**

**CE Workshop Evaluation Form**

**Arrangement and Description Track**

Workshop **Evaluation Form:**

|  |  |
| --- | --- |
| **Title** | ***Archivist’s Guide to Balancing Legal Issues in Photographic Collections*** |

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.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| *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: | | |  |  |  |  | X |
| 2. To what extent does the subject matter **reflect current archival practices** and theory commonly accepted in the profession?  Comments: | | |  |  |  |  | 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: I am assuming lecture and discussion, but this area of the description should be added/expanded. | | |  |  |  | X |  |
| 4. 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: | | |  |  |  |  | X |
| 5. To what degree does the **list of assigned readings** support the content of the proposal?  Comments: Reviewed the Resources List | | |  |  |  |  | X |
| 6. Does the presentation support the Learning Outcomes in the descriptions?  Comments: Suggest expanding the description to include Learning Outcomes and teaching methodology | | |  |  | X |  |  |
| **A&D Track Considerations** | | | | | | | |
| 1.Does this content bridge, enhance, and/or build on other workshops (If so, please name) | Unknown | | | | | | |
| 2.Does this build on other workshops not on the list? | Unknown | | | | | | |
| 3 Should this be part of the A&D Track? | YES | | | | | | |
| 4.Where would this workshop fall in the sequence of an A&D track? | Unknown | | | | | | |
| Why? |  | | | | | | |
| 5. What tier does this workshop fall in? (See attached tiers) | See attached list of tiers and definitions Tiers not attached | | | | | | |
| 6. Target Audience | Attached list of tracks can be used to indicate appropriate level of experience and job function | | | | | | |
| 7. Is the suggested prior “experience/knowledge” appropriate? | N/A | | | | | | |
| 8. Learning Outcomes:  Are they appropriate and/or relevant? | Recommend this area should be expanded. | | | | | | |
| 9. What should they be?  Please list learning outcomes. |  | | | | | | |
| 10. Can you make suggestions for competencies this workshop would fulfill? | No | | | | | | |
| 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? | No | | | | | | |
| Which parts? |  | | | | | | |

Comments: This course appears to be current and relevant to the field. As noted, the workshop description should be expanded to include teaching methodology and learning outcomes sections.