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INTRODUCTION

Library resources and services are an essential part of a strong academic distance education program. Students at remote sites must have consistent access to library informational and research materials in order to develop and broaden their understanding of the ideas and research in their disciplines, to bring new ideas to their off-site classrooms, and to acquire and develop their skills in research. These resources are as essential to the remote student as to those on campus. However, students at remote sites may have no facilities comparable to those easily accessed by oncampus students. Additionally, many remote site students face obstacles unique to circumstance or location to obtaining research materials. Telecommunication facilities, equipment, site conditions, area libraries, educational background and previous library experience will all be factors in the accessibility of library services and materials to the offsite student. Further, because the remote site student is geographically isolated, he or she must frequently cope with these obstacles individually.

Although some students at remote sites may begin their degree programs with no awareness at all of library services and some students only have experience with their local library, they soon can learn of additional possibilities through assigned readings, class discussions, and research assignments. Remote site students are frequently older than the oncampus student and already in the job market; as consumers of an educational service for which they themselves are paying, they have high expectations for all parts of that service. They will want the same products and services which are available to the students in the oncampus classroom.

Faculty members too find that dependable and increased access to library services can enhance the learning experience available in the classroom. With access to material other than the assigned textbooks, students can bring new ideas and reports of supporting or conflicting research to the classroom. Further, providing access to library services and materials enhances the opportunity for an interested student to develop an understanding of how to navigate among the myriad resources of the library, how to identify and locate needed research material, and to begin the journey to independent evaluation of resources and research conducted in their fields. Such opportunities enhance the educational value of the academic experience.

FORMAL REQUIREMENTS FOR LIBRARY SERVICES

Colleges and universities are also encouraged to support library services in a meaningful way through formal, structural means of regional accreditation requirements. Regional accrediting bodies have held varying approaches to distance education evaluation and review. The Northwest Association of Schools and Colleges has revised its guidelines on library and information resources in 1993. Its Standard IV

includes several statements on distance education services:

> As an essential part of the learning environment, adequate resources and services ... are available to support the intellectual, cultural, and technical development of students enrolled in courses and programs wherever located and however delivered....Through the institution's ownership or guaranteed access, sufficient collections, equipment, and services are available to students wherever programs are located or however they are delivered....Institutions which provide instruction at off-campus locations ensure the provision of, and access to, adequate learning resources and services required to support the courses, programs and degrees offered (Commission on Colleges, Standard IV, 1993).

The Southern Association of Colleges and Schools has developed specific guidelines for distance learning, and this body also specifically refers to library services for the distant student. It has issued Guidelines for Planning Distance Learning Activities in order to establish:

> 1) the improvement of the education quality of the distance learning programs, and
> 2) assurance to the public that a distance learning program meets established criteria (Commission on Colleges, Guidelines, n.d.).

The guidelines for a self analysis of an institutions distance learning program target the following aspects of support services for institutional attention:

> the availability of a strategy for making appropriate learning resources and services available for distance learning students

and

> the flexibility to alter existing institutional systems to provide the depth and breadth of support services that distance learning students expect and should be provided, including admissions, registration, academic advising, financial aid, remedial services, placement services, testing orientation, computing, and other related support services (Commission on Colleges, Guidelines, n.d.).

SACS has issued a related document which goes on to discuss library services specifically. In *Evaluation Considerations for Distance Learning Activities*, the Commission identifies areas for evaluators to review:

o has the institution made provision to ensure access to appropriate learning resources?
o are students using those access methods?
o are access methods adequately supported by the institution?
o has the institution provided reasonable financial support?
o are distance education students reasonably informed about available learning resources?
o is training available?
o are resources delivered to the students in a timely fashion?

The Southern Association for Colleges and Schools has clearly identified areas of specific review and concern to ensure adequate availability of library resources. It emphasizes access, institution support, instruction and training, and review and evaluation. Such accreditation guidelines help to focus university attention on the need for financial and administrative support for library services. As distance education programs continue to proliferate, accreditation guidelines will reflect the reality of those programs and student needs in those areas.

THE UNIVERSITY'S PROGRAM

On Old Dominion University's campus, there are several distance education programs concurrently operating. Some have operated for several years while others are very new.

o The Commonwealth Graduate Engineering Program, a cooperative program offered by Old Dominion University, the University of Virginia, and Virginia Polytechnic Institute and State University. Courses are offered on a statewide interactive television network and taught by faculty from all three institutions. Degrees offered by Old Dominion University include masters level degrees for Engineering and Engineering Management.

o Graduate degree in nursing for hospital sites across the state.

o A regional program in the immediate area. The university (in some cases, jointly with another local university) operates several off-campus graduate centers in cities in the immediate area. For some courses, faculty members travel to these off-campus centers for classes, and for others, classes are televised.

o TELETECHNET. This is the university's newest and most comprehensive distance education program and was the focus for the planning program for library services. TELETECHNET is based upon the 2 plus 2 concept in which the student earns the first two years of a bachelors degree from his/her local community college site, and the second two years of the degree via classes broadcast by Old Dominion University. The university uses 4 oncampus electronic studios linked to a local public broadcasting station with fiber optics cabling. Classes are telecast to receive sites at community colleges throughout the state. Currently, 28 classes are being broadcast to 14 of the 23 community colleges. Funding has been approved for a planning study for a new building which is intended to house 12 additional broadcast studios.

In its first semester of operation, 6 undergraduate degree programs were targeted for the TELETECHNET distance education program. State surveys of community college students identified these as appropriate for the first degree programs. Since that time, the TELETECHNET curriculum has expanded. The following degree areas are currently offered:

Business Administration, at 12 sites
Criminal Justice, at 13 sites
Engineering Technology:
      Civil Engineering, at 16 sites
      Computer Engineering, at 16 sites
      Electrical Engineering, at 17 sites
      Mechanical Engineering, at 17 sites
Health Sciences Administration/Health Care Management, at 15 sites
Human Services Counseling, at 14 sites
Nursing, at 14 sites
Professional Communications/Interdisciplinary Studies, at 14 sites

In TELETECHNET, the university's goal is to provide programs and classes unavailable locally and to avoid competing with existing programs in any region, whether offered by a public institution or a private Virginia university or college. Therefore, courses and degrees may be available at one site, but not at another. The university established an understanding with each site which broadly outlined various responsibilities and programs to be offered. Library services were not included.

The program offers courses on a six-day schedule, from 8 am to 10 pm weekdays and all day Saturdays. Classes are televised from oncampus classrooms at the Norfolk campus via 1-way video and 2-way audio with plans to provide real time electronic communication and 2-way video under development. The number of classes which can be offered is limited by the number of broadcast classrooms currently available. Extensive expansion of the program will be possible through the construction of additional classrooms in the proposed building program.

Enrollment for the TELETECHNET program was the following:
        Fall 1994: 1181
        Spring 1995: 1150
        Fall 1995, projected: 2200

The TELETECHNET program was conceived by the university and funded within a relatively short time. A proposal was developed in 1993; in 1994, the Virginia General Assembly approved funding of $4.6 million for TELETECHNET operating expenses and $0.5 million for TELETECHNET building planning. The program actually began on a small scale the previous academic year, with nursing classes offered to 4 community college sites. By the time funding was approved, planning was already underway for launching the full program for fall semester, 1994.

Given this short time frame, planning and program development and actual program operation have taken place simultaneously in many cases. Planning for such an extensive undergraduate program throughout a large geographic area must be comprehensive, covering public relations, information gathering, admissions, registration, financial aid, development of adequate telecommunications facilities, degree program definition and development, faculty recruitment, faculty training, hiring and training of staff, curriculum design and development, and so on.

INITIAL LIBRARY INVOLVEMENT

Two events provided the impetus for more active library development of distance education services. First, in its review for university accreditation in 1992, the Southern Association of Colleges and Schools noted that library services for the regional offcampus centers should be expanded. Library response to the review was to provide terminals for OPAC access on site, visits with center directors to view sites and provide information about services, provision of use guides and documentation, and establishment of document delivery systems through Interlibrary Loan. Developing these services served to increase staff awareness of the need for distance education programs.

The second impetus to the extensive development of library services was the establishment of the TELETECHNET program described above. This program was so extensive in both number of students and sites that library staff immediately realized the need for planning and developing adequate support services. Further, there were some funds available to support expansion of services - an essential during times of general budget and staffing reductions.

Although the library was not involved by the university in the earliest stage of the university's planning process, it quickly became clear to library staff that library resources would be an important component of academic support. The problems then were twofold: one, to learn about the university program specifically and library offcampus services generally, and two, to become a partner in the university planning process.

Because this was such a new university program entailing development of every aspect of a widespread

service, establishing effective, two-way communication was difficult. There were many occasions when library staff only heard about particular policies or projects accidentally. This, of course, was not just the library's problem. The TELETECHNET program affected many areas of a large bureaucracy, crossing many structural lines. It was inevitable that the establishment of a consistent and comprehensive communications system take time. Program development in all areas was further complicated by the university's rapid implementation of the TELETECHNET program - a process involving defining and redefining problems and solutions continuously and changing processes rapidly to meet new definitions.

As a first step in its exploration of distance education services, the library assisted the early nursing classes by purchasing and locating core collection materials at the four initial community college sites. At the conclusion of those four classes, a key event focussed university awareness on the need for library materials. One research paper assignment resulted in papers which all covered exactly the same material and came to the same conclusion. Although faculty members initially wondered if the students had collaborated on the project, they quickly realized that each student had used the only three journal articles which were available locally. Better than any lecture from a librarian, this incident dramatized the need for broader and more reliable access to journals and other research materials. Partly as a result of this incident, the library was welcomed into the planning process.

THE PLANNING PROCESS

The basic steps established in the planning process for library service in Old Dominion University's distance education program were:

o involving the library in the formal university structure for distance education programs
o defining the various user groups and identifying user needs
o defining the levels of library services
o implementing levels of library services
o establishing ongoing review and evaluation
o incorporating changes, upgrades, etc. into the ongoing process

The means to implement these plans centered very strongly on one tool: communication.

Library staff has developed both formal and informal means of communication to achieve its twin goals of becoming an effective partner in the university distance education programs and in defining the value and extent of library services to all partners in the programs: other library staff members, university administrators, faculty, students, site personnel, etc. Much of the development of the library program is embodied in the channels of both formal and informal communication established over time. Communication in all aspects was by far the most important part of the process, from the outset to the present time. Sending the message about library services, reinforcing the message, and hearing the response to the message are achieved through a variety of ways and means, depending on the circumstances and individuals involved. Over its planning and implementation period, library staff has systematized communications with many of its customers. The components of library communication listed below touch all parts of the library program and were significant at every planning step.

INVOLVING THE LIBRARY IN THE UNIVERSITY PROCESS

Communication: With Whom?

o Within the library
    * Formal means:

- identification of the Assistant University Librarian for Information Services as the administrator responsible for developing a service program
- establishment of a Library Distance Education Committee (composed of the Assistant University Librarian, the instructional services librarian, interlibrary loan librarian, acquisitions librarian, head of reference, and systems librarian/ electronic services coordinator) to define and direct library distance education services
- appointment of the instructional services librarian as the Distance Education Coordinator, charged with carrying out and coordinating the program

* Informal means:
    - consistently reporting on distance education service development in a variety of library meetings and other forums
    - talking with library staff

o University administrators
    * Informal means:
        - participation by the Assistant University Librarian in a statewide bus tour to visit the first projected sites for establishment of the new degree program. This 4 day tour provided an opportunity for the AUL to get to know the university administrators in the program and to communicate to them why library services for the students is important and further, what library services could be offered.
        - attendance by Library Distance Education Committee representatives at all summits on the TELETECHNET program, noontime discussions, etc.
        - attendance by librarians at faculty training workshops
        - participation with university administrators at conferences and panel discussions on the subject of distance education
        - assistance with locating information needed by university administrative staff
        - establishment of a regular library wine and cheese reception hosted by the Library Distance Education Committee for the purpose of meeting with university administrators and faculty members about the program and featuring library products and services
        - invitations to campus newsletter reporters to attend and photograph the receptions
        - invitations to various administrators to attend Library Distance Education Committee meetings to present information about their parts of the program
        - regular calls from library staff to the Office of Distance Learning and Extended Education requesting updates to all schedules, curriculum descriptions, and other documentation issued from that office. These calls eventually resulted in the library's being added to most distribution lists
    * Formal means:
        - request was made (and accepted) to include the Assistant University Librarian on the university's already functioning task force for developing the TELETECHNET program

- after many requests, the library was placed on most distribution lists
from the university's Office of Distance Learning and Extended
Education: curriculum information, schedules of classes, lists
of faculty members, etc.
- library staff were included in the Office of Distance Learning and
Extended Education formal training presentations:
faculty workshops
summer training workshops for site directors
student orientation packages and televised programs
- preparation of documentation designed for student use

o Faculty members
* Informal means:
- invitation to the Library Distance Education Committee annual wine
and cheese reception
- invitation of various faculty members to Library Distance Education
Committee meetings to present information on their teaching
program
- discussion and follow-up with distance education participants
* Formal means:
- presentation of a segment featuring library services in each semester's
weeklong faculty workshop on televised teaching
-preparation of a Faculty Handbook for Library Distance Education
Services

o Students
* Formal means:
- preparation of student handbooks on library services
- user needs surveys
- user satisfaction surveys
- establishment of telephone reference services
- establishment of a distance education e-mail address
- establishment of the library's gopher and ongoing development of the
home page
- provision of instructional services for all classes requiring library
research

o Community college library directors
* Informal means:
- The Assistant University Librarian's bus tour to the first community
college sites.
- establishment of the library's distance education e-mail address
- plans for a meeting room designated for the community college
librarians in the TELETECHNET program at the state's annual
library association conference
- faxes, phone calls, and email concerning collection development
decisions for core collections
* Formal means:
- survey of community college hours, services and resources
- annual attendance at the community college library directors state
meetings to describe new programs and to hear about problems
and developments on the community college campuses.

IDENTIFYING USER GROUPS

The Distance Education Committee easily identified certain broad user groups: students, faculty, university administrators. Within these broad groups were specific types of users which were identified over time:

Students:
o TELETECHNET students:
o undergraduate students at community college sites across the state
o Graduate Nursing and Engineering students from pre-existing programs
o Graduate students enrolled at regional off-campus centers
Faculty:
o TELETECHNET course instructors
o Degree program directors
o faculty members teaching the other offcampus courses
University Administrators:
o Office of Distance Learning and Extended Education director and staff
o Academic Television Services director and staff
o Center for Learning Technologies director and staff
o Computer Center director and staff
Other:
o Site directors in the TELETECHNET program
o Off-campus Center directors
o Community college library directors and staff

As communication channels became more reliable and more extensive, the Committee discovered new groups of users even within these categories. For example, one of the faculty members invited to speak to the committee during fall 1994 informed members about the expansion of the offcampus nursing program: a graduate degree in nursing directed towards rural hospital sites across the state. This was another program conceived and implemented within a very short amount of time, and it involved a program whose students use library resources heavily. Additional user groups arising from this program were:
o graduate nursing students located in sites with very limited local resources
o hospital site coordinators

Another user group just recently discovered also arose from the nursing program: adjunct faculty members located at the community college sites who teach in the TELETECHNET program. These faculty members work for a specific community college and are located on those campuses.

Given the complex set of user groups and limited funds and staffing, the library prioritized users in order to focus on specific groups in phased program development. The first priorities were the TELETECHNET students, the university administration of the TELETECHNET program (Office of Distance Learning and Extended Education), and the community college libraries. These were all identified as essential components in establishing a workable service program.

IDENTIFYING USER NEEDS

TELETECHNET Students. In 1993, two reference librarians developed evaluation surveys designed to identify student library knowledge and experience and student satisfaction with services received. This survey was given to several classes of the nursing students at the first 4 community college sites in the program. After the first results were received, the librarians evaluated and upgraded the survey in

consultation with the university's Research and Planning Office. It was been a useful instrument in providing the library with some continuing information about the students in the distance education program and feedback on problems in service or availability of materials.

University Program Administrators. Through regular meetings and informal communication, the library has attempted to identify the needs of the university program for brochures describing library services, scheduling, participation in faculty and staff training programs, and similar administrative needs. In this particular portion of the planning process, the need for clear communication, feedback, and review has been evident.

Community College Libraries. As mentioned above, one of the first steps carried out was the bus tour of community college sites to both gather and give information about sites, programs, and resources. This tour gave the Assistant University Librarian the opportunity to discuss the TELETECHNET program with the library directors. Since library services were not negotiated as part of university/community college articulation agreements, some library directors were not familiar with the TELETECHNET program. These conversations were useful in establishing communications and an understanding of program plans in their initial stages. Members of the Distance Education Committee have also met regularly with the state's community college librarians to explain the teletechnet program and describe ODU library services and to hear about community college developments.

An extensive survey concerning community college resources and services was carried out to elicit as much information about each site as possible. The survey has provided the library with a wealth of site-specific information so that staff members know hours of operation, the titles of electronic products held in each library, availability of fax, internet, and computer services, interlibrary loan processes and requirements, reserves services, and other useful information. With this survey, the library has been given a window into the world occupied by the distance education students. A student from across the state can call the reference desk at ODU library to ask for assistance on a research question, and the reference librarian, using the results of the survey, can see what products are available locally for the student to search, what other libraries are available in the student's area, can suggest some practical means by which the student can pursue his/her research as well as providing information and material from the ODU library collection.

Phase Two Users. Once the needs of the phase 1 groups were identified, the Committee concentrated on developing phased services to meet those needs. Phase 2 has involved less formal methods of identifying needs. As other user groups became apparent, the committee and the Distance Education Coordinator worked on ways to include them within the general framework of programs constructed for the Phase 1 groups.

This process became been more informal and less intense than the initial surveying work on student and site information because additional users and services were gradually absorbed into functioning programs. The library's understanding of the other student populations has evolved slowly. Most faculty members recruited for the teletechnet program were new to the program and deeply involved in learning the demands of the televised teaching process, which requires such a different approach to classroom presentation and preparation and the development of a new curriculum design as well as the location and presentation of new audio-visual support materials. It was the judgement of the Distance Education Committee that these faculty members were already busy and that it would be better to present them with only the most basic information and gather additional data later. Through the Office of Distance Learning and Extended Education, the library has built up lists of those faculty members who are teaching in the program; as part of the Office's very thorough training workshops, the Instructional Services Librarian has presented programs on availability of library services, interlibrary loan, document

delivery, and so on to make faculty members aware of available assistance. Members of the Distance Education Committee have also communicated with faculty members concerning other needs.

Gathering of information does continue although not at the same pace as earlier in the program. The library has plans to update survey information on a regular basis although much of the student surveying has been absorbed by the university's Office of Distance Learning and Extended Education.

IDENTIFYING PHASED SERVICE LEVELS

Just as with users, services were ranked in priority groups. The library has established a program of phased services in which services defined as essential were set. Implementation of additional services has taken place more slowly.

PHASE I

o Patron registration. Distance education students must be able to register as Old Dominion University library patrons. This has been accomplished through fax services; the distance education student is supplied with a library registration form at the time of program registration and may mail or fax registration to the circulation department of the library. Once registered, the distance education student is able to borrow books.

o Document delivery. Materials in the Old Dominion University library collection will be sent to distance education students via Interlibrary Loan. The student can fax a request to Interlibrary Loan and request books and journal articles. ILL will check the books requested out to the patron and will gather the journals and photocopy requested articles for students and send them to the site library for the student. The distance education student comes to the community college site to pick up the material. Although this service is not available to students on campus who must locate inlibrary materials for themselves, the Distance Education Committee decided that this service was essential for the remote student with so little access to a university library collection.

o Interlibrary loan services. The interlibrary loan section will obtain books and journal articles not held in the Old Dominion University library from another library for requesting student. This is also accomplished via the student faxing the request for materials to ILL. Once materials are received, ILL sends them out to the site library for pickup via UPS transport. ILL uses ARIEL equipment to request and receive interlibrary loan materials electronically amongst Virginia's doctoral institutions and can frequently fulfill requests quickly.

o Availability of reserves. A faculty member may put Old Dominion University library materials or his/her own materials on reserve for one or more sites. Although this service is somewhat limited by the extreme space limitations of some of the site libraries, the Old Dominion University library will receive, process, and ship materials for reserves. With the community college survey results, the library does know of the restrictions for particular sites and can communicate with those librarians about problem materials. The availability, location, and status of reserve materials is posted on the online catalog record for the title.

o Library Instruction/Development of Documentation. A basic information sheet was developed to describe available procedures, provide needed forms, and give the students appropriate library names and numbers for information and referral. Handouts concerning library use and research strategies in general were also made available for the distance education program.

PHASE II SERVICES

Phase II services are all currently available, although on a somewhat more limited basis than those above.

o Access to the online catalog. Distance education students must have access to GEAC in order to identify and locate titles for use. Access is available through a variety of means, but because statewide computer connectivity is not yet at the level desired, access is not always cheap or easy. There are three dial-in ports so students with a modem can dial in to Old Dominion University library's online system. Most of community college sites have terminals with internet access for the students and others have plans to install such access in the near future. Students can also purchase commercial services for internet access.

o Library instruction programs. Many of the materials and services in the library are not truly accessible without some kind of training or instructional assistance. This is especially true in two areas: 1, assistance in the use of some electronic products and 2, assistance with the selection process. Where should the student start his/her research? What electronic product or service should be the starting point? What search terms will effective in the search? These and similar questions can be answered through a library instruction program. Further, in the case of Old Dominion University distance education with its variety of degree programs, sites, and computer/telecommunications technology, the complexity and variety of services and products available is extremely confusing. The student frequently needs assistance in figuring out what to do and where to get what.

If requested by a faculty member, a reference librarian will come to a televised class and bring materials designed to teach the use of particular resources and even more importantly, to teach methods of using any library. Normally, the class is directed to both an inhouse student class and to the remote students and questions are encouraged from both audiences. Tapes of the sessions are available for the library to use in other sessions or for students to access for review. Training with both a curriculum design expert and with the video producers was available for preparation for televised classes.

o Reference assistance. Distance education students may call the reference desk for general search assistance, advice on search strategies or database selection, or for information on available services. Students are provided information on this service at registration and are asked to identify themselves as distance education students so that the reference librarians will know that they cannot come in to the library.

o Access to periodical indexes not available on site. The library provides information on internet access to the CARL UnCover database as the most comprehensive and most easily accessed general database for the distance education student. Information on access is provided at registration.

o Expanded documentation. The library developed a segmented handbook which can be updated in parts. In addition, handbooks for the other distance education programs which have somewhat different means of registering and obtaining document delivery/interlibrary loan services have been integrated into one guide.

o Expansion and reorganization of staffing to handle increased service loads. Throughout Phase I, almost all projects were handled by the members of the Distance Education Committee. The library received some additional funds from the TELETECHNET program - partial funding for interlibrary loan expenses and funding for some temporary clerical hours for program support. As the library phased out some positions in budget reductions, it was able to allocate some personnel to these temporary hours in the expansion of services for the distance learning program. Because the time required to run the program increased, the AUL reallocated responsibility for day-to-day operations of the distance

education program in the library to the Instructional Services Librarian. There are two part-time support staff members who work with this librarian; they are assigned to secretarial and receptionist duties in preparing documents, handouts, and maintaining files and also assist in interlibrary loan in handling requests from the community college sites.

Phases I and II are in effect and these services are all being provided. Phase III below represents an expansion of services and various parts are currently in different stages of development and implementation.

PHASE III: UPGRADES TO SERVICES AND PRODUCTS

o Development of Instructional Products. Development of products which can be used for many classes has been an important objective of the Distance Education Planning program. During the summer of 1994, Academic Television Services assisted the Instructional Services Librarian in developing scripts for a series of 4 videos on the use of various library products and then to produce the videos. Since normally the cost of videos is $1000 per finished minute, the library was extremely fortunate in getting this service as part of the teletechnet program preparation. The library now has 4 tapes with an approximate total of 20 minutes on the use of library materials. These have been made available to any faculty member or community college site interested in one of the titles. Another instructional product under development is a hypertext tool which will be developed as a guide to various library materials and will be a self-paced product for any individual in the program to use.

o Development of internet services. The library maintains a gopher with segments designed for the remote students. Development of a home page is underway in conjunction with the state's VIVA program (described below). For any remote student with access to the internet, interlibrary loan information and request documents, library bibliographic guides, and other appropriate information are available. Information specifically designed for the teletechnet program will be added as needed.

o Establishment of an e-mail address for distance education students, community college librarians, site directors, etc.

o Expansion of reference services. Provision of reference documents via fax services and the staff preparation of bibliographies are services which are currently being studied in conjunction with already existing staffing priorities.

o Expanded online system. A new automated catalog will be installed Fall 1995. Access to the internet and to other electronic resources will be provided and Z39.50 capability possible.

o CDROM Lan. The library has developed a cdrom lan and hopes as a Phase II of that project, to provide for remote access to those products on the lan via the new automated system.

o Faculty Communications and Data Gathering. As stated above, the library plans to expand its data gathering to the faculty.

o Development of Core Collections. Members of the Library Distance Education Committee developed a policy statement for selection and purchase of materials for core collections at the community college sites. Purchasing of core collections material is limited to TELETECHNET because funding for this purpose was available through that program. Core collections are intended to support the degree programs only and should support broadbased curricular needs. Actual implementation of this segment of library services has been complex since not all programs are offered at every community college; some community colleges turned out to have branch campuses which might or might not receive the broadcast programs; some libraries did not have room for shelving additional materials; and because

many of the community college library holdings were not reflected in OCLC, it was difficult to determine whether orders would duplicate existing holdings. The mechanics of developing core collections revealed unexpected issues and problems and is a process undergoing continuing evaluation and refinement.

o Development of Networking in Virginia. Concurrently with state approval of the undergraduate distance education program at Old Dominion University came legislative approval of a statewide library program called the Virtual Library of Virginia, or, VIVA. This program is designed to use the state's six public doctoral institutions in developing an electronic network based on z39.50 software and interlibrary loan systems to create statewide access to a variety of periodical, full-text, and image-based electronic databases at all publicly supported institutions of higher education. This program will be of great value to Old Dominion University Library in providing greater access to remote site students. Current and expected services in VIVA are:
- patron initiated interlibrary loan
- VIVA list for electronic discussion about the program
- FirstSearch for titles such as ERIC, Medline, and others
- electronic encyclopedia
- Virginia OPAC access
- full text databases for various poetry sets
- purchase of ARIEL for interlibrary loan
- purchase of workstations for VIVA use
- development of digitized special collections materials from Virginia academic libraries
- development of a VIVA home page

REVIEW AND EVALUATION

One of the most important parts of the planning and program development process is review and evaluation, both of products and of services. Although this item comes near the end of the formal list of elements in the planning process, in reality it must take place throughout each step, especially in a program such as the one under discussion in which the entire university program is also being developed. The university program has changed and evolved constantly since it was first conceived; to be successful, the library process must respond to changes in university processes and policy and it must also respond to changes in its own process. Every aspect of the library program has been subject to this evaluation process and will continue to do so. Many of the upgrades to service described in Phase III were in response to informal review and evaluation procedures. The library has also established formal means a obtaining student satisfaction data through evaluation surveys, and in order to continue fine-tuning and improving its services must continue this formal program.

CONCLUSION

This is a brief summary of a complex series of planning and implementation steps taken over a two year period in the establishment of an extensive university distance education program. The library entered the planning process sometime after its start. In order to become an effective planning partner and service provider, library staff have established both formal and informal ongoing means of communication with all its partners in the distance education programs: students, faculty, site personnel, and university administrators. Regular processes were established to carry out distance education services in a comprehensive and responsive way. Students have access to information resources, and the quality and breadth of services have improved significantly over the two years of program planning and implementation.

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