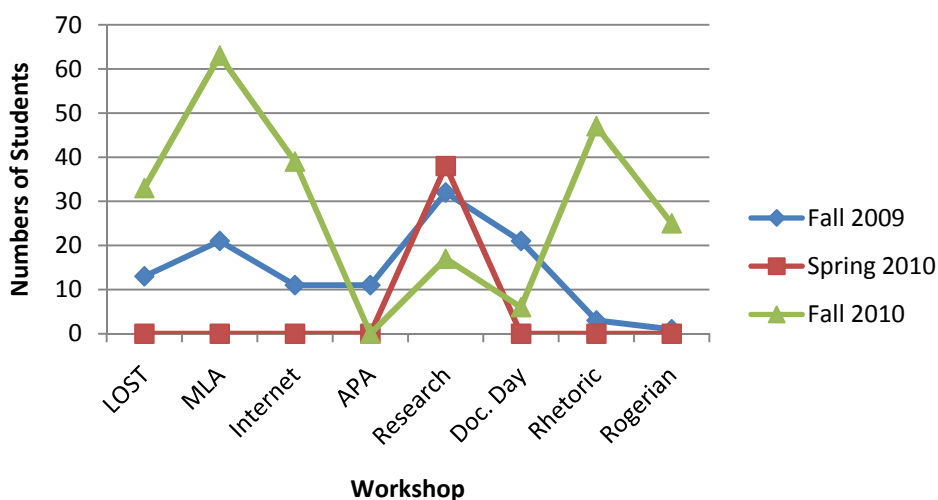


Fall 2010 Workshop Attendance
Nicholas Webb
OCCC Communications Lab

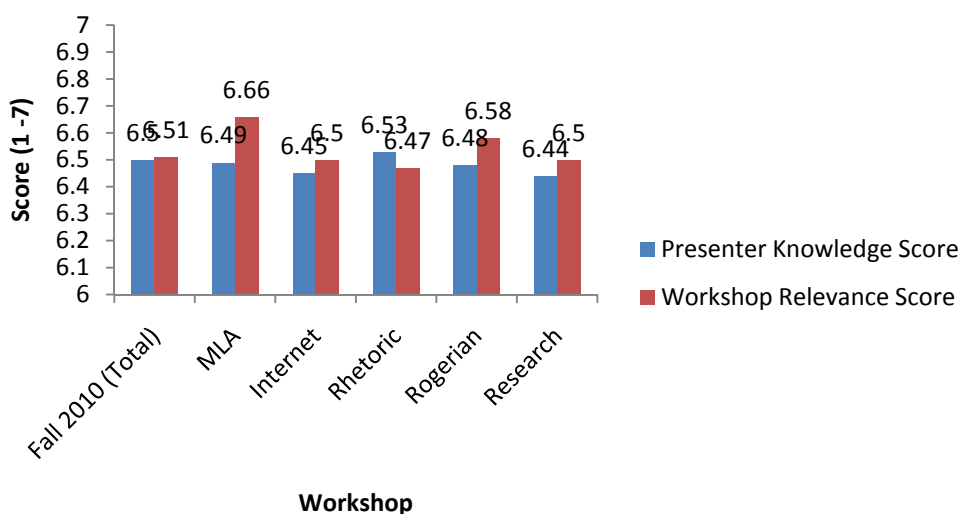


Analysis

Students who attended the workshops held by the Communications Lab were asked to complete a survey that consisted of six evaluative questions concerning the workshops and seven demographic questions. Two of the evaluative questions asked the students to rate the workshops based on the level of the knowledge of the presenter and the relevance of the workshop topic. The other evaluative questions asked respondents to comment on what they learned during the presentation, what other workshop topics they would find valuable, what the presenter could have changed to improve the workshop, and what other times or days would have been more convenient for them. The demographic portion of the survey asked respondents to provide the date and time of attendance, the name of the workshop, and the teacher and class who encouraged them to attend.



Communications Lab Writing Workshop Series Attendance: Fall 2010, Spring 2010, and Fall 2009.



Comm. Lab Writing Workshop Series Presenter Knowledge /Workshop Relevance: Fall 2010.
(Does not include events with less than 10 attendees nor events measured using a different scale)

Quantitative Data:

The greatest change since last year's workshop series is the overall increase in numbers between the Fall 2009 and Fall 2010 semesters. Between this time, the workshop attendance experienced an increase of 116 (+101.8%) more students than the previous fall. This is likely due to increased faculty interest in the workshops. When compared with the friendliest faculty variable, it is clear that faculty involvement is a major contributor to the success of the workshop series. English Composition 1 (ENGL 1113) accounted for the most cited course of the workshop attendees (63.5%). This is also likely a result of a handful of ENGL 1113 faculty showing interest in the events; however, even this indicates that previous notions of an English Composition II (ENGL 1213) focus within the subject matter presented in the Communications Lab's workshops may not be accurate. Of particular note was the course reach of the Rogerian argument workshop. ENGL 1113 students accounted for 60% of the total number of attendees for that workshop, only a few points less than the average for all workshops. This indicates, that despite the fact that the subject matter of the workshop is largely a part of the ENGL 1213 curriculum, it is still relevant to students and faculty in other areas. Finally, the workshops also rated highly in presenter knowledge (6.5) and subject matter relevance (6.51). These variables were measured on 1-7 Likert scales, where 1 was "Not Knowledgeable" and "Not Relevant" and 7 was "Very Knowledgeable" and "Very Relevant." The scores from both scales indicated that students overwhelmingly believe the presenters are capable and engaging and the workshop content is applicable to their course or general success in life.

For individual workshops, the event on MLA observed the highest number of student attendees (63 students), which is consistent with the institutional emphasis on avoiding academic dishonesty and course curriculum among ENGL 1113 and ENGL 1213. However, the workshop on Rogerian argument saw the greatest percent increase (+2400%) in attendance between the Fall 2009 and Fall 2010 semesters. Both the Rogerian argument workshop and the rhetoric workshop saw very high increases. This is largely due to the low attendance of both workshops during the Fall 2009 semester, followed by increased faculty interest during the Fall of 2010. The only workshop to see a reduction in the number of students was the research paper Brown Bag hosted jointly by the Communications Lab and Student Life. This is likely due to the occurrence of OCCC's Fall Break that took place October 21st and 22nd. The Communications Lab's Documentation Day did not see a large attendance at the academic dishonesty or the fiction workshop, but there was a large number of visitors to the other festivities. Over 150 students were recorded partaking of refreshments and information on plagiarism and documentation, despite the low workshop attendance. The workshops also all scored individually high in presenter knowledge and content relevance. No workshop scored lower than 6.44 in presenter knowledge or 6.47 in content relevance (of the workshops with more than 10 participants), suggesting that all workshops had a very knowledgeable presenter and were very relevant. The workshop with the highest presenter knowledge (with more than 10 participants) was the rhetoric workshop (6.53) while the highest content relevance was the MLA workshop (6.66). However, during the Rogerian workshop, the scores of one unusually disgruntled student brought the knowledge and relevance scores from 6.63 and 6.74 to a 6.48 and 6.58. Without this one outlier, the Rogerian argument workshop would have been the workshop with the highest presenter knowledge, most likely resulting from the presenter's

knowledge and engagement with the subject matter and her use of alternative presentation mediums (a skit followed by discussion). The LOST workshop was surveyed under a different scale and, though ranking with high scores (2.35 and 2.29) on knowledge and relevance scales of 1 to 3, was not comparable to the other workshops.

Student Responses:

The question concerning how the presenter could have made the presentation more engaging provided insight into both how the presenter could improve their style of addressing the audience and their method of presenting. Overall, students articulated that presenters should slow down when speaking (2.6% of all workshop attendees in Fall 2009 and 2010), ask more questions (2.1%), and be more enthusiastic (1.2%). They also indicated that presenters should provide more information and examples (3.2% of all workshop attendees in 2009 and 2010), involve the students in more activities, skits and games (2.4%) and provide more opportunities for student engagement and involvement (2.1%). The introduction of food and coffee was brought up by several students, making it the fourth most requested change to the presentations during the Fall 2009 and 2010 workshops (1.5%). Most of the workshops are held at 11 AM and 1 PM on Mondays. Many students who attended the workshops indicated that Wednesdays and Fridays, during lunch (11 AM to 2 PM) and in the early evening (2 PM to 6 PM) were better times for workshop attendance. Though insightful, this information fails to paint an accurate representation of the overall OCCC student body and their desired times for workshop attendance.

When asked to suggest new ideas for workshops, student responses gave insight into new areas on which the Communications Lab's workshops should focus, the lack of student awareness of other college departments and a lack of awareness of what topics the Communications Lab already covers. Respondents suggested the Communications Lab have a greater emphasis on argumentation, research skills, study skills, grammar and APA style in new workshops. This is the second year students have requested workshops on argumentation and research. The data also showed that students often mistake the Communications Lab's Workshop Series for a Student Life program as several students indicated they would like to see workshops on things such as money management or staying healthy, which have no relation to the Communications Lab's writing focus. Finally, the numbers suggested a need to improve the marketing of workshops already on the workshop repertoire. A workshop on MLA Style was suggested more than any other, with a workshop on plagiarism or academic dishonesty being cited second, despite the fact that the Communications Lab's Workshop Series conducted these presentations during this semester.

Implications:

The most profound implication from the data is the need for greater student and instructor involvement. Students should have more opportunities to participate in the discussion, either through activities or through more questioning by presenters. It would be valuable for future workshops to include collaborative, entertaining activities that challenge students to apply topics learned in the event. Teachers should be more involved in the process as well in order to

encourage class attendance. This can be done through promotion in faculty meetings and continued marketing materials in mailboxes. This should also include a greater focus on gaining student attendance through diverse methods instead of relying on instructors to bring their classes to workshops. It may be worthwhile to develop relations with other campus departments, such as Student Life and Marketing, to promote events. This will also assist in the promotion of events to students across the campus, instead of simply attracting students from ENGL 1113 or ENGL 1213. Only three of the workshops are technically focused on the English course curriculum (MLA, Rhetoric, and Rogerian), but even these have broad applications that go beyond writing for English assignments. Promotion of lab events should attempt to reach students from across the curriculum by reaching out to instructors of all courses through office mail and through email.

Also, future attention should be paid to how the events are scheduled. Throughout the semester, students inquired about workshops being scheduled in the evenings and on weekends. This should be a gradual goal, with attention being paid to studying the dates and times students would be able to participate in events scheduled in the evenings and on weekends. Also, currently the workshops are planned to coincide with the English curriculum; future planning of these events must take into consideration more than simply following the English course requirements but should instead correspond to the more natural flow of writing or when the data suggests students would be more interested in the events.

Other implications one can draw from the data include the strength of the presenters. Presenters should be comfortable with speaking in front of others, remembering to speak clearly and loud enough for their audience to hear. Speakers should also remember to ask their audience questions to engage them in the discussion. Overall, it will be vital for presenters to move away from a traditional lecture and into more dynamic presentations using collaboration and activities to keep students immersed in the topic. Students have also suggested workshops on argumentation, research, studying, grammar and APA Style. With the exception of grammar, the Communications Lab's workshops already cover these topics to some extent. A possible solution to this could be the altering of current workshops to focus on these tasks, instead of creating new ones. The best venue for most of these would be the research paper workshop. Activities could be developed to focus on argumentation, research and studying. APA Style is already addressed in its own workshop held during the spring semester and should be highlighted during Documentation Day in the fall. Events could be developed that highlight grammar skills, including but not limited to workshops. It will be a challenge to develop events that emphasize grammar concepts in the already crowded workshop schedule; however a rotation of workshops could facilitate this.

*Totals:***Students Attendees:** 230**Student Attendees (Fall 2009):** 114**Percent Change:** +101.8%**Student Attendees (Spring 2010):** No Data**Percent Change:** No Data**Most Attended Workshop:** MLA (63 attendees) (+200% since Fall 2009)**Most Change:** Rogerian (25 attendees) (+2400% since Fall 2009)**Friendliest Faculty Member:** Judith Talley-Dale (46 students; 20%)**Most Successful Course Reach:** English Composition I (146 students; 63.5%)**Total Knowledge Score:** 6.5**Total Relevance Score:** 6.51**Highest Rated Workshop (Knowledgeable):** Rhetoric (6.53)**Highest Rated Workshop (Relevance):** MLA (6.66)**Presenter Skill*:** Slow down (2.6%); Ask more questions (2.1%); Enthusiasm/Be more exciting (1.2%)**Presentation Method*:** More Information/examples (3.2%); More activities/skits/games (2.4%); More student engagement/involvement (2.1%)**Time Concentration:** Wednesday; Friday / 11 AM – 2 PM; 2 PM – 6 PM**New ideas for Workshops (2009):** Argumentation; Creative Writing; Research; Critical Analysis**New Ideas for Workshops (2010):** Argumentation; Research; Studying; Grammar; APA Style

Workshop Breakdown:

Title: Learning Organization Skills Today

Presenter: Lydia Rucker

Date: Monday, 30 Aug. 2010

Times: 11 AM and 1 PM

Total Attendees: 33

Attendees (11 AM): 5 (15.2%)

Attendees (1 PM): 28 (84.8%)

Attendees (Fall 2009): 13

Percent Change: +153.8%

Attendees (Spring 2010): No Data

Percent Change: No Data

Friendliest Faculty: Judith Talley-Dale (18 students; 54.5%)

Friendliest Faculty (11 AM): Steve Morrow (3 students; 60%)

Friendliest Faculty (1 PM): Judith Talley-Dale (18 students 64.3%)

Successful Course Reach: English Composition I (24 students; 72.7%)

Successful Course Reach (11 AM): English Composition I (3 students; 60%)

Successful Course Reach (1 PM): English Composition I (21 students; 75%)

Presenter Knowledge Score: 2.35[†]

Workshop Relevance Score: 2.29[†]

Student Responses:

Presenter Skill: Speak clearly (2.2%)

Presentation Method: More food/candy/coffee (6.6%); Confusing pop culture references (4.4%); More examples (2.2%); More activities (2.2%); More time to take notes (2.2%)

Topics Learned (2009): Writing process (54.5%); Organization (18.2%); Thesis (9.1%); Quotations (9.1%); Conclusion (9.1%)

Topics Learned (2010): Thesis (46.2%); Writing process (19.2%); Conclusion (15.4%)

Time Concentration: NONE

The LOST workshop focuses on the development of essay structure and organization. In marketing this workshop, the focus is generally on students who are entering ENGL 1113 and ENGL 1213 who may need a refresher on writing an essay. The workshop is held during the beginning of the semester in order to facilitate this end. During the Fall 2010 semester, the LOST workshop saw an increase of 153.8% in student attendance from the previous fall with the

bulk of students (75%) coming from ENGL 1113. This was due to faculty involvement from instructor Judith Talley-Dale. Overall, presenter Lydia Rucker carried the workshop with a knowledge score of 2.35† while the workshop itself received a 2.29† in relevance, indicating that Rucker is an accomplished presenter and that students find the topic valuable to their success.

The students indicated that the presenter of this workshop should speak clearly and offer more examples (2.2% of workshop attendees from Fall 2009 and 2010), food (6.6%), opportunities for activities (2.2%) and time for note taking (2.2%). Students had trouble understanding some of the pop culture references in the workshop, explaining they were unable to associate with them (4.4%). This, however, did not keep them from grasping the overall point of the workshop. Students responded that they came away from the workshop with a greater understanding of thesis statements (46.2%), which was an increase of 37.1% from the previous semester. This is largely due to an activity planned by the presenter focusing on thesis statement.

Title: MLA Style: A Royal Pain

Presenter: Nick Webb

Date: Monday, 13 Sep. 2010

Times: 11 AM and 1 PM

Total Attendees: 63

Attendees (11 AM): 20 (31.7%)

Attendees (1 PM): 43 (68.3%)

Attendees (Fall 2009): 21

Percent Change: +200%

Attendees (Spring 2010): No Data

Percent Change: No Data

Friendliest Faculty: Tonya Kymes (35 students; 55.6%)

Friendliest Faculty (11 AM): Tonya Kymes (18 students; 90%)

Friendliest Faculty (1 PM): Tonya Kymes (17 students; 39.5%)

Successful Course Reach: English Composition I (34 students; 54%)

Successful Course Reach (11 AM): English Composition II (18 students; 90%)

Successful Course Reach (1 PM): English Composition I (34 students; 79.1%)

Presenter Knowledge Score: 6.49

Workshop Relevance Score: 6.66

Student Responses:

Presenter Skill: Speak louder (3.5%); Enthusiasm (2.3%); Slow down (2.3%)

Presentation Method: More examples (3.5%); Less confusing slides (3.5%); More student involvement (2.3%); More time (2.3%); More activities (2.3%); More student engagement (2.3); Less boring (2.3%)

Topics Learned (2009): Works cited (37.5%); Citations (37.5%); Quotations (18.8%)

Topics Learned (2010): Works cited (31.8%); Citations (22.7%); Formatting (18.2%);

Time Concentration: Tuesday; Wednesday

The MLA workshop was the most heavily attended workshop in the Fall of 2010, with a total of 63 attendees. This is up 200% from the previous semester. The presentation on MLA style focuses on Modern Language Association guidelines concerning formatting, parenthetical documentation and Works Cited pages. The large attendance of this workshop is mostly due to faculty involvement from instructor Tonya Kymes whose students accounted for 55.6% of total workshop attendees for this event. MLA formatting is part of the curriculum for both ENGL 1113 and ENGL 1213, which is demonstrated in the popularity of this workshop among students from these courses. The presenter of this workshop, Nicholas Webb, received a knowledge

score of 6.49, and the workshop achieved a relevance score of 6.66, the highest of all of the workshops. This is congruent with the emphasis placed on MLA Style by faculty in the Arts and Humanities department at OCCC.

The MLA workshop has a tendency to be dry and tedious for students. It is important for the presenter to speak loudly and slowly, with enthusiasm. To combat the tediousness, the presenter should also engage the students in more activities and provide more information with more simplified slides. Despite the need for more exciting content, students were able to glean an understanding of the three main points of the workshop: Works cited (31.8%); Citations (22.7%); Formatting (18.2%).

Title: Evaluating Credible Sources on the Internet

Presenter: Nick Webb

Date: 11 Oct. 2010

Times: 11 AM and 1 PM

Total Attendees: 39

Attendees (11 AM): 19 (48.7%)

Attendees (1 PM): 20 (51.3%)

Attendees (Fall 2009): 11

Percent Change: 255%

Attendees (Spring 2010): No Data

Percent Change: No Data

Friendliest Faculty: Mary Punches (18 students; 46.2%)

Friendliest Faculty (11 AM): Mary Punches (18 students; 94.7%)

Friendliest Faculty (1 PM): Judith Talley-Dale (14 students; 70%)

Successful Course Reach: English Composition I (33 students; 84.6%)

Successful Course Reach (11 AM): English Composition I (18 students; 94.7%)

Successful Course Reach (1 PM): English Composition I (15 students; 75%)

Presenter Knowledge Score: 6.45

Workshop Relevance Score: 6.5

Student Responses:

Presenter Skill: Don't just read (2.0%); Slow down (2.0%); Explain sources (2.0%); More movement (2.0%)

Presentation Method: More examples (6.1%); More humor (2.0%); More information (2.0%)

Topics Learned (2009): Locating usable information (45.5%); Lack of online credibility (27.3%)

Topics Learned (2010): Locating usable information (36.4%); Evaluation (21.2%); Lack of online credibility (18.2%)

Time Concentration: Tuesday; Friday

Evaluating Credible Sources on the Internet teaches students how to choose the best web sources for research. It focuses on the evaluation process using five criteria: authorship; accuracy; objectivity; currency and coverage. This workshop saw an attendance of 39 students, up 255% from Fall 2009. This presentation does not focus on any particular class; in fact, evaluation is a skill that is useful across the curriculum. Despite this, students from ENGL 1113 accounted for 84.6% of the total workshop attendees. This was largely due to faculty

involvement from instructors Mary PUNCHES and Judith Talley-Dale. Nicholas Webb, presenter for this event, received a knowledge score of 6.45, while the workshop received a relevance score of 6.5. This indicates students felt Webb was a qualified presenter and the workshop was relevant to their educational goals.

The presenter of this event should take care not to simply read from slides. It is important for them to explain examples, slowly and clearly for the audience. Students indicated they would prefer the speaker to make use of the venue's space more often. They also indicated more examples, more humor and more information would be helpful. The most intriguing aspect of this event's performance was the student reports of gaining knowledge over the evaluation process. In the Fall of 2009, students reported learning about how to locate credible information online and the concerns of internet sites as sources. Though those topics appeared on surveys again in the Fall of 2010, they also reported taking away knowledge on the evaluation process (21.2% of Fall 2010 workshop attendees).

Title: Recognizing Rhetoric

Presenter: Brandon Isaak

Date: 1 Nov. 2010

Times: 11 AM and 1 PM

Total Attendees: 47

Attendees (11 AM): 39 (83%)

Attendees (1 PM): 8 (17%)

Attendees (Fall 2009): 3

Percent Change: +1466.67%

Attendees (Spring 2010): No Data

Percent Change: No Data

Friendliest Faculty: Jennifer Jacks (27 students; 57.4%)

Friendliest Faculty (11 AM): Jennifer Jacks (20 students; 51.3%)

Friendliest Faculty (1 PM): Jennifer Jacks (7 students; 87.5%)

Successful Course Reach: English Composition I (37 students; 78.7%)

Successful Course Reach (11 AM): English Composition I (30 students; 76.9%)

Successful Course Reach (1 PM): English Composition I (7 students; 87.5%)

Presenter Knowledge Score: 6.53

Workshop Relevance Score: 6.47

Student Responses:

Presenter Skill: Ask questions (4.1%); Less reading text (2.0%)

Presentation Method: Make shorter (6.1%); More games (4.1%); More visuals/videos (4.1%)

Topics Learned (2009): NONE

Topics Learned (2010): Rhetorical fallacy (42.5%); Rhetorical triangle (32.5%); Broad application of rhetoric (12.5%)

Time Concentration: Monday; Wednesday/11 AM – 2 PM; 2PM – 6 PM

Recognizing Rhetoric is intended to provide students with an understanding of the rhetorical triangle (ethos, pathos and logos) and rhetorical fallacies. Though a strong component of the ENGL 1213 curriculum, the rhetorical analysis is presented as a skill that is necessary when dissecting an argument, either in an academic setting or during everyday life. This workshop saw an attendance of 47 students, up 1,466.67% (the second highest percent increase from Fall 2009). Despite the high emphasis of rhetorical analysis in ENGL 1213, the majority of students (78.7%) came from ENGL 1113, thanks in part to instructor Jennifer Jacks. The presenter for this event, Brandon Isaak, had a knowledge score of 6.53, which was the highest score among

the presenters. The workshop, however, had a 6.47 relevance score. Though this is nowhere near a low score, the lower relevance score can likely be attributed to the perception by students that this workshop is specific to English courses.

The presenter of this workshop should be sure to ask more questions and rely less on reading from the text of their slide show. Some students also reported that the presentation should be made shorter, and include more games and visual elements. Others indicated that the visual elements (videos) should be introduced and explained before and after they are played. Students indicated that they learned about fallacy, awareness of the rhetorical triangle and how rhetoric can be applied to various situations.

Title: Learning to Compromise: The “Roger”ian Way

Presenter: Tonja Nelson

Date: 15 Nov. 2010

Times: 11 AM and 1 PM

Total Attendees: 25

Attendees (11 AM): 17 (68%)

Attendees (1 PM): 8 (32%)

Attendees (Fall 2009): 1

Percent Change: +2400%

Attendees (Spring 2010): No Data

Percent Change: No Data

Friendliest Faculty: Michael Snyder (9 students; 36%)

Friendliest Faculty (11 AM): Michael Snyder (8 students; 47.1%)

Friendliest Faculty (1 PM): Kim Halpern (1 student; 12.5%); Sue Hinton (1 student; 12.5%); Tonya Kymes (1 student; 12.5%); Michael Snyder (1 student; 12.5%); Marcus Smith (1 student; 12.5%); Kay McConathy (1 student; 12.5%);

Successful Course Reach: English Composition I (15 students; 60%)

Successful Course Reach (11 AM): English Composition I (14 students; 82.4%)

Successful Course Reach (1 PM): English Composition II (2 students; 25%)

Presenter Knowledge Score: 6.48

Workshop Relevance Score: 6.58

Student Responses:

Presenter Skill: Slow down (23.1%); More excitement (3.8%); Ask more questions (3.8%)

Presentation Method: More skits (11.5%); More videos (3.8%); Jokes (3.8%); Show up in right room (3.8%); More audience involvement (3.8%)

Topics Learned (2009): NONE

Topics Learned (2010): Knowledge of Rogerian argument (29.2%); Compromise (20.8%); Common ground (8.3%); Rhetorical triangle (8.3%)

Time Concentration: Wednesday

The Communications Lab’s Rogerian presentation focuses on the theories of Carl Rogers, who developed a method of argumentation that builds upon the common ground of two opposing sides to develop a solution that brings the two sides together into a compromise. It is frequently assigned in ENGL 1213, even though ENGL 1113 made up over 60% of this workshop’s attendance, thanks in part to instructor Michael Snyder. This workshop also saw the largest percent increase between the Fall 2009 and Fall 2010 semesters (+2400%).

Presenter Tonja Nelson had a presenter score of 6.48, while the workshop saw a relevance score of 6.58. Both of these numbers are quite high, especially considering the effects of a disgruntled student who made her opinion known in the ratings.

The presenter of this event should be sure to slow down when speaking and speak with excitement. Students also indicated that speakers should ask more questions to engage the audience. Respondents also suggested more compelling content during the presentation, including skits and videos. Students reported that they learned general information about Rogerian argument, including compromise and common ground.

Special Events

Title: Research Paper: Don't Panic!

Presenter: Lydia Rucker and Nick Webb

Date: 19 Oct. 2010

Time: 12:30 PM

Total Attendees: 17

Attendees (Fall 2009): 32

Percent Change: -46.9%

Attendees (Spring 2010): 38

Percent Change: -55.3%

Friendliest Faculty: Michael Snyder (2 students; 11.8%); LaThonya Shivers (2 students; 11.8%); Darby Johnsen (2 students; 11.8%); Chris Verschage (2 students; 11.8%)

Successful Course Reach: Success in College Life (4 students; 23.5%)

Presenter Knowledge Score: 6.44

Workshop Relevance Score: 6.5

Student Responses:

Presenter Skill: More clear (2.1%); More explanation (2.1%); Ask more questions (2.1%); More personal experience(2.1%); More enthusiasm (2.1%)

Presentation Method: More examples (4.2%); During lunch time (2.1%); More exciting (2.1%); More student engagement (2.1%); More visual slides (2.1%); More candy (2.1%); Divide into two (2.1%)

Topics Learned (2009): Plagiarism (30.4%); Organization (21.7%); Writing process (21.7%); Note taking (21.7%)

Topics Learned (2010): Thesis statement (30.8%); Writing process (15.4%); plagiarism (15.4%); Citations (15.4%)

Time Concentration: NONE

The research paper workshop is a joint venture between the Communications Lab and the Student Life office. This workshop focuses on techniques for completing research papers, including planning, researching and note taking. This event is marketed by Student Life as a part of their Brown Bag workshop series held once a semester. This is the only Communications Lab event to see a decline in numbers between the Fall 2009 and Fall 2010 semesters (-46.9%). This is likely due to the placement of the event so close to OCCC's break for the fall. The research paper presentation is intended for students from any discipline; this is demonstrated in the multitude of instructors and courses noted on the evaluation forms. This workshop was co-presented by Nicholas Webb and Lydia Rucker. The two presenters received

a knowledge score of 6.44 and the event received a relevance score of 6.5, indicating students believed the presenters to be qualified and the event to be valuable.

Presenters of this workshop should remember to speak clearly and enthusiastically and provide opportunities for questions and explanations. Students reported enjoying greater amounts of personal experience from the presenters. Students also felt the presentation could be improved with more examples, more visual elements, and more overall student engagement. Of note is the emphasis on food during this event; students responded that they would have liked to have had access to lunch at this event and snacks. Finally, students reported learning about thesis statement, plagiarism and citations during this event. Similar to the LOST workshop, an activity focusing on thesis statements likely contributed to this factor.

Event: Documentation Day

Total Attendees: 156‡

Workshops:

Title: Academic Dishonesty: The Dream Killer

Presenter: Nick Webb

Date: 25 Oct. 2010

Time: 11 AM

Total Attendees: 4

Friendliest Faculty: Kim Halpern (1 student; 25%)

Successful Course Reach: English Composition II (1 student; 25%); Success in College Life (1 student; 25%)

Presenter Knowledge Score: 6.75

Workshop Relevance Score: 5.5

Student Responses:

Presenter Skill: More exciting (4.0%); Asking more questions (4.0%)

Presentation Method: Crowded slides (8.0%); Projector blocks view (4.0%); More in-depth (4.0%)

Topics Learned (2009): Plagiarism (25%); Types of academic dishonesty (25%); Avoidance of academic dishonesty (25%)

Topics Learned (2010): Avoidance of academic dishonesty (66.7%); Consequences of academic dishonesty (33.3%)

Time Concentration: NONE

Title: Writing Fiction

Presenter: Lydia Rucker

Date: 25 Oct. 2010

Time: 1 PM

Total Attendees: 2

Friendliest Faculty: Debra Vaughn (1 student; 50%); Kim Halpern (1 student; 50%)

Successful Course Reach: History (1 student; 50%); English Composition II (1 student; 50%)

Presenter Knowledge Score: 7

Workshop Relevance Score: 7

Student Responses:

Presenter Skill: NONE

Presentation Method: NONE

Topics Learned (2009): NONE

Topics Learned (2010): Short stories (100%); Novels (50%)

Time Concentration: NONE

Documentation Day is a special Communications Lab event that highlights the importance of documentation and citing sources in combating plagiarism. The event, held during the Fall 2010 semester, featured information and refreshments in the Communications Lab and workshops on academic dishonesty and fiction writing. This event did not see large numbers in attendance of the workshops, but lab traffic was increased due to the event. It is estimated that over 150 people took part in the festivities in the Communications Lab during Documentation Day.

Presenters of the academic dishonesty workshop should be sure to speak with enthusiasm and engage the students with questions. They should also be sure to keep slide shows clean and provide in-depth examples. Students reported that they learned about the types and the consequences of academic dishonesty. There was not enough data available for the fiction presentation to make suggestions for presenters.

*Includes combined data from Fall 2009 and 2010.

†Quantified using an three point interval measure (Knowledgable, Very Knowledgable, Extremely Knowledgable; Relevant, Very Relevant, Extremely Relevant)

‡Includes both workshop attendees and individuals who received information during Documentation Day festivities in the lab.