

Detailed Course Evaluation

- 1) *How useful were the pre-course readings? Did you do any additional preparations in advance of the course?*
 1. Very useful—it was good to be “forced” to do readings ahead of time, because it is difficult to make the time for new concepts and training during a work week otherwise. They felt directly applicable. A few probably could have been “optional” that were listed as required, as I don’t feel they were necessary to my class outcome, but they were interesting nonetheless. I had to create and submit three bibliographic records that represented original cataloging during the application process, and had to submit one in DCRM(B) and one title page transcription during the week prior to class.
 2. Very useful, I did read/view some additional material from a colleague to help prepare.
 3. Very useful. I did not do any additional preparations in advance of the course.
 4. They were very useful.
 5. Very useful. The required parts of DCRM(B), along with the other materials—particularly TB’s essay—gave me a solid foundation on which to build during the course.
 6. They definitely helped prepare me.
 7. I think the course readings were essential to understanding the basics of cataloging rare books.
 8. The preparatory was just fine.
 9. Semi-useful.
 10. The pre-course readings were helpful. But because we were covering everything from book format to binding description to transcription of early letter forms, the readings were helpful only to a point. Getting the practical experience in class was essential.
 11. Very helpful.
 12. Very useful. Yes.

- 2) *Were the course workbook and other materials distributed in class appropriate and useful (or will they be so in the future, after you return home)?*
 1. Absolutely. It is quite obvious that DJL is practiced in developing documentation and standards—the workbook was full of tremendously valuable resources, a treasure trove I will be so lucky to have back with me when I return to my institution.
 2. Very useful, I think it will help my work a great deal.
 3. The workbook and other materials were integral to the course, and were very well organized.
 4. They were useful before/during class, and they will be useful afterwards as well.

5. On the whole, yes. DJL could—and she said as much—go through the workbook, weed out the slide pages that are no longer quite appropriate, and replace them with up-to-date pages.
6. I believe they will be vital after I return home.
7. They were useful here, and will be useful when I return home.
8. Yes, they were useful. I wouldn't mind seeing more examples in the workbook for filling in a MARC record and some of the oddities that may occur.
9. Workbook was great and one of the best parts of the course. I will definitely refer to it in the future.
10. Yes! I thank DJL for compiling a fabulous workbook—it will be helpful in my day-to-day cataloging in the future.
11. The workbook and handouts are tremendously helpful and will be daily guides in future work.
12. Valuable.

3) *Have you taken one or more RBS courses before? If so, how did this course compare with your previous coursework?*

1. No, this is my first course.
2. No, this is my first course.
3. No, this is my first course.
4. No, this is my first course.
5. No, this is my first course.
6. No, this is my first course.
7. No, this is my first course.
8. Yes. As pleasant and informative as every previous visit.
9. No, this is my first course.
10. Yes. This class was different from other courses I've taken with RBS instructors, because it was meant to help working catalogers develop skills for their daily work. In this regard, I felt a bit more pressure to absorb the material and complete exercises accurately. Regardless, DJL made the process of learning DCRM(B) fairly painless.
11. {No response—RBS staff}
12. No.

4) *What aspects of the course content were of the greatest interest or relevance for your purposes?*

1. I think I got the most out of sharing experiences and local practices with the other students. It is rare for me to be surrounded by so many people who do highly similar work—I am the only rare books cataloger at my institution. I learned a few tricks and suggestions that I look forward to taking back with me to improve my work.
2. {No response—RBS staff}
3. Just about all of the course was of great interest. It was good to learn DCRM(B) from one of the sources of the material.
4. The course was very interesting. Most of the topics discussed in class were relevant.

5. Most interesting and helpful to me were the sessions on transcription, collation, and information to be brought out in notes.
 6. All were important, but signatures were my biggest problem. I did not really understand where I should find them and when.
 7. Signatures.
 8. ALL of it. I learned quite a bit of relevant and useful information.
 9. Learning the basics of DCRM(B).
 10. All aspects of the course were relevant and necessary for my work as a cataloger—I cannot pinpoint one aspect of the course that would outweigh any other.
 11. {No response—RBS staff}
 12. Being new to rare book cataloguing, *all* of it was useful and interesting.
- 5) *Did the instructor successfully help you to acquire the information, knowledge, and skills that the course was intended to convey? Was the intellectual level of the course appropriate?*
1. Somewhat yes, somewhat no. I did feel that the accommodation of RDA was somewhat “falsely advertised.” While I do not disagree that it didn’t really work to accommodate DCRM(B) with RDA as they stand today, I thought that should have been worked out before we arrived. I enrolled in part to see those two standards work together, and wasn’t able to get that out of it. I did, though, get an answer to that question—which is that it isn’t possible at this point in time. I was really grateful to learn letterforms, collation, and signatures, which I hadn’t had prior experience with before this class.
 2. Yes.
 3. DJL was very appropriate with answering questions and still keeping the class on track. She not only taught us specific things, but also how to find them if we need a refresher in the future. The intellectual level of the course was perfectly appropriate for my personal needs.
 4. Yes.
 5. Yes, and yes!
 6. I believe that it was indeed, and she definitely helped me acquire the understanding.
 7. Yes, some of the content was heavy and will take me a few iterations to understand, but I feel much more confident now than I did previously about cataloging rare books.
 8. Yes.
 9. Yes, and no. She definitely knows her stuff and she is enthusiastic about it. I don’t think she did a great job of explaining the pros and cons of different approaches, for example, when to catalog materials using DCRM(B) and when to use AACR2/RDA. She touched on this very briefly in passing at the end.
 10. Absolutely! DJL clearly takes on a huge task every year in attempting to teach catalogers from a variety of backgrounds with a variety of skill sets how to catalogue with DCRM(B). I felt as though I am walking away with the course with an improved knowledge of how to catalog rare books accurately and succinctly.
 11. Yes.
 12. Yes. Yes.

6) *What did you like best about the course?*

1. Meeting peers in the field, talking about standards development, and hearing the history of how many major cataloging decisions came to be. I also enjoyed hearing many local practices with genre/form headings.
2. {No response—RBS staff}
3. Learning DCRM(B) and having specific questions answered that have plagued me in my institution.
4. Having the opportunity to interact and learn not only from the professor, but also from my fellow classmates.
5. In addition to the practical content, I appreciated DJL's combination of seriousness and good humor—that is, she delighted, while she instructed.
6. The hands-on elements, transcribing the actual books.
7. The breaks were built in well to the daily schedule. Everything had a nice flow to it.
8. The practicum.
9. Meeting other students and sharing our experiences.
10. Everything! DJL is a great instructor, and her knowledge of the very detailed rules and guidelines of DCRM(B) is really impressive. She is required to cover so many aspects of the hand press and machine press that I'm not sure how she keeps everything straight.
11. {No response—RBS staff}
12. The fact that I acquired *practical* skills.

7) *How could the course have been improved?*

1. {No response—RBS staff}
2. {No response—RBS staff}
3. DJL could have better use of items in hand when dealing with anomalies in format, edition, binding, collation, and provenance.
4. More time doing practical exercises.
5. See comments above about the workbook.
6. I would recommend more frequent stopping during the long portions of the lecture to have students answer questions based on title pages or other facsimiles and on the material just covered. Long lectures tend to make me fall asleep, and I forget the beginning by the time we reach the end.
7. Focus a bit more on important aspects of cataloging rather than trying to fit all rules into one week.
8. More handouts with even more examples of how to handle odd situations.
9. More discussion/less lecture...
10. I would have liked to see more materials from SC, but this is not a necessity for the course.
11. Additional visual aids.
12. {No response—RBS staff}

8) *Did you learn what the course description/advertisement indicated you would learn?*

1. Yes, and no. I really was expecting a fuller introduction/discussion of bookbinding examples and illustrations from books. However, we dove much more into signatures, collation, and letterforms than I expected—because it seemed like the class really had a lot of questions about that. So I think it was an organic set-up, and our instructor did seem to move out of the slides to accommodate what we were struggling the most with, and sometimes that meant abandoning a few other things because of time constraints. I was overall happy with the amount of material we covered.
2. {No response—RBS staff}
3. Yes.
4. Yes.
5. Yes.
6. Yes.
7. Yes.
8. Yes.
9. I think the course description underrepresents how much of the course is spent on early (pre-1800) books. I know it says it is “primarily” about hand-press books, but it also says that there will be “discussion of nineteenth- and twentieth-century books,” and I found that when we did try to bring those up, she was not interested and steered us immediately back to the eighteenth century or earlier. A better title for this course would be “Early Book Cataloging” or “Pre-1800 English Book Cataloging.”
10. Yes. Whether I was able to absorb everything will remain to be seen!
11. Yes.
12. Yes.

9) *How do you intend to use or apply the knowledge or skills learned in this course?*

1. I actually am very much looking forward to using some of the material covered here to revisit local documentation and write a local policy on special collections and rare book procedures.
2. {No response—RBS staff}
3. I intend to use this material immediately when I return to work to catalog rare books I have saved until after I took this course.
4. I intent to apply some of the DCRM(B) rules to our rare materials.
5. I will return to my job ready and able to catalog more consistently, and therefore more effectively, in DCRM(B), within our local guidelines.
6. In my job as a cataloger.
7. I will return to my institution and catalog our backlog of rare books.
8. I intend to apply it to both my personal catalog and my institution’s catalog.
9. {No response—RBS staff}
10. I will continue to catalog early printed books from my library’s collections—but with far more confidence in my ability to create standard (and maybe even good) DCRM(B) records.
11. I hope to apply DCRM(B) to appropriate materials in future; what I learned will definitely help me to form a cataloging policy for rare materials.
12. Directly to my institution’s rare book materials.

- 10) *If your course left its classroom, was the time devoted to this purpose well spent?*
1. I loved our session in SC with David Vander Meulen. That was a wonderful hands-on exercise and probably my favorite part of the week.
 2. {No response—RBS staff}
 3. Yes.
 4. Yes, the time devoted to go to SC was well spent.
 5. Yes, the presentation by David Vander Meulen at SC was excellent and relevant.
 6. Yes.
 7. Yes, we made one trip to see SC, and it was beneficial to see.
 8. N/A.
 9. {No response—RBS staff}
 10. We made one trip to SC. Having the opportunity to spend one-and-a-half hours looking at Pope books with David Vander Meulen was incredible!
 11. Yes.
 12. Yes.
- 11) *If you attended the evening events (e.g., RBS Lecture, Video Night, RBS Forum, Booksellers' Night), were they worth attending?*
1. I loved all of them. My favorite though was absolutely the Galileo lecture on Tuesday night. The speakers were an absolute delight. Also, the material (what a host hunt!) was a true fascinator!
 2. {No response—RBS staff}
 3. Very. It was great to hear how the information conveyed in these courses has a greater use in the bigger world, and that we aren't as insulated as it may seem.
 4. Yes, they were all worth attending.
 5. The lecture was very stimulating. Video Night was marred by technological difficulties.
 6. They were excellent.
 7. Oh yes, I especially liked the lectures. They were fascinating.
 8. Yes.
 9. {No response—RBS staff}
 10. Yes. Each activity helps to foster and develop the community that MFS talks about every year.
 11. Yes.
 12. Yes.
- 12) *We are always concerned about the physical well-being both of the RBS teaching collections and of materials owned by UVA's Special Collections. If relevant, what suggestions do you have for the improved classroom handling of such materials used in your course this week?*
1. I thought we were very careful and had appropriate tools to handle the books as well as possible. I have no recommendations.
 2. {No response—RBS staff}
 3. I might have an introductory session on rare book handling, maybe before the Sunday evening reception.
 4. No suggestions.

5. None.
6. {No response—RBS staff}
7. N/A.
8. N/A.
9. {No response—RBS staff}
10. No suggestions.
11. {No response—RBS staff}
12. {No response—RBS staff}

13) *Did you (or your institution) get your money's worth? Would you recommend this course to others?*

1. I am not sure. I do believe a short webinar or series of webinars on some of this material that had been pre-packaged into a few hours at a time, or lecture slides available online may have given me a similar taste. I am certainly glad to have had the time to spend a week on this material, but I don't know if the money this week represented will make me that much better as a cataloger. That is a hard question.
2. {No response—RBS staff}
3. Most definitely on both counts.
4. Yes, I would definitely recommend this course.
5. Yes, absolutely!
6. Yes, I would.
7. I would recommend it, but I would warn them to be prepared for a long, hard week of extreme cataloging.
8. Yes.
9. I would recommend this course to others if they are planning to spend almost all of their time cataloging pre-1800 English books. If they are interested in more general "cataloging for special collections," I would say no.
10. Yes, absolutely. My library will greatly benefit from the time I spent in class at RBS, and I would recommend the course to all catalogers working in special collections.
11. Yes.
12. Yes. Yes.

14) *Any final or summary thoughts, or advice for other persons considering taking this course in a future year?*

1. I had a great time, and would have enjoyed more lectures, actually. The course was very well structured and organized—I felt the information and tools given in advance were appropriate and everything felt taken care of and on task all week. I was very impressed by the RBS program.
2. {No response—RBS staff}
3. It was such a great experience—I learned so much, and it is just great being around people with similar interests and professional backgrounds. The social aspect of the week was emphasized, for which I am grateful.
4. It is fundamental to do the readings before class, especially if you are not yet familiar with DCRM(B).
5. This was one of the best intellectual experiences of my career as a librarian so far. I will be back for more RBS courses!

6. {No response—RBS staff}
7. Eat at Lemongrass. The pineapple fried rice is great!
8. N/A.
9. {No response—RBS staff}
10. Just be prepared to work hard before and during class, and enjoy yourself while you're at RBS. The school does a great job of helping us to balance work and play during the RBS week. I am grateful for the opportunity to have attended DJL's course and to have had the opportunity to spend time in class with a master cataloger.
11. {No response—RBS staff}
12. {No response—RBS staff}

Aggregate Statistics

Number of respondents: 12

Leave

Institution gave me leave: 12 (100%)

Tuition

Institution paid tuition: 12 (100%)

Housing

Institution paid housing: 9 (75%)

Student paid housing: 3 (25%)

Travel

Institution paid travel: 8 (66.67%)

Student paid travel: 3 (25%)

Institution and student shared cost: 1 (8.33%)

Which one category most closely defines what you do for a living, or why you are at RBS?

Cataloguer: 7 (58.33%)

Librarian/archivist of digital materials: 1 (8.33%)

Librarian with some rare book duties: 4 (33.33%)