in the comments to the question about the adequacy of “local” resources. This item, which was listed as “Library orientation session (local library)” and may have scored higher if “local library” was not mentioned. The ranking above provided the outline of the preliminary program for the Novanet Distance Education Stakeholders Forum for which this Discussion Paper is being prepared.

6.2 Faculty and Instructors

Student Use of Materials Not Included in the Course Packs

65.4% of faculty require their students to undertake independent research over and above the course material provided. One of the things we tried to assess was whether distance education faculty at Novanet Institutions designed assignments for their courses which required finding information which was not included in the materials provided. As anticipated, there were many courses which did not require supplemental material for the students to successfully complete their courses. However, 65.4% of faculty require their students to undertake independent research over and above the course material provided. The students were asked a different question, whether they ever had had assignments in their courses which required finding information not included in the materials provided. 84.4% said yes.

**Table 19 Use of Material Not Provided in Course Packs:
Faculty Requirement / Students' Experience**

Questions	Faculty Requirement		Students' Experience	
	Yes	No	Yes	No
Do you require your students to undertake independent library research over and above the course material provided?	65.4%	34.6%		
Have you had assignments in your courses which required finding information not included in the materials provided?			84.4%	15.6%

“Research” sometimes involved finding information in libraries, but it often involved accessing other community resources through personal interviews, reading local newspapers, visiting other community agencies and the like.

One faculty reported, “I create courses as packages to put distance & on campus students on the same footing.” Some faculty noted that they gave their students leeway in selecting project topics in order to accommodate the variety of circumstances in remote communities. Others customized the assignments to suit the remote students. For example, one faculty said, “yes, [independent research is required] for continuing ed, not for distance courses.” Another stated, “No, but I have them do research - just don’t specify ‘the’ library.” And, “The fact that a few students don’t have access to any library (even at other universities) cuts down on the range of possibilities for everyone.”

Use of Library Services by Faculty and Recommended for Students

Of the library services that distance education faculty use themselves to support or to prepare their distance courses, 66.7% use the print collections of libraries, 51.2% use the electronic journals full-text, 47.3% use the library databases (including indexes and abstracts as well as full text databases) and 45% use the library’s online catalogue. 13.2% of the distance education faculty do not use the library or library services.

Table 20 compares services used by faculty to those considered by faculty to be most important for students. Faculty ranked the services almost the same for students as for themselves. The exceptions were that for students the Reference / Research assistance ranked higher than Interlibrary loan. Also, Electronic journals full-text, and Electronic reserves / Electronic reading lists were judged to be more important to students than to faculty. Books and Journals (hard copy) was not included as an option for students in the question.

Table 20 Services used by Faculty compared to those considered important for Students

	Used to support/ prepare DE courses	Rank	Selected as most important for students	Rank
electronic journals full text	51.2%	1	58.9%	1
databases	47.3%	2	35.7%	2
catalogue searches	45%	3	32.6%	3
interlibrary loan	38.8%	4	29.5%	5
reference / research assistance	34.1%	5	31%	4
document delivery	23.3%	6	17.1%	7
electronic reserves/ electronic reading lists	13.2%	7	24.9%	6
None	14.1%	8	5.4%	8

When asked whether they would like to include a library assignment or component in their course, 53.5% said yes and 38.8% said no. Most faculty (63.6%) considered library access by their students when they were designing assignments for their distance students.

Some of the Faculty comments included: “For students in remote locations, it is necessary to rely on electronic databases.” “Have to consider what resources are available and whether or not students can get to the library.” “Rely on distance office to make arrangements and I also direct students to local collections.” “I require Internet access. Access to electronic journals full-text is VERY important.” “Part of being professionally educated includes knowing how to use library services.” “Use references (books, journals, etc.) that are accessible to students across Canada, not just Novanet.” “It [Access to Novanet] is hugely important!” “Research assignments are often difficult for students who may live in a small town without library facilities. There is a strong need for electronic journals full text and library instruction for support.”

The question on whether faculty thought improved access to library services and materials would improve the quality of the completed assignments received was criticized by several faculty as a “loaded” question. 64.3% answered “yes”, 19.4% answered “don’t know” and 12.4% answered “no”.

Students had discussed problems with access to information sources with about one half (51.2%) of faculty.

Level of Contact Between the Library and Faculty

Most faculty (55.8%) had not had any contact with their library concerning course assignments and many (57.4%) had never been contacted by the library staff concerning services and resources available for distance students. 30-40% of faculty have regular contact with their library and library staff and feel that they are very well served by the library. Approximately 50% know of a designated person in the library who acts as a liaison with their department. There is ambivalence about whether more communication between the academic departments and the library would be necessary or useful. Level of contact between the library or library staff and faculty is shown in Table 21.

Table 21 *Level of Contact between Faculty and Library*

number responses	topic	question	yes	no
124	faculty consult library staff	have you had any contact with the library concerning assignments?	40.5%	55.8%
125	library staff contact faculty	have library staff ever contacted you concerning services & resources available for DE students?	39.5%	57.4%
115	sufficient materials	does the library have sufficient materials to support your course?	68.2%	20.2%
114	liaison	is there a designated person in library as liaison with your department?	50.4%	38.0%
47	helpful	if no, do you think such a liaison would be helpful?	22.5%	13.2%
102	more communication	would you like to see more communication between your dept & the library?	50.4%	28.7%

The last questions we asked of faculty related to whether the distance education faculty would like an orientation, or rather, if the library provided an orientation for faculty what would be the best way to do it. The choices were limited to in-person-in-a-group, individual tutorials, online tutorials, videos and other.

Orientations for Faculty and Recommended for Students

Orientations For Faculty, the preferred methods were:

- 1) In Person in a group** (47.3%)
- 2) Online Tutorial** (42.6%)
- 3) Individual Tutorial** (33.3%)

For Student Orientations, it is not specified how the in-person orientations might be delivered to students located at a distance to campus. At some institutions for some programs, attendance at an on-campus introduction to the library session is required at the beginning of the program.

Orientations For Students, the preferred methods were:

- 1) Online Tutorials (Web based interactive exercises)** (53.5%)
- 2) Printed Guide mailed to students** (33.3%)
- 3) In Person in a group (one hour lecture)** (26.4%)

- 4) In Person in a computer lab (23.3%)
- 5) In Person in a group (20 minute lecture) (22.5%)
- 6) Print tutorials for course pack (21.7%)

7.0 Comments

Three question in the Student Survey produced sometimes detailed commentary. 1) What additional services would you find useful? 2) Overall, are you satisfied with the level of resource and research support you are receiving as a distance student? 3) What problems have you encountered as a student studying at a distance?

The comments were first analyzed to identify key problems areas or categories. Then the comments were sorted into these categories. The number of comments in each category were counted and the categories ranked from most to least. Not all comments related to libraries. Some were related to the administration of distance education programs. Some were related to the practices of faculty. They are included here, because they may suggest guidelines for libraries as they seek to improve information support.

7.1 Outline and Total Number of Comments

	OUTLINE	# OF COMMENTS	Page
I.	PROBLEMS & SUGGESTIONS		
	A. Lack of Availability	173	page 23
	A1 Professor to answer questions		
	Related to content		
	Related to clarifying assignments		
	A2 Personal assistance		
	Related to library information		
	Related to referrals (non-library)		
	A3 University library collection		
	no local academic collection		
	local but restricted access		
	B. Time Issues	146	page 25
	B1 Policy		
	B2 Scheduling		
	B3 Long Delays		
	C. Lack of Library Instruction & Awareness	138	page 27
	C1 What library resources & services are available		
	C2 How to access available resources effectively		
	D. Problems with Distance Education Administration	120	page 28
	D1 Registering for courses		
	D2 Communication between school and student		
	D3 Completing financial transactions		
	D4 Costs & cost per course		
	D5 Arranging the proctoring of exams		
	E. Lack of Access	110	page 29
	E1 Full-Text Documents and Articles		
	E2 Books		
	F. Lack of Interaction	103	page 30
	F1 Peer interaction		
	F2 Feedback from Professors & Instructors		
	G. Technical Support	86	page 31
	G1 SET-UP		
	Proxy set - up		
	Password problems		
	Basic computer literacy		
	Compatibility issues		
	G2 SUPPORT		
	Problems were not addressed		
	Lack of Appropriate Hours		
	Lack of Instruction, Coaching		
	E-mail Attachments / Submitting Assignments		
	G3 SERVER INCONSISTENCY		
	Chat Room Problems		
	Access to Novanet from Home / Novanet Links		
	Internet Server down (at home, at university)		
	Unfriendly e-mail software		
	H. Distance Methodology & Pedagogy	44	page 33
	I. Novanet	13	page 34

II BEST PRACTICES & COMPLIMENTS

A. No Problems	112	page 35
B. Materials Readily Available	99	page 35
Supplied or Purchased for Course (36)		
Local libraries (28)		
Other university libraries (14)		
Internet (7)		
Course/ Institution Web site (5)		
Special libraries - at work, hospital (5)		
C. Helpful & Understanding	75	page 35
Materials (11)		
Literature Searches (9)		
Ideas (2)		
Advice (1)		
Professors (24)		
DE staff (13)		
Library staff ()		
Welcoming		
Enthusiastic		
Patient		
Pleasant & Friendly		
Courteous		
Flexible (2)		
D. Meets Personal / Professional Requirements	32	page 36
Personal qualities (25)		
Advantages / More programs (7)		
Awareness (3)		
E. Time	21	page 36
Prompt (8)		
Time Saver (2)		
Easy Access, Anytime (9)		
F. Good Technical Support	1	page 37

7.2 Typical Examples of Comments Received

I. PROBLEMS & SUGGESTIONS

- A. Lack of Availability (173)**
A1 Professor to answer questions
Related to content (47)
Related to clarifying assignments (17)
Related to feedback, reassurance, motivation (26)

“The only problem I have had is not library related. Professor availability was my only concern - if a concept is not understood or if a question needed to be asked, often it had to wait 2 days for professor’s hours. However this is changing as more professors offer their e-mail addresses. Absolutely no problems with the university library it is superb!”

“My main problem is getting a hold of someone to answer a question about course material.”

“Instructor is very hard to reach.”

“Often tutorials are given for those able to visit the campus but no support for those truly at a distance. Difficulty in getting any response from professors, when I have a question.”

“Very little direct assistance when having problems with material.”

“Course materials do not explain details & therefore it is necessary to get additional material. Sometimes course notes have errors which is really annoying.”

“Instructors who are difficult to get a hold of / don’t return email - scheduling time to complete course work while working full time.”

“Lack of personal contact in a ‘dealing with people’ course. Disadvantage of not knowing precisely what questions to ask due to lack of previous discussion. The feeling of a lack of direction due to no fault of the professor but to the impersonal on-line process.”

“Some instructors not very involved or available to respond to questions, concerns, needs, etc.”

“Little or not help from prof.; I feel like I am out on a limb and unless I absolutely have to - I will never take a distance course again.”

“Don’t find you have the support you need. You’re made to feel like you’re really nagging your so called advisors when you have questions. Also when you expect material to be sent to you it should be; especially if they know the material is needed to complete your course. You shouldn’t have to go after anyone 1 month down the road. If anyone asks me about Distance Ed I would have to tell them, it hasn’t been a pleasant experience.”

“I find if you missed something online that’s it. You missed it. Also the questions were asked and we answered them the best we could, we were not told the answers. . Where is the learning part here? When I get a job & if I get one and a problem comes up I will be able to tell my boss “well out of 12 students in my class 7 of them said to do this and my teacher never told us the answer so we will go with the majority”.

“a requirement for students to HAVE to learn the library system. If there is no need to learn students won’t learn & will be embarrassed later to learn.”

“Yes and no. When questions for explanations or help are posted someone eventually responds. However, I would still prefer to actually talk face to face or via telephone some time to clarify concerns.”

“Professors not clear in their expectations for assignments, other than APA format.”

“Confusing/ conflicting instructions.”

“Getting information/ assignments clarified is often a challenge.”

“Yes and No. Always did for PAST years, except with the Sept 2001 semester. E-mail response was taking up to several weeks at a time.”

“Absence of personal contact; Difficult to sense response to submissions; Frustration with vague instructions; Uncertainty (at times) about interpretation of student responses.”

“Professor explanations on assignments and tests is often a problem. With distance education you are often told that you are either right or wrong.”

“Communication (lack of). Lack of support for assignments. Test - 30 minutes for 50 questions - annoying people in computer lab. General confusing web pages. Unclear directions / responsibilities.”

“Lack of feedback from professors. Only receiving the marks on line - no feedback.”

“We never know where we fit (ranking) as compared to others in the class. Motivation to do better? Lack of feedback from assignments completed. Don’t know if you’ve done well or not. I miss the contact with others (misery likes company).”

“Most of my problems have related to not fully understanding the given assignments. I am aware I can go to the forum & post a question but not having someone immediately available to answer my questions means a delay in getting things done. I really feel even as a distance ed. course we should be able to communicate via telephone also.”

“The instructors are not always clear. It is often felt that we are missing something. There have been a couple of courses where it has taken several weeks to get on track resulting in losing valuable time.”

“Not enough feedback. I have forwarded assignments in the past and not heard anything until the end of the course. Test and assignments are not returned so you don’t always know if you’re doing OK. It is not good when you have to write a test or exam and you don’t know whether your assignments were done properly. I think that assignments should be corrected and returned by mail.”

A2 Personal assistance
Related to library information
Related to referrals (non-library)

“In this highly technological age I still very much appreciate the human touch. I hope we never lose this.”
“DE students have their own resource librarian - made it all much easier and saved time.”
“I think instructors are not aware of the fact that small towns do not have easy access to materials such as professional journals.”
“Local resources are basically non-existent. Since I do not have the internet @ home I do rely on the services @ the hospital that is not always available when I need it.”
“I’m struggling presently - how to get the information I need in a rural area I live. I’ve relied on the internet this far.”
“Pretty much on your own - if I can’t find answers I usually go to someone I know. Haven’t had much luck asking instructors.”
“My hospital has a limited library and the nearby community college is difficult to obtain help when trying to search for material (Florida).”
“When a complicated research question came up, the librarian said she couldn’t help me, and that was the end of it. No follow up.”
“The time demands . . . if it is very hard to find literature & do research when you have limited time due to family demands, work life and illness. All help from libraries are appreciated & important to distance learning success!!”
“Toll free phone line, tech support, full text databases, literature searches would all be invaluable to distance learners. Just do everything - it will get used. (I’m just kidding).”
“No. resource as in books etc. are satisfactory; however, my difficulty has been in the assistance area (people) to find the resources.”
“No. If I ask a precise question an answer is forthcoming. However, if I am not sure what questions to ask to get at the resources I’m unable to make full use of services.”
“Lack of dealing directly with a “person”. A 1-800 # for problems (not just for technical support) would eliminate the high costs of phone calls to university when a student encounters a problem (very difficult to determine who is best to solve problem.”
“Having a toll free number to speak with a librarian for advice on how to go about researching a subject.”
“Not enough support when needed. If you need help very hard to locate someone at a time to help you.”
“Always have to be after people for anything I need. There is almost nothing readily available unless I call. Other than one person I would have absolutely no one to explain particular issues or ask advice. In my experience, distance education needs to become much more organized.”
“Tutorial Service - a person - not a computer screen - some things are best shown when two people can arrange to meet. Given the nature of these online courses, I realize this may not be possible. However, I have had to seek out persons in my field to help me from time to time.”
“Real people to help you.”
“Offering of services in Person when you arrive at an institution would be nice. Help when you can’t find material needed. More knowledgeable staff when problems arise.”
“Even if librarian is off duty, it would be helpful if staff would help find resources or guide through online resources.”
“Custom research”
“Assistance in researching info for term papers - can actually speak to someone or email info to help desk. Expect answers within 24 hours.”
“Would like more resource people available and knowledgeable on where to access current research & options to explore to find relevant useful material promptly.”

A3 University library collection
no local academic collection
local but restricted access

“Difficult to access university libraries other than your own. (Not helpful to outside students.)”
“Some sort of agreement with other major or state universities in the US to permit library use to any university students.”
“Textbooks from other universities were not always available”
“Acadia and Novanet on the same service.”
“Getting information on the best university electronic resources & how to access other university resources (electronic).”
“Research is the most time intensive part of university study and any [assistance] in that regard is a big help.”
“It would be helpful to me if my St. Mary’s University Library card was good at all the universities in the Province.”
“There is a library card that can be used between university libraries. This would aid in borrowing books required for course work while living in Fredericton.”
“Any on-line access to the library would help me.”
“Not having direct access to the library of the institute(s) [] which I have attended.”
“Explain to staff at other libraries about Novanet & document delivery.”
“Greater cooperation between the public library and the university libraries. Also the ability to access the holdings at the Public Archives of Nova Scotia from my local library would be useful. I’d like to be able to access the holdings of all libraries - public, private, research etc. - in one location.”
“Access to other universities electronic journals & other types of electronic resources.”
“No access to Toronto University libraries.”
“Very difficult to obtain resources living here in Yellowknife.”

“For papers I often end up research info that is available to me rather than that interests me because of poor availability of resources.”

“I found it very difficult to find scholarly materials which related to my course in my community.”

“I believe that universities operate on the often mistaken assumption that each student has an equal and ready access to research material. Also, they fail to comprehend both the time and cost of travel related to my research.”

“Traveling to universities in order to complete papers on certain topics when local libraries do not have the information required.”

B. Time Issues
B1 Policy

(146)

“Too short a check-out time for books. 3 weeks is too short - 2 months would be better. Time always lost in transporting books to library drop-off point.”

“Having to use Novanet Delivery then not having enough time with the books. . . had to return them before finished. What’s a man gotta do? This ain’t the Dark Ages.”

“Resource material is on reserve at a Novanet library a 2 hour loan. As a distance Ed student, cannot access this material.”

“Most policies/ procedures have been done when distance studying was not an option. They need to be revisited to accommodate distance students.”

“My biggest problem was that library books can only be borrowed for 2-3 weeks maximum, yet I usually needed them for 2 months. The time it took for mailing material back and forth compounded the problem.”

“Another area of concern I have is that the several times that I did use the Novanet service, the time to borrow the material changed before I had the opportunity to utilize the materials I needed. Initially I was told the due date was a month, in the next week I received a notice saying the book had to be returned earlier. In a time period that did not give me the time to complete the project.”

“Every time I started a new course I had to get a new number, etc. to use the library. Would it be possible to have one number or code (perhaps student number) that could be used during entire study at university?”

“Library passwords are a problem. I have to get a student ID card validated, but if I could get to the school at convenient hours I wouldn’t be a distance student. Staff at the school in all areas are not the most helpful or friendly. They should remember whose paying.”

“Student validation stickers need to be sent out promptly from the Registrar’s Office, so if we do have the opportunity to go to campus, there is access to library resources.”

“By being a distance student, there is yet another layer of difficulty & challenge added to the task of researching & gathering information.”

“It looks like out of province students are not able to borrow from the library.”

“On-line lending / borrowing service for distance ed. students.”

“Letting student from outside NS borrow books.”

“Updating ID cards.”

“Library hours during the breaks and during the summer (when I had time to work 2 my courses) were limited. Had difficulty borrowing books because my student ID as a part-time distance learner was not renewed each year.”

B2 Scheduling

“I have had to travel to do my research, which defeats the purpose of doing distance learning.”

“Sometimes the due date on assignments does not allow for an extended search at other universities. Time Lines.”

“Being right next to a university is no longer an asset. We are as equally inconvenienced as everyone else.”

“Sometimes I need a question answered while doing an assignment and offices and library are not open (i.e. doing homework at night.)”

“Administration hours are very inflexible. Their hours conflict with my office hours.”

“Yes, it would be better if there is a toll-free number provided to ask for assistance in doing research. Services should be available until 8:00 pm or 9:00 pm in the evening or also on the weekends as well. Usually this is the time the p/t students are available to do their researches.”

“Need to more access to assistance in off-hours. Educational sessions on line may be helpful.”

“Technical support at odd hours - I often just gave up - more on my end as I know there was a help line - a toll free library # would have been more encouraging to me. My budget is an issue so I didn’t want to phone during the daytime hours.”

“It is very time consuming and frustrating when you spent countless hours on projects with little or no progress and no resource available to you due to staffing 9-5 hours and no weekend service which is usually when I do the bulk of my studies.”

“Anything I can access out of business hours.”

“Twice weekly times to talk to professor sometimes is not convenient.”

“Feel access time was limited if you were unable to contact individual at that designated time you were out of luck. We were able to leave a message but with a busy schedule & shift work we are unable to wait around for a return call or we miss it by minutes if we step out of our residence for a short time.”

“Could not participate in on-line chat sessions ... due to timings and my schedule. Therefore I will lose some marks overall on the course. The reason I choose to take distance learning was because I could not attend a class room setting or scheduled lectures as such.”

“Professors online hours are not always convenient.”
 “Time differences between country and where I live.”
 “Time change when wanting to make a person to person contact (Alberta).”
 “The group of participants in the course I was registered in agreed to come on-line at a specific time & that time was inconvenient for me - too structured.”
 “Time zone - difficult to get a hold of people or have calls returned during normal business hours.”
 “Required courses in middle of day are of no use to mature - working students. Library support is not what is needed, Internet provides that! Focus on accessible courses.”
 “The only problem I have found is my university does not have a comparable distance service to other universities.”
 “A lot of administrative problems - too many to recount in detail. Not enough feedback from professors; Tutorials held on-campus with no support for the distance students; teleconference is too large - can’t get a word in; quality of professors varies - no real standard. Can enroll with one professor and be given a professor based in another part of the world - often who is not comfortable with English. No library access.”

B3 Long Delays: delivery of books and library materials (20)

“To have available materials online. Not having to keep ordering reserve material and by the time they arrive in this isolated area they have to be mailed back.”
 “Applied for a Novanet card to access databases - never received it.”
 “I was encouraged by instructor to obtain a library card for \$10 which I have yet to use. The cost of getting books to Yukon is prohibitive and I do not find your web site friendly. Plus the length of time when you start research on a paper there is not a lot of time I can spend waiting for materials.”
 “I would have liked a speedier reply to my requests for information and I did not like the fact that I had to make several phone calls to get what I needed.”
 “Getting course materials prior to the start of the semester. Usually, the first assignment is due two days after. Instructors know this and extend due dates without penalty. I find it frustrating as I like to get on board quickly.”
 “The mail between the US & Canada is exceptionally slow right now due to recent events. This makes receiving & sending of material extremely problematic.”
 “Accessing information when needed. Studying at a distance requires a more organized approach & longer lead times for acquiring resource material.”
 “Being a distant student I rely more on the resource (mainly the Internet) that I have close to me. I do this because the quicker I can get information the better. Saves time.”

Long Delays: response to questions (admin, profs, instructors) (19)

“I would email my prof.; not hear back from him, email him again, wait 3-4 weeks and Never hear from him.”
 “The greatest problem I have encountered is receiving a timely response from my professors. Usually correspondence takes place via e-mail and it can take several days to receive a response. This can be very frustrating when trying to complete an assignment or exercise.”
 “The amount of time it takes a professor to get back to you. If you see them in class you could ask them then. This way it sometimes takes 2-3 days for them to get back to you.”
 “Getting a reply from instructors quickly. Sometimes it feels like distance students are not as important as face-to-face students. It would be very helpful if all instructors would acknowledge receiving assignments sent in by mail. Often “postings” are not compatible i.e Word pad documents.”
 “Obtaining textbooks prior to course start so as to not get behind - Gaining access to Web CT prior to course start in order to get organized.”

Long Delays: turnaround time on assignments (17)

“Currently - I am still waiting to get my mark from my last course which I wrote on Dec 7/01. I’ve called, e-mailed, and was advised to check the web advisor, which I have had no success to date - Feb. 4/02.
 “Receiving marks i.e. Finished Dec. 14 still haven’t received marks (Jan. 21st).”
 “Turnaround time for assignments often after exams therefore not helpful for learning.”
 “Hard to stay motivated. Hate waiting for marks - one assignments marks not back in time for second assignment, therefore get docked twice for mistakes that could have been cleared up.”
 “During 10 week classes it’s hard to know if you’re on the right path - you submit papers & projects, but by the time you receive your grade and comments, you may have submitted another assignment and missed an opportunity to change something done incorrectly in a prior assignment. Very Frustrating!!”

C. Lack of Library Instruction & Awareness (138)
C1 What library resources & services are available

“Library orientation was insufficient at the beginning of my student days so it was very frustrating & time consuming to learn through trial and error.”

“Have only completed 1 course to date but identify a significant problem up front with trying to complete assignments along side learning how to access information. Suggest a library orientation & APA be separated & offered prior to starting classes.”

“I never knew what was available on-line, or how. I have a MacIntosh; had some difficulties being compatible, but managed in the end. Thanks for asking it is a real dilemma in the north. I might consider a PhD if I could be confident in library resources.”

“My understanding is that I’m not to call the library.”

“No library problems. Never heard of Novanet.”

“I am not sure where to access books needed for research. I’ve had to use my personal books & internet to access information because I don’t know how to contact the library or how to get the books I am looking for. However this is my fault for not knowing because I know my university has a library I just don’t know how to get, receive and return books.”

“Not being told about the library when I first registered.”

“Best thing I did was to go to campus & take a session with staff. Information sessions need to be improved, as to how to actually work the system. It can be very frustrating working at a distance, and not being able to obtain the info you require.”

“Orientation to searches online, printable instructions (step-by-step).”

“I would also like to know what specific services are offered by the library for distance students.”

“To be told at the beginning of the course about the library. Especially first time people.”

“I sent a \$10 money order for a library card and never received an information on what was going on with it. To me it was like I threw away \$10 because I did not receive anything for it.”

“Through on of my on-campus courses I attended a library orientation & learned how to use the computers & databases in the library. Without that instruction I would not have been able to use the library services. For a purely distance student who is not knowledgeable about library systems, I don’t know if there is a comparable service on-line.”

“I’m not sure what Novanet is, so it is hard to know if it would be useful. If it is like UMI/ Proquest or EBSCO then it would be VERY useful!”

“General advice, upon registration and with course material, on the services the library can provide and how it can be accessed by long distance i.e. Brochure.”

“As I started the courses I was not told how to use the library. Still, I have no clue how to access e-journals etc. This is my 4th class on the Internet and I have never received any advice / consultation on how to get a book, who to contact, charges, fees...”

C2 How to access available resources effectively

“Knowing how to do a lit. search efficiently is the most important info a student requires.”

“Often there is an assumption that distance-ed students can access information easily. No instruction has been offered to distance students about how to access research material.”

“I have been a distance student for a few years & I still don’t know what resources are available & how to search for the info.”

“As a graduating student I can recommend that having students learn how to use the library would be helpful. I never learnt and am lost when it comes to do anything @ the library.”

“It is hard to find appropriate resources if you cannot actually see the book and read some of its contents. Sometimes you end up paying a fee for a book delivery that you cannot use. How in the heck do you order and/or find a journal article?”

“I don’t know what would be acceptable - but I do know that on campus work is offering more resources - because the library is there - Distance work seems to be more disjointed for me, and I do what I can, when I can - resources on net would be the only thing really helpful to me - even web listings which are recommended would help.”

“I am sure there are many ways to research distantly but I’m not aware of them.”

“My biggest problem and only problem is finding the information I need to complete by assignments.”

“There is often assumptions made about how comfortable students are with technology. Some instruction on locating research would be helpful. There have been many occasions when research material was posted, however, when trying, one cannot locate the site.”

“From the north, I did not know how to start e.g. what if I have a reference available at OISE - can I borrow that? I do not know how to do searches in libraries “on-line”.”

“I found it difficult to borrow materials on-line. The prof was very good at checking with me what was required but I was unable to do anything myself - felt removed when I had to go through a 3rd party!”

“To have a better understanding of what I can access through internet. Just found out I could access Sage publications on line & I am starting 4th year of a program.”

“Online tutorials and help sheets, technical support.”

“Periodic workshops to refresh and explore old and new technologies.”

“I find going into the “university” library very overwhelming.”

“Finding info related directly to subject matter.”

More in depth courses on how to access electronic databases. Have taken general courses, but they do not cover enough.”

“Having time to search - too time consuming - should be more efficient! Should be organized to meet student needs - not program of library needs. Must be more accessible & therefore more useful.”

“Staff / student ratings of (academic) Internet sites for reliable data.”

D. Problems with Distance Education Administration (120)

D1 Registering for courses

“Registration is somewhat difficult. We are sometimes not permitted to register by fax or e-mail. It is difficult next to impossible to get to the school to register. It would also be nice if we could get course material delivered. Being a continuing education student does not permit the feeling of being a ‘real’ student.”

"I encountered many problems which led me to drop the course. It was the worst distance learning experience ever. The course was not designed for distance students - it was a video of last years on campus course - we had the on campus course outline which didn't really apply to distance students - the videos were mixed up by accident and didn't match the outline. I submitted assignments every week & received feedback about 6 weeks later in the mail. It was a complete disaster and a costly mistake. I am a graduate of MUN where I have successfully taken distance ed. courses. Check out www.ce.mun.ca"

"It was tough in the beginning as I didn't feel I was getting the "service" so to speak that I should have gotten. For example, I was registered in a course that already had started & was not even contacted to let me know it started. When I confronted administration, I wasn't happy with the answer I got. I was told 'there are signs up around campus' & 'we have no way of knowing who is doing it distant'. Once my courses got started my profs were EXCELLENT."

"As a distant student I am paying more than on campus students, however I don't feel we are recognized as being a great priority."

"Receiving my materials on time. I am already one week behind in my course because of missing materials."

D2 Communication between school and student

"Course was a nightmare; no prof for first month. No support provided. I had to keep telephoning to get important information."

"The only problem was that I wish the final dates for when the course was to be completed was known from the start."

"As long as we pay our fees nobody seems to care whether we're dead or alive."

"Delays in getting course readings and when they do arrive the envelope is ALWAYS ripped or totally destroyed. Sometimes I am amazed that the readings haven't been destroyed themselves. I recommend that course readings and texts be delivered in either boxes or a strong plastic wrap."

"I never receive the materials I need. I only ever get half of less of my course package. If I call them to ask a question they will not often return my calls. I am just fed up at this point and will probably switch to another university in the fall."

"Distance staff were not approachable. Had to get all class work (exams etc.) directly from Professor. They did not return phone calls or e-mails."

"Missing parts of reading material (should have been double-sided) - missing delivery time and having to go to the courier office to pick up course material."

"The only problems I have encountered were getting my program started and underway, but as soon as I received the help it was a piece of cake!!"

"Initially I was given the library information on where to pick up my course text. I was also told I did not need a study guide when I did. Then had to wait 4 weeks to get it ordered."

"Courses viewed by TV are poor quality. Handouts mentioned in courses recorded in a previous term are not sent out; Exams sent out for study purposes are too old and not relevant to current texts; Course schedule and schedule of pre-recorded courses are out of sync. & often confusing."

"No. Thanks for your money. You're on your own."

"Last year I needed videotaped class lectures which I did not receive until 6 weeks into the term - the same week as the midterm! The professor gave me an extension, but I had to cram 6 wks of lectures into 10 days."

D3 Completing financial transactions

"Paying tuition via phone using credit card...very little 'proof' of payment is sent to student...always an effort to get mark/tuition settled."

"Delayed cashing of checks causing banking imbalances."

"Courses that were supposed to be offered were cancelled. I was told to send a cheque, then had to cancel it and send two checks. The office personnel do not appear to know their jobs very well."

"No explanation is provided for anything and there is no one to ask for help or further explanation."

"Nightmare billing from Registrar's Office - VERY difficult trying to prove courses paid for, overcharges, etc. Very costly getting copies of cancelled checks etc."

D4 Costs & cost per course

"This may not be the correct forum for my comment but . . . my university charges MORE than regular course fees for a distance course. That is extremely regressive in my opinion."

"Extra fees that do not apply."

"I couldn't believe that I paid \$400 more to take a distance course & I still had to buy my text & go to the library for articles. Athabasca is by far the most accommodating, helpful, supportive, well-organized, with flexible assignments & exams, knowledgeable & willing to go the extra mile for students."

"Courses are always! late starting."

"Need two different Internet accounts - I pay for Internet at home - however, Internet access on campus is free - if I happen to be there! The information system needs serious work to assist Distance Ed!"

"The long distance courses seem to be extremely expensive!"

"To have access to information when needed. For example, to borrow the materials must pay a fee. No personal help and inconvenience."

"Extremely expensive venture -> to do properly should have a computer at home."

"Since I don't have access to the library I am being charged for these fees. Also have to pay for student union fees which doesn't pertain to me either. I think they should be dropped for distance education students."

D5 Arranging the proctoring of exams

“I have had trouble with proctors. And the exam dates are often in conflict with my work schedule or my proctor’s. Most institutions offer extensions.”

“My experience as a distance student has been one of the most troublesome. Each time a test was to be sent to my proctor, half the test would be missing or they would forget to send it. My proctor spent a great deal of time trying to sort things out.”

“Difficulty in setting up exams.”

“Difficult to schedule exams. Working full time means I have to take time off to write. (Exams scheduled 9-5 Mon. - Fri.)

E. Lack of Access (110)

E1 Full-Text Documents and Articles

“The Internet is my favorite resource, but professors limit how much info a student can use from the Internet. The hospitals are limited at times with what they have, many times they don’t have the journal I need.”

“The biggest problem is not being able to find the full-text of some articles. I could use further information on finding articles.”

“Difficult to get [peer] reviewed full text articles.”

“No. Delivery of the program was quite good but research support was poor. I’d like to see on-line material for extra reading & research.”

“Access to online internet journals & journal searches. The best service would be one that would offer the student the info that is needed via the internet.”

“Finding resources re: full text articles and also trying to find accurate and credible material on the internet.”

“Having a plan & to research what might be available, to time work so have lead time to obtain needed resources. Biggest issue for me is learning how to find what is available - still haven’t mastered that.”

“I think the greatest problem has been research for papers. Presently I’m borrowing a text from a psych grad because I haven’t had much success retrieving the info. I’ve been looking for on the internet. A toll free number and articles forwarded electronically would be a dream!”

“Not all journals are available electronically or only the most recent editions are available. It is not so easy to access books.”

“The main obstacle was arranging for articles to be delivered. This was always possible through one means or another but often required lots of “arrangements”. This was time consuming. The more electronic this process could be the better, although knowledgeable staff on site at libraries is important.”

“Difficulty accessing articles found online (i.e. finding articles that are not full-text versions).”

“Re: method of doc delivery e-mail attachment - not great with e-mail - don’t have computer at home to check daily - not effective method for me; With most courses its great. You can work at your own pace, no travel issues. When it comes to research projects your stuck. You either have to go to the school (which for some people isn’t feasible), or another information source, but public libraries are not efficient..”

“Getting appropriate & adequate research information for projects. I have been using distance courses for a full year straight. I still have 3 for this term, one at one university and the other 2 at different universities. It would be helpful to be able to access information from the library on-line or at least have it sent to me. I live in BC & it is very difficult & time consuming to find Atlantic Canadian books in the libraries here.”

“Time is at a very serious premium and actually going to a library to start looking is unthinkable. I need to have a list of resources in my hand to go and retrieve. I would actually prefer to access everything online!”

“Journal articles online to be printable.”

“Full peer review journal articles available online so I don’t need to leave the house.”

“Being able to search by topic not journal would be most helpful i.e. EBSCO HOST at UNB.”

“More focus should be directed at procuring as vast a collection of scientific journals as possible, and corresponding e-subscriptions to them as well.”

“Access to information. I have no access to journals etc. where I live. It makes research impossible. When some journals etc. are recommended I can not access them. I find this frustrating and I feel I am unable to do justice to the work assigned.”

“Access to more articles on line. Full-text access is available but some articles will not work unless you get a plug-in installed. Plug ins cost money.”

E2 Books

“Cost of texts is very high an online service of shared resource books articles etc. would be very helpful - related to course of study.”

“Ordering articles or boring books based on short descriptions only to have them arrive and discover they were not at all useful.”

“Requesting documents via snail mail. Slow downloads of documents via Adobe.”

“I was unable to get sufficient reading material or extra reading & resource materials. This limited to some degree the effectiveness of the course.”

“Service that offers books at a quicker method than postal mail.”

“An on-line library where materials are actually available on line.

“More on line help for locating references for research.”

“Recommended resources for our course are few and hard to come by with 4 other students in my area, and I can’t get my hands on them when I need them @ the time.”

“Resource material is on reserve on a 2-hour loan. As a distance Ed. student, cannot access this material. I understand the dilemma “physical” students are using the material as well.”

"If I researched a paper at the library, most often the material is reference only and cannot leave the library. As a mother w/ children & a ft job, I don not have the luxury of spending time at a library. I find most of my information using the Internet. If the dist Ed provided a database or list of sites avail, I would find that helpful."

F. Lack of Interaction
F1 Peer interaction

(103)

- "We have a yahoo chat group for the last course I took and have shared references resources but that is pretty 'hit & miss' ".
- "The biggest problem is lack of contact, but with chat sessions, E-mails, and phone calls that problem is greatly diminished."
- "I miss the peer-support a bit but other than that my educational needs are being met & I can full fill my duties as a full-time parent / part-time student & be in the workforce all at the same time."
- "Lack of discussion with professor and peers. No immediate feedback to clarify questions or spark extra discussions. Not enough sharing of ideas. More clarification needed when there is less discussion."
- "Lack of student community! Through which ideas could be shared informally in discussion groups (verbally, without the discomfort of electronic communication). Insufficient opportunity to clarify issues / misunderstandings in course material, assignments, etc."
- "No real problems - one challenge though is the lack of personal interaction with faculty and classmates. The 'chat' feature on the on-line software may be helpful."
- "The nature of the problems I have experienced are twofold: 1. The level of interaction among students (taking the course on-line) is not as great as it could be. 2. Professors have not adjusted their pedagogy sufficiently in delivering / teaching a course online."
- "The trick is to set up disciplined study group where members are committed to be there at a particular time (teleconference) and to come prepared (i.e. Not to do grunt work but rather to discuss concepts / core material)."
- "Online discussion opportunities i.e Question & Answer posting on a website to allow interaction with other distance educations students."
- "No. On-line sources (readings and research) are very slow and tedious. Fellow students have been the mainstay of my support. Instructors do not interact with their students. Even if he / she did interact, chats and e-mail are awkward and slow. More / some face-to-face contact is needed, if possible. (Optional for students)."
- "Of course, lack of in person interaction with other students is also a problem. Overall I love distance education because of the flexibility it provides."
- "Primary, the lack of interaction with other students, it can be difficult to maintain motivation at times."
- "No one else to discuss my work with. I miss the interaction with cohorts and the larger community of learning found on a campus."
- "Teleconferences don't always work. Missing videos for courses. Chat sessions don't always work."
- "Not as much communication with classmates, making decisions without having directions made clear, I found the courses were more work."
- "Loss of other forms of communication not possible with on-line discussions e.g. Body language, facial expression etc. Slow transmission of data over the network, or no transmission, & somewhat unreliable."
- "The assignments chat group wasn't well utilized - seems chat focused on computers not the course. Online forms are an excellent idea for distance learners. I hope this gets more attention in the future because I know after I graduate I will still want to keep connected to [my university]."
- "I would like to meet and work with my fellow students(s). Where I live is very isolated and a part from distant education it would be impossible for me to achieve my goals. One on one contact with student and prof. would be great and would enhance my learning skills."
- "Lack of social contact with other students or professor. Lack of opportunity to discuss / share with other students in the course concerns or difficulties or ideas for projects and assignments. No opportunity to appreciate the work of other students in the course."
- "Out of the loop feeling, inability to ask questions, lack of direction."
- "Sustaining momentum due to lack of support from peers / professors, isolation, there is not the opportunity to share ideas, viewpoints with each other; a network is not formed."
- "some sense of isolation (others in group may be taking different courses). Researching for a paper is somewhat daunting if you feel lost & aren't sure what to try next (many times I feel as if I stumble upon information). Self discipline difficult when working full time and trying not to drive yourself crazy with course load. I'm a bit of a perfectionist."
- "... because these skills (excel, spreadsheets, databases etc.) have long been outside my areas of learning strength - much of the troubleshooting and learning is tedious without a teacher nearby ... involving a lot of trial and error and commitment of time that would easily be sidestepped otherwise."
- "Not getting a good indication of what an instructor wants - again there is no face to face contact."
- "Biggest issue is understanding relative relevance of course material. Reading material is good but dialogue adds so much more to the learner experience."
- "Chat rooms & Forums still permit interaction between students and professor, information is easily accessible."
- "Chat room so student and professors can log on to help each other with their courses."
- "Lack of one-on-one with professor."
- "Lack of communication with the instructor."
- "A lack of interaction between instructor and students / a lack of resource material."

F2 Feedback from Professors & Instructors

- “No feedback on completed assignments.”
- “Lack of feedback from professors.”
- “Only receiving marks on line - no feedback.”
- “More feedback ; up-to-date response to e-mails, etc.”
- “Person-to-person contact for answers to questions which arise - educational support!”
- “Lack of feedback from the instructors.”
- “Feedback is not prompt. But for the most part happy with support.”
- “Can’t get immediate feedback/ response from my instructors.”
- “Timely feedback can be an issue at times depending on Prof.”
- “Not enough feedback. I have forwarded assignments in the past and not heard anything until the end of the course. Test and assignments are not returned so you don’t always know if you’re doing OK. It is not good when you have to write a test or exam and you don’t now whether your assignments were done properly. I think that assignments should be corrected and returned by mail.”
- “Less student involvement as well as professor’s direction and level of accessibility. Very directed self-learning, less social interaction, must be dedicated. More respect and having a voice that is heard!”

G. Technical Support (86)

G1 SET-UP

Proxy set - up

- “An internet - Proquest number that works from my school or home computer - three times - three numbers - all only worked on campus.”
- “Being able to print from the library internet. Would be willing to pay for this service.”
- “I did attempt to crack into the library via internet, but was unsuccessful (Proxy error message) I found it easier to use the library (via internet & in person) in Winnipeg.”
- “Yes, although setting up the proxies to get through to Proquest [] is tricky!”
- “I would have done better if I could have accessed CINHL through my home computer - I either had trouble with the proxy or CINL was busy through Novanet?”
- “I have been unable to access on-line resources from my university due to difficulty in setting up my computer.”
- “Technical: specifically getting up the Proxy server to gain access. Frustrating experience for first-time on-line access to university database.”
- “Difficult to get online access to library database - too much hassle.”
- “Access to the common drive only available on campus. Difficult to access when you are a working student & are not on campus like a full-time student.”
- “Access to on-line resources given my limited experience on computers. I have attempted to set up twice (following instructions provided) and have given up in frustration. I’m in a remote community. No place to go for help.”

Password problems

- “Better access without all the passwords. Is a library, not Fort Knox.”
- “No. It is very frustrating to spend hours on the internet trying to locate useful information and then not to be able to download any of it. Working full time on a four point charge doesn’t allow me to waste any time.”
- “Access to online content from home - through proxy or password given with the distance material.”
- “No. I use other resources as it’s too cumbersome to obtain a pin#. Other resources are more accessible & easier to obtain.”
- “No, I have had difficulty getting on EBSCO, even with the password.”
- “At the beginning of the term every year, I have trouble accessing the site with my user name and password.”

Basic computer literacy

- “I don’t know what the protocol is for e-mailing instructors - as often as you would speak to them or question them in a classroom? Or less. Can you ask the same type of questions or are you expected to do much more independent learning? And I am uncomfortable e-mailing others in the class re: questions and assignments. Also I couldn’t tell who of those all listed on the webboard were actually in my class.”
- “Receiving help for minor technical problems. Trying to solve these problems is very time consuming. If basic training on computer and how it works (technically) were part of training it would alleviate minor difficulties after getting involved with software. It’s important to know what runs the software.”

Compatibility issues

- “I have e-mailed papers only to discover that the professor couldn’t open it/ them. It would be beneficial to know in advance what system/ program is being used so as to alleviate stress.”
- “Software incompatibility.”
- “Technical difficulties with webboard & with type of documents posted which are not supported by the computer equipment I own. Instructors/ schools are using max. technology without regard for those with minimum technology.”

"I use a MacIntosh computer at home and have encountered difficulties submitting to the webboard as well as opening and reading attachments etc."

G2 SUPPORT

Problems were not addressed

"Technical problems don't seem to be addressed when brought up by students."

"Technical hot line for web board problems."

"Also - a problem arose with opening files and after 8 weeks of opening files (lessons) my computer would not anymore unless I "sent them as links" somewhere & then opened them. I mentioned on the webboard, and then so did two others, but there was no response to our problem."

"A lot of technology problems - WebCT- Assignments were returned with grades & comments - no longer. Class size is now too large - has gone from 6 to 30 on average. Unmanageable. Feel like a low priority for the university. Teleconference is so large - most can't possibly get a work in during the allotted time."

"Technological glitches - not working for a class (difficult to time make-up classes); submitting completed tests and having them lost! ; time consuming processes. When it works correctly - it work well."

"The main problem has been the inconsistency of the server. We are using "First Class" - in the last 2 weeks of term I was OFTEN cut off / disconnected while working on the course - FRUSTRATING!!! The support people said 'not a problem' - yet all the students were experiencing the same thing. Also - when I sent my main paper the footnotes weren't sent."

Lack of Appropriate Hours

"Technical support goes home @ 5 pm. As a full-time employee, I need assistance @ night. It is also hard to contact this resource during the day."

Lack of Instruction, Coaching

"I have tried to use the University library on-line resources but was unable to gain access. A guide (coach) to get me into the system would help."

"Instructions on accessing the electronic library services are not clear enough. I've tried several times unsuccessfully."

"Problem-solving and access to immediate help. Technological glitches i.e. downtime, can't access chat, difficulty opening e-mail on-line."

"My biggest problem was getting familiar with the computer and getting familiar with "First Class" I spent too much time getting to know procedure on my own. Worried more about the procedure than actual course. Fear of losing material and I did lose one major assignment. We should have at least one day workshop on this."

"Some technical difficulties are time wasting and can screw time schedule for students and the office hours for teachers should be increased."

E-mail Attachments / Submitting Assignments

"Editing my assignments, but this is mostly a reflection of patience and technical problems. Since pressure of study, one or two additional weeks could solve this problem."

"A more understandable IT application email/web in reference to assignments would be greatly appreciated."

"Learning how to cut, paste, doing email attachments. Would not mind having 1 day just to review the basics of these."

G3 SERVER INCONSISTENCY

Chat Room Problems

inconsistent technology (chat room) - freeze ups & loss of work."

"I found I couldn't write as much as I could talk - frustrating in chat rooms to have the end of your comment cut off! By the end of four months I ha adapted. Organizing chats with different time zones takes time & is frustrating if the server is down."

"Chat line did not work, labs that you had to guess, if you were not sure you were penalized."

"Chat line freezing."

"Every time we log on to our course the chat feature freezes, sometimes for 15 min. This is very! Frustrating for someone who is trying to learn. The virtual campus needs improvements."

"Lack of person-person contact. Difficulty maintaining chat lines - system crashes. Lack of computer use skills."

"Sometimes hard to get online. System freezes frequently."

"Problem with chat line."

"Chat line not working properly. Not being able to access chat line from work."

"I found three hours at the computer screen to be too long. I also found that the refresh time of my screen was too slow and that this time was lost."

"1) Chat line very fast - each student seems to work at different speeds. 2) Harder to ask questions and get quick answers. 3) Our computers have locked up when too many people chat."

"There was only one thing I had a problem with. Chat sessions, although they did not continue, had they I would have had trouble being available at a set time which is why I'm taking an online course."

“Just getting comfortable with the mechanics of the online chat room, forum. I haven’t got it totally working to what I’d like, more practice needed.”

“Communication: It is very difficult to understand fellow students in chat only (no video, no audio). When taking courses not in a group is very lonely with no one to bounce ideas off of or to ask questions.”

“It is hard to navigate the Novanet. Why isn’t it friendlier (at least it wasn’t when I was using it). I found that the server was sometimes slow for the chats and a number of times I was kicked off the server for some unknown reason.”

Access to Novanet from Home / Novanet Links

“No, electronic access to library doesn’t work. Can’t seem to access Novanet.”

“No, accessing the system - Novanet from home results in difficulties.”

“Accessing information on line - I have had difficulty getting into the sites and / or following instructions. Most times I give up, find other sources and/or go to the library in person.”

“Old programs used at [] library for researching & finding books - very slow & annoying (upgrade to New Times!!)”

“Getting access to Novanet thru local university non-existent. On campus library services not set up to assist mature students or students who must travel over an hour to gain access.”

“Better explanation on how to retrieve articles through Novanet. I could find them but I could not get them.”

“Novanet closing down for 3 weeks of a 6 week course (BIG PROBLEM!)”

Internet Server down (at home, at university)

“Technical problems - servers down - slow connect times - web pages no longer available.”

“I live in an isolated community with very little library resources and the internet connection is very slow b/c of bad lines you often cannot connect. This limits my ways of conducting research.”

“Most of the problems I have encountered are related with gaining and maintaining access to the Internet. Living in a rural area there are often problems getting connected to the www and once there maintaining that connections.”

“If you don’t own your own home computer and are on the internet, it becomes far more difficult to access the course you are taking. Especially if you are working in the daytime at a full time job and you only have nights to access a computer.”

“Presently the electricity of my country is not very stable, which goes on and off frequently. It sometimes gives me problems of sending my assignments and attending to requests on time. Most often I had problems with my Professors, but now things are starting to change as I am now used to online courses and I know how to tackle courses without having too much problems.”

H. Distance Methodology & Pedagogy (44)

“Distance staff great, regular staff i.e. Professors think they deal with traditional students - no knowledge, lots of time & believe all - not reality.”

“Relying on regular mail to send assignments - have already lost some. Prefer to email but not all instructors are computer literate - they fear technology & prefer old methods.”

“In general, students are unable to work at their own pace for two reasons: 1) articles and assignments are only posted on the web site when the previous assignments due date has passed. 2) study groups - a study group can only move as fast as its slowest member.”

“Simple mistakes in course materials can lead to serious amounts of wasted time & personal frustration. Materials must be correct 1st time or students will pay the price.”

“Instructors assume a greater knowledge of library resources than the student may possess.”

“Information isn’t presented in an organized manner making learning very difficult. I think distance ed is the way to go but there are still some loop holes that need to be worked out.”

“#1. A boring professor is infinitely more boring on T.V. It takes a truly interesting person to be a successful TV prof. Of the 4 courses I have taken on TV I have only bothered to watch all the tapes for 2 of them (got good marks anyway . . .).”

“I would not make distance my first choice for studying. Just not enough hands on help & I don’t believe that the profs. are as fair with someone they can’t put a face / personality to. Not enough personal contact at ALL.”

“Communicating with teachers was challenging. Teachers rarely received assignments sent by e-mail from the 1st try. Announcements weren’t scheduled properly or placed well on course outlines. Teachers often diverted from the original info on the course web and that was hard to follow with the class info and announcements.”

“Professors not being comfortable with the technology.”

“Teachers need to be taught how to make use of this resource [distance education methods]. As it is - I feel like it is working much as a correspondence course - no lecture - not good enough. Difficult to know where to start, or how to get enthused!”

“Professors have not adjusted their pedagogy sufficiently in delivering / teaching a course online.”

I. Novanet (21)

“Why isn’t Novanet more user-friendly?”

“Present services are excellent. However, I do have some difficulty getting access to Novanet.”

“Need (and don’t have) Novanet access.”

“I can’t imagine being as productive as a distance student if it wasn’t for Novanet.”

“When articles etc. are not available because they are off the shelf “to be bound” it would be nice if a notation was available to indicate the nearest place one could find the issue / article elsewhere.”

“Novanet needs to be more ‘Windows’ like easy to use. On line access to all periodicals & journals & books. All the time.”

"I love Novanet service. It is awesome!!!"

"An easier to use electronic library service so when you put in a keyword or title in the 'search options' it actually finds material. UNBSJ has an excellent, easy to use e-library which articles can be accessed."

"A better user database. Current one is hard to use and unstable."

"I was only a little disappointed at how long it took to be advised about how to get a Novanet card."

"Many broken links on Novanet when the computers all went down in Sept."

"I've been very pleased with the services. I experienced difficulty trying to reserve books on-line. I found the Novanet Web site a little confusing - however, the services have been great. No complaints & compliments to the very helpful staff."

"Without Novanet, Proquest, and Interlibrary loan services I would have encountered many difficulties."

"Difficulty logging in, at times."

"It would be useful to make Novanet & databases such as Psychlit more easily accessible."

"There are times when the connection from local and connections are down for a number of days and this greatly interferes with study. Because of mail / postal delays - there is valuable time lost waiting for a book / article, etc."

"I am really impressed with being able to order course materials through Novanet. I find this service extremely convenient."

"Difficult to connect to Novanet."

"Learning the Novanet System without assistance."

"My knowledge about computers and their use is limited, and for someone in my age category somewhat intimidating to say the least. I am pleased to say, however, that the experience has not been too bad at all. I feel that I am coping quite well. Hope I have been of some assistance. God bless."

"All students registered should have easy, automatic access to [Novanet] libraries. We pay one of the highest tuitions in the country. Cannot afford to pay for documents - tuition is high enough."

II. BEST PRACTICES & COMPLIMENTS

A. No Problems

(112)

“Through the resource person I had excellent support!”

“I miss going to the library as I did as a full time student . . . thank you for asking my input. As a distance student I have depended on library extension services and am grateful for the assistance provided.”

“Very few, as we were required to assemble as a group on a monthly basis. The group was a great source of support and information. We were extremely lucky to study in this way.”

“I have not encountered any problems with any of my courses. [My institution] provides an excellent service along with superb online teaching staff. I would recommend distance online education to anyone!”

“It’s very convenient, I love it. No problems.”

“I did not encounter any problems while studying at a distance. It was well structured, planned and organized. It is my wish to see more courses available at a distance to acquire a degree, possibly using the Internet. Keep up the progress in education at a distance for those of us unable to attend in the classroom.

“Library services have been ideal.”

“None - I consider it a prime choice - it allows me to take charge of the learning process by enabling me to view the tapes conveniently & repeatedly if necessary. Excellent support for DL’s”

“No major problems yet. I am very supportive of the capabilities of studying from a distance. If such a service was not available, I would not have been able to further my education at a ‘university level’. Married, mother of 3 adopted children, worked since age 14 as a student, and now 25 years full time in gov’t agencies. Great opportunity for those wishing to expand their knowledge. Today’s technology has allowed this to happen for me - HATS OFF. It’s Great!”

“As this is my first distance course I was overly impressed with the way the course was laid out and conducted.”

“I’m fine right now! I didn’t face any big difficulties only little ones like cultural differences.”

“Time! There have been few problems w/ courses. All info. received has been great.”

“None - love it!”

“I have experienced no significant problems. I have been extremely pleased with the support I have received from library staff. I love the NovaNet Service. It is awesome!!!”

B. Materials Readily Available

(99)

Supplied by or Purchased for Course (36)

Local libraries (28)

Other university libraries (14)

Internet (7)

Course/ Institution Web site (5)

Special libraries - at work, hospital (5)

“I have not had much research, as I am currently taking Intro-courses. But I expect to utilize the library much more in the future.”

“Everything was pretty well supplied. Research papers were more of a challenge.”

“For most courses readings and articles are supplied or links to the resources given.”

“We are fortunate that resources are available in the parish. If we did not have this availability it would make it more difficult.”

“It is extremely convenient to be able to access information for a paper from the comfort of your own home via the online resources. Especially while in rural Cape Breton.”

“With email and the world wide web there should be enough resources. Electronic data is available as I need it, where I need it, when I need it!”

“Not a lot - I do a lot of data gathering via the Internet and Novanet.”

“I feel sorry for my colleagues who are not in large urban centres.”

“Ottawa U is providing me with what I need.”

“I rely heavily on UNB services because it is too difficult and time consuming to search articles.”

“I did attempt once to crack into the library via the Internet, but was unsuccessful (Proxy error message). I found it easier to use the library in Winnipeg.”

“Loyalist College library staff in Belleville, Ontario have been most helpful!”

“Actually, yes and no. I could drive approx. 20 minutes to McMaster University or the Catholic University in St. Catherines.”

“I did extra research through several local libraries. Living in a city like Calgary makes it easy to access local resources.”

“I haven’t had a need to use facilities/ resources at my institution as I can access info at Memorial.”

C. Helpful & Understanding

(75)

Ideas (2)

Advice (1)

Materials (11)

Literature Searches (9)

Professors (24)

DE staff (13)

Library staff ()

Welcoming

Enthusiastic

Patient

Pleasant & Friendly
Courteous
Flexible (2)

“My request for assistance with a lit. search for an assignment was promptly, courteously & thoroughly addressed.”
“The staff were Top of the Line - always available - if they did not have the answer they were willing and capable of researching the item for you at great detail.”
“Extensive searches were done. I would not have been able to complete my courses without this help.”
“I didn’t use Novanet much but it did produce useful info. The library staff are incredibly supportive.”
“Very supportive staff at Distance Office - very helpful and accommodating.”
“Great support from program staff.”
“Yes. Staff and faculty have been very helpful in providing resources.”
“Excellent faculty advisor provides very useful tips and directions.”
“Great people working in the library - very helpful.”
“Profs are especially accessible to distance learners.”
“I mostly get research support from my instructor.”
“My profs and the librarian have been very eager to help.”
“Continue the process of having library staff helping to gather materials for graduate students living in remote areas.”
“No problem. [] is most helpful and saved me many times.”
“I have utilized the library via telephone and e-mail several times. I have found it a wonderful asset to my learning needs. Always helpful and I am always impressed, how informative and the willingness to help they are.”
“Very helpful and enthusiastic staff support welcomes requests for specific resources or other assistance. Thanks!!”
“Library staff are patient, understanding, pleasant.”

D. Meets Personal / Professional Requirements (32)
Personal qualities (25)
Advantages / More programs (7)
Awareness (3)

“Study by distance has been very appropriate to meet my needs as a full time employee and a mother of three.”
“None! It has been the most efficient, easy way of studying, submitting assignments, final paper. I have taken courses on campus, and this was my first distance course and it has been a very positive experience. I’ll probably take any future course by distance.”
“It is up to the student to do their part - looking & asking.”
“I believe it is up to the student to do his own research.”
“Everything is available if you look hard enough.”
“I had to improvise.”
“So far I have struggled along on my own, buying books etc. I have a research paper to do this semester & plan to explore Internet / email library options.”
“I feel pretty confident finding information even though it may take longer to find.”
“I’ll figure it out for myself.”
“As it is independent study it is up to me to locate resources. I have not expected more direction beyond the orientation.”
“Many [problems] - they were varied but overcome by persistence.”
“Distance education works well for very highly motivated students who can work efficiently without deadlines & constant/frequent instruction & encouragement. Motivation has been a problem for me.”
“I basically do my own research, find what I need as one of basic skills you need to do research. I am a very resourceful person.”
“None - it has been flexible and meets/fits within my personal & professional life.”

E. Time (21)
Prompt (8)
Time Saver (2)
Easy Access, Anytime (9)

“Support excellent. Research done and sent out ASAP. Very helpful with ideas about research topic.”
“Have found library staff to be most helpful and particularly understanding of the time constraints that students work under.”
“Excellent. Never any delays.”
“My e-mails are answered within a day - usually the same day. My requests are satisfied fully, promptly and with courtesy.”
“I feel that I can contact the library at any time and my request will be processed accurately and within a reasonable time frame.”
“For myself, working full time, the Internet is the most [useful] tool because it is quick, accessible at my home any time of the day or night.”
Well the course booklet and site provided ample resources and information. The professor was quick at responding to e-mail questions.”
“I’ve only started this fall. Instructor is always there for us if we have a question.”
“I find that when I have a problem with my course I send an email to my teacher who is usually very fast at getting back to me.”
“Advisor wonderful to send e-mails of suggested readings & some copies of papers.”

“They sent my books & course material quickly, so I’m very satisfied with that.”

“No significant issues. Support is very important and to date the office and teaching staff are both extremely prompt with replies.”

F. Good Technical Support

(1)

“Good tech support.”

8.0 Appendices

8.1 Student Survey

8.2 Faculty Survey

8.3 Tables

8.1 STUDENT SURVEY

1/ **Sex:** Female___ Male___

2/ **Age:** 15-19___ 20-29___ 30-39___ 40-49___ 50-59___ over 60___

3/ **At which institution(s) are you currently registered?**

Atlantic School of Theology_____
Dalhousie University _____
Mount Saint Vincent University _____
Nova Scotia Agricultural College _____
Nova Scotia College of Art and Design _____
Nova Scotia Community College_____
Saint Mary's University _____
St. Francis Xavier University _____
University College of Cape Breton_____
University of King's College_____

4/**Where do you reside?**

Halifax_____
Nova Scotia_____
Atlantic Canada_____

Anywhere else in Canada/US_____
Outside Canada/US_____

5a/ **Is there a local library accessible to you?**

Yes___ No___ If no, go to question 6

5b/ **If yes what type(s)?** Check as many as apply.

University library_____
Community College library_____
Hospital library_____
Public library_____
Other _____

5c/ **Is your local library's collection sufficient to support your course work?**

Yes___ Not applicable___
No___

Comments:_____

5d/ **Were the staff at your local library able to help you?**

Yes___
No___

Comments:_____

6/ **What is your educational goal/objective?** Please check all that apply.

- a. Credit course_____
- b. Non-credit course _____
- c. Bachelor Degree ___
- d. Masters Degree ___
- e. Doctorate Degree ___
- f. Continuing education____
- g. Professional development_____

- h. Certificate _____
- i. Diploma _____
- j. Other _____

7a/ Have you had assignments in your course(s) which required finding information not included in the materials provided?

Yes ____ No ____

7b/ If yes, which resources did you use? Please check all that apply.

- A library collection _____
- Electronic sources (e.g. Internet/E-mail) _____
- Personal books or periodicals _____
- Books or periodicals borrowed from friend, co-worker _____

List any other sources here. _____

8/ Which method are you most likely to use to request information or materials? Please prioritize with #1 being your first choice.

- In person _____ E-mail _____
- Mail _____ Fax _____
- Phone _____ Other _____

9/ Which method of document delivery are you most likely to choose?

Please prioritize with #1 being your first choice.

- Regular Mail _____ Fax _____
- Express Post _____ Internet _____
- Courier _____ E-mail Attachment _____
- Bus _____ Other _____
- Pick up _____

10/ Which of these library services do you think would be most useful to students in your program? Please check 3 most important.

- General advice on library policies/procedures _____
- Library orientation session (local library) _____
- Literature search _____
- Document delivery (books or articles sent to you by library staff) _____
- Electronic-Reserves (Course-related books/articles on-line) _____
- Electronic Book Collection _____
- Electronic Reference Service (email) _____
- Full-text database access _____
- Interlibrary loan service _____
- Novanet Express Document Delivery _____
- Online tutorials and help sheets _____
- Novanet account activation _____
- Technical support _____
- Toll-free phone line to library _____

11/ What additional services would you find useful? Please describe.

12a/ Do you have access to the World Wide Web for course work?

Yes___ No___

12b/ If yes, please check as many as apply

At work___ At home___
In the community (library, friend's home, community access site, etc.)___

13a/ Are you aware of any services that the library at your institution offers to distance & off-campus students?

Yes___ No___

13b/ If yes, how did you become aware of these services?

Institution's web page___ Course information pack___
Professor/instructor___ In class introduction___
Course calendar___ Other___

14/ Overall, are you satisfied with the level of resource and research support you are receiving as a distance student?

Yes___ No___

Explain_____

15/ How many Distance Education courses have you completed?

0___ 4-5___
1___ 5+___
2-3___

16/ Please indicate your previous experience with the following by circling the most appropriate number:

LEGEND:

1-No Experience, **2**-Some Experience, **3**-Comfortable,

4-Substantial Experience, **5**-Expert

Email	1	2	3	4	5
Net Surfing	1	2	3	4	5
Internet Newsgroups	1	2	3	4	5
Downloading Information/Programs	1	2	3	4	5
Uploading Information/Programs	1	2	3	4	5
Cutting & Pasting	1	2	3	4	5
Chat Sessions	1	2	3	4	5
Submitting Assignments Online	1	2	3	4	5
Email Attachments	1	2	3	4	5
Word Processing (MSWord, Word Perfect, etc.)	1	2	3	4	5
Spread Sheet Software (Excel, Lotus, etc.)	1	2	3	4	5
Online Library Catalogs (Novanet, UTNetCat, etc.)	1	2	3	4	5
Online Indexes & Abstracts (FirstSearch, ERIC, etc.)	1	2	3	4	5

17/ What problems have you encountered as a student studying at a distance?

8.2 Faculty survey:

1. Sex : Male__ Female__

2. Age: 20-29__ 30-39 __ 40- 49__ 50-59__ Over 60

3. At which institute(s) are you currently teaching?:

- | | |
|--|---|
| <input type="checkbox"/> Atlantic School of Theology | <input type="checkbox"/> Nova Scotia Community College |
| <input type="checkbox"/> Dalhousie | <input type="checkbox"/> Saint Francis Xavier |
| <input type="checkbox"/> King's College | <input type="checkbox"/> Saint Mary's University |
| <input type="checkbox"/> Mount Saint Vincent University | <input type="checkbox"/> University College Cape Breton |
| <input type="checkbox"/> Nova Scotia Agriculture College | |
| <input type="checkbox"/> Nova Scotia College of Art & Design | |

4. What mode(s) of delivery do you use?

- Web
- Television
- Videotapes
- Conference calls
- Multimode (more than one simultaneously)
- CD-ROM
- E-mail
- Course pack
- Other_____

5. What discipline(s) or subject matter do you teach?

6. How long have been teaching distance courses?

- This is my first year
- 2- 3 years
- 3-5 years
- Over 5 years

7. Which library services do you use to support/prepare your distance courses?

(Please check as many as apply)

- Databases
- Catalogue searches
- Document Delivery
- Interlibrary Loan
- Electronic Journals Full Text
- Reference / Research Assistance
- Electronic Reserves / Electronic Reading Lists
- Books and Journals (hard copy)
- Other
- None

8. Which of the following services would you consider most important for your distance education students? Please check off your top 3 choices.

- Databases
- Catalogue searches
- Document Delivery
- Interlibrary Loan
- Electronic Journals Full Text
- Reference / Research Assistance
- Electronic Reserves / Electronic Reading Lists
- Other
- None
- Don't know

9. Do you require your students to undertake independent library research over and above the course material provided?

- Yes
- No

10. Would you like to include a library assignment/ component in your course?

- Yes
- No

11. Do you consider library access when designing the assignments for your distance students?

- Yes
- No

Please comment _____

12. Do you think improved access to library services and materials would improve the quality of the completed assignments you receive from your distance students?

- Yes
- No
- Don't Know

13. Have your students ever discussed any problems with access to information sources with you?

- Yes
- No

b) If yes, what is the most common problem they have mentioned?

14. Have you had any contact with the library concerning your course assignments?

- Yes
- No

15. Does the library at your institution have sufficient material to support your course?

- Yes
- No

16. Have library staff ever contacted you concerning services and resources available for distance students?

- Yes
- No

17. Is there a designated person in the library whom you would consider a liaison between your department and the library?

- Yes
- No

b) If no, would such a liaison be helpful?

- Yes
- No

18. Would you like to see more communication between you or your department and the library?

- Yes
- No

Please comment:

19. If the library staff were offering an orientation to Novanet and library services for faculty, how would you prefer it was delivered?

- In person in a group
- Individual tutorials\
- Online tutorials
- Videos
- Other

20. If you decided t recommend that your students participate in an orientation to Novanet and Library Services offered by the library staff, how would you prefer it was delivered?

- In person in a group (one hour lecture)
- In person in a group (20 minute lecture)
- In person in a computer lab
- Print tutorials, self study exercises as part of a course pack
- Online tutorials, (Web based interactive exercises)
- Videotapes mailed to students
- Audiotapes mailed to the students
- Printed guide mailed to the students

8.3 Tables

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