

General outcome #1: PCC/E-Mobile Unit users gain digital literacy skills.					Evaluation time period: 7/1/2011-12/31/2011
Custom outcome:	Target audience:	Target audience per training:	Data source:	Target achievement level (per training):	Actual achievement level:
Basic Internet & Computer Use GPL PCC offers the following training: Computer Basics I and II workshops <ul style="list-style-type: none"> Participants demonstrate basic command of powering computer, using the keyboard, and navigating the Windows environment Participants demonstrate basic Internet browser navigation skills Participants report increased confidence in basic skills and Internet Participants report satisfaction with course content/trainer Mouse Practice Hours <ul style="list-style-type: none"> Participants demonstrate basic command of the components and functions of the mouse Participants display healthy form when using mouse Participants report satisfaction with course content/trainer Creating An Email Account <ul style="list-style-type: none"> Participants demonstrate basic understanding of e-mail, common e-mail functions, and major providers Participants create e-mail account using Gmail Participants report satisfaction with course content/trainer 	735 + (662*.15)= 834	10	<ul style="list-style-type: none"> In class trainer verification/post-class survey Trainer verification Post-class survey/interviews Post-class survey Trainer verification/post-class follow ups Trainer verification/post-class follow ups Post-class survey Trainer verification Trainer verification/ class worksheet Post-class survey 	80% 80% 90% 80% 80% 80% 80% 80% 80%	15 Classes, 38 Students, 4 no responses 33/34=97% 37/38=97% 33/34=97% 33/34=97% 0 Classes <i>See Comments</i> 3 Classes, 3 Students 3/3=100% 3/3=100% 3/3=100%

Office Skills	1245*				
PCC offers the following training:					
Introduction to Keyboarding	648	6			
<ul style="list-style-type: none"> Participants demonstrate command of basic command of keys locations and keyboard shortcuts Participants demonstrate increased typing speed/comfort Participants report satisfaction with course content/trainer 			<ul style="list-style-type: none"> Checklist by trainer Post-class survey/interview Post-class survey 	80% 60% 80%	1 Class, 1 Student 1/1=100% 1/1=100% 1/1=100%
Introduction to Microsoft Excel	501	10			
<ul style="list-style-type: none"> Participants demonstrate basic command of Excel; including creating worksheets, cell formatting, and formulas Participants report increased confidence in Excel and/or desire to learn more skills Participants report satisfaction with course content/trainer 			<ul style="list-style-type: none"> Trainer verification 	80% 90%	11 Classes, 33 Students, 2 no survey responses 30/33=91% 28/31=90%
Introduction to Microsoft Word	401	10			
<ul style="list-style-type: none"> Participants demonstrate basic command of Word; including ribbons, text/paragraph formatting, and printing/saving Participants report increased confidence in Word and/or desire to learn more skills Participants report satisfaction with course content/trainer 			<ul style="list-style-type: none"> Post-class survey/interview Post-class survey 	80% 80%	28/31=90% 10 Classes, 22 Students, 4 no survey responses
Introduction to Microsoft PowerPoint	267	10			
<ul style="list-style-type: none"> Participants demonstrate basic command of PowerPoint; including ribbons, adding/editing slides, and adding multiple types of content Participants report increased confidence in PowerPoint and desire to learn more skills Participants report satisfaction with course content/trainer 			<ul style="list-style-type: none"> Checklist by trainer Post-class survey/interview Post-class survey 	80% 90% 80%	22/22=100% 20/20=100% 20/20=100% 6 Classes, 19 Students, 2 no survey responses 19/19=100%
Intermediate and Advanced Microsoft Excel	209	10			
<ul style="list-style-type: none"> Participants demonstrate advanced command of Excel; including sorting/filtering, creating charts, freezing cells Participants able to verbalize and collaborate on tasks using Excel Participants report satisfaction with course content/trainer 			<ul style="list-style-type: none"> Post-class survey/interview Post-class survey 	60% 60%	17/17=100% 17/17=100% 5 Classes, 19 Students, 5 survey responses not yet available 19/19=100%
Intermediate Microsoft Word	201	10			
<ul style="list-style-type: none"> Participants demonstrate advanced command of Word; including formatting text in columns, moving 			<ul style="list-style-type: none"> Trainer verification/certificate 	80% 60%	14/14=100% 14/14=100% 5 Classes, 19 Students,

<ul style="list-style-type: none"> • text between files, and mail merges • Participants able to verbalize and collaborate on tasks using Word • Participants report satisfaction with course content/trainer 			<ul style="list-style-type: none"> • Post-class survey/interview • Post-class survey 	<p>60%</p> <p>80%</p>	<p>1 no survey response 19/19=%100</p> <p>18/18=100%</p> <p>18/18=100%</p>
<p>One-On-One Computer Help Sessions</p> <ul style="list-style-type: none"> • Participants report satisfaction with particular problem or new insights/skills with desired application or task • Participants report satisfaction with session 	<p>865</p>	<p>1/hour</p>	<ul style="list-style-type: none"> • Trainer verification/certificate • Post-class survey/interview • Post-class survey 	<p>75%</p> <p>75%</p> <p>60%</p>	<p>41 Sessions, 67 Students 66/67=99%</p>
<p>Intermediate Microsoft PowerPoint</p> <ul style="list-style-type: none"> • Participants demonstrate advanced command of PowerPoint; including custom animations, narration, and stylization • Participants able to verbalize and collaborate on tasks using PowerPoint • Participants report satisfaction with course content/trainer 	<p>209</p>	<p>10</p>	<ul style="list-style-type: none"> • Post-class interview • Post-class interview 	<p>60%</p> <p>60%</p> <p>80%</p>	<p>66/67=99%</p> <p>4 Classes, 17 Students, 1 no survey response 17/17=100% 16/16=100%</p> <p>16/16=100%</p>
<p>Advanced Google/ Google Docs</p> <ul style="list-style-type: none"> • Participants demonstrate understanding of Google Calendar, Documents, Images, Maps, and Books • Participants demonstrate how to sign up for Google+ and where to find other Google Tools • Participants report satisfaction with course content/trainer 	<p>184</p>	<p>6</p>	<ul style="list-style-type: none"> • Post-class interview • Trainer verification/certificate • Post-class survey/interview • Post-class survey 	<p>80%</p> <p>80%</p> <p>80%</p>	<p>5 Classes, 14 Students, 14/14=100%</p> <p>14/14=100%</p> <p>14/14=100%</p>
			<ul style="list-style-type: none"> • In class trainer verification/post-class survey • Trainer verification • Post-class survey 		

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<p>Multimedia</p> <p>GPL PCC offers the following training:</p> <p>Introduction to iTunes</p> <ul style="list-style-type: none"> • Participants demonstrate basic understanding of digital music and how to use iTunes to play/store/transfer it • Participants report satisfaction with course content/trainer <p>Photo Editing/Organization Using Facebook</p> <ul style="list-style-type: none"> • Participants demonstrate basic understanding of how to upload digital photos to their computer • Participants demonstrate basic understanding of how to arrange and share photos using Facebook • Participants report satisfaction with course content/trainer <p>Digital Photos</p> <ul style="list-style-type: none"> • Participants demonstrate basic understanding of how to find/upload/change basic info for their photos • Participants demonstrate basic understanding of available editing/storage software • Participants demonstrate basic understanding of how to edit using GIMP software • Participants report satisfaction with course content/trainer <p>Online Shopping</p> <ul style="list-style-type: none"> • Participants demonstrate basic understanding of safety strategies for online shopping • Participants demonstrate basic understanding of deal aggregators and online shopping strategies • Participants report satisfaction with course content/trainer <p>Catalog Searching</p> <ul style="list-style-type: none"> • Participants demonstrate basic understanding of searching in OWWL catalog • Participants demonstrate basic understanding of “my account” feature • Participants report satisfaction with course content/trainer <p>Twitter Tune-Up</p>	<p>120+ (44*.5)=142</p> <p>44</p> <p>120</p> <p>120</p> <p>318</p> <p>318</p>	<p>5</p> <p>4</p> <p>5</p> <p>8</p> <p>8</p>	<ul style="list-style-type: none"> • Trainer checklist/in class verification • Post-class survey • Trainer checklist/in class verification • Trainer checklist/in class verification • Post-class survey • Trainer checklist/in class verification • Trainer checklist/in class verification • Post-class survey • Trainer checklist/in class verification • Trainer checklist/in class verification • Post-class survey 	<p>60%</p> <p>80%</p> <p>80%</p> <p>60%</p> <p>80%</p> <p>80%</p> <p>60%</p> <p>80%</p> <p>75%</p> <p>80%</p> <p>80%</p> <p>80%</p> <p>80%</p>	<p>2 Classes, 4 Students, 3 no survey responses 4/4=100%</p> <p>1/1=100%</p> <p>3 Classes, 12 Students 10/12=83%</p> <p>10/12=83%</p> <p>10/12=83%</p> <p>2 Classes, 8 Students, 8/8=100%</p> <p>7/8=88%</p> <p>7/8=88%</p> <p>7/8=88%</p> <p>2 Classes, 3 Students 3/3=100%</p> <p>3/3=100%</p> <p>3/3=100%</p> <p>2 Classes, 4 Students, 1 no survey responses 4/4=100%</p> <p>4/4=100%</p> <p>3/3=100%</p>

<ul style="list-style-type: none"> Participants demonstrate basic understanding of how to create and navigate a Twitter account Participants create their first Tweet Participants report satisfaction with course content/trainer 	318	8		80%	1 Class, 1 Student, 1 no survey responses 1/1=100% 1/1=100% NA
<p>Intro to Social Networking/Facebook Settings</p> <ul style="list-style-type: none"> Participants demonstrate basic knowledge of Facebook and LinkedIn Participants demonstrate basic knowledge of Twitter Participants demonstrate basic understanding of safety principles behind social networking Participants report satisfaction with course content/trainer 	318	8	<ul style="list-style-type: none"> Trainer checklist/in class verification Trainer checklist/in class verification Post-class survey 	60% 80% 80% 80%	2 Class, 6 Students 6/6=100% 6/6=100% 6/6=100%
<p>OWWL2Go E-books</p> <ul style="list-style-type: none"> Participants demonstrate basic understanding of OWWL2Go, Overdrive, and Adobe DE software Participants demonstrate basic understanding of registering/connecting their device Participants download one item from library to their account Participants report satisfaction with course content/trainer 	318	8	<ul style="list-style-type: none"> Trainer checklist/in class verification Trainer checklist/in class verification Post-class survey Trainer checklist/in class verification Trainer checklist/in class verification Trainer checklist/in class verification Post-class survey Trainer checklist/in class verification Trainer checklist/in class verification Trainer checklist/in class verification Post-class survey 	80% 80% 80% 60% 80%	4 Classes, 14 Students, 2 no survey responses 13/14=93% 13/14=94% 13/14=93% 12/12=100%
					Evaluation time

General outcome #2: PCC/E-Mobile Unit users are better prepared for the workforce.					period:
Custom outcome:	Target audience:	Target audience per training:	Data source:	Target achievement level:	Actual achievement level:
<p><u>Workforce Development</u></p> <p>GPL PCC offers the following training:</p> <p>Computer Basics at the Department of Labor</p> <ul style="list-style-type: none"> Participants demonstrate basic command of computer skills: using the mouse and keyboard, opening programs Participants report increased confidence using Microsoft Word to create/edit resume/cover letter and cut and paste text from file to online job application Participants report desire to bolster those skills with further training Participants report satisfaction with course content/trainer <p>One-on-one job help hours</p> <ul style="list-style-type: none"> Participants achieve goal for session: including new/edited resume or cover letter, job search tips, or enhanced search or interview strategy Participants report satisfaction with the session <p>JobNow!</p> <ul style="list-style-type: none"> Participants demonstrate knowledge of how to access JobNow! and register for account Participants demonstrate understanding of resources including live tutoring, test banks, and job posting links Participants report satisfaction with course content/trainer <p>Job Application Walkthrough</p> <ul style="list-style-type: none"> Participants demonstrate knowledge of how to find relevant job postings Participants demonstrate understanding of online application process including uploading or copying resume/cover letter, personality examinations, and references Participants begin process for one position/make appt. to use lab to apply Participants report satisfaction with course content/trainer 	<p>835= (735+(120-20))</p> <p>735</p> <p>120</p> <p>120</p> <p>120</p>	<p>10</p> <p>1/hour</p> <p>6</p> <p>6</p>	<ul style="list-style-type: none"> Trainer verification/certificate Post-class survey/interview Post-class interview/class signups Post-class survey Post-class interview Post-class interview Trainer checklist/in class verification Trainer checklist/in class verification Post-class survey Trainer checklist/in class verification 	<p>80%</p> <p>60%</p> <p>80%</p> <p>80%</p> <p>75%</p> <p>75%</p> <p>80%</p> <p>50%</p> <p>80%</p>	<p>11 Classes, 34 Students, 3 no survey responses</p> <p>31/33=94%</p> <p>30/31=97%</p> <p>25/31=81%</p> <p>30/31=97%</p> <p>38 Sessions, 27 Students</p> <p>25/27=93%</p> <p>26/27=96%</p> <p>1 Class, 2 Students</p> <p>2/2=100%</p> <p>2/2=100%</p> <p>2/2=100%</p> <p>1 Class, 1 Student</p> <p>1/1=100%</p> <p>1/1=100%</p> <p>1/1=100%</p> <p>1/1=100%</p>

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			<ul style="list-style-type: none"> • <i>Trainer checklist/in class verification</i> • <i>Trainer verification</i> • <i>Post-class survey</i> 		
<p>General outcome #3: PCC/E-Mobile Unit users are satisfied with services.</p>					<p>Evaluation time period:</p>
<p>Custom outcome:</p>	<p>Target audience:</p>	<p>Target audience per training:</p>	<p>Data source:</p>	<p>Target achievement level:</p>	<p>Actual achievement level:</p>
<p><u>Open lab access</u></p> <ul style="list-style-type: none"> • Users report confidence in new equipment purchases and staff's ability to troubleshoot problems <p><u>See also custom satisfaction outcomes for training under outcomes #1 and #2.</u></p>	<p>13367</p>	<p>n/a</p>	<ul style="list-style-type: none"> • User survey* <p>*The number of survey responses must be at least 148 (based on target audience of 13367, 95% confidence level, 8% confidence interval)</p>	<p>118 or 80%</p>	<p>18 Online surveys 12 hard copy surveys 90 long-term reference questions 92 short term reference questions 212 total</p> <p>195/212=92%</p>

General outcome #4: Community partners are aware of PCC/E-Mobile Unit services.					Evaluation time period:
Custom outcome:	Target audience:	Target audience per training:	Data source:	Target achievement level:	Actual achievement level:
<p><u>Partners</u></p> <ul style="list-style-type: none"> Partners identify two or more services provided by the PCC. Course participants report being referred from partner to course/ partners report referrals to us Partners report confidence in PCC presentations and post presentation discussions as means to incorporate their knowledge and demands towards PCC goals 	<p>12</p>	<p>n/a</p>	<ul style="list-style-type: none"> Partner interviews Post-class surveys Partner interviews 	<p>10 + partners 15% of students 10 + partners</p>	<p>8 partners 17/175=10 % 8 partners</p>
Evaluation time period:					

Please indicate your level of agreement/disagreement with the following statements:

The PCC/E-Mobile Unit was successful in achieving outcome #1 (users gain digital literacy skills).

Strongly agree Agree Disagree Strongly disagree

The PCC/E-Mobile Unit was successful in achieving outcome #2 (users are better prepared for the workforce).

Strongly agree **Agree** Disagree Strongly disagree

The PCC/E-Mobile Unit was successful in achieving outcome #3 (users are satisfied with services).

Strongly agree **Agree** Disagree Strongly disagree

The PCC/E-Mobile Unit was successful in achieving outcome #4 (partners are aware of services).

Strongly agree Agree **Disagree** Strongly disagree

If you indicated disagree or strongly disagree for any of the above outcomes, please explain. List any changes being made to the program and/or evaluation plan to ensure these outcomes are achieved.

We indicated that we disagreed with assessing the outcome of making partners aware of our services as successful. The greatest factor on our limited success was our inability to establish strong, sustainable partnerships with community organizations and local businesses. Our targeted achievement levels were forming 10+ partnerships with partners that could identify two or more services that the Geneva Public Library PCC provides and 10+ partners that report confidence that their needs would be met after PCC presentations and discussions. Unfortunately, while we were able to make 8 partners, including the Department of Labor, SSA BOND project. The City of Geneva, and others, the bulk of these partnerships have been unstable and difficult to sustain. What early partner confidence in our mutual ability to impact our PCC goals as well as our confidence in said partners to provide consistent referrals for our classes has waned. Our PCC has struggled to overcome our own obstacles such as early staffing departures and limited networking skills while dealing with local agencies that are strapped for time and primarily focused on protecting their core competencies instead of venturing into new territories.

To achieve our desired outcomes we need to follow a two-pronged strategy. The first is to establish a more aggressive and dynamic marketing strategy for connecting with other community organizations. This marketing strategy will include a detailed plan to assess the strength of each partner relationship on a monthly basis by way of newsletters, phone calls, and quarterly meetings. Hopefully this method will minimize the fall off over time. The second part of the strategy involves an honest examination of the feasibility of our outcomes. If networking isn't the strong point of our organization, we need to build those skills. However, we too must first rely on our core competencies: instruction, in-house marketing and relationship building, and digital technology. For example, our expected course referrals from outside agencies were less than expected yet our class attendance was in line with expectations. As such, failing to meet the referral target was more likely an unrealistic expectation than a failure to feel disappointed about.

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We need to rely on the survey information that we gathered before our initial launch that suggested many community businesses and non-profits were not eagerly interested in working with us and rescale our outcomes accordingly. While 10+ partners is a realistic goal for the entire life of our PCC, it was ultimately not a realistic outcome for the targeted time period. In the next 6 month period, we will change the outcome to 5+ partners (reporting the same conditions of confidence and identifying two PCC services).

Please share any additional findings. Include a few specific quotes or accounts from users/partners that support outcomes.

An Analysis of the Data

The following report will analyze our achievement results across the four different outcomes and detail what changes will be made to address both our successes and failures. After a detailed look across the four outcomes, we will conclude the report with an exploration of our best practices and lessons learned.

Outcome 1

We were extremely successful in exceeding our target achievement levels for all of the courses across the subjects of basic computer skills, Office Skills, and Multimedia. In almost every case, more than 90% of students both demonstrated increase confidence and an understanding of the specific skills taught during the courses and expressed satisfaction with the course content and trainer. Viewed

alone, the achievement statistics do not give one a full picture of the success of a course. More often than not, they need to be coupled with the amount of students that have taken the courses. For example, a course like Creating An Email Account earned a 100% achievement level but did so with only 3 students across 3 classes during the six month span. By contrast, our introductory courses on Microsoft Excel earned 90% averages but did so across 11 classes with 33 students in the same span. The number of classes and students is a much an indicator of a course's success as the reported confidence and satisfaction figures. The amount of times a course was offered was directly related to the attendance in the early months. Our courses targeting Office skills improvement saw relatively consistent attendance figures over the six month time period as well as from the previous six months while attendance in the basic skills classed dropped precipitously since the last 6 month period. It is also important to note that none of the classes consistently averaged attendance near our initial target audience per training estimates. These estimates were pulled from the classroom limits for each class. As the year moved on, we quickly realized that our initial estimates were unreasonable and need to be adjusted. As a result, though the attendance figures may appear disappointing for every course, the only courses where we were extremely discouraging were Mouse Practice Hour, Creating An Email Account, Catalog Searching, and Twitter Tune-Up. Conversely, although the numbers might suggest otherwise, we are very pleased with the attendance for the majority of our Office and Multimedia courses. Also, the successful target achievement level scores could be deemed almost too successful; especially those based on survey evidence. This suggests that maybe our surveys need to be slightly reconfigured to allow for more detailed answers from students.

In response to these findings, we will be looking to make some changes going forward. We will drop the target audience per training estimates from the past range of 6-10 to a more accurate 3-8 range. In addition, those courses that saw inconsistent or dwindling attendance over the six month span like our Mouse Practice Hour, will be offered less frequently on a once every two month or quarterly basis, or not offered at all. Conversely, more successful courses will be offered more frequently in a hope to attract students with a wide range of scheduling needs. The increased offerings may cut down on individual course attendance (accounted for with target audience estimate cutbacks) but should produce higher attendance numbers overall. In addition, since the basic courses were the least successful indicating that patrons are looking more advanced skills, we will be adding new courses on more specialized topics such as QuickBooks, Microsoft Publisher and Access, eBay, and one-on-one instruction. This will require that PCC instructors learn new skills themselves or find outside instructors though the latter task comes with its own set of financial and logical problems which I have detailed in our federal report worksheets. Lastly, our metrics for evaluation of our outcomes will be fine tuned. In class instructor verification and patron interviews will be given greater weight while surveys will be tweaked from 2 or 4 option multiple choice questions to 10 point scales to allow for more detail. With these changes in place, our achievements levels will have less margin of error.

Outcome 2

The same issues present in the target audience per training, target achievement level, and actual achievement levels in outcome 1 are also present in outcome 2. Likewise, there are courses in this category that were not as successful, JobNow! and Job Application Walkthrough and as a result, were not offered as frequently as more successful courses like Computer Basics at Workforce Development and One-On-One Job Hours. All of the courses in this category achieved their target achievement levels, scoring more than 90% on average. As a result, the frequency of courses and the attendance figures take on greater importance in analysis.

JobNow! and Job Application Walkthrough accounted for only 2 students during the time span while the Job Hours and Workforce Basics accounted for 41 sessions and 61 students.

The percentage of the statistics in this category that speak to the same issues regarding unrealistic estimates or unpopular courses will be dealt with by adjusting the target audience per training numbers down and increasing/decreasing the frequency of courses. However, the majority of the findings speak to the more general difficulties in working with patrons on workforce development and job skills as opposed to working on basic skills and digital literacy. For example, patrons looking to bolster digital literacy and basic computer skills seem to be more enthusiastic in class and cancel their registrations less often. Students interested in job skills or job specific help often have become frustrated dealing with the emotional hardships of unemployment. As a result, they are less enthusiastic during courses and show up for classes they have registered for less often. In addition, because they are often out searching for work or have more varied schedules, such patrons also are forced to cancel. In addition, job skill development or tasks such as working on a resume or applying for a job are often specialized. As a result, group courses are not always the best fit for developing such skills. For this reason, our one-on-one hours were far more successful than our group course offerings. In addition, there can be a stigma attached to being unemployed or struggling with the process of applying for work. As such, patrons may find working in a group setting embarrassing and unappealing. These are insights we did not have at the outset of our OBE plan. Now with them in hand, we have a better sense of what courses to run and what individual outcomes to attach to those courses to gauge true success. For example, we need to run one-on-one course more frequently but we also need to attach more tangible outcomes such as number of jobs applied for to those one-on-one sessions.

Outcome 3

In general we were pleased with our overall achievement in outcome 3. We found that 92% of our users reported confidence or satisfaction in the upgrades we made to our digital technology, broadband levels, and software. However, we found only limited success in the proposed methods for determining this success. Our original intent was to use a single survey, distributed online on our website (and made the home page for every lab computer) and via hard copy in the library to obtain the 148+ responses to be statistically significant. Unfortunately, despite our best efforts and the use of incentives, we could not obtain enough survey responses. Therefore, we turned to additional methods. The PCC lab resides within the library's reference floor and the reference desk maintains detailed statistics on short term computer troubleshooting as well as longer term computer issues. To obtain a significant number of responses, we incorporated these metrics to gather 212 responses. These responses led to an achievement level of 92% satisfaction. However, we understand that the mix of data retrieval instruments muddles the accuracy of these results to a certain degree.

During the next evaluation period, we will work to either develop a more engaging and better marketed survey or to simply create an OBE that definitively addresses the use of multiple methods. The library has had previous success gathering survey responses by offering a reduction in library fines or food related prizes. We are reluctant to spend too much money or time purchasing or thinking about incentives though, if other methods can help us to retrieve the same type of information from our users.

The other core area of this outcome is student satisfaction with our course offerings. Much of this success and the issues with the metrics used to determine it were discussed in the previous sections. Students that completed post class survey were almost unanimously satisfied with both the course and the course instructor. However, our surveys do not allow for nuanced assessments. In addition, since our patrons hand their finished survey to the instructor, there may be some biasing present. To account for these issues, we may add the option of completing a post class survey online while also creating more nuanced surveys. Even still, we are confident that the good scores are almost entirely the result of good instruction, thoroughly designed lesson plans, and eager students.

Outcome 4

Our findings for outcome 4 were detailed in the section above on the outcomes for which we disagreed with being successful. As with the other outcomes, the issues stem both from misguided target estimates as well as deficiencies in the methods for gathering the data and the skills necessary to achieve the outcome. To develop community partnerships, you need staff members with solid networking skills, extroverted disposition, and if possible, established working relationships with key cogs in the area. The Geneva Public Library lost such a staff member when our initial grant administrator, library director Mike Nyerges, took a new position in early 2011. And while the PCC staff has been working hard to develop their own networking skills and reestablish the same community relationships, the endeavors have taken time and weakened our ability to hit our target numbers. However, one could also look at the inability to hit those targets as an error in noting a realistic target level. We aimed to establish 10+ partners that could identify two or more services that the PCC provides to the Geneva community and 10+ partners that reported confidence in their own ability to work with the PCC to help achieve the aims of the BTOP grant. We were able to establish 8 partnerships for each outcome. And while 8 partnerships seem like a failure when weighed against the target estimates, it is equally possible that 8 partnerships is a success given the obstacles we faced. In addition, our inability to yield as many class attendees that were referred from partners as we hoped might be a disappointment. However, since our course attendance numbers are solid and our in-house marketing attracted more students than we estimated, it might simply be a case that partner referrals are not as important as we originally estimated. Another explanation for the lack of success is the obstacles in place that stifle community agencies from working with us. Many agencies cannot afford the time to look outside of their core competencies and target aims to work with the PCC and the library. Many find it hard to believe that we are not asking them to donate anything but their time to our relationship. These obstacles are present in part because of our inability to address them properly during our presentations and partner interviews. However, to a certain degree, they will always be present until the area truly begins to recover economically and socially.

Going forward, we will again look to adjust the target estimates under this outcome to more realistic numbers such as 5+ new partners and 5-10% partner referrals. We plan to increase our networking skills through workshops at the Rochester Regional Library Council and other agencies while using our new 8 partnerships to develop additional connections. It is our goal to turn these networking challenges into new core competencies. It is also our goal to increase the number of course referrals from our partner agencies. We will explore the possibilities of agencies like Workforce Development mandating additional classes at the library after the initial class in their office. In addition, we may need to create more specific lesson plans dedicated to the teaching of tasks inherent to a single organization. For example, the Cornell Cooperative Extension occasionally refers patrons for computer classes.

During those classes, the students often speak of hoping for classes on specific statistical software types inherent to agricultural work. If we can gather enough potential students, it would warrant the hiring of an outside instructor or a thorough search for a community volunteer.

While we will work hard to overcome these challenges, we will also continue to extend the benefits of our many strengths including: in house marketing, impactful course instruction, and technical savvy. We understand that every PCC staff has different skills and operate in different communities that are more conducive to certain strategies than others. We aim to make our weaknesses strengths but perhaps more importantly, make our strengths stronger.

Best Practices/Lessons Learned

1. Develop clear outcomes as early as possible and use surveys, interviews, and agency feedback as a metric for determining success. Then, understand that a lack of success is equally as likely to be an unrealistic outcome as it is a fault of your instruction or outreach.
2. Create outcomes that definitely measure whether learning has taken place. This can be pre class surveys or interviews, in class formative measures, or post class measures. Just because someone tells you that they know something you covered does not mean they learned it in your class. If the results start to indicate that something is common knowledge, drop it and replace it with something more novel.
3. Organization is the key to an efficient PCC. Keep a number of binders for different info: grant reporting paperwork, surveys, purchase orders, equipment information, signups, etc. It is vital to remember that we are working as a part of a larger whole and that at any time, although unlikely, someone might want to inspect our methods or paperwork.
4. Encouraging your students to help teach a subject to their classmates is as equally helpful for them as it is for the students they are teaching. Instruction is a vital component of almost every position in the workforce and applicants that can speak to their instruction skills in addition to their subject specific skills are primed for success.

5. Find the proper median between having a web presence for your PCC and not devoting too much time and manpower to developing it. Features such as online registration and e-mail reminders may be novel but they are not helpful for those who are not yet digitally literate.
6. It is best to regard yourself as library staff with a PCC specialty than a PCC staff member that works in a library. In addition to helping our patrons, we are also working to put libraries in the spotlight as places of instruction and job development. This is why course instruction to fellow library staff members will have wonderful long term effects on a library's sustainability.
7. Don't be afraid to discontinue classes that don't work while increasing the frequency of classes that do. This may cut down on per class attendance figures for the popular classes but your total classes will increase. For us, Microsoft Office and social networking classes is king. By the same token, free up one-on-one sessions throughout your workweek. You might only get one more student for every five hours you free up but there is essentially no opportunity cost.
8. Accentuate the need for practice and one-on-one class follow ups after every group class. Encourage students to come back to the same group class and work as co-instructors and bring/tell their friends. In essence, use the end of each class as a marketing opportunity.
9. Root all courses in social networking in the importance of selecting the proper settings and limiting both the content you create and the outside access to it. Encourage job skills students to use social networking sites like LinkedIn and Indeed but guide them through doing so mindfully.
10. For grant administrators, point out the successes of your PCC and library staff frequently during the monthly and quarterly reporting. Our PCC Technical Coordinator, Jenny Montemorano, was the lifeblood of the organization and seemingly single handedly kept our technology infrastructure from folding in on itself. Likewise, library staff like Susan Flick, Wendy Freier, and Beth Horn helped keep the PCC running smoothly both consciously and as an offshoot of their general hard work.
11. Incentives like prizes may boost your attendance but must be used in moderation. Too much of them can bias your data and attract students that are not really engaged in the course work. Use prizes like custom flash drives that double as a marketing tool and a vessel in which to put course content or follow-up material.

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12. Gear lesson plans to your outcomes and not the other way around. Create a checklist of topics or skills that you want your students to demonstrate knowledge in and create a lesson plan to showcase them. For individual students or groups from local agencies with specific desired outcomes or job requirements, develop a class to match their needs instead of trying to force them to learn non-essential information.

 13. Job skills class success needs to be linked to jobs applied for and to some extent, jobs obtained. The latter is the ultimate goal and this optimism should be relayed to the student. However, the former metric is a more accurate indicator of our success as instructors during such a difficult economic climate.