

GENEVA PUBLIC LIBRARY

Geneva Public Library PCC OBE Report- 2011- 2012

An analysis of general outcome success and best practices

Chris Finger- Geneva Public Library PCC Coordinator

Jenny Montemorano- Geneva Public Library PCC Technical Coordinator

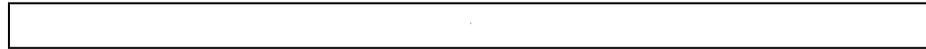


General outcome #1: Geneva Public Library PCC users gain digital literacy skills.					Evaluation time period:
Custom outcome:	Target audience:	Target audience per training:	Data source:	Target achievement level (per training):	Actual achievement level: (# of surveys not answered)
<u>Basic Internet & Computer Use</u>	834				
GPL PCC offers the following training:					
Computer Basics I and II workshops	735	6			
<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 			<ul style="list-style-type: none"> In class trainer verification/post-class survey Trainer verification Post-class survey/interviews Post-class survey 	80% 80% 90% 80%	44 Classes, 137 Students, 15 no responses 134/137=98% 134/137=98% 134/134=100%
Creating An Email Account	662	6			
<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 			<ul style="list-style-type: none"> Trainer verification Trainer verification/ class worksheet 	80% 60% 80%	8 Classes, 18 Students, 2 no responses 18/18100% 18/18=100% 16/16=100%
Mouse Practice Hours	735	5			
<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 			<ul style="list-style-type: none"> Post-class survey 	80% 80%	2 Classes, 3 Students, 1 no response 3/3=100% 3/3=100% 2/2=100%
Intro to Macs	184	4			
<ul style="list-style-type: none"> Participants demonstrate understanding of Apple computers and OS Participants display ability to use Finder and Dock, 			<ul style="list-style-type: none"> Trainer verification/post-class follow ups Trainer 	80% 80%	1 Class, 3 Students, 3/3=100% 3/3=100%



<ul style="list-style-type: none"> change settings Participants report satisfaction with course content/trainer 			<ul style="list-style-type: none"> verification/post-class follow ups Post-class survey Trainer verification/post-class follow ups Trainer verification/post-class follow ups Post-class survey 	<p>80%</p>	<p>3/3=100%</p>
<p>Office Skills</p> <p>PCC offers the following training:</p> <p>Introduction to Windows 7</p> <ul style="list-style-type: none"> Participants demonstrate basic understanding of new usage features of Windows 7 Participants demonstrate understanding of safety features of Windows 7 Participants report satisfaction with course content/trainer <p>Introduction to Microsoft Excel</p> <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 <p>Introduction to Microsoft Word</p> <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 <p>Introduction to Microsoft PowerPoint</p> <ul style="list-style-type: none"> Participants demonstrate basic command of 	<p>1245</p> <p>120</p> <p>501</p> <p>401</p> <p>267</p>	<p>4</p> <p>8</p> <p>6</p> <p>6</p>	<ul style="list-style-type: none"> Post-class survey In class checklist/verification Post-class survey Trainer verification Post-class survey/interview Post-class survey Checklist by trainer Post-class survey/interview Post-class 	<p>80%</p> <p>80%</p> <p>80%</p> <p>80%</p> <p>90%</p> <p>80%</p> <p>80%</p> <p>80%</p> <p>80%</p> <p>80%</p>	<p>1 Class, 1 Students</p> <p>1/1=100%</p> <p>1/1=100%</p> <p>1/1=100%</p> <p>31 Classes, 117 Students</p> <p>110/117=94%</p> <p>110/117=94%</p> <p>110/117=94%</p> <p>23 Classes, 58 Students, 4 no responses</p> <p>58/58=100%</p> <p>54/54=100%</p> <p>54/54=100%</p> <p>21 Classes, 62 Students, 3 no responses</p>

<p>PowerPoint; including ribbons, adding/editing slides, and adding multiple types of content</p> <ul style="list-style-type: none"> Participants report increased confidence in PowerPoint and desire to learn more skills Participants report satisfaction with course content/trainer 	209	6	<ul style="list-style-type: none"> survey 	<p>90%</p> <p>80%</p>	<p>62/62=100%</p> <p>59/59=100%</p> <p>59/59=100%</p>
<p>Intermediate and Advanced Microsoft Excel</p> <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 	201	6	<ul style="list-style-type: none"> trainer Checklist by Post-class survey/interview Post-class survey 	<p>60%</p> <p>60%</p> <p>80%</p>	<p>23 Classes, 92 Students, 16 no responses</p> <p>90/92=98%</p> <p>76/76=100%</p> <p>76/76=100%</p>
<p>Intermediate Microsoft Word</p> <ul style="list-style-type: none"> Participants demonstrate advanced command of Word; including formatting text in columns, moving text between files, and mail merges Participants able to verbalize and collaborate on tasks using Word Participants report satisfaction with course content/trainer 	865	1/hour	<ul style="list-style-type: none"> Trainer verification/certificate Post-class survey/interview Post-class survey 	<p>60%</p> <p>60%</p> <p>80%</p> <p>75%</p>	<p>13 Classes, 46 Students, 3 no responses</p> <p>46/46=%100</p> <p>43/43=100%</p> <p>43/43=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 	209	6	<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>139 Sessions, 189 Students</p> <p>76/76=100%</p> <p>76/76=100%</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 	184	5	<ul style="list-style-type: none"> Post-class interview Post-class interview 	<p>60%</p> <p>60%</p> <p>80%</p>	<p>13 Classes, 38 Students, 2 no responses</p> <p>38/38=100%</p> <p>36/36=100%</p> <p>36/36=100%</p>
<p>Advanced Google</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 	648	6	<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>80%</p>	<p>9 Classes, 19 Students</p> <p>19/19=100%</p> <p>19/19=100%</p> <p>19/19=100%</p>
<p>Introduction to Keyboarding</p> <ul style="list-style-type: none"> Participants demonstrate command of basic command of keys locations and keyboard shortcuts 	648	6	<ul style="list-style-type: none"> Trainer verification/certificate Post-class survey/interview Post-class survey 	<p>80%</p> <p>60%</p>	<p>4 Classes, 10 Students, 1 no response</p> <p>10/10=100%</p> <p>9/9=100%</p>



<ul style="list-style-type: none"> • Participants demonstrate increased typing speed/comfort • Participants report satisfaction with course content/trainer 			<ul style="list-style-type: none"> • In class trainer verification/post-class survey • Trainer verification • Post-class survey • Checklist by trainer • Post-class survey/interview • Post-class survey 	<p>80%</p>	<p>9/9=100%</p>
<p><u>Multimedia</u></p> <p>GPL PCC offers the following training:</p> <p>Creating Google Sites</p> <ul style="list-style-type: none"> • Participants demonstrate basic understanding of how to access and create Google Sites • Participants demonstrate ability to share and publish Google Sites • 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>	<p>350</p> <p>44</p> <p>120</p> <p>120</p>	<p>4</p> <p>4</p> <p>5</p>	<ul style="list-style-type: none"> • Trainer checklist/ Post-class survey • Trainer checklist/ Post-class survey • Post-class survey • Trainer checklist/in class verification • Trainer checklist/in class verification 	<p>80%</p> <p>80%</p> <p>80%</p> <p>80%</p> <p>60%</p> <p>80%</p>	<p>1 Classes, 3 Students 3/3=100% 3/3=100% 3/3=100%</p> <p>12 Classes, 35 Students, 4 no responses 32/35=91% 32/35=91% 28/31=90%</p>

<p>content/trainer</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 	44	5	<ul style="list-style-type: none"> Trainer checklist/in class verification 	60%	<p>4 Classes, 8 Students, 4 no responses 8/8=100% 4/4=100%</p> <p>2 Classes, 3 Students 3/3=100%</p> <p>3/3=100% 3/3=100%</p> <p>2 Classes, 4 Students, 1 no response 4/4=100% 4/4=100%</p> <p>3/3=100%</p> <p>1 Class, 1 Student, 1 no survey responses 1/1=100% 1/1=100% NA</p> <p>1 Class, 2 Students, 2 no responses 2/2=100% 2/2=100% NA</p> <p>4 Classes, 37 Students 37/37=100% 37/37=100% 37/37=100%</p>	
<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 	318	4	<ul style="list-style-type: none"> Trainer checklist/in class verification Post-class survey 	80%		
<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 	318	4	<ul style="list-style-type: none"> Trainer checklist/in class verification Trainer checklist/in class verification Trainer checklist/in class verification Post-class survey 	80%		
<p>Twitter Tune-Up</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	4	<ul style="list-style-type: none"> Trainer checklist/in class verification Post-class survey 	80%		
<p>Pinterest</p> <ul style="list-style-type: none"> Participants demonstrate basic understanding of how to create and navigate a Pinterest account Participants Pin their first item Participants report satisfaction with course content/trainer 	318	4	<ul style="list-style-type: none"> Trainer checklist/in class verification Trainer checklist/in class verification Post-class survey 	80%		
<p>Ancestry.com LE I- III and Heritage Quest Basics</p> <ul style="list-style-type: none"> Participants demonstrate basic understanding of Ancestry.com LE and search/print/save basics Participants find their first relevant record Participants report satisfaction with course content/trainer 	662	6	<ul style="list-style-type: none"> Trainer checklist/in class verification 	80%		
				60%		
				80%		
				80%		
				80%		

--

			<ul style="list-style-type: none"> • 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 • Trainer checklist/in class verification • Trainer checklist/in class verification • Post-class survey 		
<p>General outcome #2: Geneva Public Library PCC users are better prepared for the workforce.</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>

Workforce Development	835				29 Classes, 135 Students, 17 no responses
GPL PCC offers the following training:	735				
Computer Basics and Word Intro at the Department of Labor		10	<ul style="list-style-type: none"> • Trainer verification/certificate 	80%	133/135=99%
<ul style="list-style-type: none"> • Participants demonstrate basic command of computer skills: using the mouse and keyboard, opening programs 			<ul style="list-style-type: none"> • Post-class survey/interview 	60%	116/118=98%
<ul style="list-style-type: none"> • Participants report increased confidence using Microsoft Word to create/edit resume/cover letter and cut and paste text from file to online job application 			<ul style="list-style-type: none"> • Post-class interview/class signups 	80%	116/118=98%
<ul style="list-style-type: none"> • Participants report desire to bolster those skills with further training 			<ul style="list-style-type: none"> • Post-class survey 	80%	116/118=98%
<ul style="list-style-type: none"> • Participants report satisfaction with course content/trainer 	120			75%	70 Sessions, 48 Students
One-on-one job help hours		1/hour	<ul style="list-style-type: none"> • Post-class interview 	75%	47/48=98%
<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 			<ul style="list-style-type: none"> • Post-class interview 		47/48=98%
<ul style="list-style-type: none"> • Participants report satisfaction with the session 	120	4		80%	1 Class, 2 Students
JobNow!				80%	2/2=100%
<ul style="list-style-type: none"> • Participants demonstrate knowledge of how to access JobNow! and register for account 				80%	2/2=100%
<ul style="list-style-type: none"> • Participants demonstrate understanding of resources including live tutoring, test banks, and job posting links 			<ul style="list-style-type: none"> • Trainer checklist/in class verification 	80%	2/2=100
<ul style="list-style-type: none"> • Participants report satisfaction with course content/trainer 			<ul style="list-style-type: none"> • Trainer checklist/in class verification 		1 Class, 1 Student
Job Application Walkthrough	120	4	<ul style="list-style-type: none"> • Post-class survey 	80%	1/1=100%
<ul style="list-style-type: none"> • Participants demonstrate knowledge of how to find relevant job postings 				80%	1/1=100%
<ul style="list-style-type: none"> • Participants demonstrate understanding of online application process including uploading or copying resume/cover letter, personality examinations, and references 				50%	1/1=100%
<ul style="list-style-type: none"> • Participants begin process for one position/make appt. to use lab to apply 			<ul style="list-style-type: none"> • Trainer checklist/in class verification 	80%	1/1=100%
<ul style="list-style-type: none"> • Participants report satisfaction with course content/trainer 			<ul style="list-style-type: none"> • Trainer checklist/in class verification 		
			<ul style="list-style-type: none"> • Trainer verification 		
			<ul style="list-style-type: none"> • Post-class survey 		

--

General outcome #3: Geneva Public Library PCC users are satisfied with services.					Evaluation time period:
Custom outcome:	Target audience:	Target audience per training:	Data source:	Target achievement level:	Actual achievement level:
<u>Open lab access</u> <ul style="list-style-type: none"> Users report satisfaction with PCC and library staff members ability to troubleshoot computer lab, OWWL2Go e-book software, and other technology based problems <p><u>See also custom satisfaction outcomes for training under outcomes #1 and #2.</u></p>	13367	n/a	<ul style="list-style-type: none"> Reference post question interview done for 10% of patrons 	80%	4479 computer assistance cases, 400/448=89%
General outcome #4: Geneva Public Library PCC 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>Partners</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 	12	n/a	<ul style="list-style-type: none"> Partner interviews Post-class surveys Partner interviews 	<p>5 + partners 10% of students 5 + partners</p>	<p>8 partners 132/943=14% 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).
X 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.

The following quotes truly exemplifies the work of the Geneva Public Library PCC:

“I am managing a start up project associated with a local [non- profit]. I had limited experience with Windows, Excel, Spreadsheets, etc. I used the computer classes to get up to speed on those things and it was a huge help. Originally my position was voluntary, now it is paid. I am very satisfied.”

“Thank you for your patient assistance and generosity with your time in helping me to upgrade my computer skills. [The PCC] is a valuable asset to our local library. I need to make greater use of the wonderful resources at our library.”

The first quote was from a patron with a fair degree of technical knowledge who needed her skills sharpened by more intermediate level courses. She is a member of a local nonprofit that became a partner organization with the PCC. Due in some part to the work of the PCC, she was able to leverage her new skills into a paid position, and the library was able to utilize her connections and success to better market our class services. The second quote was from a patron that is less digitally literate. She required more time and more patience while attending a number of group and one-on-one courses. As a result, she was able to establish more confidence in her computer skills while also gaining a greater appreciation for the role of her local public library. The PCC was a bridge that connected her to new skills as well as a bridge that connected her with the library’s numerous other resources.

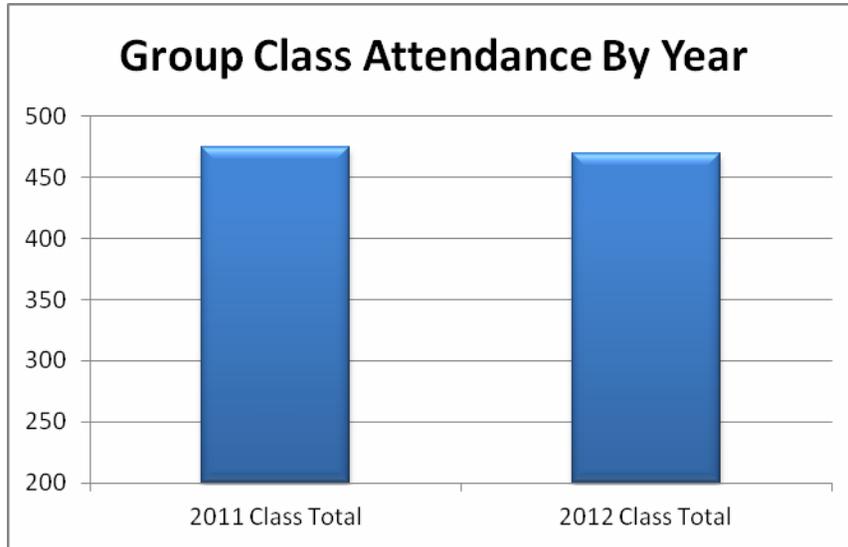


An Analysis of the Data

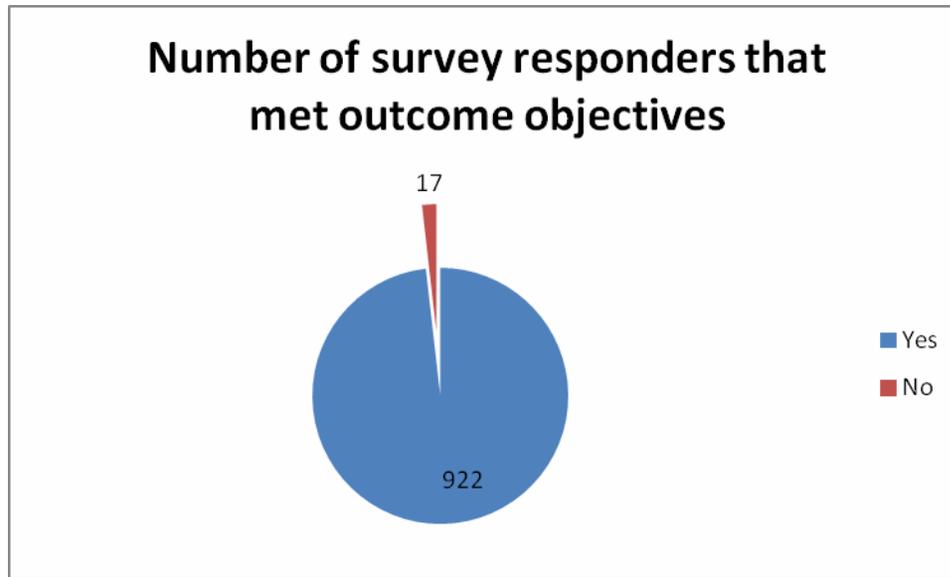
The following report will analyze our achievement results across the four different outcomes over the course of the grant period. After a detailed look across the four outcomes, we will conclude the report with a cumulative exploration of our best practices and lessons learned.

Outcome 1- Geneva Public Library PCC users gain digital literacy skills.

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. We initially expected a decline in the course attendance from the first year of the grant to the second year of the grant. However, due to better course selection and marketing, there was no drop off between the two years.



In all of our classes, students exceeded our target achievement levels for demonstrated increase confidence and an understanding of the specific skills taught during the courses. They also consistently expressed satisfaction with the course content and trainer. Based on the surveys submitted by the students, 98% of students reported learning the target course skills, gaining confidence in the subjects, and finding satisfaction with the course instructors.



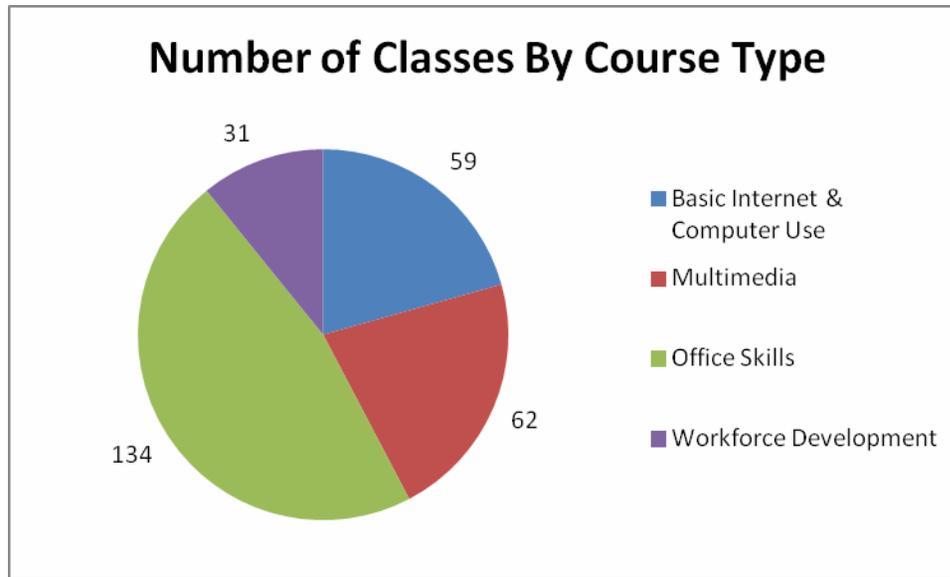
The success of these courses has both positive and negative implications for the Geneva Public Library and its PCC Grant. It speaks to the strength of the course materials and the effectiveness of the course instructors and more importantly, speaks to the drive and dedication of all of our students. Beating our target objectives indicates that the students recognized the importance of improving their digital literacy and job skills as employees, as parents, and as educators, and put in the hard work necessary to improve. In many of the surveys and in-class evaluations we saw students report that they didn't quite understand one specific topic but we never saw a report where a patron reported they improved in no area. With every class, each student took away something and our high achievement levels are a reaction to that fact.

Many of our previous reports have dealt with the positives of such high achievement. However it must be noted that such high achievement levels also are somewhat of an illusion. Though perhaps simple to many of us, introductory courses on computer basics, Microsoft Office applications, and resume building represent a significant challenge to many of the community members of Geneva and throughout the country. The fact that so many of our students reported new confidence in these topics suggests that maybe we did not bring in as many of the students that we should have. We cannot ignore the possibility that we settled too often for skimming the surface of potential students and for not marketing successfully to the truly challenging pockets of our community. If we truly successfully targeted struggling sectors like the Spanish speaking community, we would have likely seen less successful achievement levels. More importantly, while we would have succeeded "less", the community would have prospered more. Our interim OBE reports focused too much on the declining marginal utility of our classes and our marketing efforts. For example, every marketing

hour directed towards a tough subgroup to attract may have brought in one student for class while marketing in house to a reliable audience would bring in three students. As a result, we favored the latter approach. Ultimately though, that one missed student may not have another chance while the three who attended would have plenty of opportunities to learn those skills in the future. Our PCC Grant administration and the library staff learned this lesson over the course of the grant period and have changed the focus of our marketing philosophy as a result.

Following the previous interim reports, we decided on a strategy of reducing the frequency of non-core class offerings. Core offerings include Computer Basics I and II, Introductory and Intermediate Microsoft Office classes, and classes on our burgeoning OWWL2Go e-book catalog. The infrequency of many of the other courses listed above is based off of that decision. More importantly, the low attendance for those non-core courses yields confirmation that our strategy was correct. There is no need to run a course on creating an e-mail account more than bi-quarterly if only two students will attend each class. Instead, we envisioned that students that were not interested in waiting a few months for the next iteration of the class would attend open hours instead. The attendance for the one-on-one open hour courses was inconsistent. During some stretches we would have waiting lines of two or three people and in other weeks we would have no one attend. This was largely due to the problem of having the open hours scheduled for the same days and time each week. By keeping the hours the same you help build the brand and develop consistence in scheduling but you also only serve the subset of your students that are free between 10:00 AM and 12:00 PM on Mondays and Fridays. Near the end of the grant period, we realized that although many people could not benefit from our instructors teaching the more esoteric classes as one-on-one classes without us catering the schedule of the one-on-one hours to fit their schedules. As a result, we encouraged more flexibility in how our instructors scheduled one-on-one sessions. The library began to focus on impromptu sessions in addition to the standard Monday and Friday sessions and our outcome achievement went up because of that decision.

Outcome 2- Geneva Public Library PCC users are better prepared for the workforce.



The chart above indicates that roughly 10% of our courses were specifically geared towards Outcome #2. That fact is misleading though as nearly all of our classes have the benefit of making a student better prepared for the workforce. During the first year of the grant, a larger percentage of our courses were targeted at specific job skills topics such as resume building, the JobNow! electronic resource, and job applications. However, these courses were typically not well attended in comparison to our popular courses on the Microsoft Office Applications. From our conversations with students, it became apparent that learning the skills necessary to succeed within a job are deemed much more valuable to our patrons than the skills to find jobs. Many patrons felt confident in their ability to develop a basic resume or to use a job listings search engine while others felt there were a number of agencies like the Geneva Workforce Development office who already provided those resources. What were not available, according to our students, were free, interactive courses on Microsoft Office and social networking sites, and new efficient computer technology on which to practice those skills. In lieu of these findings, we shifted our strategy to almost fully focus on the specific office and job skills and not on job application skills. We partnered with the Department of Labor to offer two group courses a month at their Geneva office and increased the frequency of our intermediate level Microsoft Office courses.

A portion of the findings in our first interim report showcase 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 than students in the job application skills classes. Students interested in job skills or job specific help often get 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 scheduled, 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. One-on-one hours are more successful than our group course offerings but even they come with the stigma of potential embarrassment. The PCC staff, as mentioned in our section on *Outcome #1*, increased the frequency and variability of those one-on-one classes.

Although we eliminated the courses on the topic due to lack of attendance at the end of 2011, the JobNow! resource continued to be a strong component of our job application and job skills development marketing campaign. The library marketed the resource aggressively throughout our public computer area and in our website and our newsletter. Unfortunately, despite the strong marketing approach, the resource never gained a strong footing amongst our patrons. As in some of our unsuccessful course offerings, a portion of this problem stems from convincing busy unemployed patrons to spend time familiarizing themselves with a new tool. However, from what we ascertained through patron feedback, the weakness of the job links on JobNow! and the inflexible live chat hours were also barriers that prevented the resource from being successful.

Outcome 3- Geneva Public Library PCC users are satisfied with services.

The majority of the data we gathered about our public lab user surveys showed that the patrons were satisfied with our PCC services. Unfortunately, we struggled to obtain enough public lab user surveys to make those finding statistically significant. We tried a number of styles foremost of which was online surveys, which were made available as the landing page when a browser was opened on any of our public computers. We supported the electronic surveys with paper surveys [see below].

GENEVA PUBLIC LIBRARY
GENEVA, NEW YORK | GENEVAPUBLICLIBRARY.NET

How can we improve?

Please take a moment to help us make improvements to our public computer area on the 2nd floor by completing this survey. Your responses will be used by us to make changes and additional improvements to our computers as well as to report back to New York State as part of our Public Computer Center grant. Patrons that complete a survey will be entered into a drawing to win either an 8GB Flash Drive or a pair of Sony MDR-Q66LW headphones. *Please hand completed paper survey to staff member at the Reference Desk!*

Computer Equipment (required)

How satisfied are you with our public computer and public computer area, overall? <input type="checkbox"/> Very Satisfied <input type="checkbox"/> Satisfied <input type="checkbox"/> Slightly Unsatisfied <input type="checkbox"/> Very Unsatisfied	How satisfied are you with our Internet connection speed? <input type="checkbox"/> Very Satisfied <input type="checkbox"/> Satisfied <input type="checkbox"/> Slightly Unsatisfied <input type="checkbox"/> Very Unsatisfied
How satisfied are you with the additions and updates we have made to the public computer area	How satisfied are you with the computer programs available on the computers?

Attempts were made to incentivize the survey process through prizes such as custom wristband flashdrives or the reduction of library fines. Still, none of our methods were truly effective in obtaining a large number of completed reports. By the end of the grant we began to understand that our surveys were too long at a full page in length and that a simple one or two question survey would be more efficacious. As a comparable workaround, we elected to focus on the amount of computer troubleshooting questions covered by staff at the public computer lab and the reported patron satisfaction to these questions. During the course of the grant period, there were 4479 computer assistance cases in our public computer lab. Through post-case follow up on roughly 1 in 10 issues, we found that roughly 90% of patrons were satisfied with the staff's ability to assist with technology related issues. While this method provided us with a far more robust amount of responses, the informal interviews and dependence on subjective evidence do diminish the results to some degree.

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 did not allow for nuanced assessments. In addition, since our patrons hand their finished survey to the instructor, there were inherence biases in the results. For future evaluations, the library will rely on our course registration software for survey reports and will try to reduce the biases in the completed paper survey process by creating a drop box.

Outcome 4- Geneva Public Library PCC community partners are aware of PCC/E-Mobile Unit services.

One of the largest impediments to success over the course of last period was the PCC staff's lack of experience developing marketing plans. Over the course of the grant period we made great strides in developing effective plans that included a mix of in-house efforts and outreach in the offices of partner organizations and local businesses. Members of the Geneva PCC Staff attended multiple conferences and webinars run by the Rochester Regional Library Council and Foundation Center as well as local nonprofit group community meetings. Included in those were the 2012 Tech Conference held at the Rochester Institute of Technology where we learned strategies to promote social networking as a marketing tool. Beyond the subject matter, these workshops offered the chance to form new partnerships and assess what resources are already being provided within the community and what needs remain. The efficacy of our programs with the Department of Labor and Workforce Development coupled with the information proved to us by PCC grant administration and our fellow PCC's enabled us to leverage our one strong existing partnership into eight strong partnerships. We now have five institutions: Workforce Development, SSA BOND Project, Geneva Community Center, Hobart and William Smith, the Salvation Army, Geneva Reads, Unity Employment, and the City of Geneva that are aware of our services and the regular changes we make to them.

The economic and time strains on local community agencies, while making them prime candidates for our assistance, also created obstacles to forming partnerships. Local agencies that rely on local and state funding were hesitant to give up any duties that might affect their future budgets. In addition, they also struggled to believe that our services are free and that our aims are completely altruistic. This is an issue that we worked hard to fix through transparency and goodwill equity but never quite repaired.

In addition, our strategy of flexible one-on-one bases classes, a high average number of group classes at the library each month, and a high number of staff supervised PCC lab hours made it difficult to dedicate time to reaching out with other community agencies and non-profits. At the outset of the grant, we struggled to effectively market our services at locations outside of the library. As a result, we began to market solely to those agencies and non-profits that had representatives come to the library routinely. During the first year of the grant, we missed out on a large subset of organizations that did not have a previous connection to the library and required a more dedicated and organization specific marketing focus.

One of the lessons we took from the analysis of this outcome is that a successful PCC needs to create specific lesson plans dedicated to the teaching of tasks inherent to a single organization. For example, in 2011, the City of Geneva referred a group of patrons to the library for computer classes. The standard course curriculum was helpful but the students benefited more from a more individualized lesson after the course. Although a strategy based on amending the curriculum to the referring partner is labor intensive, it is worth it because it strengthens the bond between the library and the partner. Another takeaway from our analysis of our objective to develop more local partners was the value of a metric to assess how a student heard about the class. This allows you to track how many patrons have come to you from a particular organization so that you can allocate your marketing resources appropriately. The Geneva Public Library uses the Evanced Event Registration Software, to track this information by making it an optional field for all course registration [see example below].

Registration	
*Attendee First Name:	<input type="text" value="Jon"/>
*Attendee Last Name:	<input type="text" value="Doe"/>
*Attendee Phone Number:	(<input type="text" value="555"/>) <input type="text" value="555"/> - <input type="text" value="5555"/> Ext. <input type="text"/>
Alternate Phone Number:	(<input type="text"/>) <input type="text"/> - <input type="text"/> Ext. <input type="text"/>
Attendee Email Address:	<input type="text"/>
*How did you hear about this event?:	<input type="text" value="From Department of Labor"/>
Number of Registrants (Group):	<input type="text"/> [Leave blank for single registration.]

Best Practices/Lessons Learned

1. Blend scheduled one-on-one help times with free but unscheduled blocks where PCC staff can meet with patrons or not. This will satisfy both the patrons who are only motivated to attend if it's scheduled and the patrons that take actions spontaneously.
2. Rotate the day and time offerings for your courses so that patrons can attend courses regardless of their schedules. Also, put "fun" classes like those on social networking, eBay, etc. on Fridays and leave the dryer subjects for early on in the week. Students often feel, and perhaps are right to, that they have no brain power left by the end of the week.
3. Use an online course registration system where you can control the required fields. Making fields such as "where did you learn about us" required is a great way to insure that you have data for reports such as these.
4. When possible, don't shut the door to your classroom during the class. Letting the sounds of engaged students and interesting teachers fill the air of the library can draw interest from those on the fence.
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. PCC staff should research the practical skills one needs for a number of common jobs. We had a retired nurse returning to the field after many years off come to our one-on-one hours looking for practical skills to practice. Teaching computer fundamentals is helpful but often not as effective as teaching specific skills. Are the skills too challenging or too difficult to find information on? Add an article to the library's newsletter asking for volunteers.

8. Base at least half of your marketing strategy in social networking. It's the low cost but highly effective strategy.
9. 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.
10. 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.
11. 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.
12. 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.
13. 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.
14. 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.
15. 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.

16. 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.
17. 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.
18. 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.
19. 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.
20. 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.
21. 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.
22. There is no need to shift your outcomes for the grant period to match your results as that will only further bias your evaluation. However, you must also realize that this is not an experiment and that your PCC and your library cannot afford to run empty classes either.

-
23. Do not schedule your classes for any more than two months in advance. Trying to project need for any further into the future can be difficult and lead to changes and confusion down the road.
 24. Reward students for attending multiple courses including attendance at the same class more than once. Many of our students felt sheepish that they had to attend Computer Basics Part 1 twice. Help alleviate them, when possible, by turning them into student teachers in their second attempts.
 25. A respected, well-connected library director is often your best asset for marketing and building community support