

FALL 2014

Librarian Name	Workshop Topic	Date of Workshop	Workshop Start Time	#of Students Attended	Short Description of Workshop Activity	SLO(s) Used	Criteria Used	Rubrics Used	Number of Proficient Students (Based on Rubric)	Notes and Comments
Gina Singh	Choosing and Refining Your Research Topic	11/3/2014	1:00 PM	3		As Suggested	As Suggested	As Suggested	3	
Karen Bourgaize	Websites for College Research	11/4/2014	1:00 PM	3		As Suggested	As Suggested	As Suggested	3	
Judy Sevilla-Marzona	Got Articles? Using Online Databases	11/5/2014	1:00 PM	2		As Suggested	As Suggested	As Suggested	2	
Claudia Rivas	Advanced Google Search Techniques	11/5/2014	5:30 PM	0		n/a	n/a	n/a	0	
Robin Babou	Find Books Fast: Using the Library Catalog	11/6/2014	1:00 PM	0		n/a	n/a	n/a	0	
Carolyn Oldham	Choosing and Refining Your Research Topic	11/11/2014	1:00 PM	3		As Suggested	As Suggested	As Suggested	3	
Ben Barba	Got Articles? Using Online Databases	11/11/2014	5:30 PM	3		As Suggested	As Suggested	As Suggested	3	
Robin Babou	Find Books Fast: Using the Library Catalog	11/12/2014	1:00 PM	2		As Suggested	As Suggested	As Suggested	2	
Claudia Rivas	Websites for College Research	11/12/2014	5:30 PM	3	Online exercise through Google Forms and online survey	As Suggested	As Suggested	As Suggested	2	Students were asked to respond to a survey at the end of the workshop.
Adele Enright	Avoid Plagiarism: Write It Right	11/13/2014	1:00 PM	2		As Suggested	As Suggested	As Suggested	2	
Carolyn Oldham	Advanced Google Search Techniques	11/13/2014	5:30 PM	1	The session covered all areas of the topic with a PowerPoint and short exercise. Student demonstrated proficiency in SLOs through verbal feedback, and through completion of a short exercise.	As Suggested	As Suggested	As Suggested	1	
Robin Babou	Find Books Fast: Using the Library Catalog	11/17/2014	1:00 PM	0		n/a	n/a	n/a	0	
Gina Singh	Avoid Plagiarism: Write It Right	11/17/2014	1:00 PM	3		As Suggested	As Suggested	As Suggested	3	
Jennifer Bidwell	Got Articles? Using Online Databases	11/18/2014	1:00 PM	0		n/a	n/a	n/a	0	
Irene Truong	Advanced Google Search Techniques	11/18/2014	1:00 PM	4	Worksheet, hands-on exercise, one-on-one consultation, interactive discussion, video	As Suggested; Additional: Understanding of how Google works	As Suggested	As Suggested	4	
Robin Babou	Find Books Fast: Using the Library Catalog	11/18/2014	5:30 PM	2		As Suggested	As Suggested	As Suggested	2	
Carolyn Oldham	Websites for College Research	11/19/2014	1:00 PM	2	The session covered all areas of the topic with a PowerPoint and short exercise. Student demonstrated proficiency in SLOs through verbal feedback, and through completion of a short exercise. Both students demonstrated proficiency through questions and feedback.	As Suggested	As Suggested	As Suggested	2	
Gina Singh	Cite It Right: MLA Citation Formats	11/19/2014	5:30 PM	1		As Suggested	As Suggested	As Suggested	1	
Gabriel Beeler	Cite It Right: MLA Citation Formats	11/20/2014	5:30 PM	1		As Suggested	As Suggested	As Suggested	1	
Carolyn Oldham	Advanced Google Search Techniques	11/20/2014	1:00 PM	1		As Suggested	As Suggested	As Suggested	1	
Judy Sevilla-Marzona	Cite It Right: MLA Citation Formats	11/24/2014	1:00 PM	2		As Suggested	As Suggested	As Suggested	2	
Judy Sevilla-Marzona	Got Articles? Using Online Databases	11/24/2014	5:30 PM	3		As Suggested	As Suggested	As Suggested	3	
Ben Barba	Websites for College Research	11/25/2014	5:30 PM	3		As Suggested	As Suggested	As Suggested	3	
Judy Sevilla-Marzona	Cite It Right: MLA Citation Formats	11/25/2014	1:00 PM	3		As Suggested	As Suggested	As Suggested	3	
Irene Truong	Advanced Google Search Techniques	11/26/2014	1:00 PM	6	Worksheet, hands-on exercise, one-on-one consultation, interactive discussion, video	As Suggested; Additional: Understanding of how Google works	As Suggested	As Suggested	6	A couple of students weren't quite sure how to do an Advanced Search but I gave them one-on-one help and tips (example: when Google Scholar would be better to use than Google Advanced Search depending on the topic, what kind of information they need, etc.).

SPRING 2015

Librarian Name	Workshop Topic	Date of Workshop	Workshop Start Time	#of Students Attended	Short Description of Workshop Activity	SLO(s) Used	Criteria Used	Rubrics Used	#of Proficient Students (Based on Rubric)	Notes and Comments
Judy Sevilla-Marzona	Choosing and Refining Your Research Topic	4/20/2015	1:00 PM	0		n/a	n/a	n/a	0	
Claudia Rivas	Advanced Google Search Techniques	4/20/2015	5:30 PM	0		n/a	n/a	n/a	0	
Robin Babou	Find Books Fast: Using the Library Catalog	4/21/2015	1:00 PM	0		n/a	n/a	n/a	0	
Irene Truong	Got Articles? Using Online Databases	4/22/2015	1:00 PM	0		n/a	n/a	n/a	0	
Carolyn Oldham	Websites for College Research: What's Credible? What's Not?	4/23/2015	1:00 PM	2		As Suggested	As Suggested	As Suggested	2	
Judy Sevilla-Marzona	Choosing and Refining Your Research Topic	4/23/2015	5:30 PM	1	Conducted a short lecture/demo. Worked through a citation together. I asked for class participation as I went through the process of citation formatting. Students asked a number of questions relating to citations. Then I passed out an exercise for each student to format a citation. I reviewed, evaluated, and commented on each completed citation. I ran out of time to do more citations, other than the book citation.	As Suggested	As Suggested	As Suggested	1	Students proved proficient in creating the citation in the exercise; citation formatting of a book. None had brought any documents or bibliographic info that they wanted to format for a citation. I answered numerous questions about citations. Students also had an interest in learning more about parenthetical and in-text citations, of which I ran out of time for. I did point out OWL that is listed on the LibGuide I created for this workshop. Also, one student had already turned in her research paper for history but was taking this workshop and others for extra credit.
Adele Enright	Cite It Right: Using MLA Formats	4/27/2015	1:00 PM	3		As Suggested	As Suggested	As Suggested	3	
Tod Shacklett	Avoid Plagiarism: Write It Right	4/27/2015	5:30 PM	0		n/a	n/a	n/a	0	I lectured and showed them examples and had them follow along on their computers. They asked numerous questions. I had them fill out a quiz on traits of scholarly articles -- which I will not use again. They didn't do very well on it, even though I could tell from verbal feedback that they were learning about the features and functions of the databases, as well as the different types of articles. They both seemed very appreciative for what they learned in the workshop.
Ben Barba	Got Articles? Using Online Databases	4/28/2015	5:30 PM	2	Lecture/demonstration, interactive discussion, individual searching, assessment worksheet.	As Suggested	As Suggested	As Suggested	2	
Carolyn Oldham	Choosing and Refining Your Research Topic	4/28/2015	1:00 PM	2		As Suggested	As Suggested	As Suggested	2	1 student was assessed; he was NOT PROFICIENT at 70% accuracy, answering 3 of the 10 questions incorrectly. He was very attentive and engaged; he said he definitely learned some tips, particularly how to find sources on Wikipedia.
Claudia Rivas	Websites for College Research: What's Credible? What's Not?	4/29/2015	5:30 PM	1	Online quiz and online survey	As Suggested	All suggested criteria	As Suggested	0	
Robin Babou	Find Books Fast: Using the Library Catalog	4/29/2015	1:00 PM	0		n/a	n/a	n/a	0	
Karen Bourgaize	Avoid Plagiarism: Write It Right	4/30/2015	1:00 PM	5	Interactive discussion, online survey, etc.	As Suggested	As Suggested	As Suggested	5	
Sally Ellis	Advanced Google Search Techniques	4/30/2015	5:30 PM	2		As Suggested	As Suggested	As Suggested	2	
Robin Babou	Find Books Fast: Using the Library Catalog	5/4/2015	1:00 PM	3		As Suggested	As Suggested	As Suggested	3	
Claudia Rivas	Got Articles? Using Online Databases	5/4/2015	5:30 PM	0	Created a LibGuide and embedded two surveys: a Pre and Post survey plus a LibGuide user workshop satisfaction survey. Conducted the Pre survey. Conducted a short lecture/demo. Worked through various sample searches together. Students had questions about Google Scholar and Google Books and other library related questions. I explained Boolean logic, phrase searching, truncation, wildcard and how these are presented in Google and that these concepts are the same for the articles databases we have at Rio. I also pointed out some of the quirks about Google. Quirks such as finding newspaper articles and other non-scholarly articles in Google Scholar and that Google Books mainly provides previews of books and not necessarily the full-text. I ran the Post survey and also a Survey of whether students found the workshop useful. User Workshop satisfaction survey was via LibGuides the Pre and Post Surveys were through Survey Monkey.	n/a	n/a	n/a	0	I answered numerous questions about Google, Google Scholar, Google Books, databases, and the library. I ran out of time to do more than cover the topic at hand and do a few guided searches in Google. I determined the proficiency level at about 80%. I need to give students more time to work through some more examples before we take the Post Survey. Overall user workshop satisfaction was high as indicated in the LibGuide poll.
Adele Enright	Advanced Google Search Techniques	5/5/2015	1:00 PM	6		As Suggested	As Suggested	As Suggested	6	
Robin Babou	Find Books Fast: Using the Library Catalog	5/5/2015	5:30 PM	3		As Suggested	As Suggested	As Suggested	3	
Judy Sevilla-Marzona	Cite It Right: Using MLA Formats	5/6/2015	5:30 PM	4		As Suggested	As Suggested	As Suggested	4	
Bruce Guter	Websites for College Research: What's Credible? What's Not?	5/6/2015	1:00 PM	3		As Suggested	As Suggested	As Suggested	3	
Judy Sevilla-Marzona	Cite It Right: Using MLA Formats	5/7/2015	5:30 PM	6	Interactive online exercise, questions, citation exercise, one-on-one consultation	As Suggested	As Suggested	As Suggested	5	Difficult to determine what is 75% of the time. All correctly identified the format to use (book vs. article), every student had errors on their citations. Attached are corrected papers. 6 students attended, one did not turn in an assessment. Students had a lot of questions about Advanced Search, Google Scholar, and Google Books. They wondered which would be better I explained how each one depends on their information need.
Irene Truong	Advanced Google Search Techniques	5/7/2015	1:00 PM	4	Worksheet, hands-on exercise, one-on-one consultation, interactive discussions, video	Goal: Understanding	As Suggested	As Suggested	4	Students were surprised to learn that they can plagiarize themselves by recycling old papers. Overall, students had strong prior knowledge of plagiarism, quotations, and paraphrasing. All students passed true or false quiz with 100%.
Irene Truong	Avoid Plagiarism: Write It Right	5/11/2015	1:00 PM	3	Presentation, online exercise, true or false quiz	As Suggested	As Suggested	As Suggested	3	

SPRING 2015

Librarian Name	Workshop Topic	Date of Workshop	Workshop Start Time	#of Students Attended	Short Description of Workshop Activity	SLO(s) Used	Criteria Used	Rubrics Used	#of Proficient Students (Based on Rubric)	Notes and Comments
Ben Barba Carolyn Oldham	Websites for College Research: What's Credible? What's Not? Cite It Right: Using MLA Formats	5/12/2015 5/12/2015	5:30 PM 1:00 PM	4 8	Lecture/demonstration, interactive discussion, individual searching, assessment worksheet.	As Suggested	As Suggested	As Suggested	4 8	My assessment was both verbal -- having them present the results of their worksheet exercise evaluating websites of their choosing -- and written, as I had them complete a quiz asking them to evaluate two selected websites. Most of them recognized credible websites, but had difficulty identifying the more subtle elements of bias in a non-credible website.
Ben Barba	Got Articles? Using Online Databases	5/13/2015	5:30 PM	9	Lecture/demonstration, interactive discussion, individual searching, assessment worksheet. Worksheet, hands-on exercise, one-on-one consultation, interactive discussions, video	As Suggested	As Suggested	As Suggested	9	I lectured and showed them examples. I had them search the databases on their own, which generated a few questions, and asked them to e-mail an article to themselves. I demonstrated one of their topics and talked about ways to narrow a topic and structure a search using Boolean operators, truncation, etc. I had them fill out a revamped, more substantial quiz -- list 3 traits of scholarly articles, two databases that contain them, search for one scholarly article on a given topic and list keywords used and the MLA citation using the "Cite" feature.
Irene Truong Adele Enright	Advanced Google Search Techniques Got Articles? Using Online Databases	5/13/2015 5/14/2015	1:00 PM 1:00 PM	5 12		onal: Understanding	As Suggested	As Suggested	5 12	Students found Google Scholar and Google Advanced Search to be more useful than Google Books.
Sally Ellis	Avoid Plagiarism: Write It Right	5/14/2015	5:30 PM	9	Interactive discussion, online survey, etc.	As Suggested	As Suggested	As Suggested	9	Threw out 2 [questions] that were ambiguously worded and "made it difficult for the students to determine what I was specifying." Overall, the students got 88.2% on their assessment.

FALL 2015

Librarian Name	Workshop Topic	Date of Workshop	Workshop Start Time	#of Students Attended	Short Description of Workshop Activity	SLO(s) Used	Criteria Used	Rubrics Used	#of Proficient Students (Based on Rubric)	Notes and Comments
Judy Sevilla-Marzona	Cite It Right: Using MLA Formats	10/19/2015	1:00 PM	2		As Suggested	As Suggested	As Suggested	2	
Judy Sevilla-Marzona	Choosing and Refining Your Research Topic	10/19/2015	5:30 PM	0		n/a	n/a	n/a	0	
Robin Babou	Find Books Fast: Using the Library Catalog	10/20/2015	5:30 PM	1		As Suggested	As Suggested	As Suggested	1	
Irene Truong	Advanced Google Search Techniques	10/21/2015	5:30 PM	0		n/a	n/a	n/a	0	
Judy Sevilla-Marzona	Got Articles? Using Online Databases	10/21/2015	1:00 PM	1		As Suggested	As Suggested	As Suggested	1	
Carolyn Oldham	Websites for College Research: What's Credible? What's Not?	10/22/2015	1:00 PM	4		As Suggested	As Suggested	As Suggested	4	
Bruce Guter	Choosing and Refining Your Research Topic	10/22/2015	5:30 PM	0		n/a	n/a	n/a	0	
Judy Sevilla-Marzona	Cite It Right: Using MLA Formats	10/26/2015	5:30 PM	1		As Suggested	As Suggested	As Suggested	1	
Ben Barba	Got Articles? Using Online Databases	10/27/2015	5:30 PM	1	Lecture/demonstration, interactive discussion, hands-on activity, quiz.	As Suggested	As Suggested	As Suggested	1	One student attended and asked a lot of questions throughout. After lecture/demo, I had him search for an article and fill out a worksheet and then had him complete a brief quiz on the traits of scholarly articles, for the assessment, which he answered correctly. He was very appreciative.
Carolyn Oldham	Choosing and Refining Your Research Topic	10/27/2015	1:00 PM	1		As Suggested	As Suggested	A	1	
Robin Babou	Find Books Fast: Using the Library Catalog	10/28/2015	1:00 PM	0		n/a	n/a	n/a	0	
Claudia Rivas	Websites for College Research: What's Credible? What's Not?	10/28/2015	5:30 PM	1	Online exercise -- looking at 9 websites and answering questions about the websites to determine their validity/usefulness for research purposes; also, a post-workshop line survey to determine if the student learned anything new from the workshop.	As Suggested	As Suggested	As Suggested	1	1 student attended -- he was proficient in evaluating the websites as determined by the exercise where he scored 8 correct out of 9 questions. Students had prior knowledge of plagiarism, direct quotations, and paraphrasing. All 3 students passed true or false quiz with 100%.
Irene Truong	Avoid Plagiarism: Write It Right	10/29/2015	1:00 PM	3	Presentation, online exercise, true or false quiz	As Suggested	As Suggested	As Suggested	3	Mostly asked students what they hoped to learn and focused on those areas. Covered a lot of ground, with emphasis on the Boolean operators. Assessment was verbal. Asked students to talk through a search, which I demonstrated on the screen, and narrow using appropriate operators. They also filled out a short quiz (from Sally's LibGuide) testing their knowledge of the operators. One student was very actively participating, the other was not.
Ben Barba	Advanced Google Search Techniques	10/29/2015	5:30 PM	2	Lecture/demonstration, interactive discussion, quiz, wrap up discussion.	As Suggested	As Suggested	As Suggested	2	
Adele Enright	Choosing and Refining Your Research Topic	11/2/2015	1:00 PM	2		As Suggested	As Suggested	As Suggested	2	
Carolyn Oldham	Websites for College Research: What's Credible? What's Not?	11/3/2015	1:00 PM	1		As Suggested	As Suggested	As Suggested	1	I customized this workshop to the student's needs since he was the only student in attendance. He needed to find general background information about veterans from Operation Desert Storm for an on-campus play he was going to perform in for Veteran's Day. We talked about how information about Desert Storm could be found under other names such as the Gulf War, Persian Gulf War, First Gulf War, etc. I showed the student how to find general background information on Gale Virtual Reference Library and how to find articles on EBSCO and ProQuest that discuss and/or interview veterans from the Gulf War. The student showed a strong understanding of developing a search strategy by utilizing Boolean operators, quotation marks, truncation, and appropriate database selection. Asked students what experience they had using Google for school. Introduced Boolean operators and other search features. Asked them to do a search on a topic and went over results. They also filled out a short quiz.
Irene Truong	Got Articles? Using Online Databases	11/4/2015	1:00 PM	1	Comparison of types of articles, demonstration of databases (GVRL, EBSCO, ProQuest)	As Suggested	As Suggested	As Suggested	1	
Ben Barba	Advanced Google Search Techniques	11/4/2015	5:30 PM	2	Lecture/demonstration, activity/discussion, quiz, wrap up.	As Suggested	As Suggested	As Suggested	2	
Robin Babou	Find Books Fast: Using the Library Catalog	11/5/2015	1:00 PM	0		n/a	n/a	n/a	0	
Ben Barba	Got Articles? Using Online Databases	11/10/2015	5:30 PM	1	Interactive discussion, demonstration, hands-on activity.	As Suggested	As Suggested	As Suggested	1	One student attended and asked a lot of questions throughout. Mostly conversational, showed examples, and geared it towards his particular assignment. He partially filled in a worksheet but didn't end up turning it in.
Carolyn Oldham	Choosing and Refining Your Research Topic	11/10/2015	1:00 PM	2		As Suggested	As Suggested	As Suggested	2	
Ben Barba	Websites for College Research: What's Credible? What's Not?	11/11/2015	5:30 PM	1	Interactive discussion, had student fill out a worksheet/checklist evaluating a website of his choice, short quiz evaluating two assigned websites.	As Suggested	As Suggested	As Suggested	1	One student--very engaged. He aced the quiz.
Judy Sevilla-Marzona	Find Books Fast: Using the Library Catalog	11/11/2015	1:00 PM	1		As Suggested	As Suggested	As Suggested	1	
Sally Ellis	Advanced Google Search Techniques	11/12/2015	5:30 PM	2	Exercise, interactive discussion, worksheet, one-on-one consultation, online survey, etc.	As Suggested	As Suggested	As Suggested	2	The quiz results weren't great overall, but they each earned a proficient on the questions relating to Boolean and some form of search filtering. Pretty abysmal assessment results overall even though at least one student seemed engaged and asked a lot of questions. Students had prior knowledge of plagiarism, direct quotations, and paraphrasing. 4 students passed true or false quiz with 100%. 2 students passed with 90%, and 1 student passed with 80%.
Irene Truong	Avoid Plagiarism: Write It Right	11/12/2015	1:00 PM	7	Presentation, online exercise, true or false quiz	As Suggested	As Suggested	As Suggested	7	
Karen Bourgaize	Find Books Fast: Using the Library Catalog	11/16/2015	1:00 PM	0		n/a	n/a	n/a	0	

FALL 2015

Librarian Name	Workshop Topic	Date of Workshop	Workshop Start Time	#of Students Attended	Short Description of Workshop Activity	SLO(s) Used	Criteria Used	Rubrics Used	#of Proficient Students (Based on Rubric)	Notes and Comments				
Claudia Rivas	Avoid Plagiarism: Write It Right	11/16/2015	5:30 PM	1	Exercise, interactive discussion, worksheet, one-on-one consultation, online survey, etc. Online quiz (13 questions) and online exercises (12 scenarios)	As Suggested	As Suggested	rcises. Alternative i	1	Students participated in online scenario based questions. The student answered 8 out of 12 correctly on the scenario based for a 66% accuracy (NOT proficient). Alternative rubric for online quiz -- used the Turinitin classification/levels. Student answered 10 out of 13 correctly which based on quiz's requirements was classified as PRO level. [There was] Only 1 student, one other student (friend or attendee) was present but chose not to participate or receive workshop credit.				
Jennifer Bidwell	Got Articles? Using Online Databases	11/17/2015	1:00 PM	3		As Suggested	As Suggested	As Suggested	3					
Robin Babou	Find Books Fast: Using the Library Catalog	11/17/2015	5:30 PM	1		As Suggested	As Suggested	As Suggested	1					
Irene Truong	Cite It Right: Using MLA Formats	11/18/2015	5:30 PM	1	Presentation, MLA worksheet/citation practices, EasyBib demonstration.	As Suggested	As Suggested	As Suggested	1	Student had prior knowledge of MLA style, Works Cited page, and in-text citations. Student did not know how to create a hanging indent in MS Word other than "spacing it out" so I showed her two options: dragging the arrow on the top ruler or selecting and right clicking the citation to select "Paragraph" to automate hanging indent. Student also had questions about when it is best to do a direct quotation or paraphrase.				
Carolyn Oldham	Websites for College Research: What's Credible? What's Not?	11/18/2015	1:00 PM	8		As Suggested	As Suggested	As Suggested	8					
Judy Sevilla-Marzona	Cite It Right: Using MLA Formats	11/19/2015	5:30 PM	7		As Suggested	As Suggested	As Suggested	7					
Carolyn Oldham	Advanced Google Search Techniques	11/19/2015	1:00 PM	16		As Suggested	As Suggested	As Suggested	16					
Irene Truong	Cite It Right: Using MLA Formats	11/23/2015	1:00 PM	4	Presentation, MLA worksheet/citation practices, EasyBib demonstration.	As Suggested	As Suggested	As Suggested	4	Students had prior knowledge of MLA style, Works Cited page, and in-text citations. Students did not know how to create a hanging indent in MS Word other than "spacing it out" so I showed them two options: dragging the arrow on the top ruler or selecting and right clicking the citation to select "Paragraph" to automate hanging indent. Some students had never head of EasyBib but despite demonstrating it, most students preferred using the MLA handouts.				
Claudia Rivas	Got Articles? Using Online Databases	11/23/2015	5:30 PM	4							Exercise, interactive discussion, worksheet, one-on-one consultation, online survey, etc. Practice/exercise with keywords, EBSCO searches and Proquest searches -- see attached worksheets	As Suggested	rators, quotation m	As Suggested
Judy Sevilla-Marzona	Cite It Right: Using MLA Formats	11/24/2015	1:00 PM	18	Had student fill out a worksheet/checklist evaluating a website of his choice and then a short quiz evaluating two assigned websites, as well as discussion.	As Suggested	As Suggested	As Suggested	18	I used the suggested rubric, as well as had students complete a 7-question quiz demonstrating their knowledge in what was covered during the workshop. Based on the exercise, all students identified scholarly sources 100% of the time, indicating proficiency. Based on the quiz, one student received 6 out of 7 for an 85% - proficient. The other three students received 5 out of 7 for a 70% - not proficient.				
Ben Barba	Websites for College Research: What's Credible? What's Not?	11/24/2015	5:30 PM	8							As Suggested	As Suggested	As Suggested	8
Bruce Guter	Advanced Google Search Techniques	11/25/2015	1:00 PM	8							As Suggested	As Suggested	As Suggested	8

SPRING 2016

Scheduled workshops were not offered during Spring 2016. One workshop was offered per student request.

Librarian Name	Workshop Topic	Date of Workshop	Workshop Start Time	Number of Students Attended	Short Description of Workshop Activity	SLO(s) Used	Criteria Used	Rubrics Used	Number of Proficient Students (Based on Notes and Comments)
Judy Sevilla-Marzona	Cite It Right: Using MLA F	5/4/2016	Unknown	3		As Suggested	As Suggested	As Suggested	2

FALL 2016

Scheduled workshops were not offered during Fall 2016.

Librarian Name	Workshop Topic	Date of Workshop	Workshop Start Time	Number of Students Attended	Short Description of Workshop Activity	SLO(s) Used	Criteria Used	Rubrics Used	Number of Proficient Students (Based on Notes and Comments)
----------------	----------------	------------------	---------------------	-----------------------------	----------------------------------------	-------------	---------------	--------------	-------------------------------------------------------------

SPRING 2017

Librarian Name	Workshop Topic	Date of Workshop	Workshop Start Time	#of Students Attended	Short Description of Workshop Activity	SLO(s) Used	Criteria Used	Rubrics Used	#of Proficient Students (Based on Rubric)	Notes and Comments
Claudia Rivas	Google Apps	3/14/2017	5:30 PM	1	Hands-on practice with Google Drive, which includes Docs, Sheets, Slides AND hands-on practice with Gale's Opposing Viewpoints in Context. Student pinned all files to their Drive and further demonstrated knowledge by sharing a Google Doc with librarian.	As Suggested	As Suggested	As Suggested	1	Student had to demonstrate comprehension and knowledge of skill by sharing a Google Doc with the librarian and then remove access. Also, student had to demonstrate that an article from Gale's Opposing Viewpoints in Context was added to their Google Drive. The class started with a questionnaire about current news seeking habits, especially where students got their news. A small group discussion followed going over their responses. The whole class got their news from the radio (music format stations) and social media, especially Twitter. Students did not read the newspaper and did not know there was a campus paper. A general discussion followed about the consequences of fake news, how to check facts, and defining "real" news. Satirical news was discussed and since the students had not read of <i>The Onion</i> , we looked at their website. During the discussion, ProQuest was mentioned, so a quick demonstration of how to see which publications are indexed and why those could be considered reputable. Finished with an activity evaluating the two suggested website articles about farmed salmon. The class recognized the fake-y-ness of the "Eat This, Not That!" article and found the Washington State Dept. of Health to provide better information and put them at ease. The class went about 45 minutes, so there would have been time for another prepared website activity.
Trish Stumpf Garcia	Spotting Fake News in College Research	3/15/2017	1:00 PM	6	Questionnaire on news seeking habits, discussion of questionnaire response with partner, discussion of their findings with whole class, instructor-led discussion (What are potential consequences when fake news goes "viral"? What does the phrase "fake news" mean?) The students and I went through the Fake News quiz (created by Trish, I believe). We visited each website and answered the questions as a group. We discussed the "About Us" link - I advised the students to make sure they look for that. If they don't see it, they should be skeptical of the information they find. I also discussed with them that ALL CAPS, advertisements, and author credentials are important for evaluating the site for credibility. I also discussed the .co addition on reputable links such as www.abcnws.com.co as a sign that the site is fake news.	As Suggested; ACRL Framework (Information Has Value, Authority is Constructed)	As Suggested	As Suggested	6	
Jennifer Bidwell	Spotting Fake News in College Research	3/16/2017	1:00 PM	4		As Suggested	As Suggested	As Suggested	4	
Gabriel Beeler	Spotting Fake News in College Research	3/20/2017	5:30 PM	9		As Suggested	As Suggested	As Suggested	4	4 students scored 100%, 5 students scored 60%
Carolyn Oldham	Spotting Fake News in College Research	3/21/2017	1:00 PM	12		As Suggested	As Suggested	As Suggested	12	
Claudia Rivas	Google Apps	3/21/2017	5:30 PM	1	Hands-on practice with Google Drive, which includes Docs, Sheets, Slides AND hands-on practice with Gale's Opposing Viewpoints in Context. Student pinned all files to their Drive and further demonstrated knowledge by sharing a Google Doc with librarian.	As Suggested	As Suggested	As Suggested	1	Student had to demonstrate comprehension and knowledge of skill by sharing a Google Doc with the librarian and then remove access. Also, student had to demonstrate that an article from Gale's Opposing Viewpoints in Context was added to their Google Drive.
Gabriel Beeler	Choosing and Refining Your Research Topic	4/24/2017	5:30 PM	9	Worksheet, quiz	As Suggested	As Suggested	As Suggested	9	
Gina Singh	Spotting Fake News in College Research	4/24/2017	1:00 PM	1	Exercise, one-on-one consultation, powerpoint presentation, website evaluation activity, Fake News LibGuide, etc.	As Suggested	As Suggested	As Suggested	1	Used "Quick and simple debunking exercise." Compare two links. Which one is true? Why or why not? The student was having trouble discerning fake ad from a real ad for his assignment so after the presentation, I had him open the ads on websites and we systematically went through each ad to evaluate the legitimacy of the ad. Student was given handouts to assist him in his research.
Carolyn Oldham	Avoid Plagiarism: Write It Right	4/25/2017	1:00 PM	3		As Suggested	As Suggested	As Suggested	3	
Carolyn Oldham	Need Articles? Use Online Databases	4/26/2017	5:30 PM	3		As Suggested	As Suggested	As Suggested	3	
Gina Singh	Advanced Google Search Techniques	4/26/2017	1:00 PM	0		n/a	n/a	n/a	0	
Irene Truong	Microsoft Apps	4/27/2017	1:00 PM	1	Hands-on exercise, one-on-one consultation	As Suggested	As Suggested	As Suggested	1	Student seemed confident in his knowledge of Microsoft Office, and was aware he can download and install applications on personal devices but he was unaware of Microsoft Online and its features. Student was happy to learn how to share and edit files with classmates in real-time. Since there was only one student in attendance, the workshop became a one-on-one consultation, which worked better since the student had trouble activating his Microsoft Rio Hondo student account but we were able to troubleshoot.
Robin Babou	Find Books Fast: Using the Library Catalog	4/27/2017	5:30 PM	1		As Suggested	As Suggested	As Suggested	1	
Gabriel Beeler	Spotting Fake News in College Research	5/1/2017	5:30 PM	1		As Suggested	As Suggested	As Suggested	1	
Judy Sevilla-Marzona	Cite It Right: Using MLA Formats	5/1/2017	1:00 PM	8		As Suggested	As Suggested	As Suggested	8	
Claudia Rivas	Google Apps	5/2/2017	5:30 PM	0		n/a	n/a	n/a	0	
Karen Bourgaize	Choosing and Refining Your Research Topic	5/2/2017	1:00 PM	5		As Suggested	As Suggested	As Suggested	5	
Judy Sevilla-Marzona	Cite It Right: Using MLA Formats	5/3/2017	5:30 PM	2		As Suggested	As Suggested	As Suggested	2	Reviewed -- achieved 100% correct after 2 drafts
Robin Babou	Find Books Fast: Using the Library Catalog	5/3/2017	1:00 PM	3		As Suggested	As Suggested	As Suggested	3	
Carolyn Oldham	Avoid Plagiarism: Write It Right	5/4/2017	5:30 PM	3		As Suggested	As Suggested	As Suggested	3	
Jennifer Bidwell	Need Articles? Use Online Databases	5/4/2017	1:00 PM	1	Worksheet	As Suggested	As Suggested	As Suggested	1	
Robin Babou	Find Books Fast: Using the Library Catalog	5/8/2017	1:00 PM	1		As Suggested	As Suggested	As Suggested	1	
Stephanie Wells	Need Articles? Use Online Databases	5/8/2017	5:30 PM	1		As Suggested	As Suggested	As Suggested	1	
Carolyn Oldham	Advanced Google Search Techniques	5/9/2017	1:00 PM	4		As Suggested	As Suggested	As Suggested	4	
Robin Babou	Find Books Fast: Using the Library Catalog	5/9/2017	5:30 PM	1		As Suggested	As Suggested	As Suggested	1	
Carolyn Oldham	Need Articles? Use Online Databases	5/10/2017	1:00 PM	5		As Suggested	As Suggested	As Suggested	5	
Carolyn Oldham	Avoid Plagiarism: Write It Right	5/10/2017	5:30 PM	2		As Suggested	As Suggested	As Suggested	2	
Gabriel Beeler	Cite It Right: Using MLA Formats	5/11/2017	5:30 PM	0		n/a	n/a	n/a	0	
Jennifer Bidwell	Spotting Fake News in College Research	5/11/2017	1:00 PM	2		As Suggested	As Suggested	As Suggested	2	

SPRING 2017

Librarian Name	Workshop Topic	Date of Workshop	Workshop Start Time	#of Students Attended	Short Description of Workshop Activity	SLO(s) Used	Criteria Used	Rubrics Used	#of Proficient Students (Based on Rubric)	Notes and Comments
Irene Truong	Advanced Google Search Techniques	5/15/2017	1:00 PM	7	Worksheet, hands-on exercise, interactive discussion, video	As Suggested	As Suggested	As Suggested	5	Based on completed worksheets, two students did not think critically about their search results; only provided short answers that did not demonstrate website evaluation.
Judy Sevilla-Marzona	Cite It Right: Using MLA Formats	5/16/2017	1:00 PM	7	Questionnaire on news seeking habits, discussion of questionnaire response with partner, discussion of their findings with whole class, instructor-led discussion (What are potential consequences when fake news goes "viral"? What does the phrase "fake news" mean? How should we define "fake news"? Why does it matter if we can't tell real news from fake news? Satirical news (e.g. The Onion). Fact checking websites: Snopes, Politifact, FactCheck.org), activity=evaluate two websites on farmed salmon.	As Suggested; ACRL Framework (Information Has Value, Authority Is Constructed)	As Suggested	As Suggested	7	The class started with a small group discussion using the questionnaire about current news seeking habits, especially where students got their news. We had a super brief discussion of where to go to fact-check, especially Snopes.com. The library was closed at 6 p.m. [due to power outage] so we did not try the activity of evaluating the two suggested website articles about farmed salmon.
Trish Stumpf Garcia	Spotting Fake News in College Research	5/16/2017	5:30 PM	2			As Suggested	As Suggested	2	
Carolyn Oldham	Spotting Fake News in College Research	5/17/2017	1:00 PM	6			As Suggested	As Suggested	6	
Judy Sevilla-Marzona	Cite It Right: Using MLA Formats	5/18/2017	1:00 PM	7			As Suggested	As Suggested	7	

Note: Workshop titled "Spotting Fake News in College Research" formally known as "Websites for College Research: What's Credible? What's Not?"

FALL 2017

Librarian Name	Workshop Topic	Date of Workshop	Workshop Start Time	#of Students Attended	Short Description of Workshop Activity	SLO(s) Used	Criteria Used	Rubrics Used	#of Proficient Students (Based on Rubric)	Notes and Comments
Gabriel Beeler	Choosing and Refining Your Research Topic	10/30/2017	5:30 PM	3	Students were given a topic of distracted driving, and had to complete an exercise worth 10 points	As Suggested	As Suggested	As Suggested	3	Judging by the results, the students could successfully narrow down a research topic into subtopics, and then write a basic research question. I used: 1) "Quick and simple debunking exercise." 2) Compare two links. Which one is true? Why or why not? (the "Eat This Not That" website and the Washington State Dept website. I also used more websites as examples such as compare Now8.com with cnn.com. Student was also taught to look for references especially when it comes to pictures and bold headlines in social media. Student was given handouts to assist him in his research. He said that he found the workshop very helpful.
Gina Singh	Spotting Fake News in College Research	10/30/2017	1:00 PM	1	Exercise, PowerPoint presentation, website evaluation activity	As Suggested	As Suggested	As Suggested	1	We reviewed two short videos providing definitions of plagiarism (unintentional, intentional, common knowledge, paraphrasing, direct quotes, citations). We reviewed a worksheet exercise with example of good and bad paraphrasing of paragraph. Student provided correct answers through feedback.
Carolyn Oldham	Ethics in Writing: Avoid Plagiarism	10/31/2017	1:00 PM	1	Interactive discussion, one-on-one consultation	As Suggested	As Suggested	As Suggested	1	Discussed what type of programs the students currently use = Google Docs, PowerPoint, some Word, Excel. All three [students] created accounts with Office 365 and were able to have access to the programs online. All the students were not aware this was available to them as Rio Hondo College students. The class went about 30 minutes. The log-in/sign up process went pretty quick. Although we looked at different apps, we didn't go into detail with them. It seemed kind of silly to talk about how to use Word.
Trish Stumpf Garcia	Microsoft Apps	10/31/2017	5:30 PM	3	Created an Office 365 account using the school email. Explore the online program. See attached workshop outline and handout.	As Suggested	As Suggested	As Suggested	3	This evening, I hosted my first workshop in LR 224. All four students that attended were from the same class, ENG 201 with Rodriguez. The students told me that they were receiving extra credit for their attendance, and one provided me with an assignment prompt. While I was not prepared to address the prompt in my demonstration, I did make an effort to reference it whenever possible in order to help them find articles for their research. Overall, 3 out of the 4 students received 10 out of 10 on their exercise sheet (attached), while 1 student received 8 out of 10 for incorrectly selecting a newspaper article rather than a scholarly one. The class average was 95 percent. In general, I think the students were receptive to the workshop (with one exception, one of the students was giggling for most of the session).
Brian Young	Need Articles? Use Online Databases	11/1/2017	5:30 PM	4	Presentation, exercise sheet	As Suggested	As Suggested	As Suggested	4	A short PPT covered advanced Google search techniques. Short searches includes as Google search widgets on the LibGuide were completed by students on searching using advanced operators (quotes, using *, using Boolean operators). A short video introduced Google Scholar and Books. Interactive discussion, asking students their feedback and answers on search exercises and feedback on video.
Carolyn Oldham	Advanced Google Search Techniques	11/1/2017	1:00 PM	6	Exercise, interactive discussion	As Suggested	As Suggested	As Suggested	6	All students were able to download a Gale article to Google Drive and share the document with the instructor's Google account (riohondocollegelibrary@gmail.com). 4 out of 5 students disclosed that they already had a Google account and were aware of some of its feature already. One student thought she did not have a Google account but upon creating one, Google records showed she had already made one with her Yahoo email account. All students had never heard of Google Forms.
Irene Truong	Google Apps	11/2/2017	1:00 PM	5	Live demonstration of various Google Apps, creating a Google account, saving Gale articles to Google Drive, and sharing Google docs. I had student categorize a book using the LCDS. I also had student search for a book using the catalog and then find it on the shelf.	As Suggested As Suggested; understand how books and other materials are organized in the library	As Suggested	As Suggested	5	
Jessi Gutierrez	Find Books Fast: Using the Library Catalog	11/2/2017	5:30 PM	1		n/a	n/a	n/a	1	The student was "excellent." Student for ENGL 201 extra credit.
Judy Sevilla-Marzona	Cite It Right: Using MLA Formats	11/6/2017	1:00 PM	0					0	
					Questionnaire on news seeking habits, discussion of questionnaire response with partner, discussion of their findings with whole class, instructor-led discussion (What are potential consequences when fake news goes "viral"? What does the phrase "fake news" mean? How should we define "fake news"? Why does it matter if we can't tell real news from fake news? Satirical news (e.g. The Onion). Fact checking websites: Snopes, Politifact, FactCheck.org). Activity=evaluate two websites on farmed salmon. Evaluation quiz/activity. Exercise: choose topic, use worksheet to specify topic categories (time, geographical place, population, other). Brainstorm by creating concept map with free website.					The class started with a questionnaire about current news seeking habits, especially where the students got their news. A small group discussion followed going over their responses. The whole class then discussed with the instructor their experiences in seeking news. Students seemed to get their news from different modes, social media (Twitter and Instagram), radio (news stations), and TV. Students did not read the newspaper or the campus paper. A general discussion followed on the nature of fake news and how to check facts. One of the students used and explained the term "yellow journalism." Finished with an activity evaluating the two suggested website articles about farmed salmon. The class recognized the differences of the "Eat This, Not That" article versus the Washington State Dept. of Health webpage. The class took a quiz where they examined biased websites and such. Quiz Assessment Analytics: Is website politicians.com reputable, not accurate, unbiased, or accurate? 62.5%. Is website Breitbart.com biased towards the left, unbiased, biased towards the right, or satirical? 50%. ALL CAPS you should trust the info, ignore all caps, be suspicious, get angry? 100% 8 students proficient, 1 student borderline (kept checking email in presentation although completed the exercise). Covered brainstorming, concept maps, keywords, web tools and graphic organizers to organize and brainstorm topics; databases used for topic finding.
Trish Stumpf Garcia	Spotting Fake News in College Research	11/6/2017	5:30 PM	9		As Suggested; ACRL Framework (Information has Value, Authority is Constructed)	As Suggested	As Suggested	9	
Carolyn Oldham	Choosing and Refining Your Research Topic	11/7/2017	1:00 PM	8					8	

FALL 2017

Librarian Name	Workshop Topic	Date of Workshop	Workshop Start Time	#of Students Attended	Short Description of Workshop Activity	SLO(s) Used	Criteria Used	Rubrics Used	#of Proficient Students (Based on Rubric)	Notes and Comments
Claudia Rivas	Google Apps	11/7/2017	5:30 PM	3	Students followed along with the Google Slide presentation I had on my LibGuide and then they each signed into their own Google account. I created a Google Doc and shared it with them; they then practiced tools on the doc as I explained; such as, how to create a comment, how to chat, how to change ownership of a document, how to view history of edits, how to make suggestions, how to accept a comment or suggestion, how to insert a drawing or image, how to invite others to view/edit/comment, how to share a doc with a link, etc.	As Suggested; ACRL Framework (Scholarship as Conversation)	As Suggested	As Suggested	3	Proficient: Creates a Google Doc, Sheet, Slide, or Form without guidance or assistance. Adds content on chosen file that was created. Correctly shares created file digitally while specifying sharing permissions. -All 3 students were proficient, based on this criteria Nine students total (1 student walked out) attended tonight's MLA 8 Workshop. Most students were from Professor Rodriguez or Ibarra's English classes, and many stated that they were receiving extra-credit for their attendance. Overall, the entire class was very attentive, with no major disruptions and several good questions asked. Borrowing materials from Irene's MLA 7 Workshop, I designed tonight's workshop to focus heavily on why MLA is important (i.e., plagiarism) and the use of in-text and works cited citations. I also concentrated on MLA formatting and provided a handout guide that I found on the EasyBib site (provided). I also went over the different in-text and works cited citations on our library's MLA Guide (gold handout) and provided detailed descriptions of the different citation elements and containers. The students were given an exercise sheet (also provided) and asked to provide definitions of important concepts, along with two works cited citations. These citations (a book and magazine article from an online database) were created from resource information provided within my PowerPoint presentation. At the end of the session, I had the opportunity to look at and assess each student's exercise sheet. Overall, most students performed perfectly, but I was able to go over a few citation errors with those who were struggling. I told students that they could keep their exercise sheets for reference (and everyone did). Tonight's session definitely went well!
Brian Young	Cite It Right: Using MLA Formats	11/8/2017	5:30 PM	9	Presentation, handout guides, exercise sheet	As Suggested	As Suggested	As Suggested	9	
Bruce Guter	Find Books Fast: Using the Library Catalog	11/8/2017	1:00 PM	7		As Suggested	As Suggested	As Suggested	7	
Bruce Guter	Ethics in Writing: Avoid Plagiarism	11/9/2017	5:30 PM	7		As Suggested	As Suggested	As Suggested	7	
Carolyn Oldham	Need Articles? Use Online Databases	11/9/2017	1:00 PM	4	Exercise: short quiz at end. Hands-on activity (search in database using drop down Boolean search and field search).	As Suggested	As Suggested	As Suggested	4	4 students proficient. Covered Boolean operators and drop down options in databases using Ebsco and ProQuest; field searching using drop down menus. Keywords and use of in databases. Variety of databases RHC subscribes to. All students were able to share and collaborate in real-time on a test PowerPoint file created during the workshop. Students understood its advantages and disadvantages. All and all, students expressed excitement and motivation to start using Microsoft Apps for academic work. 1 student had already activated his student Microsoft account but could not log in. Eventually, the student was able to reset his password and regain access. Students at first were not aware that they can share Microsoft files with non-Microsoft accounts. They were also pleased that "guests" invited to view files can also edit if permitted. Students discovered the chat feature to communicate among contributors and found it very useful. Students also found the embed feature very useful. The class opened with the students expressing what they hoped to learn in the workshop. Answered included knowing how to narrow down a large set of results and how to figure out what terms to use in searching. The students had all had an English orientation at the library. Each of the students were given 2 academic journals to explore. We discussed the volume, number, and pagination, the characteristics of an academic journal title, and the abstract. We then discussed how articles were located in the old days with bound indexes. The students looked at Psychological Abstracts from May 1978, a nursing index, and the NY Times index for 1997. The students were interested in several aspects of this activity. Jumping into the computer age, we explored EBSCO Host and JSTOR. We then explored Google Scholar including a discussion on the advantages and disadvantages for its use. The students did the "Exploring Databases" activity created by Jennifer Bidwell (3/12/17). Estimated 95% accuracy. The students each shared two things they learned (or re-learned) in the workshop and brief comments followed each one. Answers included using quotes to search for a phrase, the book indexes, volume and pagination, limiting by subject, limiting by geography, and logging in from off-campus.
Irene Truong	Microsoft Apps	11/13/2017	1:00 PM	4	Activating student Microsoft account (if haven't already), live demonstration of various Microsoft Apps, sharing and collaborating on a PowerPoint file.	As Suggested	As Suggested	As Suggested	4	
Trish Stumpf Garcia	Need Articles? Use Online Databases	11/13/2017	5:30 PM	4	Explore academic journals and bound indexes for background knowledge. Explore EBSCO, JSTOR, and Google Scholar. Students chose provided print books, and looked up book record in catalog, and reviewed book record fields.	As Suggested; ACRL Framework (Searching as Strategic Exploration); ACRL Standards (Standard Two)	As Suggested	As Suggested	4	All students proficient. Covered RHC book catalog, and drop down menu with choices to search for book. Covered limiters on left hand side by subject and date range. Library of Congress classification and subject areas. Additionally, I had students complete a quiz on the presentation. Out of 9 questions, I expected 7 out of 9 correct to be considered proficient. Under those expectations, 4 out of 5 students were proficient.
Carolyn Oldham	Find Books Fast: Using the Library Catalog	11/14/2017	1:00 PM	4	Students searched for book under topic of their choice. Students followed along and completed each Google search technique with me. They completed a survey/quiz at the end of the presentation.	As Suggested	As Suggested	As Suggested	4	
Claudia Rivas	Advanced Google Search Techniques	11/14/2017	5:30 PM	5		As Suggested; ACRL Framework (Research as Inquiry)	As Suggested	As Suggested	5	

FALL 2017

Librarian Name	Workshop Topic	Date of Workshop	Workshop Start Time	#of Students Attended	Short Description of Workshop Activity	SLO(s) Used	Criteria Used	Rubrics Used	#of Proficient Students (Based on Rubric)	Notes and Comments
Brian Young	Ethics in Writing: Avoid Plagiarism	11/15/2017	5:30 PM	1	Presentation, discussion, quiz	As Suggested	As Suggested	As Suggested	1	While I have never taught such a small class before, I found this to be a good opportunity to engage the student more directly. My slideshow presentation/discussion lasted about 30 minutes, covering plagiarism and its varying types and consequences. I also covered paraphrasing and summarizing, and elaborated on when and when not to use citations. At the end of the presentation, I gave the student a 10 question quiz (provided) and went over each answer with her. She missed only 1 of 10 questions, giving her a 90% score overall. Grading the quiz with her gave me the opportunity to discuss each answer directly, thus ensuring that the information provided made sense. After the quiz, we had a nice, informal discussion about the expectations of different English professors, and how to ensure that she was neither plagiarizing or citing common knowledge. Overall, I feel that the workshop helped to clarify some questions and anxiety that the student was feeling about plagiarism.
Bruce Guter	Need Articles? Use Online Databases	11/15/2017	1:00 PM	6		As Suggested	As Suggested	As Suggested	6	
Carolyn Oldham	Spotting Fake News in College Research	11/16/2017	1:00 PM	6	Quiz on fake news. Review infographics for fake news and discuss.	As Suggested	As Suggested	As Suggested	6	All students proficient. Students watched CNN video covering fake news in presidential campaign. Infographic and examples of fake news websites. Infographic covering hyper partisan and partisan political websites and news sources. Quiz on fake news sites. Two students were proficient. One student not proficient. I made sure to go over worksheet/answers with students. I had them first tell me their answers then I corrected any mistakes. The student who was "not proficient" felt comfortable after with making the right selection when it came to distinguishing the source the information came from. She also stayed longer to get extra help. Overall, a good outcome.
Jessi Gutierrez	Cite It Right: Using MLA Formats	11/16/2017	5:30 PM	3	Worksheet filled in blanks to put citation components in order. Students followed along with the find articles LibGuide and then they practiced for a little bit on their own. The students took a 5-question quiz at the end of the workshop, where they had to explore the databases for themselves. They went through each slide with me and I showed them how to pin each file to their drive.	As Suggested	As Suggested	As Suggested	2	3 students took a short 5-question quiz, and all 3 students scored a 100% or 5 out of 5. Judging by the assessment data, I summarize that the students are competent in finding articles through our Library's databases.
Gabriel Beeler	Need Articles? Use Online Databases	11/20/2017	5:30 PM	3		As Suggested	As Suggested	As Suggested	3	
Young Lee	Advanced Google Search Techniques	11/20/2017	1:00 PM	5	Slideshow presentation on MLA rules; MLA-8th handout. Interactive Q&A discussion (students did not bring any citations of their own). Verbal prompts throughout the presentation. For example: If a citation starts with "Smith, John, et al." how many authors actually are responsible for writing the book or article?	As Suggested	As Suggested	As Suggested	5	Only one student out of the two consistently and correctly answered my questions and prompts regarding in-text and Works Cited formats. The other student was new to citations and didn't get the hang of it right away. 2 students (Comp Science and AJ majors). The former is Ed Ibarra's student and so has been in the library for multiple-session orientations and grasped the concepts readily. The other student was new to the process of citation but asked 3-4 questions to clarify the format details. I invited the students to ask librarians to proofread their citations and/or to email me with their Works Cited draft. Discussion: Students seemed to get their news from a limited number of modes, social media (Twitter), radio (music stations), and TV. Students did not generally read the newspaper or the campus paper. Evaluation activity of the two suggested website articles about farmed salmon: The class recognized the differences of the "Eat This, Not That!" article versus the Washington State Dept. of Health webpage. One was still buying in to the "Eat This" page and we talked about our first impressions, our own biases, and what we want to believe affects our beliefs. Finished with "share 3 things you learned today." Answers included: didn't know about the url extension .co, where channel 11 Fox local news might fall on the chart, that there are lists of fake sites, the different categories of fake news, and click bait. The class went the full hour. Implemented ideas from last time and it worked well.
Judy Sevilla-Marzona	Cite It Right: Using MLA Formats	11/21/2017	1:00 PM	2	Questionnaire on news seeking habits and discussion. Instructor-led discussion (List of False, Misleading, Clickbait-y, and/or Satirical "News" Sources. The Chart. Fact checking websites: Snopes, Politifact, FactCheck.org). Activity = Evaluate two websites on farmed salmon. Evaluation activity "3 Things You Learned."	As Suggested; ACRL Framework (Information is Constructed)	As Suggested	As Suggested	1	
Trish Stumpf Garcia	Spotting Fake News in College Research	11/21/2017	5:30 PM	3		As Suggested	As Suggested	As Suggested	3	Quiz resulted in a class average of 83% with a high of 100% and a low of 67%. The most missed question was using the minus sign to eliminate a term (as NOT). Used slides from Advanced Google Searching LibGuide. "Quiz" for comprehension. Each student shared what they learned in the class. Responses included using quotes for a phrase search, the "cited by" link in Google Scholar search result page, being able to search in some books and Google Books. Thoughts for improvement: review quiz questions with class after they've turned in to improve understanding.
Bruce Guter	Spotting Fake News in College Research	11/22/2017	1:00 PM	2		As Suggested	As Suggested	As Suggested	2	
Trish Stumpf Garcia	Advanced Google Search Techniques	11/27/2017	5:30 PM	4	Discussed database related concepts: Boolean Logic, symbols used in searching (*=truncation, ""=phrase, etc.), stop words. Explored Google Advance Search screen, explored Google Scholar, briefly explored Google Books.	As Suggested	As Suggested	As Suggested	3	
Young Lee	Ethics in Writing: Avoid Plagiarism	11/27/2017	1:00 PM	5		As Suggested	As Suggested	As Suggested	5	
Carolyn Oldham	Spotting Fake News in College Research	11/28/2017	1:00 PM	10		As Suggested	As Suggested	As Suggested	10	
Carolyn Oldham	Cite It Right: Using MLA Formats	11/29/2017	1:00 PM	6		As Suggested	As Suggested	As Suggested	6	
Judy Sevilla-Marzona	Cite It Right: Using MLA Formats	11/30/2017	1:00 PM	6		As Suggested	As Suggested	As Suggested	6	

Note: Workshop titled "Ethics in Writing: Avoid Plagiarism" formally known as "Avoid Plagiarism: Write It Right"

SPRING 2018

Librarian Name	Workshop Topic	Date of Workshop	Workshop Start Time	#of Students Attended	Short Description of Workshop Activity	SLO(s) Used	Criteria Used	Rubrics Used	#of Proficient Students (Based on Rubric)	Notes and Comments
Gina Singh	Spotting Fake News in College Research	4/16/2018	1:00 PM	2	Pre-quiz, Powerpoint presentation, website evaluation activity Topic development worksheet and discussion. I challenged participants to come up with a topic of their choice and develop a thesis or research question throughout the presentation. Workshop concluded with a discussion of topics and Q&A session.	As Suggested	As Suggested	As Suggested	2	I used a quick and simple debunking exercise (comparing two links). I also used the Fake News quiz at the end. I used more websites as examples such as Now8.com with cnn.com. Students were taught to look for references especially with it comes to pictures and bold headlines in social media. Students were given handouts to assist them in their research. Students could distinguish the types of fake news at the end of the workshop. Only 5 of the 17 students in attendance constructed a focused research question. The majority of students in attendance (12 of 17) were from ENG 30 (Villalobos), with the professor also in attendance. It is worth noting that the class did not have a specific research assignment, and while not disruptive and certainly welcomed, did not seem to fully grasp the information or complete the worksheet.
Brian Young	Choosing and Refining Your Research Topic	4/16/2018	5:30 PM	17	Quiz was displayed on screen; students answered each question individually. One student was called to answer each question (taking turns), and the correct/wrong answers were discussed. Q&A.	As Suggested	As Suggested	As Suggested	5	
Judy Sevilla-Marzona	Ethics in Writing: Avoid Plagiarism	4/17/2018	1:00 PM	3		As Suggested	As Suggested	As Suggested	3	1 student scored 10, 2 students scored 9. Started by asking the students what they hoped to get out of the class. Extra credit offered by their English professor was unanimous, and also to know about other technology that would be beneficial. Discussed what type of programs the students currently use = Google Docs, PowerPoint, some Word, Excel. All four [students] created accounts with Office 365 and were able to have access to the programs online. None of the students were aware this was available to them as Rio Hondo College students. One student didn't use Word because he didn't have access to it on his own. The class went about 30 minutes. The log-in/sign up process went pretty quickly. We looked at the different apps, we didn't go into detail with them. It seemed kind of silly to talk about how to use Word. An attempt at collaborating on a document did not work because I was not able to add them to my document, possibly because their accounts were so new and not in the student list yet. (Maybe they could have added me to a document?)
Trish Stumpf Garcia	Microsoft Apps	4/17/2018	5:30 PM	4	Created an Office 365 account using the school email. Explore the online program. See attached workshop outline and handout.	As Suggested	Successfully gain access	As Suggested	4	
Carolyn Oldham	Advanced Google Search Techniques	4/18/2018	1:00 PM	7		As Suggested	As Suggested	As Suggested	7	
Gabriel Beeler	Need Articles? Use Online Databases	4/18/2018	5:30 PM	8	Database lecture, interactive discussion, graded worksheet	As Suggested	As Suggested	As Suggested	8	8 students were Proficient, they scored a 95% on their Articles worksheet. 40 possible points with a total class score of 38/40 - 95%. All 5 students successfully sent text or email of a book's call number to themselves. Wrote call number on white board and then a 2nd one. Students needed to decide as a group if the new one went before or after the first one. Then repeated with a 3rd call number. Call numbers varied in the 3rd line after the decimal point. Students explained their reasoning to the others. 4 of 5 students located their book on the shelf, 1 student found where the book should be, but neglected to note that the book was checked out before looking for it.
Trish Stumpf Garcia	Find Books Fast: Using the Library Catalog	4/19/2018	5:30 PM	5	Used Carolyn Oldham's "Find a Book" LibGuide. Text or email call number to yourself. Put call numbers in order - group activity. After review of using catalog, students did a find a book activity on a subject of their choice and retrieved book from the shelves.	As Suggested; ACRL Framework (Searching as Strategic Exploration)	As Suggested	As Suggested	5	
Judy Sevilla-Marzona	Cite It Right: Using MLA Formats	4/23/2018	1:00 PM	5		As Suggested	As Suggested	As Suggested	4	All students completed worksheet/quiz. 13 of 17 students passed quiz. Similar to the topic development workshop that I taught the previous week (4/16/18), the majority of students in attendance (12 of 17) were from ENG 30 (Villalobos). The professor was present for approximately 30 minutes. I feel that the majority of students were engaged in the lesson and understood the content. The quiz and website comparison sheet were a bit rushed as we ran out of time towards the end.
Brian Young	Spotting Fake News in College Research	4/23/2018	5:30 PM	17	Website comparison and fake news quiz. Discussions about preferred news sources, fake news, trends, and evaluating websites.	As Suggested	As Suggested	As Suggested	13	Of the 8 attendees, 6 are working on a paper. 7 of 8 indicated they will receive extra credit for the workshop.
Karen Bourgaize	Choosing and Refining Your Research Topic	4/24/2018	1:00 PM	8		As Suggested	As Suggested	As Suggested	8	All 5 successfully completed the group activity. The groups were required to create a Google account and then collaborate on a Google Slides document on a chosen topic. Each group came up with 7-10 slides by the end of the class.
Gabriel Beeler	Google Apps	4/24/2018	5:30 PM	5	Group exercise, interactive discussion, Google Apps Demonstration	As Suggested	As Suggested	As Suggested	5	
Robin Babou	Find Books Fast: Using the Library Catalog	4/25/2018	1:00 PM	2		As Suggested	As Suggested	As Suggested	2	
Bruce Guter	Cite It Right: Using MLA Formats	4/25/2018	5:30 PM	4	Power Point Lecture, Interactive discussion.	As Suggested	As Suggested	As Suggested	4	After reviewing the material for 70 minutes, we had to vacate the classroom to make way for a subsequent orientation session.
Young Lee	Need Articles? Use Online Databases	4/26/2018	1:00 PM	5		As Suggested	As Suggested	As Suggested	5	
Carolyn Oldham	Ethics in Writing: Avoid Plagiarism	4/28/2018	5:30 PM	6		As Suggested	As Suggested	As Suggested	6	
Young Lee	Microsoft Apps	4/30/2018	1:00 PM	3		As Suggested	As Suggested	As Suggested	3	
Claudia Rivas	Need Articles? Use Online Databases	4/30/2018	5:30 PM	10		As Suggested	As Suggested	As Suggested	10	
Young Lee	Find Books Fast: Using the Library Catalog	5/1/2018	1:00 PM	7		As Suggested	As Suggested	As Suggested	7	

Trish Stumpf Garcia	Advanced Google Search Techniques	5/1/2018	5:30 PM	5	Discussed database related concepts: Boolean logic, symbols used in searching ("=truncation, "=phrase, etc.) stop words. Explored Google Advance Search screen, Google Books, and Google Scholar.	As Suggested	As Suggested	As Suggested	5	Quiz resulted in a class average of 88% with a high of 100% and a low of 78%. The most missed question was using the minus sign to eliminate a term (as NOT). Used slides from Advanced Google Searching LibGuide. "Quiz" for comprehension. Each student shared what they learned in the class. Responses included using the Boolean operators, the country code of url extensions, truncation, knowing about Google Books and Google Scholar in general. Improvement from last time: Reviewed quiz answers with students after picking up. That gave an opportunity to review some items: Not all Google Books are free, to explain filetype limiter since I forgot to talk about, and clarify that Google Scholar contains books as well, which wasn't highlighted in our search. Thoughts for improvement: Do my own handout. Not sure if I can do anything with the LibGuide. Have sample searches for the students. Show them how to link Rio Hondo Library with their Google Scholar searching. Other random things: What the "I'm feeling lucky" button does, using the incognito window.
Bruce Guter	Ethics in Writing: Avoid Plagiarism	5/2/2018	5:30 PM	12	Power Point Lecture, Interactive discussion, online plagiarism quizzes from "turnitin.com" and "WriteCheck.com"	As Suggested	As Suggested	As Suggested	12	I had 12 students, 8 of whom were from Prof. Villalobos' Eng. 30 class, which met concurrently with the workshop. I forgot to collect the attendance sheet, and apparently one of the students must have left the class with it!
Bruce Guter	Spotting Fake News in College Research	5/3/2018	1:00 PM	5	Power Point Presentation and "Fake News LibGuide"	As Suggested	As Suggested	As Suggested	5	Used a handout "Tips for analyzing News/Web sources" taken from LibGuide.
Carolyn Oldham	Cite It Right: Using MLA Formats	5/3/2018	5:30 PM	5		As Suggested	As Suggested	As Suggested	1	
Irene Truong	Advanced Google Search Techniques	5/7/2018	1:00 PM	3	Interactive discussion, video, worksheet, hands-on exercise	As Suggested	As Suggested	As Suggested	3	Everyone demonstrated some level of website evaluation and analysis of search results across multiple search engine platforms. Discussed what determines which websites appear first on search results: PageRank, tailored results, etc. Showed Eli Pariser TED Talk: Filter Bubbles. Used worksheet on Advanced Google Search, Google Scholar, and DuckDuckGo.com.
Claudia Rivas	Need Articles? Use Online Databases	5/7/2018	5:30 PM	4		As Suggested	As Suggested	As Suggested	4	
Judy Sevilla-Marzona	Cite It Right: Using MLA Formats	5/8/2018	1:00 PM	14		As Suggested	As Suggested	As Suggested	14	
Trish Stumpf Garcia	Spotting Fake News in College Research	5/8/2018	5:30 PM	9	Questionnaire on news seeking habits, discussion of questionnaire response with partner, discussion of their findings with whole class, instructor-led discussion (What are potential consequences when fake news goes "viral"? What does the phrase "fake news" mean? How should we define "fake news"? Why does it matter if we can't tell real news from fake news? Satirical news (e.g. The Onion). Fact checking websites: Snopes, Politifact, FactCheck.org). Activity=evaluate two websites on farmed salmon. Feedback.	As Suggested; ACRL Framework (Information has Value, Authority is Constructed)	As Suggested	As Suggested	9	The class started with a questionnaire about current news seeking habits, especially where the students got their news. A small group discussion followed going over their responses. The whole class then discussed with the instructor their experiences in seeking news. Students seemed to get their news from different modes, social media (Twitter, Facebook, and Instagram), radio (news stations NPR and KFI, 1070 also mentioned), and some TV. Some students read online newspapers, but did not read print newspaper or the campus paper (unless their phone was dead, then resorted to looking at <i>El Paisano</i>). A general discussion followed on the nature of fake news and how to check facts. Examined the chart created by Vanessa Otero graphing news organizations by liberal to conservative bias and news to analysis to bias to inaccurate & fabricated. The students liked seeing the news outlets presented in this way and felt their favorites were accurately reported. Finished with an activity evaluating the two suggested website articles about farmed salmon. The class recognized the differences of the "Eat This, Not That" article versus the Washington State Dept. of Health webpage. The class went the full hour. Ideas for improvement: maybe pick a current issue and examine the reporting of both sides.
Carolyn Oldham	Spotting Fake News in College Research	5/9/2018	1:00 PM	6		As Suggested	As Suggested	As Suggested	6	
Gabriel Beeler	Choosing and Refining Your Research Topic	5/9/2018	5:30 PM	5	Students found reference books then completed their assigned worksheet.	As Suggested	As Suggested	As Suggested	5	5 students attended the workshop and successfully completed the topic exercise with a class average of 100%
Bruce Guter	Find Books Fast: Using the Library Catalog	5/10/2018	1:00 PM	6	Powerpoint, interactive discussion, call # finding exercise	As Suggested	As Suggested	As Suggested	6	6 students attended. All completed exercise to identify and locate a useful book for their writing assignments.
Trish Stumpf Garcia	Need Articles? Use Online Databases	5/10/2018	5:30 PM	1		As Suggested	As Suggested	As Suggested	1	
Irene Truong	Ethics in Writing: Avoid Plagiarism	5/14/2018	1:00 PM	5	Presentation, online exercise, true or false quiz	As Suggested	As Suggested	As Suggested	5	2 students scored 90% while 3 students scored 100% on the true or false quiz. The 2 students who scored 80% failed to acknowledge that taking even small bits of information from the internet or an unwritten source (like a video) without citing is plagiarism.
Claudia Rivas	Advanced Google Search Techniques	5/14/2018	5:30 PM	7		As Suggested	As Suggested	As Suggested	7	8 but 1 left halfway through and 2 others left just 5 minutes before the end because they thought it was part of their Eng 30 class, not understanding it was a workshop until then. 5 stayed through the end and took my quiz/assessment.
Carolyn Oldham	Spotting Fake News in College Research	5/15/2018	1:00 PM	12		As Suggested	As Suggested	As Suggested	12	
Carolyn Oldham	Cite It Right: Using MLA Formats	5/16/2018	1:00 PM	6		As Suggested	As Suggested	As Suggested	6	