

# Workshop Debriefing Spring 2011

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(In all cases, I used the statistics from BC alone for Spring 2010. I did not include Delano statistics, so the comparison would be valid.)

## **Total number of workshops attended (registrations)—1363 This is a new record!!**

(9 more than Fall 2010--+.06%) (81 more than Spring 2010--+5.9%)

## **Total number of students—542**

(32 fewer students than Fall 2010—-5.9%) (39 more students than Spring 2010--+7.2%)

## **Average number of workshops attended by one student—2.51**

(2.36 in Fall 2010) (2.54 in Spring 2010)

## **Number of professors sending students to workshops—39**

(44 in Fall 2010) (42 in Spring 2010)

## **Total number of workshops—77**

(+3 from Fall 2010) (-3 from Spring 2010)

### **Observations:**

- **While the workshops are a success, we continue to be concerned that some English B1A teachers and those from other disciplines who require research projects do not send their students to the workshops. When we help these students individually with their research, we can clearly tell the difference between those who have attended workshops and those who have not. We simply can't spend as much time with these students individually as they really need to develop information competence. That we had fewer professors participating this semester is also a concern.**
- **We did turn away students not only on Fridays but for weekday workshops. The late afternoon workshops had very good attendance, so I will try to schedule more then.**
- **Scheduling workshops this coming fall will be more challenging with Dawn's absence from the library for 1/3 of her load. This reduction will also affect all library service to students.**

**Assessment:** This semester we used the same assessment/satisfaction survey. (1197 completed) In response to the second question on the survey, "What did you actually learn in this workshop," many of the comments are illustrative of the value of the workshops. Although professors tend to think students can find appropriate resources because they're computer-savvy, many students do not have strong information literacy skills and really appreciate learning these essential skills. I've included a few of the comments:

**Beyond Basic Google:** "Coverage on all Google can do. I had no idea."

"How to do a better search on the internet, a more precise search."

"I learned how to find scholarly articles for research papers on the internet."

**Current Events:** "Too much to write here; the workshop was very helpful."

"I learned a lot about searching for scholarly sources. I usually struggle with Google."

"How to use the library website to the fullest capacity when looking for sources."

**Ethics:** "Even internet information needs to be cited. Who knew? "

"I learned many new things about plagiarizing. School does take it seriously."

"I learned that plagiarism is a very serious thing and that I tend to plagiarize and not mean it."

**Finding Books:** "How to not only find books at the library, but from home. Love the e-book section."

"I did learn how to find books. I've walked into the library before and not known how."

"I learned how to use the library catalog and why books are good references."

**Internet Evaluation:** "I recommend ALL students take it. Especially freshman."

"I learned that the credibility of a website can be determined before spending hours reading through information by: checking the date, about us, cut away the address, check domain, and find authors and sponsors."

"That you can't always trust what you find on the internet and how to evaluate sites to see their validity and motive."

**Periodicals:** "How to use the tools to get information for my papers."

"How to research more effectively and more convenient ways to take advantage of our FREE library."

"The difference between Ebscohost and Gale, also peer-reviewed articles and general ones."

**Qualifying Print Sources:** "That using valid background info can enhance my thesis statement and give great credit when introducing an author for the first time."

"What are credible references, to dig deep."

"How to find out whether or not a source has merit."

**Research Strategies:** "There is a science behind research."

"The difference between internet searching and library database searching; plus I know what 'and' does now."

"Everything I needed to know for getting into a research paper."

**This semester, I again was struck by how appreciative many of the students were. Here is a sampling of their comments:**

- "This class provided great information that I will continue to use."
- "Good instructor, clear assignments, good workshops!"
- "Professor is very considerate, helpful, and informed."
- "I didn't know about these sources. It was interesting."
- "The workshop cleared [up] many questions I had."
- "The librarian was very thorough and easy to understand."
- "Thank you! Saved me a lot of frustration and time."
- "Helpful class for students who don't know how to search properly, like myself."
- "Why didn't I know about this earlier?"

**Two of the questions were quantifiable.**

**Question 1**—"Before attending the workshop, how would you rate your expectations about what you would learn?"

**On a 5-point scale ranging from High (5) to Low (1), the average response was 3.68, almost 4, which is Above Average.**

(This figure was 3.59 in Spring 10 and 3.76 in Fall 10.)

**Question 3**—"Will this information help you with research for your college classes?"

**On a 5-point scale ranging from Essential (5) to Not at all (1), the average response was 4.62, beyond midway between Essential and Quite Useful.**

(This figure was 4.56 in Spring 10 and 4.65 in Fall 10.)

**Both of these results are in line with those from previous semesters.** When we poll our attendees, they indicate that while expectations for the workshops are fairly high, the students are more enthusiastic about what they learned after the hour-long sessions.

**The results for these quantifiable questions for each workshop are listed below:**

	Question 1	Question 3
Beyond Google (148 responses)	3.7	4.69
Current Events (103 responses)	3.61	4.6
Ethics (88 responses)	3.68	4.5
Finding Books (132 responses)	3.67	4.61
Internet Evaluation (233 responses)	3.68	4.6
Periodicals (193 responses)	3.78	4.71
Print Evaluation (70 responses)	3.54	4.54
Research St (230 responses)	3.65	4.64

These results were all consistent with previous ratings, indicating that we have satisfied students! We adapt the workshops each semester to improve their relevance to our students.

**Attendance by workshop/Number of workshops/Average attendance**

Beyond Google	152	8	19
Current Events	107	8	13.37
Ethics	127	7	18.14
Finding Books	133	8	16.62
Internet Evaluation	239	13	18.38
Periodicals	243	12	20.25
Print Evaluation	99	8	12.37
Research St.	263	13	20.23
<b>Overall</b>	<b>1363</b>	<b>77</b>	<b>17.7</b>

(This compares to 18.3 per workshop in Fall 2010 and 16 per workshop in Spring 2010.)

**Changes this semester:**

- The only change was to add two additional workshops to the schedule due to demand at the end of the schedule and to re-schedule two workshops due to server problems during scheduled workshops, so we had a few more workshops than in the Fall.