**

**CE Workshop Evaluation Form**

**Arrangement and Description Track**

Workshop **Evaluation Form:**

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| **Title** | Arrangement and Description of Manuscript Collections |
| **Reviewer:** | Jennifer Pelose |

Directions:

* Quantitative: Each item below begins with a **bolded** statement. Score each with a 1-5 ranking to indicate your assessment of the veracity of that statement based on your review of workshop overviews/agendas, evaluations, and other materials.
* Qualitative: In the comments section for each item below, please respond to the additional questions posed and any related issues that this workshop raises for you.
* Provide any additional assessments or comments not relevant to one of the specific, numbered areas in the space provided following the table.

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| --- | --- | --- | --- | --- | --- | --- | --- |
| *Please place an “x” in the appropriate column, use* ***1=low****, undesirable, to* ***5=high****, excellent.* | | | **1** | **2** | **3** | **4** | **5** |
| 1. Does the content **appeal to its specified audience**? Does it indicate specific categories of archivists and/or levels of expertise to assist potential participants in determining the workshop's relevance for them?   Comments: The course seems to cover the basics for the novice, while at the same time having enough content to provide an overview of processing/arrangement and description for upper level collection managers. | | |  |  |  | X |  |
| 2. To what extent does the subject matter **reflect current archival practices** and theory commonly accepted in the profession?  Comments: It seems accurate. The crosswalks between DACS, MARC, and EAD in the Craft of Description section were also very helpful, and up to date. | | |  |  |  | X |  |
| 3.. How **relevant/appropriate are the teaching and delivery methodologies** (lecture, video, PowerPoint, exercises, film, audiotape, discussion, simulation, case study, opportunities for in-course feedback, etc.) to the articulated goals and objectives, and to the content?"  Comments: The exercises seemed fine. Perhaps more hands-on examples? | | |  |  |  |  |  |
| 1. How workable is the **time line** or **agenda** for the course? Is there sufficient detail to indicate how the workshop will evolve? Does it allow sufficient time for active engagement between course participants and the instructor(s)?   Comments: There seems to be a lot to cover in just two days. Perhaps three would be more effective? | | |  |  | X |  |  |
| 5. To what degree does the **list of assigned readings** support the content of the proposal?  Comments: Lots of good processing resources are included such as online processing manuals which are very helpful, and descriptive standards references | | |  |  |  |  | X |
| 6. Does the presentation support the Learning Outcomes in the descriptions?  Comments: | | |  |  |  | X |  |
| **A&D Track Considerations** | | | | | | | |
| 1.Does this content bridge, enhance, and/or build on other workshops (If so, please name) | This content builds upon the principles covered Describing Archives: A Content Standard; it also prepares participants to take Encoded Archival Description, Implementing More Product, Less Process, and the Archivists’ Toolkit course. | | | | | | |
| 2.Does this build on other workshops not on the list? | This class seems to be at a foundational level; a basic course in archival processing. | | | | | | |
| 3 Should this be part of the A&D Track? | Yes, this course, or equivalent experience should be required in A & D track. | | | | | | |
| 4.Where would this workshop fall in the sequence of an A&D track? | This course should be at the beginning of the A & D track. | | | | | | |
| Why? | It should be at the beginning of the A & D track since it is imperative to understand the physical collection principles before more becoming more involved in descriptive standards and tools. | | | | | | |
| 5. What tier does this workshop fall in? (See attached tiers) | Foundational | | | | | | |
| 6. Target Audience | Novice | | | | | | |
| 7. Is the suggested prior “experience/knowledge” appropriate? | Taking Describing Archives : A Content Standard, or equivalent | | | | | | |
| 8. Learning Outcomes:  Are they appropriate and/or relevant? | The learning outcomes are identified as:   * Understand the concepts and principles of arrangement; * Figure out how to arrange various types of manuscript collections and formats; * Identify the essential elements of a finding aid; * Discuss the application of archival descriptive standards; and * Demonstrate an understanding of best practice   Given the target audience, these outcomes seem appropriate. | | | | | | |
| 9. What should they be?  Please list learning outcomes. | It should be stated either by the instructors or in the outcomes that this course will give the participants “an overview” of arranging and describing collections. | | | | | | |
| 10. Can you make suggestions for competencies this workshop would fulfill? | This would provide a foundation in arrangement and description provides a base for all other archival activities (advanced cataloging, reference, collection development, etc.). It also will give participants an overview of processing workflows and strategies for effective collection management. | | | | | | |
| 11. Would parts of the content lend themselves to a different format? | |  |  | | --- | --- | | Check one: Webinar:   * 30 minute * 90minute | In person:   * 1/2 day * 1 day * 2 day | | | | | | | |
| 12. Which parts? |  | | | | | | |
| 13. Does it lend itself to repurposing as an audio CD? | This course would be best in person. Just an audio CD may be too little to guide the participants. | | | | | | |
| Which parts? |  | | | | | | |

Other comments:

--With arrangement and description comprising the core of all other archival activities, this course would best be taught in person over (at least) two days as currently offered through SAA.

--The class provides an overview of descriptive activities for basic collection management, and can be helpful for novices, or as a refresher for experienced professionals. As stated above, it should be stressed as an overview course.

--I couldn’t tell from the course materials if there were any hands-on activities (small collections of correspondence, ephemera, etc.) for participants to try arrangement and description of archival collections in class. This was something that I did in class in groups in graduate school (chiefly to demonstrate the variety of arrangement schemes that can be applied to collections), and it engaged the students.

--This is a lot to cram into two full days. Would it be possible to expand it to at least three (perhaps to accommodate more hands-on examples)?