

INTERIM OBE SUMMARY

PCC digital literacy skills

Custom outcome:

Introductory (Basic) Computer/Internet Navigation

BTOP training offers the following courses:

1. Computing Made Easy (Introduction to Computers)

- Participant demonstrates ability to perform basic file operations
- Participant acknowledges increased comfort with performing basic file operations

A facilitator-administered checklist is conducted with each participant at the conclusion of each class/private-appointment. This skills-assessment includes demonstrating the ability to complete 3 steps: First, access the start menu; Second, select ALL PROGRAMS and identify a folder; Third, select a program and open as indicated by the facilitator.

ALL participants must successfully complete this portion before dismissal from class. – ALL participants completing Intro class have demonstrated this 3-step proficiency with basic file operations.

2. Internet Navigation

- Participant demonstrates ability to launch web browser, navigate search engine and understand necessary components of establish broadband connection.
- Participant acknowledges increased comfort with performing internet navigation and following links

A facilitator-administered checklist is conducted with each participant at the conclusion of each class/private appointment. The assessment includes the student demonstrating the double-click method to launch the Internet Explorer web browser from the desktop. Two additional steps must be demonstrated prior to dismissal:

1. Using the Google search engine (homepage on teaching PC's) to find the library website. Once URL is identified, participant must demonstrate the ability to click link
2. Facilitator provides a random URL to students who must demonstrate proficiency in using the address bar of the web browser. Student enters URL and proceeds to assigned webpage.

ALL participants must successfully complete this portion before dismissal from class. – ALL participants completing Internet class have demonstrated elementary navigation of the internet.

Additional checklist items include demonstrating the ability to download/upload content. Using the library website, students are asked to download a PDF of a Friend of the Library membership application. At least 80% (or the identified benchmark) have been successful completing simple file downloads. Those students who cannot successfully complete this without a reminder are identified for further one-on-one instruction which takes place post-class.

3. Email

- Participant demonstrates ability to create new email account, compose message and perform file maintenance

A facilitator-administered checklist is conducted which requires all participants to demonstrate proficiency in using a free web-based email account. Students wishing to create a new account are guided through a GMAIL account set-up at the beginning of class. Those who already have an existing email, or who choose not to create an account at the time of class, are given the user name and password to a mock library GMAIL account for use during facilitation.

Additional skills tested include the ability to compose a new email with a short message, sent to the class facilitator at the practice GMAIL address, then adding that address to the contacts and finally deleting the message from the sent folder. At least 80% (or the identified benchmark) have been successful completing simple file downloads. Those students who cannot successfully complete this without a reminder are identified for further one-on-one instruction which takes place post-class.

Business Office Skills

BTOP training offers the following courses:

1. Microsoft Word

- Participant demonstrates ability to perform basic formatting of font, size & spacing, can perform save/print functions and can access and format templates.

A facilitator-administered skills checklist is conducted to ensure a participant can perform 1 of 2 sets of functions:

A. Word I classes: Student can identify the "Ribbon" using the WORD 2007 format and can highlight text using the "random command - =rand(). Line spacing is then changed from single to double and the technique for saving in "compatibility mode is taught and asked to demonstrate."

B. Word II (Advanced) classes: Student can insert graphics from clipart, wordart, tables and can conduct a spelling/grammar check including adding words to the dictionary, chiefly last names which are not recognized by the check.

At least 80% (or the identified benchmark) have been successful completing word processing functions. Those students who cannot successfully complete this without a reminder are identified for further one-on-one instruction which takes place post-class.

2. Microsoft Excel Basics

- Participant demonstrates ability to insert basic mathematical functions and create basic graphing from their spreadsheet.

A facilitator-administered skills checklist is conducted to ensure participants can identify the nomenclature of cells (ex. A-1, B-2, etc.), insert data into individual cells and format size of columns and/or rows to accommodate entered data. Also basic mathematical functions including summation and average are conducted on values after participants have created a sample household budget.

ALL participants must successfully complete this portion before dismissal from class

Additional skills taught but not a requirement include the ability to create graphs from tables. At least 80% of students can successfully mimic this function once demonstrated by a facilitator.

3. Microsoft PowerPoint

Participant demonstrates ability to create new slide show presentations, use multiple slides, and insert pictures and transitions.

Interest in this course has remained relatively low, however, At least 90% (greater than the identified benchmark) of those completing course have been successfully created a slideshow presentation using graphics, transitions, tables and can save in compatibility mode.

PCC Lab users are satisfied with services			
<p>Custom outcome:</p> <p>Open Lab Access</p> <ul style="list-style-type: none"> • Users rate services as useful/excellent. • Users report they would recommend services to a friend or colleague. • Users report they plan to use services again. 	<p>Identified service population</p> <p>10,400</p>	<p>Data source:</p> <p>*Patron Survey *Patron Survey *Patron Survey</p>	<p>Target achievement level: (Based on 625 Surveys) 99% Confidence Level of identified service population</p> <p>531 or 85% of responses 531 or 85% of responses 531 or 85% of responses</p> <p>Greater than 95% of Patrons administered surveys have indicated positive feedback with regards to the PCC, meeting all 3 criteria defined.</p> <p>At least 531 responses will have been received by June 30, 2012 when the Final OBE report is complete.</p> <p>Additional questions/comments section on the survey has allowed BTOP staff to consider iPad instruction and E-Reader courses as desired by our patrons and as such have developed curricula for these series which will be offered in February 2012.</p>

Community partners aware of PCC services.

Community Partner Agencies

Partners can identify a minimum of three (3) services offered by the Amsterdam BTOP center.

- **Primary Partner Agencies in the service community include Centro Civico of Amsterdam (a Hispanic-outreach organization), WorkForce solutions and recently Amsterdam Literacy Zone.**
- **All can identify 1. Digital literacy classes; 2. Fax/Scan services; 3. Open Lab access; 4. Private appointment offerings including Resume writing assistance**

Partners have Amsterdam BTOP center literature/advertisement displayed in public view

- Marketing includes, in-house pamphlets and signage, a web presence (www.amsterdamfreelibrary.org), social media presence and local press coverage/support (Amsterdam Recorder/WCSS/WVTL)

BEST PRACTICES:

***A new dialogue has been initiated with the Amsterdam Literacy Zone whose parent agency Montgomery County Literacy Project had previously terminated a cooperation with the library prior to BTOP operations. Successful talks have revived interest with the Amsterdam Literacy Zone and meetings are presently on-going to create ESL and GED service enhancements with the Amsterdam BTOP PCC.**

***Constructive feedback from class participants has also permitted trainers to modify the curriculum of each class to better suit the needs of patrons. Initial curriculum has been altered to the present form based on the evaluations conducted. Having a presently-certified teacher and a former credentialed teacher on the BTOP staff has enabled successful evaluation and modification of curricula.**

Evaluation time period:

INTERIM REPORT NARRATIVE JUNE – DECEMBER 2011