Interpretation of Findings

The main assessment tools for the PCC have been instructor observations as well as our workshop evaluations.

We have had to rewrite the evaluations a few times throughout our existence, trying to make it easy for patrons to complete while still gathering information that was useful to our instructors. One main assessment tool that was added to the evaluations was a simple yes or no question that asks whether or not a patron feels comfortable utilizing skills learned within the workshop on their own. The goal of PCC instructors is to receive a majority of evaluations that have answered 'yes'. We do provide space for elaboration, but we find that, even with encouragement, patrons rarely fill out narrative answers and will either simply attend to yes or no questions or leave an evaluation blank if none are provided.

Instructors are expected to examine their evaluations at the end of each workshop, and the PCC Director looks through all evaluations weekly. This monitoring has allowed the PCC to change workshop content and format as needed to fit patron needs. Occasionally evaluations have received comments such as the instructor went to fast, or the content of the workshop did not meet patron expectations. Feedback such as this instigates a change of workshop content and presentation style.

The bulk of workshop evaluations have been positive- rating the instructor and content as excellent and suggesting that patrons are either comfortable utilizing material learned on their own or are comfortable doing so with a little more practice. Stating that they are comfortable utilizing learned skills on their own meets the PCC goal of increase digital literacy. Rating workshops and instructors as good or excellent meets the PCC goal of providing patron satisfaction. The fact that we have patrons who attend multiple workshops, refer friends and family members to the location, and come back after a workshop to utilize walk in hours also suggests we are meeting our goal of providing patron satisfaction.

On top of our workshop evaluations we do have a feedback survey available on the PCC webpage. It does not prompt for answers, but allows patrons a place to discuss the PCC. We have received comments in regards to our digital literacy assistance, "We are in the process of getting a computer and have gained much information about computers. The programs have been very beneficial and helpful. The instruction was outstanding. The instructors have patience, good people skills, and a thorough knowledge of the subject matter, and have demonstrated a caring feeling. I would gladly recommend the programs to anyone interested in computer knowledge. Thank you." As well as workforce assistance "I am happy to say that I came to the pcc center to get help because of an interview I was about to have. The pcc personnel was very informative and helpful with the questions that i needed answers to and gave me paperwork that helped out considerably also, should I be asked them in the interview. I was very glad I came, because I went to the interview well prepared and confident for any questions they

might throw at me. I will definitely refer people to the pcc center should they need help with the interview process.....Thank you PCC center... I did get the position at Lockheed Martin."

We sent a survey out to our community partners to evaluate the health of our partnerships and awareness of PCC offerings and activities. All respondents not only expressed knowledge of PCC activities and satisfaction with the existing partnership, but stated that they had each referred over five community members to the PCC. We added a question asking what the PCC could offer to help strengthen the partnership, and each partner offered a thoughtful reply that demonstrates a solid knowledge of PCC goals and activities.

Consistent outreach has also been a part of the location's success. As soon as we consistently started to utilize traditional media, local paper and news outlets, we saw a sharp increase in unique users. We have been very attentive to our outreach as a result. As soon as a new monthly schedule is created our first concern is making sure it is communicated to these community partners.

Workforce development programming was initially very successful- we had regular attendance to workshops and during walk-in hours. Over the summer and into the winter months, that has dropped. Our workforce programming started to fail and there was a steep decline in workforce-related walk in patrons. We have tried to combat this by scheduling programming in partnership with local organizations- two successes for the year include programming with Cornell Cooperative Extension as well as the Oasis After School group. We scheduled JobNow workshops and received moderate attendance for the first few, but again, it dropped off rather steeply. We maintained interest by offering a webinar through JobNow as part of a career workshop which was very well received. We continue to reach out to local organizations to establish workforce-related partnerships and programming. We have posted notices down within the library as well directing job seekers up to the PCC for computer use and job search assistance. We have had successes with career assistance within the PCC. Our online feedback survey has captured the thanks of patrons who have found our services beneficial, some of which left feedback to report a return to work. We have also had patrons stop by the PCC to inform us that they have found work as a result of our assistance. When we partnered with Cornell Cooperative Extension with their Women's Workforce training we had one individual, out of a seven person workshop, who engaged in a phone interview during the second workshop. So we do have successes, we just have found these successes harder to track than digital literacy efforts, as those who do find employment seem to just stop coming as opposed to letting us know. We have made efforts to point out the online feedback form, and we will continue to seek out a way to make this easier to evaluate more consistently

Course Offerings/Scheduling

One of the main issues we ran into during our initial couple of months being open was patron uncertainty as to where they should begin in regards to developing computer literacy skills. We were able to address this uncertainty by developing a sequence of workshops we call Computer Star. By creating that sequence of workshops we have a program to utilize to introduce patrons to the PCC, and allow both patrons and the PCC instructors to tangibly assess patron skills and further needs. It has also

been beneficial for assisting patrons who do have a computer background, but lack confidence in their skills. Computer Star gives them a common ground on which they can discuss further training with PCC instructors and has worked to build patron confidence in trying new skills.

Star developed from a series of disparate workshops that covered what PCC staff felt were, due to patron inquiry and assessment of workplace and personal usage, a core set of computer literacy skills. Prior to Star being developed PCC staff would recommend the workshops individually. Patrons expressed interested in a linear progression of workshops, so the basic level workshops (Understanding Your Computer, Keyboard and Mouse Skills, Beginning Internet, Microsoft Word, and Files and Folders) were worked together into Star.

Apart from providing a basic sequence of workshops for assessment and providing a base set of skills for patrons, Star works to develop a sense of camaraderie among PCC patrons and encourages the learning process. Star students take all five workshops together and it has been observed that they work to encourage each other and assist each other during each workshop. Associations formed during Star sequences have been seen to carry over into other PCC programming.

We have had other workshops develop from patron feedback as well. After having questions during open lab and during workshops in regards to the difference between copy and cut, how to select text, and questions on printing, a workshop dedicated to the copy, pasting, and printing was developed, and has been fairly well attended.

Computer Hardware also evolved out of patron inquiry. It was developed to provide patrons with a better understanding of what the parts of a computer do, and what their specification language actually means. We consistently have questions from patrons looking to purchase a computer, and we like to recommend they take this workshop as it can provide them with more information of just what they are looking at when they go to buy a machine. The workshop has been well received and attended. We have a broken down computer in the lab we utilize for the workshop to provide visual aids when discussing the parts.

To best meet the needs of the community we regularly rotate times and days when workshops are being offered. For Star, this includes making sure it is offered at a different time/day of the week each month to make sure as many people as possible will have access to the material. We adjusted our hours late in the summer, allowing for longer hours during the week. This has allowed us to offer more workshops, and to provide more workshop times, as well as allow for more time for open lab hours which patrons often use to come in and follow up on skills learned in a workshop. Some Computer Star attendees will come in for supplemental practice, and if they happen to miss a workshop we have established a way for them to meet with the instructor to 'make up' the material so they can still get the full benefit of the workshop sequence even if their schedule does not allow for a consistent commitment.

For basic digital literacy workshops, the patron base seems to consist primarily of the elderly and the un/under employed. From the un and under employed patrons we hear through evaluations and surveys, that they are interested in improving skills to either find a job or increase their usefulness at their current job. Our older patrons are looking to expose themselves to as much material as possible.

In order to keep patrons while attracting new with the basic level workshops, we have worked to add a variety of workshops to our schedule. Materials cover applications of skills learned in the basic workshops like Star- for instance we have workshops on searching for coupons and recipes online, and printing them, building from skills covered in the basic internet and copy/paste/print workshops. We have also worked to appeal to a wide variety of patrons, including workshops on digital photos, various forms of social media and networking, genealogy, and computer-aided crafting. We are continuously engaged in dialog with our patrons looking for materials to add to our workshop rotations.

We adjusted out walk in hours a few times over the past year. At first we changed our entire scheduling structure, moving workshops to the beginning and end of the day so as to provide a large segment of walk in hours. We were then able to add more hours onto the week, and thus more walk in times, with the addition of a fourth staff member over the summer. There are always two PCC staff members available at all times to handle walk in traffic as well as assist during workshops. Days that tended to be higher traffic we added additional coverage to our walk in hours allowing us to be more attentive to individual patron needs even when busy. Our scheduling adjustments have made for a higher functionality of the facility and have allowed for greater patron satisfaction. Customer satisfaction in this case can be judged by our increase in walk in hours use. Our schedule and staffing meets patron needs, and that is reflected in the fact our walk-in hours are well utilized, and often by repeat patrons.

Target Audiences

We have been very active in our outreach efforts to contact our target audiences. Through contact with organizations such as Cornell Cooperative Extension, Tioga Adult Learning Lab, ACCESS-VR, The Attain Lab, AARP, and Oasis we have been better able to reach out to and serve our target communities. Our partnership with Oasis brought us in contact with Bridging The Digital Divide, a project through Binghamton University, and we have established a firm partnership with that group and hope to reach out to their other partners as well as we start to attend monthly meetings for BTDD. The only target audience we struggle with is ESL. We have reached out to the Civic Center and Literacy Volunteers with little success. We will continue to pursue ways to assist this audience.

Best Practices

In regards to best practices, when we first opened, we struggled to get patrons to utilize our open lab hours. At that time, the open hours were split into smaller chunks. The decision was made to alter our schedule such that the open lab hours were granted as large a solid period of time as possible each day. As soon as we were able to provide a solid period of open hours a day, and that period was then easy to communicate to patrons, we saw an increase in utilization. We decided to concentrate on keeping those open lab hours as consistent and long as possible- being able to easily communicate their availability and providing ample time for patrons to work and learn has been our priority for open lab hours. When we extended our hours in September we made sure that open lab hours benefited as much as possible. We also make sure to invite patrons back for further assistance should they need it following each of our workshops, and have seen an increase in repeat patrons- both in open lab hours and in workshops.

We also determined we needed options available for patron registration. Our initial mode of registration when we first opened was clipboards at the information and circulation desk within the library. The decision was made to move registration online to decrease the workload of the library staff and to hopefully increase our workshop registrations. Taking into consideration that many of the PCC patrons were new to the computer, we make sure to include a phone number for the PCC on all of our promotional materials so that patrons can also call and register for workshops. Patrons can also stop in during walk in hours to register- a fact we again advertise. This ability for a patron to register for workshops in the way they find most comfortable has resulted in an increase in registrations, and repeat registrations. By having a way for patrons to call us and register we are also able to have an initial dialog with new patrons, and as our unique user count per month has increased through our outreach efforts, that initial contact has proven beneficial.

Lessons Learned

Our biggest lesson comes from Computer Star. Having a basic sequence of workshops for a patron new to computers, or even just unsure as to where they stand in their computer knowledge, to work their way through is essential. It provides the staff with a solid recommendation for patrons, which increases the patron's confidence in the location, and saves the staff from having to take a shot in the dark when it comes to recommendations for a beginner. Moving from beginner classes offered throughout the month to a sequence that was offered monthly was a huge win for the PCC. Computer Star is always full (if not over full!), the patrons bond with each other and the instructor throughout the course, and their knowledge base comes out stronger as a result. Patrons are then more confident returning for other PCC offerings. We still offer the workshops contained within Star on their own on and off throughout the schedule, but Star itself and what it provides has proved invaluable to the location.

We also learned that there needs to be a set plan in regards to outreach- we will not fall into beneficial contacts. We started out with everyone making a few calls/emails during their shifts, but it was decided to break outreach up according to staff strengths and the materials they were presenting within the PCC. The staff member most in charge of the workforce workshops, for example, keeps in touch with workforce-related contacts and is in charge of making new contacts. This provides each partner with a consistent point of contact with the PCC and has allowed stronger contacts to develop as a result. This is reflected in the results of our partner survey- every partner we emailed and requested take the survey responded- and responded with a knowledge of the PCC and what it has to offer and thoughtful suggestions for strengthening the partnership. These are signs that we are maintaining a healthy place within the community.

YOUR TURN! CREATING A CUSTOM OBE PLAN

Please use this form to create a custom OBE plan for your PCC or E-Mobile Unit. Complete all white sections of the form and submit to Mary Ann Stiefvater (mstiefva@mail.nysed.gov) by Friday, May 27, 2011. The gray sections of the form are for reporting your evaluation findings. You will complete and submit these sections at a later date.

General outcome #1: PCC/E-Mobile Unit users gain digital literacy skills.					**Evaluation time period:**
Custom outcome:	**Target audience:**	**Target audience per training:**	**Data source:**	**Target achievement level:**	**Actual achievement level:**
Workshops offered will meet needed information and computer literacy skill requirements of the community. By the end of the 2 year grant, 75% of patrons who attended PCC programming will report an increase in computer skills **<u>Basic Internet and Computer Use</u>** PCC offers the following workshops	3500			75% of attending patrons will report and demonstrate an increase in computer skills	
Beginning, Intermediate, Advanced Internet • Patrons demonstrate skill at basic internet navigation • Patrons demonstrate skill at internet searching • Patrons report understanding of internet safety • Patrons report satisfaction with material and trainer		10	Instructor Observation Instructor Observation Workshop evaluation form Workshop evaluation form		Internet- 100% of patrons expressed through evaluation forms an increase in computer skill, some mentioned wanting additional practice but were overall pleased with workshops and instructor. Matches instructor observation
Understanding Your Computer • Patrons demonstrate skill using computer		10	Instructor Observation		Understanding Your Computer- 85% of patrons

mouse and keyboard • Patrons report comfort with basic computer navigation			Workshop evaluation form		express on workshop evaluations increased knowledge and comfort level applying leaned skills on their own. Satisfied with material and instructor. Workshop has been reworked due to instructor observation so as to better meet patron needs.
<u>Basic Office</u> PCC offers the following workshops **Beginning and Intermediate Microsoft Word** • Patrons demonstrate skill in basic word processing functions • Patrons report comfort utilizing program on their own **Beginning, Intermediate, and Advanced Excel** • Patrons demonstrate skill in spreadsheet functions • Patrons report comfort utilizing program on their own		10 10	Instructor Observation Workshop evaluation form Instructor Observation Workshop evaluation form		Office- 95% of patrons express an increase in ability and knowledge through workshop evaluations, some suggest requiting just a little more practice but are overall confident and satisfied with instructor and material. Office workshops are broken into 4 parts to allow the time to meet patron needs, as suggested by instructors after observation.

General outcome #2: PCC/E-Mobile Unit users are better prepared for the workforce.					**Evaluation time period:**
Custom outcome:	**Target audience:**	**Target audience per training:**	**Data source:**	**Target achievement level:**	**Actual achievement level:**
Workshops offered will meet career service needs such as job searching and resume and cover letter writing. By the end of the 2 year grant, 75% of career programming participants will report a return to employment or a beneficial change in employment **<u>Career-Oriented Workshops</u>** PCC offers the following workshops **Resume Lab** • Patrons will develop a complete and correctly formatted resume • Patrons will express comfort in making additions and changes to their resume as needed • Patrons report a return to employment or	1134	10	Instructor observation Workshop evaluation form Online Feedback form	75% of career workshop participants report they have experienced a return to employment or beneficial change in employment	5% We only have 5% confirmed reemployment as a result of PCC assistance. We need to develop a better way for following up on workforce patrons- we have many patrons who work on job search and resume for a while, and while they have stopped coming in we have no way to confirm whether or not it is due to employment at this time. Workshop evaluations suggest that when patrons do attend workforce-related programming they experience an increase in job seeking skills. Instructor observation supports this, as workshop attendees were often back utilizing learned skills during open lab

a beneficial change in employment **Job Searching on the Internet** • Patrons demonstrate skill navigating online job resources • Patrons are comfortable utilizing online job resources • Patrons are comfortable with the process of applying for work online		10	Instructor observation Workshop evaluation form Workshop evaluation form		

General outcome #3: PCC/E-Mobile Unit users are satisfied with services.					**Evaluation time period:**
Custom outcome:	**Target audience:**	**Target audience per training:**	**Data source:**	**Target achievement level:**	**Actual achievement level:**
Patrons rate classes and instructors as 'Good' or 'Excellent' Patrons sign up for multiple workshops after their initial visit Patrons utilize PCC during walk in hours	3500	10 10 1	**Class registration spreadsheet** - can be used to track whether or not patrons are returning for other workshops or walk in hours. If patrons return, it is an indication that they are satisfied with the services they received in their initial visit. **Workshop evaluations and online Feedback form-** will reflect patron thoughts on programming and PCC services. **Walk-in/Open Lab log**- will reflect recurring patronage	100% of patrons return for further programming after their initial registration.	90% Almost all evaluations rate instructors as 'Good' or 'Excellent' and most patrons do return for other workshops or open hours. Especially with workshops on devices, we have patrons who only attend that workshop of interest and do not return for other material. Workforce patrons tend towards one workshop and then attending open lab.

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:**
Community Partners Report having referred individuals to the PCC **Community Partners can state services offered by the PCC** **75% of registrations will note a referral by a community partner**	8	1 1 1	**Email survey**- sent to PCC partners quarterly **Email survey**- sent to PCC partners quarterly **Referral Log**- will be used to track patron referrals from other community entities **Registration form**- will include a field asking patrons to share how they heard about the PCC and offered services	75% of Community Partner responses reflect referrals and awareness of PCC services 75% of patron responses will reflect referrals by community partners	100% All community partners surveyed responded with knowledge of PCC and services and report having referred individuals 45% Reported referrals trend towards friends and family and GFJ library representatives more than community partners at this point.

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.

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

Our strongest work has been with senior populations with digital literacy. We have done outreach and scheduled targeted programs just for community partners, like a recent one held with the Beth David Sisterhood. A comment left in our online feedback form reads-
"Just completed a workshop with Ted and Joanna. It was thru our Sisterhood. The workshop exceeded my expectations. There was even an 80 plus year old and she had never touched a computer and was comfortable, learned, and had fun. we were all of varying abilities but all our needs were accommodated and everyone learned something new. I definitely plan to attend classes and/or individual instruction there. Thank you so much."

Through our additional workshops that expand beyond basic literacy we have also been able to reach those with a basic understanding of computers and to expand their knowledge base. One patron writes "I am an experienced computer user with very little formal training. Each class has taught me many instructions etc I have never been aware of."

The PCC has established itself within the community, and will continue to grow as we continue to aggressively pursue outreach and partnership possibilities and offer workshops on basic skills as well as workshops that allow patrons to grow in their knowledge.