Workshops
Closing the Loop

Pauline:
1. Migration from one-shot to workshop format
2. Workshops developed
3. Rubrics
   a. Developed
   b. Normed
4. RIE advice
5. Move content to online format

LeAnn

Scheduling

Assumptions:
1. Schedule workshops during weeks and times that were beneficial to students
2. Schedule workshops so students could take three foundational workshops
   a. Developing Research Topics
   b. Finding and Evaluating Books
   c. Finding and Evaluating Articles
3. End of semester offerings would benefit students at the beginning of upcoming semester

Pauline and I met to discuss strategies
   High or low attendance
   Time of day
   Workshop sequencing

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Created flyer that suggested taking all three
Will use scheduling pattern for spring semester
Extended Hours

Gathered student responses on four easels

  Revealed that some students needed a place to study because of:
   Noise
   Warmth
   Need a place to focus

  Request for continued extended hours

Recommendations

  Continue expanded hours during the fall and spring semesters because student comments were overwhelmingly positive, appreciative, and linked the additional hours to feelings of success.

  Extend Friday and Saturday evening hours until at least 6:00 as there were 132 and 117 students in the building when it closed at 4:30 and 4:00.

  Open the library at least one hour earlier on Sunday as student demand was consistently high on Sunday.

  Ask Associated Students to provide appropriate snacks to motivate students and alleviate the need to leave the library.

  Apply for Student Life funds to provide a therapy animal or animals to reduce student stress. This practice has been successful in other college libraries.