

7 June 2010

**OhioLINK DMS Report:**

**TECHNICAL SERVICES TRAINING NEEDS ASSESSMENT SURVEY**

**COMMITTEE/PROJECT TEAM:**

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**INTRODUCTION:**

The following is a report on a survey conducted in March 2010 on the training needs of those in OhioLINK member institutions' Technical Services divisions. This survey was done at the behest of the OhioLINK DMS committee. Richard Wisneski (chair), Becky Yoose, and Tom Adamich comprised the team for this project. They constructed the survey instrument and distributed it via "Survey Gizmo," an online free survey tool. The three then assumed responsibility for particular parts of the survey, and thereupon analyzed the results, explained the results, and wrote recommendations based on the results.

**BACKGROUND:**

The project team's purpose was to investigate the perceived training needs of those in Technical Services departments from OhioLINK member institutions. Specifically, the team sought whether technical services librarians would want training in topics and skills related to

their professions, in what formats they would want such training, what geographic locations would be most preferable, and how much funding and transportation would factor into attending on-site workshops.

After reviewing surveys from other consortiums and institutions, and consulting with others from OhioNET and OhioLINK, the project team designed an online survey instrument, which was first tested with staff from each team members' respective institution (See **Appendix** for survey instrument with results).

Topics and Skills in which to query technical services librarians' training desires consisted of the following:

- Technical Services Products and Services, including batch reclamation, Connexion Client Tips and Trick, Running Headings Reports in III Millennium, and using YBP's GOBI system.
- Technical Services Skills, including creating records for particular material types (serials, multimedia resources, and so on), introduction to FRBR and RDA, and order records creation.
- Metadata, including Dublin Core, EAD, text encoding, and other metadata standards
- Cataloging and Metadata Tools and Resources, including ContentDM, XML, MarcEdit, and content management systems
- General, including how much funding and transportation affect attending on-site workshops, and open-ended comments

Each part, excepting "General," also asked in what format respondents would most prefer each topic/skill be offered: on-site or online, and half- or full-day workshops.

The survey instrument was released to members of OhioLINK DMS on March 3, 2010. Members were asked to have their staff members access the online survey and fill it out. A reminder was sent in mid-March. The survey closed in early April 2010.

There were 106 respondents. 11 responses were unusable due to errors in data. Thus, there were 95 responses used. Of those 95, not all responded to every question.

## **RESULTS**

- Tom Adamich reviewed those parts of the survey concerned with Technical Services Products and Services
- Becky Yoose reviewed those parts of the survey concerned with Technical Services Skills and General Matters
- Rich Wisneski reviewed those parts of the survey concerned with Metadata and Cataloging/Metadata Tools and Resources

## **1. Technical Services Products and Services**

(T. Adamich)

- See Appendix, Questions 1 and 2

### **Analysis for Question 1:**

The top selections (receiving selection percentages over 40% which could be classified as “tier #1” choices) in the “very interested” category (i.e. those chosen by the most survey participants) for all selections in question #1 were the following:

- III Millennium tips and tricks (including creating macros)
- Creating and making use of lists in Millennium
- [OCLC] Connexion client tips and tricks (including creating macros)

For the selections receiving a selection percentage in the 30-40% range in the “very interested” category (and which could be classified as a “tier #2 choice”) were the following:

- Records loading in Millennium, including authority records, bibliographic transfers, etc.
- Navigating Millennium’s Serials module
- Running headings reports in Millennium
- Creating and making use of lists in Millennium

Please note that the percentage totals for the top bulleted item was obtained from the “very interested” category and the remaining selections were gathered from the “somewhat interested” category.

### **Analysis for Question 2:**

When comparing the top selections (receiving selection percentages over 40% which could be classified as “tier #1” choices) in the “very interested” category (i.e. those chosen by the most survey participants) for all selections in question #1 to the desired delivery options for each in question #2 the results for each were the following [delivery method indicated in brackets]:

- III Millennium tips and tricks (including creating macros) = [tie – full-day workshop on site and ½ day workshop online]
- Creating and making use of lists in Millennium = [1/2 day workshop online]
- [OCLC] Connexion client tips and tricks (including creating macros) = [1/2 day workshop online]

For the selections receiving a selection percentage in the 30-40% range in the “very interested” category (and which could be classified as a “tier #2 choice”) the desired delivery options were the following [delivery method indicated in brackets]:

- Records loading in Millennium, including authority records, bibliographic transfers, etc. = [1/2 day workshop online]
- Navigating Millennium’s Serials module = [full-day workshop on site]

- Running headings reports in Millennium = [1/2 day workshop online]
- Creating and making use of lists in Millennium = [1/2 day workshop online]

Again, please note that the percentage totals for the top bulleted item was obtained from the “very interested” category and the remaining selections were gathered from the “somewhat interested” category.

## **2. Technical Services Skills**

(B. Yoose)

- See Appendix, Questions 3 and 4

*Interest in Topics (See Appendix, question 3)*

Results:

- Introduction to RDA and FRBR and how to create records for electronic resources were the most popular choices, with both receiving over 40 votes for Very Interested
- Equal interest (very and some) with Understanding Authority Records, how to create records for serials, and Checkin records management
- Large somewhat interested votes with how to create records for multimedia resources and how to create records for music material
- **No one topic** had more uninterested/not interested at all votes than interested/neutral votes

*Workshop preferences (See Appendix, question 4)*

Results:

- 11 out of 14 had on-site outnumber online options
- Two day workshops had low to no interest

*Taking the most popular topics from question 3, a table of the top 2 choices for workshop preferences*

	Full day on-site	Half day on-site	Half-day online
<b>Introduction to RDA</b>	1	2	
<b>How to create records for electronic resources</b>	2	1	
<b>Understanding authority records</b>	1		2
<b>How to create records for serials</b>	1	2	
<b>Checkin records management</b>	2	2	1
<b>How to create records for multimedia resources</b>	1	2	
<b>How to create records for music material</b>	1	2	

### Technical Services skills

- *Current and upcoming issues facing TS departments drew the most interest*
  - RDA/FRBR and creating electronic resource records ranked highest in interest.
- *Interest in all other TS skills is high*
  - Many of the topics listed go through changes on a regular basis, and will go through more change with the implementation of RDA.
- *On-site workshop option preferred over online*
  - Half and full day on-site workshops were the most popular choices for TS Skills workshops, with some interest in half day online workshops.

### **3. Metadata Standards**

(R. Wisneski)

- See Appendix, Questions 5 and 6

There were 85 responses for this question and 65 for the next.

In combining “very interested” and “somewhat interested,” we find the following:

- Qualified and unqualified DC – 59%
- Encoded Archival Description (EAD) – 58%
- Introduction to Metadata Standards and Applications, including VRA, PBCore, METS, MODS, and MARCXML – 65%
- Text Encoding and the Text Encoding Initiative (TEI) – 58%
- Understanding RDF/OAI-PMH – 65%

The third item, Introduction to Metadata Standards and Applications, could have been further broken down into its specific standards. Nonetheless, these responses indicate a great deal of interest in metadata.

Full-day onsite was the most preferred format for instruction, with half-day onsite being the second most preferred format, and two-day workshops being the least desired. Less than 30 percent indicated any interest in online instruction, excepting “Understanding RDF and OAI-PMH,” which had 30.5 percent interest.

### **4. Cataloging and Metadata Tools and Resources**

(R. Wisneski)

- See Appendix, Questions 7 and 8

There were 82 responses for this question and 61 for the next.

In combining “very interested” and “somewhat interested,” we find the following:

- Using MarcEdit – 64.2%
- ContentDM – 56.8%
- Content Management Systems (DSpace, Greenstone, Fedora) – 61.3%
- Introduction to XML – 61%
- Web Publishing Resources – 59.7%
- Social Networking Tools – 57.4%

Interest in the other workshop topics scored at or below 55 percent, including oXygen XML Editor (43.2%), Intermediate XML (55%), and introduction to PHP/Perl (54.3%).

It should be noted that, of “Very Interested,” workshops in MarcEdit and Content Management Systems scored over 30 percent.

Some questions could have been more specific, such as explaining what would be taught in a workshop on web publishing resources and with the oXygen XML Editor software. Nonetheless, the responses reflect interest in tools for generating metadata as well as understanding the systems in which metadata functions.

As with the previous question, full-day onsite was the most preferred format for learning these topics, with two-day workshops being the least preferred format. Online instruction, both half- and full-day, varied. Online instruction was most desired for:

- oXygen XML Editor – 42%
- Web Publishing Resources – 43.2%
- Social Networking Tools – 50%

Online training scored less than 35 percent for the remaining topics, the recurring point being that onsite training is still preferable to online.

## **5. General:**

(B. Yoose)

- See Appendix, Questions 9-12
- *On-site workshops in Central/NE Ohio*
  - Majority chose on-site workshops over online, with Central and Northeastern Ohio being voted as the most convenient regions to hold workshops.
- *Travel and cost are concerns*
  - Travel is somewhat a concern for most, but cost concerns are higher, with a quarter of respondents saying they will not attend if they do not receive funding.

### *Preference in learning new skills*

- Over half prefer on-site

- Online and self-directed training roughly equal to each other

*Most convenient location for professional development activities*

- Tie between Central and Northeast Ohio (over a third of votes each)
- Last third comprised of SW, SE, and NW

*Transportation factors*

- Majority say somewhat to a great concern (~60%)

*Funding factors*

- Lack of funds might hinder attendance 60%
- Will not go without funding at 25%

## **Recommendations**

(T. Adamich, B. Yoose, R. Wisneski)

### **T. Adamich:**

Based on the fact that my portion of the analysis examined the results of questions associated with training pertaining to the Innovative Interfaces Millennium Integrated Library System (ILS) and the OCLC Connexion products (both Client and Browser versions) we use as members of OhioLINK, I recommend that the “Priority #1” topics/course delivery modes possibly include the following:

- III Millennium tips and tricks (including creating macros) = [tie – full-day workshop on site and ½ day workshop online]
- Creating and making use of lists in Millennium = [1/2 day workshop online]
- [OCLC] Connexion client tips and tricks (including creating macros) = [1/2 day workshop online]

Priority #2 topics/course delivery modes may include the following:

- Records loading in Millennium, including authority records, bibliographic transfers, etc. = [1/2 day workshop online]
- Navigating Millennium’s Serials module = [full-day workshop on site]
- Running headings reports in Millennium = [1/2 day workshop online]
- Creating and making use of lists in Millennium = [1/2 day workshop online]

Furthermore, special note should be made of the need to emphasize online training as the preferred delivery mode and consider training in Electronic Resource Management (ERM) and Enterprise Content Management (ECM) – both of which also relate to Susan Banoun’s ERM survey as posted 4 May on the DMS Listserv - <http://www.surveymonkey.com/s/BB292WY>. These recommendations are based on feedback received from open-ended questions which were both part of the OhioLINK Technical Services Training Needs Assessment and represent another portion of my analysis.

B. Yoose

- *Technical Services Skills workshops*
  - RDA/FRBR and electronic resource record creation gathered most interest; these should receive first priority for workshops.
  - Since interest is high in all other topics, workshops for all other topics are recommended.
  - Some of the higher interest half-day on-site workshops could be rolled into a full day workshop. Some examples:
    - Serials record creation + Checkin record management = Serials workshop
    - Creating records for multimedia resources + create records for music materials + other non-book record creation = Non-book cataloging workshop
- *General matters*
  - On-site workshops are preferred. Workshops could alternate between Central and NE to ensure most have a chance to attend an on-site workshop. Travel was cited as a concern, and will exclude some from attending certain on-site workshops. With online training, travel is a non-issue.
  - Cost will be the main draw or deterrent for workshops. This will no doubt conflict with many respondents' requests to hold on-site workshops. A balance must be struck between the benefits and costs associated with on-site training. If that is not possible, there is still some interest in online training. Either way, it may be to the benefit of the organization to make training materials available online for those who cannot make it to on-site workshops due to travel or cost restrictions.

R. Wisneski

Metadata is of particular interest to those in technical services, as shown from the responses pertaining to metadata tools and formats presented in this survey. Interest was above 55 percent in all topics posed in the survey – Dublin Core, EAD, TEI, RDF, and other metadata standards such as VRA and MODS. Clearly, workshops in metadata and tools in metadata creation would attract a large audience. Topics that would be immediately generate interest are:

- Introduction to Unqualified and Qualified Dublin Core
- Introduction to Metadata Standards and Applications, including VRA, MODS, METS, PBCore, MARCXML, and IEEE-LOM/SCORM
- Using MarcEdit for Cataloging and Metadata
- Content Management Systems, including DSpace, Fedora, Greenstone, Droopal, and Joomla (all over 30 percent)

Preference was given to half- and full-day on-site workshops in metadata. Workshops lasting beyond one day, on the other hand, ranked low. While on-line half- and full-day workshops did not rank as high as on-site workshops, the fact that over 40 percent expressed interest in online workshops for three topics could arguably show that delivery in this format should not be dismissed.



It could be advantageous to explore how other consortiums or private companies (e.g. Amigos) teach workshops on metadata and metadata tools, particularly in online formats. It could be equally advantageous to explore how successful such workshops have been for those who have participated.

## **CONCLUSION**

A few caveats should be noted with this survey:

- No questions asked respondents to address why they would want workshops on the particular topics and tools listed in the survey. For example, it would have been interesting to ask why respondents wanted a workshop on content management systems or on batch reclamation.
- No questions asked for detailed information on the institutions from which respondents worked, such as the size of the institution, whether it was public or private, rank (e.g. professional librarian, non-exempt staff). It could have proved interesting to discover whether there was a difference in training needs based on rank or type/size of institution. Perhaps those from smaller institutions seek more training than those from larger institutions (perhaps not). Had such a profile been generated, however, we could have offered further insights into where training should occur and in what format(s).
- A more thorough survey would have incorporated interviews or focus groups to get a more detailed account of why technical service librarians want particular workshops and what they see as either lacking or insufficient as to workshops that are currently offered. More general comments from such interviews and focus groups could have also delved into what training technical service librarians have already received and their perceptions of those training sessions. Lastly, more open-ended questions could have asked respondents if they have used resources on various topics, such as VRA and RDA, via those resources' web pages and their impressions of those resources.

Despite these shortcomings, this survey reflects interest in a number of topics/tools and a desire for training in those topics/tools. As one open-ended comment stated, "I desperately need this."

**APPENDIX: Survey Instrument, with Results**

Source:

<http://app.sgizmo.com/reports/74294/247139/XWM0UQ0W57QQ6D0ULZ6MP2KQQQ2CR/?ts=1271337628> ; accessed 3 May 3, 2010.

**Survey: OhioLINK Technical Services Training Needs Assessment****1. Please rate your interest in the following workshop possibilities:**

Item	Very Interested	Somewhat Interested	Neutral	Somewhat Uninterested	Not Interested At All	Total
PromptCat Profiling	5.4%	14.1%	34.8%	10.9%	34.8%	92
Regular Enhance Experience	9.9%	28.6%	26.4%	5.5%	29.7%	91
Batch Reclamation	18.9%	24.4%	24.4%	2.2%	30.0%	90
Connexion Client Tips and Tricks (including creating macros)	38.5%	40.7%	7.7%	-	13.2%	91
III Millennium Tips and Tricks (including creating macros)	61.3%	26.9%	2.2%	1.1%	8.6%	93
Records loading in Millennium, including Authority records, bibliographic transfers, etc.	31.6%	28.4%	18.9%	6.3%	14.7%	95
Running Headings Reports in Millennium	25.3%	31.9%	20.9%	6.6%	15.4%	91
Creating and Making Use	46.8%	27.7%	10.6%	7.4%	7.4%	94

of Lists in Millennium						
Navigating Millennium's Acquisitions module	22.0%	25.3%	23.1%	7.7%	22.0%	91
Navigating Millennium's Serials module	28.3%	31.5%	13.0%	6.5%	20.7%	92
Using YBP's Global Online Bibliographic Information (GOBI)	15.6%	18.9%	28.9%	10.0%	26.7%	90
Average %:	27.7%	27.1%	19.1%	5.8%	20.2%	1010

Total Responses: 95

**2. Which of the following would you consider BEST taught in the following format (please check only one)?**

Item	Half-Day workshop On Site	Full-Day workshop On Site	Two-Day workshop On Site	Half-Day workshop Online	Full-Day workshop Online	Two-Day workshop Online	Total
PromptCat Profiling	28.8%	19.2%	1.9%	48.1%	-	1.9%	52
Regular Enhance Experience	32.1%	24.5%	1.9%	37.7%	3.8%	-	53
Batch Reclamation	35.8%	20.8%	-	41.5%	1.9%	-	53
Connexion Client Tips and Tricks (including creating macros)	25.0%	33.8%	2.9%	32.4%	5.9%	-	68
III Millennium Tips and Tricks (including creating macros)	24.1%	34.2%	2.5%	34.2%	5.1%	-	79
Records loading in Millennium, including Authority records, bibliographic	25.0%	30.9%	1.5%	41.2%	1.5%	-	68

transfers, etc.							
Running Headings Reports in Millennium	28.4%	14.9%	1.5%	53.7%	-	1.5%	67
Creating and Making Use of Lists in Millennium	33.8%	31.0%	-	35.2% <sup>25</sup>	-	-	71
Navigating Millennium's Acquisitions module	26.2%	34.4%	3.3%	27.9%	6.6%	1.6%	61
Navigating Millennium's Serials module	19.4%	41.9%	3.2%	27.4%	8.1%	-	62
Using YBP's Global Online Bibliographic Information (GOBI)	26.4%	30.2%	1.9%	41.5%	-	-	53
Average %:	27.5%	29.1%	1.9%	38.0%	3.1%	0.4%	687

Total Responses: 83

### 3. Please rate your interest in the following workshop possibilities:

Item	Very Interested	Somewhat Interested	Neutral	Somewhat Uninterested	Not Interested At All	Total
How to create records for monographs	20.7%	28.7%	17.2%	9.2%	24.1%	87
How to create records for serials	31.0%	34.5%	9.2%	6.9%	18.4%	87
How to create records for multimedia resources (e.g. CDs, DVDs, CD-ROMS)	25.9%	38.8%	11.8%	7.1%	16.5%	85
How to create records for electronic resources	47.1%	28.7%	6.9%	4.6%	12.6%	87
How to create records for music material	15.7%	37.3%	15.7%	4.8%	26.5%	83
Introduction to RDA and	56.6%	22.9%	8.4%	-	12.0%	83

FRBR						
Rare Book and Manuscript Cataloging	25.0%	26.2%	19.0%	9.5%	20.2%	84
Cataloging Maps and Electronic Maps	21.2%	32.9%	17.6%	8.2%	20.0%	85
Cataloging government documents	15.5%	26.2%	26.2%	10.7%	21.4%	84
Establishing subject headings, including LCSH, MESH, TGN	24.4%	30.2%	19.8% <sup>17</sup>	8.1%	17.4%	86
Understanding Authority Records, including Series, Subject, and Name authorities	33.3%	34.5%	15.5% <sup>13</sup>	2.4%	14.3%	84
Order records creation and archiving	21.8%	28.7%	24.1%	6.9%	18.4%	87
Checkin records management	31.8%	29.4%	18.8% <sup>16</sup>	2.4%	17.6%	85
Generating reports for fund activities, invoicing	16.3%	32.6%	22.1%	9.3%	19.8%	86
Average %:	27.6%	30.8%	16.6%	6.5%	18.5%	1193

Total Responses: 90

**4. Which of the following would you consider BEST taught in the following format (please check only one)?**

Item	Half-Day workshop on Site	Full-Day workshop on Site	Two-Day workshop on Site	Half-Day Workshop Online	Full-Day Workshop Online	Two-Day workshop Online	Total
How to create records for monographs	31.3%	37.5%	3.1%	26.6%	1.6%	-	64
How to create records for serials	27.9%	36.8%	8.8%	20.6%	5.9%	-	68
How to create records for multimedia resources (e.g. CDs, DVDs, CD-ROMS)	32.3%	38.5%	4.6%	20.0%	3.1%	1.5%	65

How to create records for electronic resources	34.7%	37.5%	2.8%	18.1%	5.6%	1.4%	72
How to create records for music material	32.8%	37.5%	6.3%	18.8%	4.7%	-	64
Introduction to RDA and FRBR	9.1%	43.9%	9.1%	31.8%	4.5%	1.5%	66
Rare Book and Manuscript Cataloging	25.4%	38.8%	10.4%	17.9%	6.0%	1.5%	67
Cataloging Maps and Electronic Maps	28.6%	41.3%	6.3%	15.9%	7.9%	-	63
Cataloging government documents	24.2%	43.5%	3.2%	22.6%	6.5%	-	62
Establishing subject headings, including LCSH, MESH, TGN	18.3%	35.0%	5.0%	30.0%	10.0%	1.7%	60
Understanding Authority Records, including Series, Subject, and Name authorities	23.8%	34.9%	1.6%	33.3%	6.3%	-	63
Order records creation and archiving	27.0%	27.0%	1.6%	38.1%	6.3%	-	63
Checkin records management	29.2%	27.7%	3.1%	33.8%	6.2%	-	65
Generating reports for fund activities, invoicing	28.1%	29.7%	3.1%	37.5%	1.6%	-	64
Average %:	26.7%	36.4%	5.0%	25.9%	5.4%	0.6%	906

Total Responses: 80

#### 5. Please rate your interest in the following workshop possibilities:

Item	Very Interested	Somewhat Interested	Neutral	Somewhat Uninterested	Not Interested At All	Total
Introduction to Unqualified and Qualified Dublin Core	36.1%	22.9%	19.3% <sup>16</sup>	7.2%	14.5%	83
Introduction to Encoded Archival Description (EAD), including using the OLINK EAD tool	32.9%	25.9%	21.2% <sup>18</sup>	8.2%	11.8%	85
Introduction to Metadata Standards and Applications, including VRA, PBCore, MODS, METS, MARCXML, IEEE-LOM/SCORM	42.2%	22.9%	16.9% <sup>14</sup>	4.8%	13.3%	83
Introduction to text encoding and the Text Encoding Initiative (TEI)	28.6%	29.8%	20.2%	6.0%	15.5%	84
Understanding RDF and OAI-PMH	32.5%	32.5%	12.0%	4.8%	18.1%	83
Average %:	34.4%	26.8%	17.9%	6.2%	14.6%	418

Total Responses: 85

**6. Which of the following would you consider BEST taught in the following format (please check only one)?**

Item	Half-Day workshop on Site	Full-Day workshop on Site	Two-Day workshop on Site	Half-Day Workshop Online	Full-Day Workshop Online	Two-Day workshop Online	Total
Introduction to Unqualified and Qualified Dublin Core	20.0%	49.2%	1.5%	18.5%	10.8%	-	65
Introduction to Encoded Archival Description (EAD), including using the OLINK EAD tool	22.1%	50.0%	2.9%	17.6%	7.4%	-	68
Introduction to Metadata	15.6%	43.8%	12.5%	18.8%	6.3%	3.1%	64

Standards and Applications, including VRA, PBCore, MODS, METS, MARCXML, IEEE-LOM/SCORM							
Introduction to text encoding and the Text Encoding Initiative (TEI)	23.3%	41.7%	1.7%	23.3%	8.3%	1.7%	60
Understanding RDF and OAI-PMH	25.4%	40.7%	3.4%	20.3%	10.2%	-	59
Average %:	21.2%	45.3%	4.4%	19.6%	8.5%	0.9%	316

Total Responses: 71

#### 7. Rate your interest in the following workshop possibilities:

Item	Very Interested	Somewhat Interested	Neutral	Somewhat Uninterested	Not Interested At All	Total
Using MarcEdit for Cataloging and Metadata	38.3%	25.9%	19.8%	1.2%	14.8%	81
ContentDM	25.9%	30.9%	25.9%	3.7%	13.6%	81
oXygen XML Editor	17.3%	25.9%	29.6%	2.5%	24.7%	81
Content Management Systems, including DSpace, Fedora, Greenstone, Droopal, Joomla	32.5%	28.8%	16.3%	2.5%	20.0%	80
Introduction to XML	29.3%	31.7%	19.5%	3.7%	15.9%	82
Intermediate XML, including schemas, XPATH, and XSLT	25.9%	29.6%	21.0%	3.7%	19.8%	81
Web Publishing Resources	28.0%	31.7%	17.1%	4.9%	18.3%	82
Social Networking Tools for Technical Services, including Web 2.0 technologies	22.0%	35.4%	17.1%	7.3%	18.3%	82



Introduction to PHP and Perl	29.6%	24.7%	21.0%	2.5%	22.2%	81
Average %:	27.6%	29.4%	20.8%	3.6%	18.6%	731

Total Responses: 83

**8. Which of the following would you consider BEST taught in the following formats (please check only one)?**

Item	Half-Day workshop on Site	Full-Day workshop on Site	Two-Day workshop on Site	Half-Day Workshop Online	Full-Day Workshop Online	Two-Day workshop Online	Total
Using MarcEdit for Cataloging and Metadata	27.9%	42.6%	4.9%	14.8%	9.8%	-	61
ContentDM	21.4%	41.1%	3.6%	19.6%	14.3%	-	56
oXygen XML Editor	20.0%	36.0%	2.0%	30.0%	12.0%	-	50
Content Management Systems, including DSpace, Fedora, Greenstone, Droopal, Joomla	14.3%	48.2%	8.9%	12.5%	12.5%	3.6%	56
Introduction to XML	23.7%	39.0%	5.1%	18.6%	11.9%	1.7%	59
Intermediate XML, including schemas, XPATH, and XSLT	16.7%	42.6%	11.1%	14.8%	11.1%	3.7%	54
Web Publishing Resources	17.6%	31.4%	5.9%	27.5%	15.7%	2.0%	51
Social Networking Tools for Technical Services, including Web 2.0 technologies	18.5%	27.8%	1.9%	31.5%	18.5%	1.9%	54
Introduction to PHP and Perl	21.6%	31.4%	13.7%	21.6%	7.8%	3.9%	51

Average %:	20.3%	38.0%	6.3%	20.9%	12.6%	1.8%	492
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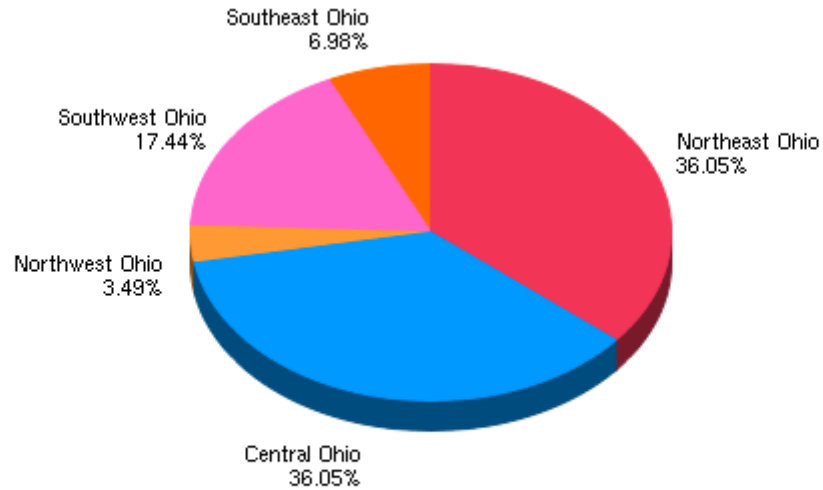
Total Responses: 68

### 9. How do you MOST prefer to learn new skills (check only one)



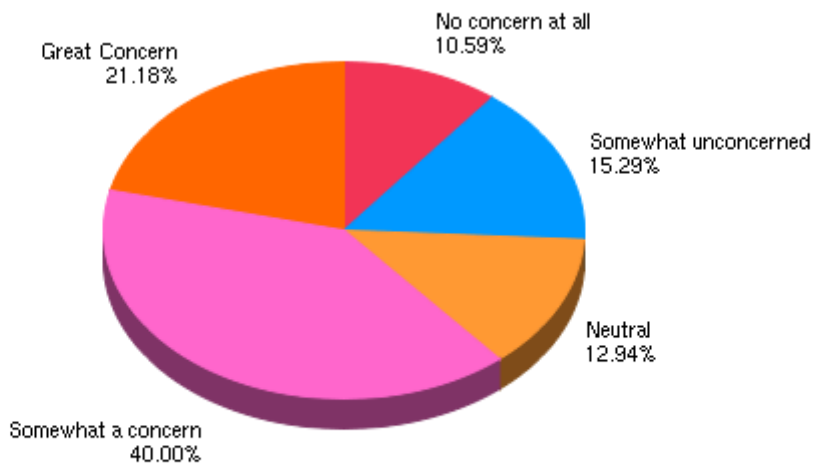
Summary		
Value	Count	Percent %
On-site	50	58.14%
On-line synchronous	16	18.60%
On-line asynchronous	6	6.98%
On own, with training materials provided	14	16.28%
Statistics		
Choices Selected:	86	
Total Responses:	86	

### 10. Which of the following do you consider the MOST convenient location for professional development activities?



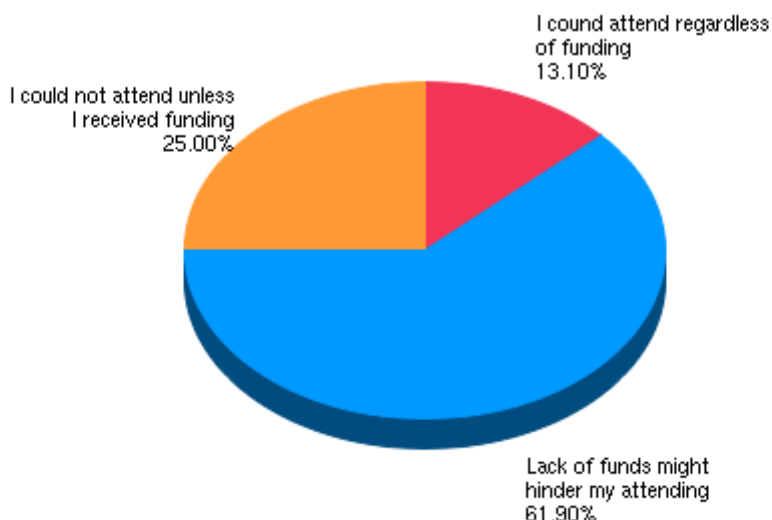
Summary		
Value	Count	Percent %
Northeast Ohio	31	36.05%
Central Ohio	31	36.05%
Northwest Ohio	3	3.49%
Southwest Ohio	15	17.44%
Southeast Ohio	6	6.98%
Statistics		
Choices Selected:	86	
Total Responses:	86	

**11. To what extent is transportation a factor when deciding whether to attend a professional development activity?**



Summary		
Value	Count	Percent %
No concern at all	9	10.59%
Somewhat unconcerned	13	15.29%
Neutral	11	12.94%
Somewhat a concern	34	40.00%
Great Concern	18	21.18%
Statistics		
Choices Selected:	85	
Total Responses:	85	

**12. To what extent would funding be a factor in your ability to attend these proposed workshops?**



Summary		
Value	Count	Percent %
I could attend regardless of funding	11	13.10%
Lack of funds might hinder my attending	52	61.90%
I could not attend unless I received funding	21	25.00%
Statistics		
Choices Selected:	84	
Total Responses:	84	

Report from [www.SurveyGizmo.com](http://www.SurveyGizmo.com)

### What other suggestions do you have for workshop topics and/or workshop format?

Value
None
None at this time.
I'm not sure what was in mind when suggesting topics. I'd like to see subjects combined when appropriate - to me i'd rather travel and be gone three days to cover multiple subjects rather than several smaller trips. It would also be nice if it could be a nice combination of elearning and onsite formats so we could apply our new skills back in the library and then have time to get questions answered. Also to know in advance what will be covered so specific examples could be brought along to be addressed by the instructor if access to our actual Innovative System isn't possible. As a new Tech Services Librarian I desperately need this - thanks!!!
Digitization topics
I didn't answer most of the questions about how the workshops would be best delivered .. not knowing the extent of workshop you have in mind, having no clue what some things are - I didn't

Value
feel as though I had enough information to decide this.
combination of online and on site. Those not able to attend have documentation available for use
I prefer onsite classes but often time and money are an issue, so online is the best option. Better to have had the opportunity to learn online than to not have learned at all.
Use of regular expressions
I would not want to drive more than an hour (which I have to for most workshops) for only a half day or less of training.
I marked all online half day workshops but I do think that some topics may require onsite. I think the instructor might be the best judge of that. More that 2 hours online also might get a little much. If it needed to be all day, maybe 2 hours and then 1-1 1/2 in afternoon. I think this is a great idea. I hope others are as interested as I am. Angela
Intermediate RDA
We are not yet runnin Millenium, so most of 1st set or proposed workshops do not apply to us
I do belong to NOTSL, so any oppportunities/special rates available through that organization would be appreciated.
The form of the training should be what delivers the information most appropriately.
Sorry I did not say how I thought any of the topics should be taught. I think any type would be helpful--just depends on who can do what, if that makes sense.
ERM
How to customize catalog/ add value for users; How to document / demonstrate value of cataloging to the institution, as well as your personal value as a cataloger in the institution; What other skills would be valuable to add as a cataloger, and where to find training in those skills. As far as format, I prefer in-person just because I personally learn better that way and am more focused on the information. If online, I prefer synchronous.
How to create/assign loc call numbers