

Digital Literacy Best Practices

In regards to digital literacy, our strongest decision was the development of the Computer Star program. We had seen an increasing need for a basic series of computer workshops to introduce users to the computer. Consistently we received the question “where do I start?” from patrons, and while we had basic level workshops to direct them towards, we wanted to establish a program to meet the needs of what we found to be a rather large patron base.

In July of 2011, our PCC started the “Computer Star” program. This 5 week program was aimed at all those patrons who weren’t sure where to start, or what they knew. The program was meant to put any PCC students on an even playing field to continue on with classes that interested them. At the end of each class, students would earn a “star piece” on a certificate. After the last class, students who had earned all 5 star pieces would then get their certificate saying they were a “Computer Star,” and a copy of that certificate was hung on the wall of the PCC.

Each class had been offered in some form previously, but for the Star program the classes were revised in order to make a cohesive flow from beginning to end. The program has definitely made an impact on the patrons that use the PCC. Many of our elderly patrons have enjoyed the program immensely, saying that the program helped them to understand the computer better than any classes they had taken in other venues.

We’ve also had success with the un/underemployed population, many of whom hadn’t been without a job in a long time, and as such were not prepared for the computerized environment of resumes and job search/application that has become the norm. The Star program was able to give those patrons skills not only for searching for jobs online, but for the jobs they then found. File management, internet use, and Microsoft Word classes included in the program have helped many students gain jobs they otherwise wouldn’t have been able to perform.

We made a habit of offering the Star workshops outside of the actual Star rotation as well for patrons interested in a specific topic, but unable to commit to a string of 5 classes.

We also offered Microsoft Office workshops each month, making sure patrons always had free access to that sort of training, and as with all workshops, we always invited patrons back during open hours to work with us if they needed an extra hand or if they wanted to follow up on something they had learned.

Workforce Development Best Practices

Initially, we had attempted to hold workforce development workshops. We developed material on searching for jobs online, writing resumes and cover letters, and interviewing. A section of the PCC webpage was devoted to workforce development (located here

http://www.gfilibrary.org/?page_id=2036), and a libguide (located here <http://libraryschool.campusguides.com/gfjpc>) was created for easy access to resources.

Attendance, while never high for workforce related programming, dropped off rather quickly, while our open hours were full of job seekers. So we made the decision to focus our workforce development activities to our open hours. We expanded our open hours, and made sure more staff would be available for one-on-one assistance. Handouts with the information from the workforce development webpage and the libguide were available within the PCC for patrons who wanted to work independently, but still wanted an idea of where to start.

Workforce development-related assistance remained our highest form of open hours usage through the end of the grant. Some patrons merely needed a day or two of guided assistance to get a handle on seeking and applying for work online before they were ready to work independently (asking a question every now and then) while others needed much more continuous assistance.

Observations Regarding Access and Offerings

The PCC had great success in breaking up its workshops by instructor specialization. Ted was our first addition to the original PCC staff. He brought with him Microsoft Office certifications, and a vast knowledge of that software package as well as other core computing elements. He took charge of the Office programming as soon as he came on board, and we were able to expand what we offered and as such were able to better meet patron needs.

Sydney, being patient and skilled with instructing patrons new to the computer, developed Computer Star, and was its sole instructor until she left the PCC in late August.

To best meet the needs of the community we regularly rotated times and days when workshops were being offered. For Star, this included making sure it was offered at a different time/day of the week each month to make sure as many people as possible would have access to the material. When we took on additional staff we were able to extend our hours, allowing for longer hours during the week. This 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. We were also able to provide more staff on hand during what we noticed were peak hours for walk in traffic. Some Computer Star attendees would come in for supplemental practice, and if they happened to miss a workshop we established a way for them to meet with the instructor to 'make up' the material so they would still get the full benefit of the workshop sequence even if their schedule did not allow for a consistent commitment.

For basic digital literacy workshops, the patron base seemed to consist primarily of the elderly and the un/under employed. From the un and under employed patrons we heard 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 were looking to expose themselves to as much material as possible.

In order to keep existing patrons while attracting new with the basic level workshops, we worked to add a variety of workshops to our schedule. Materials covered the application of skills learned in the basic workshops like Star- for instance we had 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 continuously engaged in dialog with our patrons, looking for materials to add to our workshop rotations.

When Ben joined our staff, he brought with him a knowledge of social media platforms and a comfort with their use. As knowledge of social media becomes increasingly important, with services like Facebook and Twitter gaining in popularity and ubiquity, it becomes increasingly important for community members to be educated on basic use and safety. It also becomes a quality of life issue- from sharing and keeping in contact with friends and family to staying current with news, social media provides a tool for individuals to stay connected and up to date with the world around them.

At the PCC we offered a variety of classes on many different social media platforms. These classes were both well received and well attended. Participants in these classes covered a wide range of users – from the curious first-timers to the everyday users looking to learn a little bit more.

All the PCC social media classes began with the very basics and worked through some of the more advanced uses and terms. The classes also spent a significant portion of time on security and privacy related to social media sites, which was always one of the biggest concerns participants had. Generally, each class ended with time for participants to ask questions or to play around on the website while the instructor was available to offer help.

Participants of these classes were able to walk away with an understanding of how social media works, the rights that users have, privacy and security concerns, and best practices for establishing a social media presence. In some cases participants signed up and became users after the class and in some cases they left satisfied at having seen what is available.

We have also been able to offer workshops on devices, such as iPads and eReaders. These workshops have proven an invaluable resource to those who find themselves in possession of a device but have no idea how to get started using it. It has also provided a space for the curious to get familiar with emerging technologies they may not otherwise come in contact with- a valuable asset to the community.

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.

Best Practices

Providing large chunks of time each day for our walk in hours and encouraging patrons to utilize that time after every workshop has definitely increased our open lab usage. The decision to focus our workforce efforts in our open lab times has also increased the number of people who are utilizing the time and space, whereas offering the workforce workshops often resulted in an empty room that helped no one. Keeping the open lab hours as consistent as possible, with few interruptions for programs and events, has also helped maintain patron use.

We continued to see consistent use of all modes of patron workshop registration- phone, in person, and online. Providing those different methods allows a patron to register in the way they are most comfortable, and makes sure there is a way comfortable for each patron to register to ensure we are not blocking out someone we could have served.

In the same way, varying when a workshop is offered throughout weekdays and times of day also benefits registration and patron use. Patrons work, or may have to rely on public transportation, and it behooves us to offer workshops multiple times a month, and at different times so as to make them as accessible as possible.

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 was always full, even meriting multiple sessions a few months. 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 offered the workshops contained within Star on their own on and off throughout the schedule, but Star itself and what it provides proved invaluable to the location.

We learned that off-site outreach and instruction can work wonders in regards to integrating the PCC into the community, as well as reach parts of the community outside of our usual sphere of influence. Ben and April traveled to Deposit to lead computer workshops there. All staff have assisted in the Barnes and Noble Nook workshops at the Barnes and Noble store. Ben traveled to Sidney for an eReader workshop. Ben and April assisted Americorps with their resume workshop. All of these were groups that would not have been reached or assisted if PCC staff had remained on site.

With the end of the grant, one of the groups the PCC worked with through outreach, The Bridging the Digital Divide Project, has stepped forward to provide volunteers to help staff the location. United Way, another partner, has also worked to assist in locating skilled volunteers to help with programming and

open hours. The PCC has become an active part of the community, rather than merely another location where one can go for computer assistance.

Our instructors each fell easily into their own specialty. Ted was MOS certified and taught all of the Office workshops and offered a point of contact for patrons in regards to Office questions. Sydney was spectacular with patrons who were new to the computer. She handled Star and all of the beginner workshops. Social media was Ben's element. Patrons knew they could come to him for questions regarding any aspect of social media. April was the gadget person. She answered questions and provided assistance for all the devices patrons brought in. That consistency worked very well with new patrons- giving them a familiar face when they came back a second time with a related question, as well as with established patrons who worked out who to ask what and were very comfortable knowing who to talk to. The staff maintained a very regular schedule as well, providing even more consistency when it came to patrons seeking assistance as they knew who would be available when.

Successes

At the end of the grant two PCC staff left to start their own locations, and the Director remained at Endicott to keep the GFJ PCC open. Ben was hired by the Sidney library in order to open and run a PCC at that location. He had led eReader instruction there on behalf of the GFJ PCC previously. Sydney returned to Syracuse and is now working at a PCC that is opening in that area. The GFJ location obviously made a favorable impact upon its community- its staff and structure moving to other locations within the state to serve other communities.

Library/Institution: **Haverstraw King's Daughters Public Library**

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 January 15, 2013.

General outcome #1: PCC/E-Mobile Unit users gain digital literacy skills.					Evaluation time period:
Custom outcome: Improve Computer Literacy in the Community and Increase Library Patronage	Target audience:	Target audience per training:	Data source:	Target achievement level:	Actual achievement level:
<p>Basic Computer and Internet Use</p> <p>Introduction to Computers Bilingual, 10 week program total of 30 hours</p> <ol style="list-style-type: none"> Participants will be able to identify and adjust hardware Participants will demonstrate mouse function knowledge Participants will demonstrate basic keyboarding skills Participants will demonstrate ability to manage files and folders Participants will demonstrate basic Microsoft Word skills Participants will demonstrate basic Windows knowledge Participants will create e-mail accounts and demonstrate ability to use e-mail, create contacts and groups, attach and detach files. Participants will demonstrate ability to browse internet, create favorites, download files 	96	16	<p>Pre-instruction skill survey</p> <p>Post-instruction skill survey</p> <p>Instructor observation</p>	<p>1-8 75%</p>	<p>158 students 90%</p>
<p>E-mail Workshop / Bilingual Head Start Parent Groups 3 sessions , each 1.5 hours</p> <ol style="list-style-type: none"> Participants will create e-mail accounts Participants will demonstrate ability to use e-mail, Participants will demonstrate ability create contacts Participants will demonstrate ability to create groups, attach and detach files. Participants enroll in other classes 	30	10	<p>Instructor observation and confirmation of demonstrated ability</p>	<p>1-4 75%</p> <p>5 50%</p>	<p>21 students 1-4 100%</p> <p>5 30%</p>

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Custom outcome: Improve Computer Literacy in the Community and Increase Library Patronage	Target audience:	Target audience per training:	Data source:	Target achievement level:	Actual achievement level:
<p>E-mail Workshop / Bilingual Two PartWorkshop, each 2 hours</p> <ol style="list-style-type: none"> 1. Participants will create e-mail accounts 2. Participants will demonstrate ability to use e-mail, 3. Participants will demonstrate ability create contacts 4. Participants will demonstrate ability to create groups, attach and detach files. 5. Participants will be able to manage settings and of administrative features 	8	8	Instructor observation and confirmation of demonstrated ability	75%	8 students 80%
<p>E-mail and Internet Workshop / Bilingual Nearby Elementary School Parent Group 1 sessions , each 2 hours</p> <ol style="list-style-type: none"> 1. Participants without e-mail will : <ol style="list-style-type: none"> a. create e-mail accounts <ol style="list-style-type: none"> i. demonstrate ability to use e-mail, b. demonstrate ability create contacts c. demonstrate ability to create groups, attach and detach files. 2. Participants with e-mail accounts will: <ol style="list-style-type: none"> a. demonstrate ability create contacts b. demonstrate ability to create groups, attach and detach files. c. demonstrate ability to browse internet, create favorites, download files 3. Participants continue to participate in small group instruction through the summer 	10	10	<p>Instructor observation and confirmation of demonstrated ability</p> <p>Participants continue to participate in small group instruction through the summer</p>	75%	10 students 100%
<p>Internet Navigation and ELS Site Workshop Head Start Parent Groups 1 session , 1.5 hours</p> <ol style="list-style-type: none"> 1. Participants will : <ol style="list-style-type: none"> a. demonstrate ability to browse internet, create favorites, download files b. bookmark and use a variety of ESL self-directed learning sites c. bookmark and use a variety of ESL educational 	8	8	<p>Instructor observation and confirmation of demonstrated ability</p> <p>Participants enroll in additional courses</p>	75%	8 students 85%
					25%

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Custom outcome: Improve Computer Literacy in the Community and Increase Library Patronage	Target audience:	Target audience per training:	Data source:	Target achievement level:	Actual achievement level:
<p>games, modified news, pronunciation sites</p> <p>d. bookmark and use a variety of ELS game sites that will enable them to play interactive educational English video games with their school-age children</p> <p>2. Participants enroll in additional courses</p> <p>Wordpress- Introduction to Website Design 3hour course 2 identical sessions</p> <ol style="list-style-type: none"> Participants will learn the basics of setting up a web page Participants will learn to use basic graphic and text tools Participants will learn to import images and video files Students will learn how to publish their page <p>Facebook For Business Purposes 101</p> <ol style="list-style-type: none"> Participant will learn how to create a page from their current account Participant will learn how to create a new account/page Participants will learn how to upload images and video Participants will learn how to promote their page Participants will learn how use the page for keeping their name in front of potential clients <p>Linked In 101</p> <ol style="list-style-type: none"> Participants will learn how to create a profile Participants will learn how to connect with others Participants will learn how to import contacts from other address books Participants will learn how to update “status” <p>Linked in 201</p> <ol style="list-style-type: none"> Participants will learn the secrets of using Status Updates Participants will learn when and how often to post Participants will learn the importance of Testimonials Participants will learn who should be your “friend” Participants will learn how to use other applications and incorporate media tools such as slide shows and presentations Participants will learn how to use mobile devise with Linked 	12	6	Teacher Observations Participant Feedback Forms	75%	24 studentns 100%
	8	8	Participant Feedback Forms	75%	22 students 90%
	16	8	Instructor Observation Participant Feedback	75%	25 students 100%
	16	8	Instructor Observation Participant Feedback	75%	25 students 1-5 95%
					6 90%

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Custom outcome: Improve Computer Literacy in the Community and Increase Library Patronage	Target audience:	Target audience per training:	Data source:	Target achievement level:	Actual achievement level:
<p>In</p> <p>Microsoft Word 2010 – 12 weeks, 3 hours per week</p> <ol style="list-style-type: none"> Participants will learn to navigate screen and use ribbon Participants will learn office styles of letters and memos and make stationary Participants will learn to create a one-page report Participants will learn to create headers and footers Participants will learn to create and modify 2-4 column tables Participants will learn to create columns and pagebreaks Participants will learn to incorporate graphics and insert clipart and symbols Participants will achieve a working knowledge of MS Word 2019 at a level of competency adequate for use in a work environment <p>Keyboarding 6 weeks, 1 hour per week</p> <ol style="list-style-type: none"> Participants will learn proper finger placement Participants will learn the location of keys Participants will use typing tutor software independently <p>Office Skills Currently all office skills instruction are integrated into the Intro to Computer 10 week curriculum.</p> <p>(Note: All other Office Skills instruction is provided 1:1 during Open Access hours.)</p> <p>Twitter Workshop</p> <ol style="list-style-type: none"> Participants will learn how to create a profile Participants will learn how to follow a contact Participants will learn how to use hash tags Participants will learn how to retweet Participants will learn how to respond to a tweet Participants will learn how to create a direct tweet Participants will learn how to update “status 	8	8	Instructor Observation Class assignments	75%	6 students 1 95% 2 95%
	8	8	Instructor Observation Participant Feedback	1 75% 2 50% 3 75%	5 students 1 100% 2 60% 3 100%
	15	15	Instructor Observation Participant Feedback	75%	21 students 1 100% 2 100% 3 80% 4-7 100%

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General outcome #2: PCC/E-Mobile Unit users are better prepared for the workforce.					Evaluation time period:
Custom outcome: Provide Instruction and Workshops to prepare patrons to enter or re-enter the workforce and improve skills that will improve income producing ability, develop and promote career goals, assimilation and improved quality of life.	Target audience:	Target audience per training:	Data source:	Target achievement level:	Actual achievement level:
<p>daily tasks with improved communication skills.</p> <p>b. Learn, use and identify basic grammatical forms.</p> <p>2. Participants will develop friendships and supportive bonds with other students</p>				2- 20%	2-100%
<p>Healthcare and Talking with your Doctor ESL and Community Resource Workshop in collaboration with Hudson River Health Care and Say Ah</p> <p>1. Participants will learn about Health Care Resources in the Community for all, including uninsured and under-insured.</p> <p>2. Participants will review and complete pocket cards (Translated into 4 languages) with helpful hints for talking with your doctor and a medication list/ log)</p> <p>3. Participants will learn about Patient Rights under the law.</p> <p>4. Participants will learn vocabulary for parts of the body, internal organs, describing pain, etc.</p>	12	Participant Program Evaluation Forms	1-3 60% 4 25%	16 students 1-3 85% 40% 4	
<p>American Civics – Dance in America History of Modern Dance Music in the US In Collaboration with the Haverstraw Arts Alliance and the Haverstraw Center 2 Sessions: 2 classroom session</p> <p>1. Participants will learn:</p> <p>a. about the history of dance music and dance in US</p> <p>b. to do dances from US</p>	12	Participant Program Evaluation Forms Teacher Observation	60%	15 students 100%	
<p>Preparing for Citizenship Workshop</p> <p>1 Participants will understand the process as it pertains to:</p> <p>a. qualifying / eligibility</p> <p>b. the application</p> <p>c. the exam</p> <p>d. the interview</p> <p>2. Participants will place their names on the waiting list for the next session of the 6 week course</p>	15	Teacher Observation Participant Feedback Forms	1 75% 2 75%	17 students 1 95% 2 100%	

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General outcome #3: PCC/E-Mobile Unit users are satisfied with services.					Evaluation time period:
Custom outcome: Patrons will enjoy individualized attention of computer instructors, ESL instructors and career advisors to meet personal goals.	Target audience:	Target audience per training:	Data source:	Target achievement level:	Actual achievement level:
Open Lab Access 1. Participant will receive 1:1 assistance with (but not limited to): a. English language tutoring b. Basic literacy (reading/writing) c. Basic Computer Instruction d. Intermediate-Advanced Instruction, Microsoft Office Products e. Resume and Cover Letter Writing f. Job search / Job Boards g. Internet navigation and related skills h. E-mail i. Self-directed keyboarding j. Computer based self-directed English k. 2. Participants will have access to computers for leisure	432	1	Patron accomplishes specific task Patron finds employment Patron survey / Staff Observation Survey (204)	40% 25% 45%	447 students 80% 10% 75% 100%

Library/Institution: Haverstraw King’s Daughters Public Library

General outcome #4: Community partners are aware of PCC/E-Mobile Unit services.					Evaluation time period:
Custom outcome: Community Partners will support programs, collaborate on workshops, refer patrons, collaborate on outreach efforts	Target audience:	Target audience per training:	Data source:	Target achievement level:	Actual achievement level:
<ol style="list-style-type: none"> 1. Literacy Volunteers of Westchester/Rockland 2. Church of Laterday Saints 3. Konsil Neg Lakay 4. Hasco 5. Rockland BOCES 6. Haverstraw School District 7. Saint Peter's Church 8. Rockland BOCES 9. Dept. of Mental Health 10. Rockland BOCES 11. Head Start 12. Rockland Job Network 13. LARC (Library Assoc. of Rockland County) 14. Haverstraw Center 15. Hudson Valley Health Care 16. Say Ah 17. North Rockland Business Association 18. SCORE 19. SBA 20. Haverstraw Arts Alliance 21. Rockland BOCES 22. Haverstraw Collaborative 23. Catholic Community Services 24. St Peter's Church 25. Department of Social Services 26. Haverstraw School District 27. Haverstraw Collaborative 28. Hudson Valley Health Care 	20	NA	<ol style="list-style-type: none"> 1-5 Community Partners will provide volunteers 6-12 Community Partners will refer students 13-21 Community partners will collaborate on programs 22-16 Community partners will disseminate information 27-28 Community partners will collaborate on outreach efforts 		<ol style="list-style-type: none"> 1-5 80% 6-11 90% 12-20 80% 21-25 100% 26-27 100%

Library/Institution: Haverstraw King’s Daughters Public Library

Evaluation time period:
June 2010 – December 2012

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.

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Final OBE Report



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:
<p>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</p> <p><u>Basic Internet and Computer Use</u> PCC offers the following workshops</p> <p>Beginning, Intermediate, Advanced Internet</p> <ul style="list-style-type: none"> • 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 <p>Understanding Your Computer</p> <ul style="list-style-type: none"> • Patrons demonstrate skill using computer mouse and keyboard • Patrons report comfort with basic computer navigation 	3500	10	<p>Instructor Observation</p> <p>Instructor Observation</p> <p>Workshop evaluation form</p> <p>Workshop evaluation form</p> <p>Instructor Observation</p> <p>Workshop evaluation form</p>	75% of attending patrons will report and demonstrate an increase in computer skills	<p>520 patrons attended beginning computer skills related workshops this period.</p> <p>Of those, 95% of Patrons expressed, through evaluation forms, an increase in computer skill, were overall pleased with workshops and instructor. Matches instructor observation</p> <p>Patrons express on workshop evaluations increased knowledge and comfort level applying learned skills on their own. Satisfied with material and instructor.</p>

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<p><u>Basic Office</u> PCC offers the following workshops</p> <p>Beginning and Intermediate Microsoft Word</p> <ul style="list-style-type: none"> • Patrons demonstrate skill in basic word processing functions • Patrons report comfort utilizing program on their own <p>Beginning, Intermediate, and Advanced Excel</p> <ul style="list-style-type: none"> • Patrons demonstrate skill in spreadsheet functions • Patrons report comfort utilizing program on their own 		10	Instructor Observation		<p>378 Patrons attended Office workshops during this period. Of them, 100% express an increase in ability and knowledge through workshop evaluations collected at the end of each workshop, some suggest requiring a little more practice but are overall confident and satisfied with instructor and material. Office workshops are broken into multiple parts to allow the time to meet patron needs- instructor observation suggested that multiple workshops per topic were better able to meet patron needs. Increasing the number of sessions per topic (3 to 4 workshops instead of 2 to 3) increased patron satisfaction as per workshop evaluations.</p>
		10	<p>Workshop evaluation form</p> <p>Instructor Observation</p> <p>Workshop evaluation form</p>		

Handout #3
BTOP Evaluate & Sustain Workshop 2011

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<ul style="list-style-type: none"> • 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 			<p>observation</p> <p>Instructor Observation</p> <p>Instructor Observation/Online Feedback form</p>		<p>patrons are usually here multiple times a week, but after the first visit need less and less assistance as they pick up skills necessary to seek work in an online environment.</p> <p>There are some patrons who return daily for assistance, but they are outliers. Primarily after instruction, patrons are able to search and apply for work within the PCC with minimal staff assistance- they mostly need access to the facility and the internet and occasional assistance.</p>
<p>General outcome #3: PCC/E-Mobile Unit users are satisfied with services.</p>					<p>Evaluation time period:</p>

Handout #3
BTOP Evaluate & Sustain Workshop 2011

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Custom outcome:	Target audience:	Target audience per training:	Data source:	Target achievement level:	Actual achievement level:
<p>Patrons rate classes and instructors as ‘Good’ or ‘Excellent’</p> <p>Patrons sign up for multiple workshops after their initial visit</p> <p>Patrons utilize PCC during walk in hours</p>	3500	10 10 1	<p>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.</p> <p>Workshop evaluations and online Feedback form- will reflect patron thoughts on programming and PCC services.</p> <p>Walk-in/Open Lab log- will reflect recurring patronage</p>	<p>100% of patrons return for further programming after their initial registration.</p>	<p>Out of 28 online feedback form responses, 100% reflected an increase in knowledge and an intent to return for further workshops or satisfaction with the PCC instructors. 13 of the responses mention instructors by name or directly state the instructors were helpful and positively impacted the patron’s experience.</p> <p>In June of 2011, 118 patrons utilized PCC open lab hours. By June of 2012 that number had increased to 190, as shown in the open lab logs, reflected a consistent increase in use.</p> <p>Almost all workshop evaluations rate instructors as ‘Good’ or ‘Excellent’ and most patrons do return for other workshops or open hours. Patrons often note that they are referred by friends, another indication of satisfaction. Multiple sign-ups are common. Our traffic during walk-in hours increased with the new year and has remained steady and busy.</p>
General outcome #4: Community partners are aware of PCC/E-Mobile Unit services.					Evaluation time period:
Custom outcome:	Target audience:	Target audience per	Data source:	Target achievement	Actual achievement

		training:		level:	level:
<p>Community Partners Report having referred individuals to the PCC</p> <p>Community Partners can state services offered by the PCC</p> <p>75% of registrations will note a referral by a community partner</p>	8	1	<p>Email survey- sent to PCC partners quarterly</p>	<p>75% of Community Partner responses reflect referrals and awareness of PCC services</p> <p>75% of patron responses will reflect referrals by community partners</p>	<p>8 Partners Surveyed 100% All community partners surveyed responded with knowledge of PCC and services and report having referred individuals</p> <p>Of all the partners we have established, the only one we are consistently able to track referrals from is Barnes and Noble. Almost all of our referrals come from the library itself (signage, desk staff) or are a result of work of mouth between friends and family.</p>
		1	<p>Email survey- sent to PCC partners quarterly</p>		
		1	<p>Sign in Sheet- will be used to track patron referrals from other community entities</p> <p>Registration form- will include a field asking patrons to share how they heard about the PCC and offered services</p>		

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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.

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