



























































































Item Frequency Report [Filter Results](#)














Drop-In Library Workshops - SUNY Librarians



























1. What kind of library do you work in?		Response Percent	Response Total
University Center / Doctoral Degree Granting Institution		12%	4
University (4 yr.) College		42%	14
Community (2 yr.) College		45%	15
Technical College		0%	0
Total Responses		33	
2. How many librarians work in your library?		Response Percent	Response Total
1-4		12%	4
5-9		36%	12
10-14		39%	13
15-19		9%	3
20+		3%	1
Total Responses		33	
3. Are you currently offering drop-in sessions at your library?		Response Percent	Response Total
Yes		33%	11
No		67%	22
Total Responses		33	
4. If you answered "Yes" to Question 3, would you say the sessions are successful?		Response Percent	Response Total
Yes		0%	0
No		22%	4
Somewhat		22%	4
Hard to tell		17%	3
N/A		39%	7
Total Responses		18	
5. If you answered "No" to Question 3, has your library offered drop-in sessions in the past?		Response Percent	Response Total
Yes		52%	14
No		26%	7
I don't know		7%	2
N/A		15%	4



















Total Responses		27	
6. If your library has offered drop-in sessions in the past, why did you stop? (Check all that apply)		Response Percent	Response Total
Not enough staff to teach them		9%	3
They were not well attended		55%	18
Lack of interesting topics		6%	2
Inadequate support/funding		3%	1
Inadequate marketing and promotion		9%	3
N/A		15%	5
Other Selection: View Responses		3%	1
Total Responses		33	
7. Whether you are currently offering drop-in sessions, or are thinking of offering drop-ins, who is your target audience (rank in the order you would like, first being your most desired target audience).		Response Percent	Response Total
Ranked #1			
Faculty		12%	4
Staff		3%	1
Students		67%	22
Librarians/Library Staff		3%	1
Alumni		0%	0
Public		0%	0
Did Not Respond		15%	5
Ranked #2			
Faculty		55%	18
Staff		9%	3
Students		6%	2
Librarians/Library Staff		6%	2
Alumni		0%	0
Public		0%	0
Did Not Respond		24%	8
Ranked #3			
Faculty		3%	1
Staff		24%	8
Students		6%	2
Librarians/Library Staff		18%	6
Alumni		0%	0
Public		3%	1

Did Not Respond		45%	15
Ranked #4			
Faculty		0%	0
Staff		9%	3
Students		0%	0
Librarians/Library Staff		15%	5
Alumni		3%	1
Public		9%	3
Did Not Respond		64%	21
Ranked #5			
Faculty		0%	0
Staff		0%	0
Students		0%	0
Librarians/Library Staff		6%	2
Alumni		15%	5
Public		3%	1
Did Not Respond		76%	25
Ranked #6			
Faculty		0%	0
Staff		0%	0
Students		0%	0
Librarians/Library Staff		0%	0
Alumni		6%	2
Public		15%	5
Did Not Respond		79%	26
Total Responses		33	
9. Are other departments at your institution offering drop-in workshops?			
		Response Percent	Response Total
Yes		34%	11
No		38%	12
I don't know		28%	9
Total Responses		32	
10. If you answered Yes to Question 9, which departments? Check all that apply.			
		Response Percent	Response Total
Student Services		0%	0
Human Resources		19%	4
IT		24%	5
Union		5%	1

Teaching & Learning Center		33%	7
N/A		14%	3
Other Selection: View Responses		5%	1
Total Responses		21	
11. Are faculty and/or staff at your institution using free social networking tools for professional purposes?		Response Percent	Response Total
Yes		66%	21
No		3%	1
I don't know		31%	10
Total Responses		32	
12. Is your library currently promoting free social networking tools (e.g., social bookmarking, photo sharing, social networks, blogs, etc.)?		Response Percent	Response Total
Yes		34%	11
No		66%	21
I don't know		0%	0
Total Responses		32	
14. If you were to start offering drop-in sessions today, from scratch, what would you focus on? Please rank these in order importance.		Response Percent	Response Total
Ranked #1			
Subscribed Library Resources and Tools (e.g., databases, bibliographic management tools, ...)		70%	23
Free Online Resources and Tools (e.g., Google, Facebook, Delicious, blogs, wikis, ...)		6%	2
Licensed Software (e.g., PowerPoint, SPSS, Photoshop, ...)		3%	1
Conceptual sessions (e.g., tips on creating better assignments, pedagogy, securing your online identity, ...)		9%	3
Did Not Respond		12%	4
Ranked #2			
Subscribed Library Resources and Tools (e.g., databases, bibliographic management tools, ...)		15%	5
Free Online Resources and Tools (e.g., Google, Facebook, Delicious, blogs, ...)		36%	12

wikis, ...)			
Licensed Software (e.g., PowerPoint, SPSS, Photoshop, ...)		6%	2
Conceptual sessions (e.g., tips on creating better assignments, pedagogy, securing your online identity, ...)		24%	8
Did Not Respond		18%	6
Ranked #3			
Subscribed Library Resources and Tools (e.g., databases, bibliographic management tools, ...)		3%	1
Free Online Resources and Tools (e.g., Google, Facebook, Delicious, blogs, wikis, ...)		21%	7
Licensed Software (e.g., PowerPoint, SPSS, Photoshop, ...)		24%	8
Conceptual sessions (e.g., tips on creating better assignments, pedagogy, securing your online identity, ...)		18%	6
Did Not Respond		33%	11
Ranked #4			
Subscribed Library Resources and Tools (e.g., databases, bibliographic management tools, ...)		0%	0
Free Online Resources and Tools (e.g., Google, Facebook, Delicious, blogs, wikis, ...)		6%	2
Licensed Software (e.g., PowerPoint, SPSS, Photoshop, ...)		24%	8
Conceptual sessions (e.g., tips on creating better assignments, pedagogy, securing your online identity, ...)		18%	6
Did Not Respond		52%	17
Total Responses		33	

15. What do you think would be the most important factors for drawing people to your classes? Please rank in order of importance.		Response Percent	Response Total
Ranked #1			
Offering classes on different times and days		12%	4
Food		12%	4
Interesting and new topics		3%	1
Good marketing & promotion		30%	10
Excellent instructors		3%	1
Support and/or partnership with other departments		30%	10
Did Not Respond		9%	3
Ranked #2			
Offering classes on different times and days		15%	5
Food		9%	3
Interesting and new topics		30%	10
Good marketing & promotion		12%	4
Excellent instructors		3%	1
Support and/or partnership with other departments		15%	5
Did Not Respond		15%	5
Ranked #3			
Offering classes on different times and days		9%	3
Food		15%	5
Interesting and new topics		27%	9
Good marketing & promotion		15%	5
Excellent instructors		12%	4
Support and/or partnership with other departments		3%	1
Did Not Respond		18%	6
Ranked #4			
Offering classes on different times and days		21%	7
Food		0%	0
Interesting and new topics		9%	3
Good marketing & promotion		12%	4
Excellent instructors		18%	6

Support and/or partnership with other departments		9%	3
Did Not Respond		30%	10
Ranked #5			
Offering classes on different times and days		12%	4
Food		6%	2
Interesting and new topics		0%	0
Good marketing & promotion		9%	3
Excellent instructors		24%	8
Support and/or partnership with other departments		12%	4
Did Not Respond		36%	12
Ranked #6			
Offering classes on different times and days		6%	2
Food		27%	9
Interesting and new topics		3%	1
Good marketing & promotion		0%	0
Excellent instructors		6%	2
Support and/or partnership with other departments		15%	5
Did Not Respond		42%	14
Total Responses		33	
16. Can we use your responses in our research?		Response Percent	Response Total
Yes		100%	32
No		0%	0
Total Responses		32	
8. What classes would you like to offer, or what classes are you currently offering that are the most successful?			
1.	PubMed asnd other medically related databases. Evidence-based medicine. ILLiad. RefWorks.		
2.	RSS and blogs		
3.	citation		
4.	We have been asked to offer drop-ins for students who need extra research help and simple tech help (email, office, word).		
5.	Now offering for two weeks-Research help with papers		
6.	How to get the most out of library databases Research clinics		
7.	Library Instruction sessions are for specific courses as requested by the instructors.		
8.	Information Literacy		

9.	Probably the class we offer the most - English 101 (Writing)
10.	Currently offering drop in term paper clinic in our classroom; we haven't tried this before and attendance is very low.
11.	Database searching; Web 2.0 tools; Web evaluation; citation, copyright and plagiarism
12.	Plagiarism, Copyright, Database searching, Genealogy Research
13.	1. Perhaps one-on-one research consultations for peak research times 2. Google applications 3. Databases 4. library collection 5. video presentations
14.	N/A
15.	Class-specific research help Navigating the library web Citation style
16.	Practical applications of databases
17.	Basic research classes, followed by progressively more complex research (more conceptual, rather than the "click here" model for both basic and advanced research classes)
18.	We offered classes on library databases and resources for students, but none came. So we switched to targeting faculty and librarians. We did workshops in CELT (our teaching/learning center) and they were better attended. CELT is also more central on our campus than the library.
19.	Xtreme Google, EndNote Basic

13. Which departments at your institution are you partnering with, or which departments would you like to partner with in offering drop-in sessions?

1.	N/A
2.	Education, Communications, Phys Ed, Recreation and Leisure, Kinesiology
3.	Any that would participate
4.	Writing Lab; Division Faculty
5.	English & Nursing
6.	English/Writing Center; Reading Basic Ed; Academic Computing; Distance Learning
7.	Teaching and Learning Center
8.	would like to partner with DL and Humanities Divisions
9.	Academic Computing
10.	IT;
11.	Have not thought about targeting specific departments, but perhaps we might be able to offer targeted POPULATIONS, such as graduate students... departments might include education, business, art
12.	IT Faculty
13.	Education, Teaching & Learning Center, IT
14.	Writing Center, English Department
15.	Our new Educational Technology Center (which is in the library) and CELT (Center for Excellence in Teaching and Learning). Our most successful collaboration was a discussion the topic of "print vs. online journals and books." We also did one on faculty/librarian collaborations which was well attended. Both of these were held at CELT. We did so several about specific databases, and they drew a few participants each. We also partnered with faculty for these in order to draw more people. We gave up on student workshops because they just will not come unless it is part of a requirement. We decided to focus on faculty since they write the assignments and give the grades.
16.	Teaching and Learning, Faculty Center

17. Please leave your comments and suggestions. And let us know if you have tips for successful drop-in workshops.

1. Drop-ins only work with a large enough population that the very small percentage of people who take advantage of them constitute a large enough group to make it worthwhile. Otherwise the cost/benefit of planning and wasting time hanging around for an audience isn't worth it, especially as we have all become so much busier. They are another example of just-in-case rather than just-in-time, and our students rarely work that way anymore.
2. We are looking to at online tutorials as a replacement for the now-defunct drop-in classes. This is due to faculty, clinical staff, and student requests.
3. I've tried different days and times, lots of emails, and collaborating with faculty. It doesn't seem to work. I think students work on a "need to know" basis. If they need to know the info, they will come to the class. We are always trying to involve transfers in our classes by collaborating with Advisement and Transition but we still have low turnout. Due to budget cuts, we are not allowed to have food as a draw...that really works the best.
4. They haven't worked in the past.
5. In spite of the open time, food offered, great advertising posters etc., traditional students were not interested in coming to library workshops. We will draw about a half dozen non-traditional students and staff to the workshops.
6. Don't get discouraged - attendance is likely to fluctuate greatly on factors that are not in your control. Don't book workshops the first two weeks or the last two weeks of the semester.
7. Keep trying.
8. We have probably getting people to register. We are going to try using Food in Fall.

