

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

November 2001

**Keith Curry Lance
Nicolle O. Steffen
Rochelle Logan
Marcia J. Rodney
Suzanne Kaller
Christie M. Koontz
Dean K. Jue**

A CLOSER LOOK

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

Keith Curry Lance
Nicolle O. Steffen
Rochelle Logan
Marcia J. Rodney
Suzanne Kaller

Library Research Service

Christie M. Koontz
Dean K. Jue

Geo-Marketing International

for

BCR

Bibliographical Center for Research

14394 East Evans Avenue
Aurora, CO 80014-1478

A Research & Demonstration Project funded by a
1999-2001 National Leadership Grant from the
Library Services & Technology Act
through the
Institute of Museum and Library Services



Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

Table of Contents

Table of Contents	i
Acknowledgements	iii
Executive Summary	vi
1 ■ Introduction	1
2 ■ Review of Literature	3
3 ■ Methodology	18
Recruiting	18
Advisory Committee	19
Key Informant Interviews	20
Instrumentation Design	21
Data Collection	23
4 ■ Measuring Library Output	26
Key Design Elements	26
Data Quality Caveats	27
Recorded Library Output Results	28
Overall Observed Activities Results	31
Individual Results	34
Observed Activities by Location	40
Observed Activities Results by Age Group	43
5 ■ Measuring User Outcomes	49
Overall Results	49
Individual Library Results	58
Overall Results by Key Demographic Groups	63
Results by Service Response & Demographic Group	64
6 ■ Applying the Data	82
Analyzing & Presenting CoR Output & Outcome Data	82
Recommendations for Collecting Useful Data	86
7 ■ Conclusion	91
Project Evaluation	91
Recommendations for Revised Products	93
Recommendations for Successful Data Collection	97
Recommendations for Research & Development	104

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

Bibliography 106

Appendices

- A. Volunteer Confirmation Survey
- B. Counting on Results (CoR) Advisory Committee
- C. CoR Participants by State and City
- D. CoR Participants by Service Response
- E. Contact Information for CoR Participants
- F. Key Informant Interview Summaries
- G. CoR User Outcome Surveys
- H. Final Recorded Library Output Data
- I. Final Observed Patron Activities Data
- J. Final User Outcome Data
- K. Success Stories by CoR Service Response
- L. Sample Presentation: What Can Numbers Tell Us?
- M. CoR Evaluation Survey

Attachments

- 1. CoR Software (CD-ROM)
- 2. CoR Instruction Manual
- 3. Conference Presentation on CoR Project: New Tools for Outcome-Based Evaluation of Public Libraries
- 4. Library Output Reports by Library, Service Response, and Location
- 5. User Outcome Reports by Library and User Demographic Group

Index

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

Acknowledgements

First and foremost, the authors would like to acknowledge the contributions of the 45 public libraries across the United States that participated in the Counting on Results (CoR) project. The goals of the CoR project—developing and testing new tools for outcome-based evaluation of public libraries—could not have been met without the active and enthusiastic support of the hundred or more individuals who became involved in the project on behalf of their libraries.

Thanks are also due to several members of the CoR project team for their contributions to the project and particularly this document. Several past and present members of the Library Research Service staff must be recognized.

Nicolle O. Steffen, Associate Director, Library Research Service, conducted a comprehensive and cogent analysis of user outcome data that she reports in chapter 5. She also coordinated the editing of the complete project report, including incorporation of numerous appendices and attachments without which the report would be incomplete.

Rochelle Logan, Associate Director of Support Services, Douglas Public Library District (and former LRS Associate Director), organized, coordinated, and—in large part—executed a series of key informant interviews of librarians representing participating libraries. These interviews provided most of the input needed to design collectible, relevant, and useful measures of library output and user outcome by Planning for Results (PfR) service response. She also authored and edited work of others for the first three chapters of this report—the Introduction, Review of the Literature, and Methodology—and reviewed the complete report.

Marcia J. Rodney, a library consultant (and former LRS Research Analyst), partnered with Logan on the key informant interview stage of the CoR project. The meticulous documentation of those interviews they generated together provided background information about each participating library (e.g., its community, facilities, staffing, collections, technology, programs, and services) as well as staff input identifying

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

desirable output and outcome statistics and delineating challenges that might arise in trying to collect such figures.

The CoR project was blessed with two extraordinarily able administrative assistants, Louise S. Conner, who retired recently from the State Library and the Library Research Service, performed yeoman service on this project. She managed the volunteer confirmation survey that established which libraries would become CoR sites. She also performed all of the data entry for over 5,000 user outcome surveys in postcard format, and processing that data and the over 500 returns from the Web versions of those surveys. Her successor, Stephanie Kean, undertook several substantial assignments during the final stages of the project, producing some appendices, re-formatting others, and assembling the final report with all of its appendices and attachments.

The efforts of LRS staff were supplemented by those of a library school student and a consulting firm.

While a University of Denver library school student, Suzanne Kaller conducted an extensive review of the literature on Planning for Results (PfR) service responses. This was her Capstone project, leading up to the completion of her master's degree studies. This well-documented review took as its point of departure and expanded upon preliminary work by Christie M. Koontz, one of the GeoMarketing International consultants.

Koontz and her GMI partner Dean K. Jue were project consultants. The output measurement portion of this project owes much to their earlier work for the U.S. Department of Education that demonstrated the value of utilizing technological tools to assist library staff in collecting more types of output data in more detail. In this project, as in their precursor project, they advocated linking demographic identifiers to patron activity and user outcome data. GMI was responsible for designing the CoR Palm-based software for collecting library output data, and for purchasing, loading, distributing, and supporting the Palm personal digital assistants (PDAs) on which that software resided. They also generated all tables of output results appended to this report.

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

The authors are also indebted to the project's advisory committee for their invaluable advice at several key crossroads for the project. This committee included Sandra Nelson, one of the creators of and the principal advocate and consultant for the Planning for Results (PfR) process. Because CoR built upon PfR, it was most helpful to have her involved in an advisory capacity in this project. Other members of the committee were: Denise Davis, National Commission on Libraries and Information Science; Jan Feye-Stukas, Minneapolis Public Library; Rochelle Logan, Douglas Public Library District; Mary Jo Lynch, American Library Association; and Al Zimmerman, Wisconsin Department of Public Instruction. Their advice and input by e-mail, telephone, and in meetings during ALA Midwinter Meetings and Annual Conferences was appreciated greatly. Notwithstanding their excellent counsel, the conclusions and recommendations offered in this report are those of the authors and are not necessarily endorsed by them, either individually or as a committee.

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

Executive Summary

In recent years, public libraries have been urged to engage in outcome-based evaluation and decision-making. Organizations in both the private and public sectors have been hearing this call from funders for several years. When the Library Services and Technology Act (LSTA) was passed in 1996, the Institute for Museum and Library Services mandated outcome-based evaluation as part of its grant-making to public and other types of libraries from LSTA funds. To date, the focus of most activity responding to this call has focused on outcomes of special projects receiving short-term funding via state and federal grants. The Counting on Results (CoR) project shifted the focus from special projects to ongoing library services. The goals of the project were to develop and demonstrate the potential utility of new tools for outcome-based evaluation of public library services. (See Chapters 1 and 2.) These tools include the following:

- customizable software for Palm personal digital assistants (PDAs) that facilitates collecting standardized data on conventionally recorded library outputs (e.g., visits, circulation, reference questions) as well as observable patron activities in the library; and
- standardized questionnaires eliciting reports of the outcomes of public library service directly from patrons.

The project developed these tools and demonstrated their use by 45 public libraries representing 20 states and all four major regions of the United States (i.e., Northeast, South, Midwest, West). In addition to reporting data on conventional library service outputs, the project generated data on the observed library activities of more than 40,000 patrons and reports of the outcomes of library services from over 5,500 patrons. Thus, this project completed the largest, most comprehensive, and most detailed multi-state data collection of this type attempted to date. (See Chapter 3.)

This project built upon the Public Library Association's Planning for Results (PfR) model by designing data collection tools for six CoR service responses that were derived from nine of PfR's thirteen service responses: Basic Literacy, Business and

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

Career Information, Library as a Place (Commons), General Information, Information Literacy, and Local History and Genealogy.

While the libraries involved in the project were volunteers and thus did not constitute a purely random sample, the cumulative results for all participating libraries indicate some interesting patterns in terms of both how and why individuals use their public libraries. (See Chapters 4 and 5.)

Data on observed patron activities in the library supports the widespread perception among library professionals that information technology is indeed a major factor.

- One out of five patrons (22.5%) was observed using a library computer. It was not possible to discern whether these individuals were simply using the library catalog to find a book or were searching a licensed database or the World Wide Web.
- An almost equal proportion (20.5%) was observed in the stacks and one out of six patrons (15.5%) was observed reading or writing. Together (36.0%), those figures indicate that more than a third of patrons observed were utilizing traditional library collections—overwhelmingly books, but perhaps books on tape or videos.
- These figures suggest that, if you divide patrons into two groups based on these data representing use of traditional library collections versus technology, the ratio is about three to two, respectively.
- Notably, in homework centers, the proportion of computer users rises to three out of four patrons (73.4%).
- Two strong tendencies of interest to youth services staff were observed. Two out of five preschoolers (41.0%) in the library were attending events, such as story times, and more than a third of young adults (35.0%) were using computers.

Outcomes of library service reported by general users were fairly predictable.

- Three out of four general users (74.0%) indicated that they read for pleasure.
- Over half (55.9%) learned about a skill, hobby, or other personal interest.

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

- Almost half (46.2%) found information they needed for school, work, or a community group.

Reported outcomes for other service responses were, if not predictable, at least what advocates of libraries would wish.

- Of Basic Literacy patrons, two out of five (42.0%) became citizens, and more than a third (35.8%) read to a child or helped a child choose a book.
- More than a third of Business/Career patrons (35.5%) explored business opportunities or started or developed a business.
- Almost three out of five patrons who came to the Library as a Place (Commons) (59.4%) sought a quiet place to think, read, write, or study.
- Patrons of libraries focusing on Information Literacy were most likely to learn how to ask a librarian for help (34.3%) and to find what they were looking for with a librarian's assistance (51.1%).
- More than half of Local History & Genealogy patrons (52.7%) made progress researching their family histories.

The gender, age, and education level of patrons exerted strong, albeit predictable, influences on their reported outcomes.

- Women were more likely to report reading for pleasure (79.3%), while men tended to report starting or developing a business (44.7%) and searching the World Wide Web (55.3%).
- Outcome differences by age simply reflected the life cycle. Children were more likely to be seeking information needed for school work (67.7%), adults were more likely to seek business-related information (53.6%), and seniors were more likely to read for pleasure and attend cultural events (49.1%).
- Better educated patrons were more likely than less educated ones to read for pleasure (78.5%) and attend cultural events (36.8%). Less educated patrons were more likely to explore jobs, careers, and educational opportunities (33.3%), and to make progress on their family histories (58.6%).

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

In addition to demonstrating the potential of Palm-based software and postcard and Web questionnaires as data collection tools, this project also identified several issues with which library decision-makers must grapple when collecting data. These data collection efforts may be simply local, as part of a peer group, or on a grander scale such as this project. (See Chapter 6.) These issues include the following:

- difficulties involved in creating truly comparable peer groups,
- the sufficiency of the number of libraries involved and the quantities of data generated by large-scale data collection efforts, and
- potential biases that can be introduced into data based on when or by whom it is collected.

The project identifies examples of these issues, offers strategies for dealing with them, and presents recommendations for revising the CoR products, ensuring success in future data collection efforts, and pursuing future research and development related to outcome-based evaluation. (See Chapter 7.)

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

1 ■ Introduction

For the past three decades, American libraries have participated in various types of strategic planning. National library associations created a range of tools to help constituent libraries develop viable goals and objectives for their organizations. The latest planning process released by the Public Library Association (PLA) in March 1998 is *Planning for Results: A Library Transformation Process*. This was the first significant revision of the PLA planning process in ten years. It replaced *Planning and Role Setting for Public Libraries* released by PLA in 1987. The emphasis of the revised planning process changed from choosing library “roles” to preparing more focused “service responses” based on community needs. *Planning for Results* (PfR) emphasizes the connection between community needs and library services. It guides libraries in designing an overall program of service relevant to their particular locales.

The thirteen new service responses in the PfR manual took the place of eight roles in the older PLA process. By expanding the number of services to thirteen, PfR attempts to help libraries focus data collection efforts in appropriate directions. The thirteen service responses (SRs) are: basic literacy, business and career information, commons, community referral, consumer information, cultural awareness, current topics and titles, formal learning support, general information, government information, information literacy, lifelong learning, and local history and genealogy. (See Table 1.)

In addition to its emphasis on new SRs, the PLA process adopted the outcome-based evaluation approach advocated by the Institute of Museum and Library Services (IMLS) as well as collecting long established output statistics. To determine “outcomes,” libraries must measure how library use impacts the lives of patrons. In other words, what difference did visiting the library make to an individual’s job performance, personal well-being, socializing, etc.? This type of information must be collected directly from patrons after they visit the library. Otherwise, how can patrons say whether their lives were impacted until they write that resume, read that book, or contact that agency recommended by the reference librarian?

The limitations of traditional output measures are acknowledged in PfR. Such figures as circulation transactions, program attendance and reference

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

Table 1. Planning for Results Service Responses

<p>BASIC LITERACY Addresses the need to read and to perform other essential daily tasks.</p> <p>BUSINESS AND CAREER INFORMATION Addresses a need for information related to business, careers, work, entrepreneurship, personal finances, and obtaining employment.</p> <p>COMMONS Addresses the need of people to meet and interact with others in their community and to participate in public discourse about community issues.</p> <p>COMMUNITY REFERRAL Addresses the need for information related to services provided by community agencies and organizations.</p> <p>CONSUMER INFORMATION Helps to satisfy the need for information that impacts the ability of community residents to make informed consumer decisions and to help them become more self-sufficient.</p> <p>CULTURAL AWARENESS Helps satisfy the desire of community residents to gain an understanding of their own cultural heritage and the cultural heritage of others.</p> <p>CURRENT TOPICS AND TITLES Helps to fulfill community residents' appetite for information about popular cultural and</p>	<p>social trends and their desire for satisfying recreational experiences.</p> <p>FORMAL LEARNING SUPPORT Helps students who are enrolled in a formal program of education or who are pursuing their education through a program of home-schooling to attain their educational goals.</p> <p>GENERAL INFORMATION Helps meet the need for information and answers to question on a broad array of topics related to work, school, and personal life.</p> <p>GOVERNMENT INFORMATION Helps satisfy the need for information about elected officials and governmental agencies that enable people to participate in the democratic process.</p> <p>INFORMATION LITERACY Helps address the need for skills related to finding, evaluating, and using information effectively.</p> <p>LIFELONG LEARNING Helps address the desire for self-directed personal growth and development opportunities.</p> <p>LOCAL HISTORY AND GENEALOGY Addresses the desire of community residents to know and better understand personal or community heritage.</p>
--	--

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

transactions are important, but they fail to capture the numerous ways in which unique individuals use public libraries. PfR attempts to remedy these limitations by asking libraries to collect output data by SR. For example, count how many people attended programs where they learned to build a family tree (Local History and Genealogy). This increased specificity presents a major practical challenge for local data collectors. Rather than collecting one number for all adult program attendance, they are asked to collect data in numerous service areas. In addition, the importance of collecting in-library use data is stressed in PfR. Such data could include, how many reference books were used this week or how many people surfed the Internet in the library's business and career area?

Counting on Results: New Tools for Standardized Outcome-Based Evaluation in Public Libraries, a Research and Demonstration project funded by a National Leadership Grant from IMLS, sought to develop collectible service-specific output and outcome measures—the types of data public libraries are expected to collect in the PfR process. Recognizing the difficulties librarians face in understanding and collecting outcome data, this project developed standardized questionnaires for collecting user outcomes. To ease the burden of collecting more detailed output statistics, this project sought to demonstrate the effective use of personal digital assistants (PDAs) in collecting data.

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

2 ■ Review of Literature

Literature concerning the measurement of performance in public libraries has generally focused on output measures that reflect usage of library services and resources. Typical output measures include circulation data, number of visits, number of reference questions asked or answered and fill rates (Van House, Lynch, McClure, Zwiezig, & Rodger, 1987). Although such data can demonstrate how much the library is used, it does not say enough about the effectiveness of the services provided.

On the other hand, the objective of *outcome*-based evaluation is to determine the impact of library services on people's lives. In other words, what was the ultimate impact of a visit to the library or a visit to the library Web site? Was it beneficial? How did it change or influence one's life? Perhaps it helped someone find a job, purchase a car, or start a new business.

Output measurements generally reflect usage of the library but do not necessarily address quality of services or social impact to the library user. However, use of both output and outcome measurement tools together can serve to provide a more comprehensive picture about the performance of a public library. As a performance tool, output statistics can demonstrate the "capacity utilization" of library services, which is only one dimension in the determination of the effectiveness of the library. On the other hand, outcome measurement can demonstrate how well a library is meeting the information needs of its users.

In order to evaluate public library services in terms of outcomes, library services are organized into categories known as service responses (SRs) as outlined in *Planning for Results* (Himmel & Wilson, 1998). A service response is an activity that the library performs in order to meet the needs of the community. The presumption is that one can observe or identify concrete benefits or results from the specific services that libraries perform.

Services within each category may differ considerably from one library to another. As some of the topics are broadly designed, service responses may overlap within some of these groupings. For example, lifelong learning can include information literacy, basic literacy, and career information.

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

An exhaustive search for written material about measuring outcomes in public libraries produces only a few results. One of the earliest studies, "How Libraries Help" (Dervin, 1985) had the objective of finding how patrons benefited from service at libraries in California. Although this study was not limited to public libraries, comparisons were made among the types of libraries in the study (public, school and academic) and distinctions were made among them.

Dervin (1985) identified 16 benefits that she labeled "helps." Out of the 1,005 individuals surveyed, 81 percent or 814 people were able to refer to a recent library visit. Dervin commented that libraries typically measured their performance in terms of the movement of materials and use of services. Nevertheless, Dervin wanted to know what users did with library information and what was the "end result." She recognized that information was only a "means to an end" and "not an end in itself."

A "help" was identified in a more generic psycho-sociological manner than the more descriptive action-oriented focus of service responses. Some examples of Dervin's "helps" were:

- got ideas/understandings,
- found direction/got skills/ reached goals,
- made contact with others,
- got support/emotional control,
- felt connected,
- got rest/relaxation, and
- got happiness/pleasure.

In addition to her construct of "helps," Dervin identified reasons for visiting the library that seemed to match more closely with service responses. These reasons included school, job, home/hobbies, leisure, and relaxation. Then the reasons for visiting the library were compared with the 16 "helps." Dervin found that the people who visited public libraries were much more likely to experience "happiness/pleasure" than those people who had visited other types of libraries. Likewise, people who visited libraries for school projects were apt to say that they found "ideas/understanding" and less likely to say that they achieved "happiness" or "rest/relaxation."

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

Usherwood and Linley (1999) studied the libraries of Newcastle on Tyne and the County of Somerset in England. They were interested in the social and economic impact of library services and how well libraries achieved their objectives. They gathered information by interviewing staff and public officials and conducting focus groups comprised of library patrons.

The results of their study supported the hypothesis that libraries play a significant role in everyday life. The study showed that libraries:

- support education, careers, job training, and literacy
- provide support to special groups such as seniors and ethnic minorities libraries are a cohesive community force
- foster community pride

McClure and Bertot (1998) studied Pennsylvania libraries to determine the impact of libraries on quality of life. As the other studies cited, the Pennsylvania study demonstrated the integral role of libraries in community life. It showed that libraries help people lead purposeful lives. However, unlike other studies, Bertot and McClure identified the degree to which libraries have formed partnerships with community groups and social service agencies. Numerous anecdotes were provided to demonstrate in a qualitative manner the role of libraries in everyday life.

The Clarion University study was a nationwide survey assessing the impact of libraries on daily lives (Vavrek, 2000). Fifty-one percent of the respondents indicated that libraries have a positive impact on quality of life while 41 percent said that libraries improve one's life. Ninety-eight percent of those persons who indicated that libraries improved their lives, when questioned in a follow-up interview, felt that libraries provided "educational enrichment," while 84 percent said libraries provided "entertainment" and 61 percent said libraries helped improved their reading skills.

Basic Literacy

Proof of literacy 100 years ago was simply being able to sign one's name. Education was more of a moral value in the early 19th century (Jones, 1995) and did not really become a duty or necessity until after World War I when literacy affected job performance. Today literacy is much more complex. The maxim of 'reading, writing and arithmetic,' is only a

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

start for elementary students born into a society that communicates with new languages, data bits, images and text in a variety of media (Megee, 1997). Libraries are faced with not only purchasing and offering the new media to the public, but also assessing its impact. While it was fairly easy to determine whether someone could read, write or add—it is more difficult to assess media literacy—how well someone accesses, analyzes, evaluates and then produces media (text, video, computer, etc.). Important research is emerging which does indicate users differ in approach and success. This directly affects how libraries respond.

According to Debra Wilcox Johnson (1997), public libraries have been involved with the needs of adult learners since the start of the twentieth century. Library literacy services consist of services to support literacy programs and instruction. Services to support literacy programs include literature about literacy, learning materials, and facilities to hold classes. Libraries provide literacy instruction for small groups as well as individual tutoring. Other services may also include the production of adult literacy materials such as student publications, videos, literacy software, and other teaching aides.

Strong (1998) commented that libraries nurture and support adult literacy students. The Queens Borough Library (NY), a public library system that serves a large ethnic population, offers a wide range of programs from small group discussion and individual tutoring to computer-assisted instruction. The importance of literacy skills to maintain a solid democratic society is emphasized in Strong's paper.

The literature is rich with stories of how literacy programs in libraries change lives. Di Alesandro (1998) documented the following success stories:

- A black man in his 50's had left school at an early age to work as a farm laborer. He joined the Literacy Connection for assistance in preparing for his GED. With the aid of a tutor, he was making excellent progress to learn how to read and write.
- An illiterate man from a small town in Arkansas had spent many years hiding the fact that he could not read. When his employer referred him to a library literacy program called the Literacy Connection, he only knew the alphabet and how to write his name. After four months, he was able to read a "Dr. Seuss" book and was not stopping at that.

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

- A married woman, over 70 years old was first beginning to learn to read. She remarked that she felt more independent and was capable of traveling outside this country.

Business and Career Information

The availability of public-use computers is burgeoning in public libraries over the past decade. The public sometimes accesses these computers for preparing resumes, looking for employment, or career guidance counseling. This is affirmed by recent articles in library literature, as well as the fact that librarians in this study chose this response as a major role.

Many paper products are now online. This of course is 'old news.' The inherent problem of the replacement of print for online, is that it is difficult to identify what people are accessing and how much. A review of the literature shows an increase in library literature on the public's use of library computers, and a diminishing number of articles on job centers, career guidance and other longtime service components. This is rather a reflection of lack of ability to make real counts of what the public is accessing, rather than a diminished interest in utilizing the library's online services.

Job centers where mentioned are still successful and popular, utilizing a mixture of print and electronic resources (Eriksen, 1997). In areas that are more rural, the concept of a job-bus is utilized to take employment information out to people with diminished access (Martins, 1991). In assessing the library's role in career guidance, there was more discussion in the literature, but surprisingly with greater emphasis on student career days, career-weeks, career education in social studies classes, and career cooperatives (Winkel 1999; Nelson 1993; DeStricker 1998; Harris 1995; Martin 1993).

Some libraries conduct support groups for people engaged in the career/job searching process (Oserman & Durrance, 1994). Participants are able to brainstorm, exchange ideas, share problems, and provide each other with encouragement and moral support. Other libraries may offer counseling services for those patrons who prefer one-to-one interaction.

The literature supports the notion that public libraries play an important role in career/job searching and make significant contributions in that regard. The Kellogg-funded education

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

and career information centers are examples of programs in public libraries that impact job seekers in a positive way. The following stories demonstrate the impact that the Kellogg programs have had on a number of library patrons (Durrance, 1991):

- A 40-year old woman who had been a school bus driver was first introduced to the library while on a tour that was part of a "displaced homemaker program." She liked what she observed and so, she returned to the library for assistance in looking for a new career. Aided by the computer-assisted program called SIGI PLUS, in addition to assistance from the library staff and usage of the career reference materials, this former school bus driver, found a job as a clerk-typist.
- Raol, a young Hispanic man with an engineering degree had been experiencing difficulty finding a professional position. The staff at the public library assisted him in finding a job. He learned how to write his resume and develop a job search strategy. With the aid of the library, Raol, found a job working for a concern that had other Spanish-speaking employees.
- A 32-year old woman had lost her job in a factory. The library staff provided her with career information, counseling and moral support. Using the software called DISCOVER, she learned how to apply for financial aid for college and enrolled in college.

Public libraries offer a wide range of services to the business community in such areas as marketing, demographics, governmental regulations, taxation, trade, and the law. When contemplating a new business, users of the public library can attend workshops to learn the basic skills necessary to get started. Support groups offer the opportunity to establish contacts to identify key referrals, organizations and professional societies. Established organizations use the public library to conduct research in all fields.

However, there is not a great deal of literature documenting the impact of public libraries on business. Such was the comment by Vaughn, Tague-Sutcliff, and Tripp (1996) when they set out to study the impact of public libraries on small businesses. They found discussions about the library materials used as well as user satisfaction studies but concluded that impact studies were almost nil. Consequently, Vaughn et al. conducted a study in London, Ontario to identify the importance of libraries to small businesses. According to the results of their survey, 32 percent of the respondents indicated that they used the library

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

frequently. The kinds of information ranked the highest in terms of use were consumer markets, technology, and management skills (in that order).

In order to determine the importance of the public library to small businesses, Vaughn, et al., wanted to find out how business people would react if the library closed its doors. Twenty-four percent of the respondents indicated that such action would have a significant impact. Some reacted in an emotional manner saying that the result would be "disastrous" or "devastating." Others indicated that it would mean they would have to pay for subscriptions and purchase costly books.

Commons

Amid discussion of the impacts of networks and electronic resources, discussions of the importance of the library as a physical 'place' continue (Fast, 1998). The library's physical location in the community affects accessibility by certain groups. Some are inhibited from traveling far for library services by lack of habit, cultural perceptions and topographical factors (Koontz, 1997). Of course, library use includes a wide variety of things besides checking out books. The Library as a Place (Commons) service response involves types of library use that are not reflected in traditional statistics, such as: students needing a place to study, friends meeting at the library because it is convenient or free, pedestrians getting out of inclement weather, visits to exhibits, listening to speakers, patronizing the library shop or even eating lunch on the steps (Simon, 1992). Quick personal e-mail access is an increasingly popular service at libraries that provide it.

Library displays and in-library exhibits (on which there were 841 citations from 1984 to present!) remain popular for Library as a Place patrons and for librarians who enjoy developing them. The exhibits range from "why we celebrate Earth Day" (Stross, 2000) to "The Wizard of Oz" (Hopkins, 2000) to "Yeats" at the New York Public Library (AB Bookman's Weekly, 1999).

Community bulletin boards—once popular before the electronic age—seem to be less so, with people gaining quick community information from other myriad sources, particularly on the Web. A rural library, still vitally located in the town center, might be more successful with a traditional bulletin board. Some libraries have removed the boards due to complaints by diverse groups (Kristl, 1997).

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

Community Referral

Community referral (CI) is a "catch-all" expression that incorporates the kinds of things that help people manage their daily lives better through community involvement (Durrance & Pettigrew, 2000). It includes but is not limited to public agencies, and cultural and social organizations.

CI began as information and referral services (I&R) (Durrance & Pettigrew, 2000). In the 1970's, librarians began gathering and organizing information about governmental agencies, social agencies, and service providers in response to public needs that were unmet at the time. In the process, librarians learned how to store information in databases, publicize the information and form partnerships with community organizations.

In an electronic age, referral lists printed on paper continue to be popular at the Brooklyn Public Library. The Brooklyn Public Library maintains separate referral lists to aid small businesses, job placement, GED and English-as-a-Second-Language (ESL) classes, and services to immigrants (Eriksen & Maas, 1997). They create lists in response to the needs of their constituents and over time, the demand for these handouts has steadily increased.

However, libraries are also providing community information and communications electronically (Durrance and Schneider, 1996). Community networks serve as an electronic hub for general community information. Public libraries and community networks have a common mission: to provide information for all people to share. Both institutions incorporate community participation and spirit.

Current Topics and Titles

One of the most popular reasons to visit a public library is to browse, select a book, or brush up on a current topic. More and more 'brushing up' on a current topic seems to be absorbed by Internet usage. Searching current topics and titles is evidenced under the 'General Information' service response from the review of an increasing number of articles on electronic reference and ready reference services.

Chelton (1993) wrote that after a bit of a hiatus, readers advisory programs are once again in vogue. Librarians are familiarizing themselves with standard genre headings in order to respond to the public's appetite for popular titles.

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

According to the Clarion University survey, 42 percent of the respondents indicated that they used the library for enjoyment or hobbies (Vavrek, 2000). This statistic was consistent with the National Education Survey produced by the U.S. Department of Education that showed that 32 percent of white Americans used the public library for leisure activities. According to the Clarion University study, 46 percent of the respondents found that the public library was more useful than a bookstore for pleasure and hobbies.

Interestingly, libraries are mimicking the merchandising techniques employed by commercial book retailers, displaying materials to promote usage or circulation (Chelton, 1993). Although librarians display materials for the sake of circulation, patrons interpret such display choices as recommendations.

Librarians also offer discussion programs and book reviews to support the demand for current topics and titles. Readers depend upon librarians for reading recommendations (Belcastro, 1995).

General Information

Reference service is one of the strongest service components provided by the public library for over a century (Garnsey, 2000). These services change often in response to new technologies. The provision of *General Information* frequently occurs through ready reference tools (those quickly and successfully accessed to answer user questions quickly), traditionally in print, and increasingly through electronic media, i.e., the Internet. In searching the literature, 'ready reference' yields 54 hits, while 'electronic reference' yields 261. The potential of the Internet to provide quick response to 'ready reference' questions is no longer a subject of debate. A review of the 'electronic reference' articles yields a growing number of articles regarding: 1) electronic e-mail reference; and 2) use of the Internet by librarians to answer user questions--ready reference and research questions.

E-mail reference services in public libraries are growing as the public becomes increasingly e-mail literate (Garnsey, 2000). Because of the relative newness of the service, there is little research in the public library field—most research resides in medical and academic libraries. A recent study, while not exhaustive, shed new light on important characteristics of the service, and its users, which could assist public libraries develop outputs and

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

outcomes for e-mail reference (Garnsey, 2000). The study accessed library Web pages to determine which libraries offered e-mail reference (329 public libraries.)

Findings included: 1) most librarians responded with answers within 24 to 48 hours; 2) most did not answer in-depth questions; 3) 82 percent answered questions from outside their service area; 4) most users used e-mail reference because it was convenient; 5) 92 percent of questions were answered by staff, and 94 percent were satisfactory to the user; 6) 54 percent were female; 7) most users were in education and information technology professions; 8) all would use e-mail reference again; 9) 55 percent of the libraries said the service was designed to provide ready reference yet the questions were one third ready reference, 25 percent research, and surprisingly, 18 percent genealogy researchers.

One major problem with the study was that library directors did not allow the researchers to directly contact the user, because of confidentiality issues, disallowing a more comprehensive research study. The experiences of other public libraries with e-mail reference services closely mirror the above study emphasizing user convenience and the library's core values of personal service and equal access (O'Neill, 1999; Tomaiuolo, 2000; Eichler and Haleprin, 2000).

Secondly, in reviewing how librarians are utilizing the Internet to answer reference questions, one study determined that by and large, reference librarians are still in conflict regarding the relative value of electronic databases versus print resources. In this study 46 percent refused to select print or electronic as the tool of choice, reiterating the choice is based upon the needs of the user. Most librarians (73%) agreed that the Web was useful in their daily work (Strover, 2000).

There is also discussion regarding guidelines and standards for electronic resources. While performance measures for staff are outside the scope of this review, user focus is not. It is suggested that user education for electronic resources should be provided according to level of need, formal and informal (Guidelines, 1998). Regarding possible user outcomes, it is suggested that these should be addressed by age and situation—e.g., students, parents, and educators (Kasowitz et al, 2000). These outcomes should primarily include easily reachable and accessible digital reference services.

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

In summary, much of this literature suggests that while the Internet is judged to be an excellent way to search specific and, often, scientific databases for more sophisticated purposes, it is an excellent source of general information of the type usually handled in a typical reference collection of books. Thus, the Internet offers huge potential to smaller public libraries that may not be able to afford sizable collections of books (Gabriel, 1998).

Information Literacy

Information literacy is by far the most reviewed concept among the service responses, in the literature, garnering 480 'hits.' Information literacy is best defined as being able to recognize when information is needed and be able to locate, evaluate and use the information effectively. The antecedent to the term is actually traced back to 1960 standards for school libraries, and the term is first used in 1974 (Loertscher and Woolls, 1997). The term increasingly covers a broad range of electronic-related activities and skills (Clausen, 1997; Greenwood and Frisbie, 1998). Much research is being conducted on how people search electronic resources. Specifically, what worked and did not work, and how and what user instruction and skills can ameliorate problems (Barnett, 1999; Diaz, 1997; Clausen, 1997).

Therefore, and not surprisingly, there is increasing discussion on user education programs. By far, academic and special libraries offer user education for electronic resources, and continue to increase their programs, while public libraries offer the fewest. For example, a recent study (Rader, 1999) identifies the following: publications dealing with user instruction in academic libraries increased 25 percent; school library publications increased 78 percent; special library publications, 400 percent; and public library publications, numbering (2), -60 percent. Yet public library users like all users need to learn how to best access, retrieve, and organize the burgeoning information available electronically. Especially vulnerable are those users who have no other access than the library (none at school or work). Academic and school libraries and related associations are producing reports and guidelines and standards on information literacy, since teaching is the heart of their mission (Byerly and Brodie, 1998; Breivik, 1999).

There are many information skills identified that qualify an individual to be information literate. Some of these include but are not exclusive to (Doyle, 1994):

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

- recognizes that accurate and complete information is the basis for intelligent decision making;
- recognizes the need for information;
- formulates questions based on information needs;
- identifies potential sources of information;
- develops successful search strategies;
- accesses sources of information including computer-based and other technologies;
- evaluates information;
- organizes information for practical application;
- integrates new information into an existing body of knowledge; and
- uses information in critical thinking and problem solving

It is generally agreed that information professionals are key to developing an information literate society, through guidance and training and skill development in schools, the public library, and in the workplace. The difficulty in developing the much needed standard statistics, outputs and outcomes, remains difficult, stymieing the nation's 10,000 public library systems in measuring and reporting how users use the electronic resources offered.

Lifelong Learning

Public libraries have embraced the concept of lifelong learning since the days of industrialist millionaires such as Andrew Carnegie, who bequeathed millions to public library development, due to the role the library had in his career development. Today the public library is still driven to provide information to enhance the lifelong learning process. Librarians routinely do not ask users why they use the library or to justify why they use it. Amidst all public institutions, only the public library provides services without conditions (de la Pena McCook 1992.) Public libraries attempt to serve their users based upon an analysis of the community-served, information needs--and this commitment is for the lifespan of all citizens (de la Pena McCook). Services that a user could access over a lifespan include: getting preschoolers ready to read, affording opportunity for retirees to explore family history, helping the unemployed seek new job skills, offering new-readers high interest books, helping students with papers and science projects, etc. (de la Pena McCook).

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

Over time, literacy programs are embraced within this lifelong learning role, and therefore, embraced by funders, and the public, in general. Literacy and libraries is synonymous. As reviewed in earlier service responses (basic literacy and information literacy) one can see that as a public agency the public library can be the premiere agency to assure equal access to a burgeoning amount of media, if so directed by the profession. With information skills being touted as most important, some work is being done to develop a continuum of formal learning that libraries might indicate and guide which literacy areas are covered when--and by what type of library (i.e., family literacy in public libraries during preschool years, and reading and writing for school age in the school library during K-12.) (Doiron, 2000).

The role that the public library plays in lifelong learning is only as vital as the resources of the library, how the library communicates and offers these resources to the public, and the initiative of the user. This role will largely be defined by the lifelong learning needs of the community served.

Other activities identified in the literature include but are not exclusive to: job and career development services; preschool story hours (on and off site); summer reading programs for children; access to small business development plans (Drescher, 1994). These activities are only the tip of the iceberg, and could be multiplied by librarians in every community across America to best suit the lifelong learning services their library offers.

Local History and Genealogy

Americans are increasingly engaged in efforts to trace their family history (Schneider & Stewart, 1988). The U.S. Bicentennial Celebration, Alex Haley's television drama, "Roots", and the publicity concerning the restoration of Ellis Island, contributed to this heightened interest. Schneider and Stewart believe that Americans are driven to discover their past from tracing family histories to preserving local records and histories.

Public libraries play a significant role in genealogy and local history endeavors. In some communities, the local public library may be the primary source of such historical information (McClure & Bertot, 1998).

Libraries provide guides to assist beginning researchers on how to conduct genealogical searches. Census data, birth and death records, city directories, as well as vast newspaper

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

collections are just some of the resources that public libraries have to offer. Unearthing one's family tree can lead to unanticipated consequences such as meeting with distant and not-so distant relatives. Similarly, participation in local history events at the public library may bring together long time residents searching their roots and newcomers wanting to know more about their community.

McClure and Bertot (1998) discussed how family members had been reunited with the help of information or records obtained at a public library. A patron was able to locate a son she had previously given up for adoption. She told the library staff that she had met her son and learned that he was happy with his adoptive parents. In another situation, a patron at the Osterhout Free Library was successful at locating a brother he had not seen in ten years by conducting a search on the Web.

Writing an article about his own experience at tracing his family history, librarian Anthony Tassin (1991), commented that people who pursue genealogy research are seldom let down by the outcome(s). He pointed out that he started his project at the local public library in Louisiana. Highlighting some features of public libraries, he remarked that some public libraries offer extensive genealogy services in terms of resources as well as expertise. His research resulted in the location of 440 persons that represented 620 positions on his family tree.

Special exhibits that portray local history as well as the cultural heritage of a community serve to bring people together and foster community pride (Rodriguez, 1991). Public libraries support research efforts ranging from school projects to exhibits for museums and local history societies (Thurman, 1987).

A story-telling program at the Oak Lawn Public Library brought together grandparents and young children (Dobrez, 1987). Grandparents told stories about their childhood, their family or other reminiscences. Although the intent of the program was to encourage story telling and reading books, it also preserved some oral history. The participants enjoyed this community gathering and the opportunity to meet new people. One child borrowed a book of stories about the culture and background of her ancestors.

Theodore D. Mason, Library Director, at the East Chicago Public Library, created the Centennial History project to portray life in East Chicago, its background, cultures, lifestyle,

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

and the contributions of its citizens to society (Rodriguez, 1991). As an old steel and industrial town, East Chicago was home of many immigrant groups. The project's exhibits generated pride in the community and interest among its citizens to contribute their memorabilia and photographs. Participation in the special exhibits brought together people who had since dispersed to communities that are more affluent. One memorable event involved the rededication of a mural that was created during the Work Progress Administration (WPA) era in the early 1930's. The reception included four models that had posed for this project when they were high school students 55 years earlier.

This literature review demonstrates that the services involved in the Planning for Results (PfR) service responses under study have been subjects of research and commentary for many years. It also indicates, however, that there has been very little actual research into the outcomes of those services from the patron's viewpoint. The closest previous research has come to taking that position is in user satisfaction studies. While it is immensely valuable to ask library patrons how satisfied they are with their library's services, that is not the same thing as asking them how those services affected their lives.

The previous literature on Planning for Results (PfR) service responses (SRs) was an immensely valuable resource for this project. One of the most challenging tasks in the Counting on Results (CoR) project was developing the lists of potential outcomes for each SR. The previous studies cited above as well as the key informant interviews of staff at participating libraries provided ample fodder for developing those lists.

This study is a substantial addition to the extant literature on public library evaluation, because it demonstrates, for the first time, that it is possible—albeit challenging—to select a particular type of public library service (i.e., a PfR service response), to observe patron activities in the library relevant to that service, and to elicit from patrons direct reports of the outcomes of that service. To date, most outcome-oriented evaluations of public libraries have dealt only with outcomes of discrete special projects, not ongoing services. Indeed, perhaps the greatest contribution of this study to the evaluation literature is its suggestion that output and outcome data could be utilized to re-envision public library services from the patron's—rather than the librarian's—perspective.

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

3 ■ Methodology

The main goal of the Counting on Results (CoR) project was the creation and demonstration of a workable model for standardized collection of library output and user outcome data that is adaptable for any size library in any part of the United States.

Recruiting

The CoR project team set out to recruit public libraries of various sizes representing every region of the country. Each member of the team solicited volunteers at speaking engagements at national conferences, including the Public Library Association (PLA), American Library Association (ALA), and Federal State Cooperative System (FSCS) for Public Library Data. In addition, state data coordinators in all 50 states were asked to put out a call for volunteers on their state's electronic discussion lists for librarians. The response from these efforts was overwhelming. The resulting list of volunteers included over 100 libraries from 26 states representing all major regions of the U.S. (i.e., Northeast, Midwest, South, and West).

Each volunteer library was asked to complete a questionnaire confirming their interest in the project, stating who the contact person was, identifying outlets or departments to be involved and their respective service responses (SRs), verifying that participating units met computer hardware and software requirements, and volunteering use of their own PDAs. More information was also sent to each volunteer library to clarify how much time they could expect to contribute to the project and what we were trying to accomplish. Forty-five libraries returned the questionnaire from 23 states. Each test site chose at least one SR for data collection. (See Appendix A.)

The libraries that volunteered for the project were very diverse, representing jurisdictions of various sizes and in different regions of the country. (See Tables 2 and 3.) It is also noteworthy that the volunteers include public libraries in 20 of the 50 states. Thus, each region was represented by three to seven states, precluding the possibility of a single state being taken as representative of an entire region. A review of the full participant list further indicates that they include libraries in a variety of settings: central cities, suburbs, outlying cities and towns, and rural areas.

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

Table 2. CoR Participating Libraries Relative to All U.S. Public Libraries by Population of Legal Service Area

Population of legal service area	Universe of U.S. public libraries, 1998	CoR participating jurisdictions, 2001
1,000,000 or more	20	3
500,000-999,999	54	4
250,000-499,999	94	5
100,000-249,999	323	5
50,000-99,999	513	9
25,000-49,999	860	9
10,000-24,999	1,716	7
Less than 10,000	5,384	3
TOTAL	8,964	45

Table 3. CoR Participating States by Region

Region	Number of states	States (number of sites)
Northeast	3	NJ (1), NY (3), PA (8)
South	6	AL (1), FL (3), GA (1), LA (1), NC (1), TX (6)
Midwest	4	IA (2), OH (1), ND (1), WI (3)
West	7	AZ (1), CA (2), CO (4), MT (2), NY (1), OR (2), WA (1)
U.S.	20	(45)

A literature review was conducted, focusing on all 13 service responses. The resulting document contributed to the development of lists of possible outcomes and output measures. Also, as a consequence of this research, the team began to examine the idea of combining some of the service responses.

Advisory Committee

An Advisory Committee was invited to assist the CoR team on everything from review of the outcome and output measures, recommendations during the recruitment phase, to comments on the instruction manual. (See Appendix B.) Members of the Advisory Committee included:

- Denise Davis, Director, Statistics and Surveys, National Commission on Libraries and Information Science;
- Jan Feye-Stukas, Associate Director, Minneapolis Public Library;
- Rochelle Logan, Associate Director of Support Services, Douglas Public Library District (Colorado);

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

- Mary Jo Lynch, Director, Office for Research and Statistics, American Library Association;
- Sandra Nelson, a consultant, speaker, trainer, and writer specializing in public library planning and management issues and especially the Planning for Results process; and
- Alan Zimmerman, Consultant, Public Library System Administration and Finance, Public Library Development, Wisconsin Department of Public Instruction.

CoR advisors met with the project team at ALA Midwinter Meetings and Annual Conferences in 2000 and 2001, and provided comments, feedback, and other invaluable support via telephone and e-mail.

Key Informant Interviews

The CoR team understood the necessity and value of conducting key informant interviews with staff of all 45 volunteer libraries. (See Appendices C, D, and E.) Interviews were conducted by telephone in July and August 2000. Items of business during each interview included:

- identifying the goals of the project,
- gathering local background information about the library,
- discussing the list of possible outcomes and outputs sent to the library in advance.

Each interview lasted from 20 to 90 minutes, depending on the number of outlets or departments participating, the number of SRs involved, and how many staff participated in the interview. The CoR team took observations from volunteers into consideration in designing the beta test questionnaires and software for the PDAs. Based on these interviews, the CoR team developed a better understanding of the volunteers, their levels of expertise with PFR and PDAs as well as their local goals for the project. (See Appendix F.)

It was clear that many volunteers were interested in the project because of the use of PDAs to collect data. During interviews, a lot of enthusiasm was expressed about the new technology and the need to collect observed activities in the library as well as the usual recorded output measures.

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

Instrumentation Design

At the conclusion of the interviews, the team decided to change some data collection methods for the outcome surveys. One simple yet effective idea from a volunteer was to use large postcards for the outcome surveys. (See Appendix G.) That way library staff could hand a patron the card as they left the library to be sent in the mail with the postage paid. Also, we decided to make the survey available online, despite the concern expressed by many interviewees that their traffic on public Internet computers was too heavy to accommodate this strategy. Also developing an online survey and making it available meant hiring an outside contractor, making it an additional cost not included in the original research grant budget. The team decided that enough libraries asked for an online version that it was important to make one available. Both the online survey and the postcard version gave the patron a chance to go home and realize the impact (outcome) of their visit to the library and then respond to the survey. In fact, however, several volunteer libraries utilized survey return boxes. These responses were returned in bulk.

The decision to make the survey small enough for a large postcard greatly influenced how much information could be collected. Not only was demographic information important to collect, making each question clear to the general public in so small a space was a challenge. For instance, asking a business and career question like “As a result of my visit to the library, I developed job related skills,” is less clear than including the parenthetical “(resume writing, interviewing, computer or sales skills).”

Beta testers helped the CoR team realize the value of combining some of the SRs. Data elements suggested for Current Topics and Titles, Lifelong Learning and General Information were indistinguishable. Therefore, we combined those three and labeled it General Information. Of the thirteen SRs, volunteer libraries selected only eight. Three SRs were combined into one (General Information subsuming Current Topics and Titles and Lifelong Learning) and two SRs were combined into one (Commons subsuming Community Referral), leaving four PfR service responses intact in this study: Basic Literacy, Business and Career Information, Information Literacy, and Local History and Genealogy. Interestingly, many key informants speculated that Lifelong Learning—which this project subsumes under General Information—itself subsumes Formal Education Support in the minds of most patrons (a belief supported by user outcome survey results). (See Table 4.)

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

Table 4. Derivation of Counting on Results (CoR) Service Responses from Planning for Results (PfR) Service Responses

CoR	PfR
Basic Literacy	Basic Literacy
Business & Career Information	Business & Career Information
Commons (Library as a Place)	Commons
General Information	Community Referral
	Current Topics & Titles
	General Information
	Lifelong Learning
Information Literacy	Information Literacy
Local History & Genealogy	Local History & Genealogy
	<i>Other PfR service responses:</i>
	- Consumer Information
	- Cultural Awareness
	- Formal Learning Support
	- Government Information

Information collected from the interviews also helped in the design of the Palm software. (See Attachment 1.) The CoR team understood what data items to select for each SR and was better able to develop standard definitions and data collection procedures after talking to test site librarians. At the point of selecting and defining observed measures, other issues such as patron privacy were addressed. During the study, library staff were instructed to walk around their library with the Palm, writing down the number of people using the computers. Patron privacy was stressed by only counting the number of people using the computer, not what licensed database they were using, or whether they were on the Internet. We were not asking them to look over the patron's shoulder to look at the computer monitor.

Another detail that arose in designing observed measures was the use of the term "browsing." When a patron is observed in the stacks, they can be either looking for an item by call number or just checking the shelf, therefore browsing. The team decided to call the observation "in the stacks" rather than browsing, so it covered all reasons for patrons being in the stacks.

While many test site libraries voiced the need to collect recorded measures on the Palm, problems eventually arose in designing software to accommodate both observed and recorded output measures. The team assumed that all libraries regularly collect traditional output measures that could be easily entered in the Palm. For each service response,

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

recorded measures were to be collected on number of programs and attendance at those programs, number of visits to the Web page and more. The difficulty came in entering data for different time periods. The library may count the number of people at a program on a weekly or monthly basis and only have data for the Web site on a monthly basis. The Palm software was designed so the person entering the data could choose between daily, weekly, or monthly numbers.

When choosing the software for the Palm, the CoR team searched for a product that was reasonably priced, easy to use by our volunteers, downloadable to a PC to send to the CoR team, and had no restrictions on the license for distribution. After researching many different products, the team decided to purchase Pendragon Forms software for the Palms.

Once draft surveys were written and software was loaded onto PDAs, the beta test phase began in December 2000. Beta testers received one Palm loaded with software and a draft of the instruction manual to help load software on their computers. Other volunteers tested the outcome surveys.

Problems were ironed out after the beta test phase, particularly with loading software onto computers. This was required in order to upload data from the PDA to the computer to then be sent to the research team via e-mail. Computers with varying operating systems and serial ports required some customization before the data collection phase could begin. Each test library was asked to check their serial port and inform the team if they could use the standard 9-pin serial port or would require a special purchase of a USB port. Those libraries with Windows 95 and NT also needed special instructions for loading the software. A number of librarians asked their system administrators to help with the software loading. In some cases this was a blessing, in others, it became clear that system administrators were not reading the instruction manual. The CoR team received more calls from people with Windows 95 and NT than any other operating system users.

Data Collection

In February 2001, all volunteer libraries received 200 postcard outcome surveys per SR, one Palm IIIxe, and an instruction manual. (See Attachment 2.) The data collection period, originally scheduled from January to June 2001, was rescheduled from February to July 2001. Participants were instructed to choose ten sample days representing their regular

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

hours when they would use the Palm to collect data. We asked them to walk around the library once in the morning, afternoon and evening to collect observed measures. In addition, they were to enter their recorded measures collected from other sources into the Palm (e.g., circulation statistics from an automated system, Web statistics from Web Trends report). At the end of each sample day, volunteers were asked to transfer data on the Palm to a local personal computer and to send those files to the CoR team via e-mail. In some locations, establishing or maintaining this routine was problematic.

Data entry forms on the Palm PDAs included one form for observed activities and one form for each SR. As previously mentioned, the library was expected to collect recorded output measures at daily, weekly or monthly intervals. This enabled participants to merge their current data collection process with that of this project. For instance, in the General Information SR, the recorded activities form included entering the number of: people who visited the library, reference questions, circulation transactions, ILL transactions, and more.

The observed activities form on the Palm was the same for all libraries. On ten sample days, participants were asked to walk around their library utilizing the Palm to collect observed data. Participants selected the area of the library being observed and the age group of the observed user. They counted how many people were observed at various locations, including the service desk, in the stacks, attending library events, interacting with others, working on computers, and viewing audio-visual materials and exhibits.

During the six-month data collection period, February to July 2001, each library was asked to return 100 outcome surveys per service response. Test sites received sample press releases, signage examples, and suggestions for administering the outcome surveys at their libraries. Because the surveys were specific to SRs, librarians had to decide how to target patrons who received a particular service. For instance, libraries collecting data on basic literacy outcomes could offer surveys to mothers of children attending story time programs or adult learners whose tutoring sessions occur at the library. In another case, a reference librarian answering a telephone question about company information could ask the patron to fill out the online survey targeting the business and career SR. The survey was also available in Adobe Acrobat format for libraries or patrons to download from the Library Research Service Web site (<http://www.lrs.org>).

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

During the data collection period, a number of libraries preferred to collect the outcome surveys themselves, then bundle and return them to the CoR team in a box rather than have patrons fill them out and mail them individually. By bundling their surveys, some volunteers felt they had a better understanding of how many surveys were completed of the 100 they were requested to collect for the study. By bundling their surveys, these libraries ultimately saved the CoR project money on postage.

Five volunteer libraries chose to withdraw from the study after the data collection period began. Reasons for their withdrawal ranged from not having enough time to, more often than not, changes in personnel. These libraries returned the Palm PDAs and outcome surveys.

In May 2001, two members of the CoR team were preparing to speak at a LITA pre-conference on the use of handheld computers in libraries. At that time, the data collection period was more than halfway completed. One of the researchers called a sample of the CoR volunteers to ask how the Palm output data collection was proceeding. Contacts for some libraries reported not using the Palm for observed measures. Staff at these libraries preferred to walk around with a clipboard and paper, writing down their observations, and then entering the data on the Palm. Reasons cited for taking this option were:

- the ability to be (or, at least, feel) less intrusive on user privacy,
- the wish to total the day's observations before entering them on the Palm,
- the small size of the Palm screen,
- difficulties using the stylus, and
- staff perceptions that, when using the Palm , they were conspicuous distractions to users.

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

4 ■ Measuring Library Output

Since publication of *Output Measures for Public Libraries*, second edition, in the late 1980's, the term "output measures" has been utilized to refer in summary fashion to traditional library usage statistics, such as patron registration, library visits, circulation, reference questions, and interlibrary loans, usually in per capita form. In the Counting on Results (CoR) project, this term was expanded to include modified versions of traditionally recorded library output measures, such as those just listed, as well as data on user activities collected by unobtrusive staff observers. A major goal of this project was to develop processes for collecting these types of data that are as efficient and easy as possible.

Efficiency and ease of use were considered essential, taking into account the limited number of staff available to collect data in most libraries and expecting that other responsibilities constrain the amount of time they can give to the task. Underlying assumptions of the output measurement part of the CoR project were that most public library personnel are already fully utilized and that any extra project requires extra time and extended commitments. For these reasons, new processes for collecting and reporting output measures had to be designed for optimum utility.

Key Design Elements

Accordingly, strategies for collecting library output data were designed to incorporate two key elements: Palm technology and lenient data collection requirements.

Palm Technology

First, Palm technology was selected for its popularity, portability, data management capabilities, and flexibility.

- During the three-year period encompassing the proposal to fund this project and the project itself, the Palm PDA has gone from being a rare toy of early adopters of new technology to an essential tool of "road warriors" and other technologically savvy workers. The ubiquity of the PDA recommended it as the hardware platform that might permit widespread adoption of any software solutions developed by the CoR project.

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

- The hardware choice of the Personal Digital Assistant (PDA) enabled library staff to enter data directly while walking around the facility and observing user activities as unobtrusively as possible.
- The project software, which was developed to run on the Palm Operating System using Pendragon Forms, enabled project participants to enter data quickly and easily, to share their data locally, and to transmit their data to a central remote location.

Lenient Data Collection Requirements

Second, requirements for data collection using this technology were very lenient. Each project site was asked to observe and record data on user activities for a minimum of 10 sample days during a six-month period, February to July 2001. Because of the number of libraries involved, no effort to pre-select a single set of sample days was made. Individual library participants were free to select their own 10 sample days—or, indeed, any number of sample days in excess of that number (which many, in fact, did). This flexibility was deemed to be necessary owing to the many reasons why an individual pre-selected date might be inappropriate for a given library. (For example, a library might be closed on a particular date; it might be under-staffed for some exceptional reason, like in-service training; or its user traffic might be exceptionally high or low due to an unusual event, like hosting a special program or receiving a visiting dignitary.)

These two defining features of the output measurement part of the project were intended to provide the best possible snapshot of library usage within the six service responses adapted from the Public Library Association's Planning for Results process.

Data Quality Caveats

Before output data for participating libraries is summarized and analyzed, two general caveats regarding the quantity and quality of this test data set should be acknowledged:

- The amount of data collected by individual participating libraries varied dramatically. Some libraries collected fewer than the requested number of samples, while others collected much more frequently. To illustrate, the number of observed library activities sample ranged from a low of one for a few libraries to as many as 20 for other libraries. For recorded output data, sample periods

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

ranged from a low of one day to a high of six months. As a result, libraries that sampled more frequently account for disproportionate percentages of the aggregated results for all libraries. This circumstance, which weakens the value of the data for comparative purposes, would be one to avoid in the actual application of this data collection approach.

- As is always the case with data collected for sample periods, the representativeness for an entire year of 10-day samples is questionable. Sample days must be chosen with the greatest of care to avoid days that are either exceptionally slow or busy. Using randomly selected dates, particularly when multiple libraries are involved, is the only way to guard against this problem. Even then, if a randomly selected sample date happened to be one on which library managers knew a major promotional event, was scheduled, it would be advisable to substitute another date, perhaps the day before or after the event.

In addition, there is one caveat that applies to recorded output measures: the inconsistency of data collection practices across multiple statistics for a single participating library. For instance, data for some of library output statistics was collected via the library's automated system (e.g., circulation), while data for other measures was collected manually (e.g., brochures distributed). As a result, the same library could submit circulation data for several months, but only report the number of brochures distributed for two days. Although it is possible to normalize such data, confidence in the normalized values would be questionable. In retrospect, the solution to this problem is obvious: more standardization of data collection periods. Although, for demonstration purposes, output data are normalized to one week whenever possible, the actual use of these normalized values to compare different libraries is not recommended. They are simply presented here to illustrate how such data might be useful if collected more rigorously.

Despite these caveats, which are typical concerns to face in a pilot project, sample data on library outputs and user activities collected by participating libraries will be summarized and analyzed to illustrate the potential meaning and utility of such data.

Recorded Library Output Results

On the basis of an extensive review of the literature and key informant interviews, several new library output measures were developed, tested, and approved by prospective participants. While it may have been a novelty to suggest that libraries collect some of

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

these “new” data elements comparably with other libraries, most of the activities they measure are reasonably common and often tracked locally. The new output statistics include issuance of new library cards, in-library use of materials, off-site document delivery, attendance for library tours and off-site programs, and Web usage. Despite strong affirmations of the value of these activities and the wisdom of collecting data on them, surprisingly little data was reported for the “expanded” group of output measures for most service responses (SRs). Unfortunately, this deficiency, added to the small number of libraries that reported such data for several SRs, weakens severely the utility of the data. (See Appendix H.)

Fortunately, the one noteworthy exception to those circumstances is the group of libraries that chose the General Information SR. It will be illustrative to examine recorded output statistics for this SR, because it was so broadly defined (incorporating Current Topics & Titles and Lifelong Learning—and, arguably, Formal Education Support) and because it was relatively popular, being chosen by a couple of dozen libraries representing all four major regions of the country (i.e., Northeast, Midwest, South, and West). It is also notable that most of the statistics requested for this SR were actually collected and reported.

Generally, the most valid and reliable manner in which to analyze a given library’s statistics is to examine trends over time for that library. Barring changes in key staff, facilities, and service priorities, there are usually no issues regarding the accuracy or consistency of the sort that easily arise when comparing one library to another. That said, library-to-library comparisons and analyses of individual library statistics relative to group norms can yield meaningful results, if taken with a few grains of salt.

Consider, as an example, the Sioux City (Iowa) Public Library, which reported almost all of the recorded output measures for the General Information (GI) service response (SR). (See Table 5.) Variations in the size of the user populations for individual libraries may explain some of the differences observed between Sioux City and the statistical norms for GI libraries; but, they do not suffice to explain many differences. For instance:

- Sioux City’s reported number of weekly library visits is above average at 138 percent. That library similarly outstrips the group averages for directional questions (136 percent), total in-library use of periodicals (130 percent), and Web hits (134 percent).

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

Table 5. General Information Outputs: Sioux City and All GI Libraries, 2001

Statistic	Sioux City, IA	As % of GI average	Average for GI libraries
Library visits	8,888	138%	6,461
Directional questions	1,029	136%	758
Reference questions	900	89%	1,008
--via the Web	18	3%	658
Total circulation	7,532	75%	9,988
Fiction circulation	3,635	168%	2,155
In-library use total	3,047	171%	1,780
--reference materials	620	106%	584
--periodicals	1,104	130%	848
--circulating materials	1,321	259%	510
Items borrowed	25	50%	49
Items loaned	103	239%	43
Items delivered	658	501%	131
Non-fiction delivered	126	242%	52
On-site programs	7	42%	17
--attendance	126	56%	225
Off-site programs	7	37%	19
--attendance	119	26%	463
Web hits	6,370	134%	4,766
CD-ROM uses	35	74%	47

- On other statistics, Sioux City rates well above average compared to all GI libraries. The library excels at off-site delivery of documents generally (501 percent of the GI average) and fiction materials in particular (242 percent). It also reports total in-library use of materials (171 percent) and hold requests (169 percent) somewhat higher than population alone could explain away.
- On still other statistics, Sioux City falls dramatically below average compared to all GI libraries. Library staff make little use of the World Wide Web when responding to reference questions (only three percent of the GI average). Numbers of programs and program attendance—both on- and off-site—are also meager relative to all GI libraries (42 and 56 percent, on-site; 37 and 26 percent, off-site, respectively).

What might these statistical variations tell local decision-makers?

- Almost certainly, the statistics on library visits, directional questions, in-library use of periodicals, and Web usage are simple artifacts of the fact that Sioux City Public Library serves a larger population than other GI libraries.
- While the Sioux City library's reference traffic appears to be typical, its staff appear to be ignoring the World Wide Web as a resource for answering reference

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

questions. Is this a consequence of limited staff access to Web-worthy computers, or might these data point to a staff training need?

- The Sioux City library's outreach to groups via off-site programming is relatively slight, but its outreach to individuals via document delivery services is exceptionally strong. This service emphasis may be a deliberate one; but, if it is not, it may be an issue for decision-makers to consider. Are outreach services focused on individuals meeting local needs sufficiently, or might library managers consider increasing outreach to groups to match the library's commitment to extending its collections and services off-site to individuals?

The interpretation of these statistics is subject to several caveats. Data compared across libraries were normalized to a one-week period. Actual reports may have been for one or two days or more than two weeks. Also, the non-existence of an outlet level equivalent to population of legal service area deprives an analysis such as this of a simple correction for size differences among libraries.

Overall Observed Activities Results

Using Palm PDAs and Counting on Results (CoR) software, staff at participating libraries were asked to observe and classify the activities of library patrons at three intervals (morning, afternoon, and—if appropriate—evening) on at least 10 sample days. Together, these observations provide a snapshot of what library patrons do while visiting their library. The summary results, overall and by service response (SR), indicate some interesting patterns. (See Table 6 and Appendix I.)

It may be a sign of the times that the proportions of patrons observed using computers and in the stacks—about one in five each—are almost equal (22.5% and 20.5%, respectively). Rival activities for second place overall are attending events and reading or writing at about one out of six (16.4% and 15.5%, respectively). About one in 10 patrons (11.3%) were observed at service desks, ceding third place to that activity. The remaining three specific activities monitored logged only single-digit percentages of patrons. In descending order of frequency, they are: interacting with others (6.3%), viewing or listening to audio-visual materials (1.7%), and viewing displays (1.7%).

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

Table 6. Observed Activities of Library Patrons by Service Response, 2001

Observed Activity	Percent of Patrons Observed by Service Response						
	Basic Literacy (N=1,413)	Library as Place (Commons) (N=7,061)	Business/ Career (N=9,182)	Local History/ Genealogy (N=7,719)	General Information (N=23,891)	Information Literacy (N=10,167)	Total (N=59,433)
At service desk	5.7	14.4	9.4	7.5	13.6	9.1	11.3
Attending event	7.6	13.0	16.5	40.8	8.0	21.0	16.4
In stacks	30.6	22.7	28.1	11.7	20.5	17.5	20.5
Interacting with others	8.9	7.3	5.2	7.0	6.4	5.7	6.3
Reading/writing	12.5	16.0	15.2	9.6	17.8	14.9	15.5
Using computer	22.8	18.1	20.0	14.7	26.8	23.8	22.5
Viewing display	1.8	2.7	0.7	2.5	1.7	1.2	1.7
Viewing/listening to A/V	9.8	0.6	2.2	2.8	1.2	1.4	1.7
Other activity	0.4	5.3	2.7	3.5	4.1	5.4	4.1
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

These results are reasonably consistent with several popular conceptions about the purposes and strategies of library users.

- Members of the general public visit libraries primarily either to obtain books for leisure reading or to obtain information on a particular topic from books, magazines, or online resources. More and more, public libraries are being acknowledged by the citizenry as key agencies helping to bridge the “digital divide” by providing public access to the Internet.
- Often, patrons spend extended amounts of time at the library, either utilizing it as a quiet place to read and write or attending a library event that helps them to improve their own information-seeking skills (e.g., a class on how to search online databases more effectively) or sheds light on a topic of interest (e.g., an author lecture or a reading/discussion group).
- While many patrons are able to help themselves, often they require the assistance of reference or other public service staff to locate what they seek. Sometimes, people go to the public library because they know it is the place where they can obtain such expert help.
- Apart from conferring with library staff or participating in public events, most people think of the library as a quiet place to be with their own thoughts rather than a public space in which to interact with others. Groups of schoolchildren or

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

hobbyists studying together are neither unheard of nor unwelcome in libraries, but libraries are not their principal gathering places for such group activities.

- While videotapes and audio books are increasingly popular items in library collections, most patrons check out these items for use elsewhere, rather than using library equipment to view or listen to them.
- Finally, while individuals occasionally linger over library displays and exhibits and thus learn about new materials, programs or services, this activity is an incidental pleasure not a prime motivation for a library visit.

For libraries serving particular service responses (SRs), there are some striking departures from this general pattern that are worth mentioning.

- Basic Literacy patrons are only about half as likely as other patrons to be observed at service desks (5.7% and 11.3%, respectively). It is not surprising to think that young children or adult new readers might be timid about approaching a service desk. If that is the case, serving such patrons calls for more pro-active service by staff. Instead of waiting behind a service desk, staff members serving a Basic Literacy clientele might be more useful if they left the desk and sought out patrons who appear to be having difficulties. Indeed, the fact that this type of service is already being provided may explain this low BL statistic. It may also be that BL patrons are difficult to identify to be counted. While children are easy enough to spot in most libraries, adult new readers may be much more difficult to identify. The fact that libraries cannot confine BL activities to a single area also makes it challenging to collect data for this SR. While the children's room or area is distinct, adult new readers may only be conspicuous if they are observed in an area of the stacks specifically for books and other materials intended for that population.
- Local History and Genealogy patrons were more than twice as likely as other patrons to be observed attending events in the library (40.8% and 16.4%, respectively). Genealogy in particular is an area of research in which many libraries specialize and on account of which they draw many repeat visitors. The suggestion by this statistic that patrons are so dramatically more likely to be observed attending programs on genealogy-related topics is a credible one. On the other hand, this statistic may also betray the fact that some data collectors for this SR may have tended to conduct their observations while such events were in progress. Intentionally or unintentionally, their timing may have been

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

based on their self-perceptions of availability for the task. If patrons are together attending an event, they are probably making fewer demands on individual staff members who might otherwise be busy helping them at service desks, in the stacks, or at computers.

- Conversely, General Information (GI) patrons were only half as likely to be observed attending events (8.0% and 16.4%, respectively). This statistic possesses a high level of intuitive validity. When someone visits the library in pursuit of leisure or topical reading, to obtain a specific fact or document, or to solicit help with homework, they are usually on a solitary mission that would not involve program attendance. The only noteworthy exception might be someone who visits the library specifically to participate in a reading/discussion group as a follow-up to reading a popular new book.

Individual Results

Examining observed patron data overall revealed some interesting patterns. Additional light may be shed on this type of data by parsing it by service response (SR). Doing this successfully, however, depends on several factors, such as the number of libraries studying an SR, the extent to which such libraries are truly “peers,” the number of observations reported by each library, and the schedule on which those observations were made. Data collected as part of this project illustrate these issues well.

Basic Literacy

No attempt is made to analyze Basic Literacy (BL) activities by individual library. Only three libraries completed data collection for this SR. Further, for all BL libraries, there were fewer than 1,500 (1,413) observed patrons, and for two of those three, there were fewer than 500 observed patrons (Birmingham, AL, 435; Columbia County, 336).

Business & Career Information

Only four libraries collected and reported data for the Business and Career Information (BCI) service response (SR), but combined they observed the activities of more than 9,000 patrons (9,182). The responses for two of those libraries and the total figures for the small BCI group illustrate a very important hazard of data analysis: attempting to use statistical norms for a too small and too diverse group as benchmarks for assessment.

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

Of the four BCI libraries, those for Dickinson, ND, and Monessen, PA, represent extremes in at least one noteworthy respect. (See Table 7.) Apparently the Dickinson library still operates on a fairly traditional model. Almost half of its patrons (48.2%) were observed in the stacks, but only one in seven (15.0%) were observed using computers. Conversely, statistics for the Monessen library suggest a somewhat less print-oriented, more technologically savvy group of patrons. The Dickinson figures are practically reversed. Only one in ten Monessen patrons (10.8%) was observed in the stacks, but more than two out of five (41.3%) were observed using computers. These two statistics for this pair of libraries probably reflect real differences between them. Those differences may be explained by any of a variety of factors (e.g., the size of the library's print collection, the number of library computers, the distribution of patrons by age and educational attainment), but they are probably meaningful ones.

That said, consider the total percentages for all four BCI libraries. Clearly, the extreme values reported by Dickinson and Monessen influenced the middling percentages (28.1% for in the stacks, 20.0% for using computers) for all BCI libraries. The fact is that those total percentages are not very characteristic of any one library. They are the result of the amalgamation of data for a small number of very different libraries. Thus, in such a situation, library managers would be well-advised to focus their attention on the statistics of their own libraries and, perhaps, comparative statistics for selected other individual libraries; but, if a hoped-for peer group turns out to be too small or too diverse, summary statistics for that group will make poor benchmarks.

Table 7. Observed Patron Activities for Selected Business/Career Libraries, 2001

Percent of Patrons Observed by Library			
Observed Activity	Dickinson, ND (n=3,892)	Monessen, PA (n=1,310)	Total (n=9,182)
At service desk	12.8	10.9	9.4
Attending event	1.1	3.1	16.5
In stacks	48.2	10.8	28.1
Interacting with others	5.1	11.8	5.2
Reading/writing	15.7	11.1	15.2
Using computer	15.0	41.3	20.0
Viewing display	0.0	1.4	0.7
Viewing/listening to A/V	1.9	9.6	2.2
Other activities	0.3	0.0	2.7
Total	100.0	100.0	100.0

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

Library as a Place (Commons)

Six libraries collected and reported data on observed activities of over 7,000 patrons (7,061) for the Library as a Place (Commons) service response (SR). While analyses were not conducted for most SRs with such small numbers of libraries and patron observations, this one will be utilized to provide several exaggerated examples of the hazards of summarizing and comparing data for small groups of libraries.

What do the dramatic variations in percentages for most Commons activities say about meaningful differences among these libraries? Do they reflect circumstances that demand the attention of library managers and decision-makers, or do they merely indicate the inevitable limitations of dealing with data for small groups of libraries and, in some cases, small numbers of observations?

Table 8. Observed Patron Activities for Selected Commons Libraries, 2001

Percent of Patrons Observed by Library				
Observed Activity	Albany, NY (N=393)	Erie, PA (N=1,127)	Big Lake, TX (N=1,350)	Total (N=7,061)
At service desk	0.0	3.8	27.3	14.4
Attending event	0.0	63.2	5.0	13.0
In stacks	36.6	0.0	34.1	22.7
Interacting with others	19.9	3.8	1.2	7.3
Reading/writing	18.1	20.1	18.5	16.0
Using computer	21.6	0.0	10.0	18.1
Viewing display	2.8	5.2	3.2	2.7
Viewing/listening to A/V	1.0	0.0	0.0	0.6
Other activities	0.0	3.9	0.8	5.3
Total	100.0	100.0	100.0	100.0

Across Commons libraries, 14.4 percent of patrons were observed at service desks, but individual library figures for this activity ranged from zero for Albany, NY, to 27.3 percent for Big Lake, TX. (See Table 8.) Does the zero for Albany mean that service desks are inadequately staffed, or that staff are busy away from those desks, seeking out patrons who appear to need assistance? The latter might explain why Albany reported 19.9 percent of patrons interacting with others, more than double the group average (7.3%). Or do Albany's zeroes for "at service desk" and "attending event" imply that, while someone recorded these observations, a lone service desk went unstaffed and there was nobody available to host a library event?

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

Similarly, 13 percent of all Commons patrons were observed attending events, but individual library reports ranged from zero for Albany, NY, to 63.2 percent for Erie, PA. Apparently, observations of patron activities in Erie were made during exceptionally popular programs—so popular that they literally emptied the stacks and drew most people away from service desks and computers. Notably, other activities for Erie were not nearly so far off the group averages.

These two extreme examples demonstrate quite graphically the dilemmas faced when a small group of libraries attempts to collect comparable data. The smaller the group, the more statistics are influenced by local circumstances, such as staffing levels and programming schedules. Albany's two zeroes may illustrate the Hawthorne effect—a pollution of its data on patron activities by the act of studying those activities.

General Information

The 20 public libraries for which the General Information (GI) service response (SR) was studied comprised the largest single group for any service response. Because this SR was the most broadly defined, those libraries generated the largest numbers of patron observations. The total number of patrons observed by all GI libraries reached almost 24,000 (23,891, to be precise). Indeed, six GI libraries observed more than 1,500 patrons each. It is no coincidence that, generally, this number of libraries and this number of observations resulted in the most modest variations among libraries—with a few noteworthy exceptions.

The results for this SR call special attention to one observed activity—attending an event—that proved to be problematic. (See Table 9.) While event attendance was identified by most key informants as an important activity to be observed, it is a different type of activity than the others. All of the other activities occur on an ongoing basis. Library events—such as story times, author lectures, and reading/discussion groups—are scheduled to occur at specific times and for finite periods. The qualitatively different nature of this activity made it inevitable that the frequency of its observation from library to library would run a great range, leading to dramatic discrepancies between some individual library values and the group average. For example, while event attendance for all GI libraries was eight percent, local reports ranged from less than one percent (0.6%) of Mesa Public Library's patrons to more than one-fifth (21.4%) of Altoona Public Library's patrons.

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

Table 9. Observed Patron Activities for Selected General Information Libraries, 2001

Observed Activity	Percent of Patrons Observed by Library						
	Mesa, AZ (N=2,177)	Sunnyside, CA (N=1,544)	Multnomah Central (N=3,103)	Altoona, PA (N=1,593)	Kitsap, WA (N=1,787)	Hurst, TX (N=2,588)	Total (N=23,891)
At service desk	7.7	29.7	11.8	15.9	9.7	24.8	13.6
Attending event	0.6	5.1	0.9	21.4	0.7	14.3	8.0
In stacks	24.6	16.5	21.3	20.6	15.3	18.9	20.4
Interacting with others	3.9	5.1	3.1	8.6	5.0	6.3	6.4
Reading/writing	26.8	10.2	18.2	14.6	20.6	17.2	17.8
Using computer	31.8	33.4	30.9	12.4	43.9	15.4	26.8
Viewing display	1.0	0.0	0.4	1.6	1.5	2.1	1.7
Viewing/listening to A/V	0.0	0.0	0.0	0.6	0.1	0.3	1.2
Other activities	3.6	0.0	13.4	4.2	3.3	0.8	4.1
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

The only other local-to-local or local-to-group discrepancies rivaling these concern patrons observed using library computers. Across all GI libraries, more than one-quarter (26.8%) of patrons were observed using computers, but some participating libraries reported only about half that (12.4% for Altoona, PA; 15.4% for Hurst, TX) and one library exceeded the group percentage by over 60 percent (43.9% for Kitsap, WA, v. 26.8% overall). While the range for the local extremes on computer use exceeds the local range for attending events, both of the former extremes are closer to their group value (12.4% for Altoona, PA; 26.8% for all GI libraries; 43.9% for Kitsap, WA). It seems likelier that the differences from library to library for using computers are a result of real differences between libraries than mere statistical anomalies. Perhaps the smaller percentages for Altoona, PA, and Hurst, TX, and the larger percentage for Kitsap, WA are explained by levels of education and income in those communities or the relative availability of public access computers in those libraries.

Apart from these anomalies, the limited variation displayed by GI libraries for the other observed activities testifies to the importance of collecting such data for a reasonably large number of patrons (in this case, more than 1,500) and as part of a reasonably large group of libraries sharing a similar focus (in this case, 20 libraries focusing on the General Information SR).

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

Information Literacy

No attempt was made to analyze Information Literacy (IL) activities by individual library. While seven libraries collected and reported data for this service response (SR), only three of them reported 1,000 observations or more. The remaining libraries reported fewer than 1,000 observations each (ranging from 817 for Moreau to as few as 233 for Nazareth, PA).

Local History & Genealogy

Eight libraries collected and reported data for the Local History and Genealogy (LHG) service response (SR), but the total number of patrons observed was less than 8,000 (7,719). As a result, LHG libraries generated results similar to those for Commons libraries. LHG libraries also demonstrated additional issues that must be confronted when collecting data on patron activities via unobtrusive observation.

Similar to Albany, NY, La Fayette, GA, reported a near zero (0.8%) for patrons observed at a service desk and an actual zero for those attending events. (See Table 10.) Conversely, on event attendance, Boulder, CO, reported a stratospheric 78.5 percent. This is just another example of the sort of extremes that were discussed for Business and Career Information and Commons libraries.

What is different in this case is the domination of this group's patron observations by a single library, Round Rock, TX. That library alone accounts for almost half of total group observations. Clearly, such data would be more informative if participating libraries were more equally represented in the results. It is worth noticing that sometimes disparate figures reported by Birmingham, Boulder, and La Fayette have very little impact on the total group percentages. Because the samples for these libraries are so small, they may or may not represent well typical patterns of patron activity in those libraries. Certainly, taken on their own, Round Rock's statistics will be of far greater value than those of the other participating libraries. With such a large sample of observations, the likelihood of Round Rock's statistics reflecting reality is much greater.

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

Table 10. Observed Patron Activities for Selected Local History & Genealogy Libraries by Service Response, 2001

Observed Activity	Percent of Patrons Observed by Library				
	Birming- ham, AL (N=435)	Boulder, CO (N=1,803)	Lafayette, GA (N=121)	Round Rock, TX (N=3,649)	Total (N=7,719)
At service desk	15.6	2.9	0.8	9.0	7.5
Attending event	24.6	78.5	0.0	43.6	40.8
In stacks	9.7	1.5	12.4	14.0	11.7
Interacting with others	20.9	2.1	24.0	5.5	7.0
Reading/writing	13.6	3.3	36.4	8.7	9.6
Using computer	15.6	1.3	9.9	14.8	14.7
Viewing display	0.0	1.4	1.7	1.8	2.5
Viewing/listening to A/V	0.0	0.4	4.1	0.0	2.8
Other activity	0.0	8.7	10.7	2.6	3.5
Total	100.0	100.0	100.0	100.0	100.0

Observed Activities by Location

Because some participants in Counting on Results (CoR) wished to study more than one service response (SR) at a time, the first data item collected for each patron observation was its location. Data collectors could choose from 14 locations—areas or rooms found in most libraries (or, at least, most libraries providing certain services).

Overall Patterns

Though the intended utility of the location field was for libraries studying more than one SR, an examination of patron activities by library location discloses some interesting patterns. Some of these patterns confirm assumptions, but others question what we think we know about user behavior: (See Table 9.)

A-V Area

Patrons who use audio-video materials are observed most frequently in the stacks (61.7%), followed distantly by using computers. (See Table 11.) Notably, only eight percent of these users were observed viewing or listening to a-v materials in the library. Most a-v users visit the library to borrow these materials for use elsewhere. At any given time, as many as one in five (18.8%) are observed using computers. That suggests that they are likely using the library's online catalog to locate a-v materials of interest. In the outcome measurement phase of this project, many respondents indicated that they rely on audio books when commuting and videotapes to entertain and educate their children.

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

Table 11. Observed Patron Activities by Library Location

Location (Area or Room)	Percent of Patrons by Activity										Total
	At service desk	Attending event	In stacks	Interacting with others	Reading or writing	Using computer	Viewing display	Viewing/ listening to AV	Viewing display	Other activities	
Audio-Video	4.7	0.0	61.7	1.9	1.0	18.8	3.5	8.0	3.5	0.5	100.0
Basic Literacy	13.3	18.4	18.4	24.4	11.5	11.9	1.6	0.0	1.6	0.6	100.0
Business/Career	2.3	46.7	0.0	1.9	15.8	14.1	0.2	12.4	0.2	6.6	100.0
Children's	4.5	14.1	37.3	13.5	11.5	15.6	0.6	0.4	0.6	2.4	100.0
Commons	17.6	32.5	1.3	7.4	7.6	24.0	2.3	0.3	2.3	7.0	100.0
Community Info.	7.9	1.9	6.4	8.8	43.5	2.0	19.1	0.0	19.1	10.5	100.0
Current Topics	1.4	0.0	72.1	2.5	4.2	9.2	10.1	0.0	10.1	0.4	100.0
General Library	21.7	14.5	10.7	4.7	15.7	26.2	1.2	1.2	1.2	4.2	100.0
Homework Center	1.2	2.6	1.1	7.1	13.2	73.4	0.0	0.0	0.0	1.1	100.0
History/Genealogy	5.9	13.7	14.9	9.3	22.6	3.2	4.7	23.0	4.7	2.7	100.0
Periodicals Room	0.6	0.0	7.8	7.0	75.3	3.8	0.9	0.3	0.9	4.3	100.0
Reading Room	33.4	4.2	2.6	3.2	41.2	15.0	0.0	0.1	0.0	0.4	100.0
Reference	12.0	0.5	8.9	3.0	15.3	58.5	0.1	0.4	0.1	1.2	100.0
Stacks	0.5	0.0	85.7	2.8	7.7	1.4	0.9	0.0	0.9	0.9	100.0
Total	12.4	15.1	20.9	6.4	15.8	21.9	1.7	2.2	1.7	3.7	100.0

Basic Literacy Area

Basic Literacy patrons are most often observed interacting with others (24.4%). A key activity for this service response (SR) is one-to-one tutoring; this is predictable. What may be more surprising is that interacting with others is most likely to happen in the context of this SR. The children's area—where story times occur and children read or play together—placed second (13.5%), and Local History and Genealogy—where adult programming is often popular—a distant third (9.3%).

Business/Career Area

Somewhat curiously, patrons in Business/Career areas were most frequently observed attending events (46.7%). That may be an unexpectedly strong showing for that activity, due to when programs were scheduled and when observations were made. But, it may indicate that libraries focusing on BCI service are more likely to schedule programs and other events of interest to this clientele.

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

Children's Area

Those observed in children's areas were most likely found in the stacks (37.3%). That statistic probably reflects the fact that most children are brought to the library to select leisure reading or school-related materials to be checked out for home use.

Commons Area

Of course, patrons in Commons areas (e.g., the lobby, meeting rooms, galleries) were often spotted while attending events. Visiting a public library to attend an event is practically a definition of the Commons (or Library as a Place) role.

Community Information Area

In Community Information areas, reading or writing (43.5%) and viewing displays (19.1%) were the most frequently observed patron activities. Both findings make intuitive sense. Such patrons are likely to need to consult on-site records maintained by and housed at the library and not available for check-out. Patrons in these areas are also likeliest to find relevant information in a library display or exhibit.

Current Topics Area

Patrons observed in Current Topics areas (e.g., shelves of new books or the latest periodicals) are most often observed in the stacks (72.1%), and, sometimes, viewing displays (19.1%). When a library has a special area set aside to showcase new additions to its collection, it would be expected that those interested in current topics would be attracted to it. Similarly, library displays might further highlight such acquisitions.

Homework Centers

A sign of the times—though still a dramatically surprising one—is that three out of four patrons in homework centers (73.4%) are observed using computers. Much is being written of the so-called “digital generation” that this statistic confirms emphatically. It is surprising that only one in eight homework center users (13.2%) is observed reading or writing. With the exception of patrons observed in book stacks and periodical areas, it is also surprising that those observed in homework centers are the least likely to be observed at service desks (1.2%).

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

Local History/Genealogy Area

Patrons in Local History/Genealogy areas are involved in a variety of activities, but none more than utilizing a-v materials (23.0%). In these areas, that almost certainly reflects the use of records available only in microform (e.g., Census reports; vital statistics; newspaper accounts of births, marriages, and deaths).

Reading Room

Reading rooms are the most likely place to observe patrons reading or writing (41.2%) and at service desks (33.4%). These statistics confirm the value of the library collection and the important role of the librarian as a reader's advisor.

Reference Area

Computer users (58.5%) dominate Reference areas. With the increasing expansion of access to authoritative licensed databases via public libraries, patrons are turning more and more to these resources for complete, timely, and accurate data on myriad topics. While the usage patterns revealed by examining patron activities by location are occasionally intriguing, for the most part, they are not especially surprising. More pointedly, even when the results are unexpected, they do not suggest immediately taking any particular course of action—though they might.

Observed Activities Results by Age Group

An examination of the overall results for observed activities by age group reveals some interesting differences among those groups. The only activity for which there are not notable differences among age groups is going to a service desk. For all participating libraries, 12 percent of patrons of all ages were observed at service desks. For specific age groups, that figure ran a very narrow range from 11 percent each for pre-schoolers and seniors to 14 percent for children from kindergarten to eighth grade. Every age group is exceptional for at least one activity. (See Table 12.)

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

Table 12. Observed Patron Activities for Selected General Information Libraries, 2001

Observed Activity	Percent of Patrons Observed by Age Group					
	Pre-schoolers (n=3,817)	Kindergarten- 8 th grade (n=6,372)	Young adults (n=4,464)	Adults (n=22,875)	Seniors (n=4,580)	Total (n=42,108)
At service desk	11	14	13	12	11	12
Attending event	41	14	1	13	16	15
In stacks	19	28	18	21	22	22
Interacting with others	9	8	9	5	5	6
Reading/writing	6	13	16	17	22	16
Using computer	7	18	35	24	13	22
Viewing display	1	1	1	2	3	2
Viewing/listening to A/V	1	1	2	1	4	2
Other activities	4	3	5	3	4	4
Total	100	100	100	100	100	100

Attending Events

While one in seven patrons (15%) was observed attending events, more than two out of five pre-schoolers (41%) and only one in a hundred (1%) young adults were included in that group. As story times are the most widely and frequently offered type of library program, the high participation rate in library events by pre-schoolers is little surprise. It is, however, somewhat disappointing to report that library programs would appear to be anathema to "tweens" (pre-teens) and teens.

In Stacks

Overall and for most age groups, approximately one-fifth of patrons were observed in the stacks. The exception is youngsters from kindergarten through eighth grade. More than one-quarter (28%) of them were observed in the stacks. This statistics suggests that when elementary and middle school children are at the library, their priority is selecting books and other materials to check out and read or use elsewhere.

Interacting with Others

Younger patrons, from preschoolers to young adults, were twice as likely to be observed interacting with others (8-9%) as adults and seniors (5%). While overall observations of

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

social interaction at the library are relatively rare (6%), it is predictable that younger patrons would be less timid about engaging in activities that violate the peace and quiet most adults, especially seniors, associate with the public library.

Reading/Writing

Generally, one-sixth of patrons (16%) were observed reading or writing. The exception was pre-schoolers; only one in 17 (6%) of them was observed in this activity. Very young children are often brought to the library specifically to attend a story time or similar event and to select books and other materials to check out. Compared with other age groups, they are more likely to do their reading at home, perhaps especially when a parent, older sibling, grandparent, or other caregiver is available to read with them. The quintessential example, of course, is the bedtime story.

Using Computer

Percentages of patrons observed using computers follow a predictable curvilinear pattern by age group. Only seven percent of pre-schoolers were observed using computers. This activity peaks at more than a third (35%) of young adults, then declines to one in eight (13%) seniors. The infrequency with which pre-schoolers were observed at library computers may be a consequence of library policies regarding patron access to the Internet. That more than one-third of young adults were found at computers by staff observers is no surprise. Teenagers and their younger siblings were born into the digital age, unlike their parents and grandparents, whose age groups are still evidently less inclined by degrees (24% and 13%, respectively) to use them.

Viewing Display

While only one patron in 50 (2%) was observed viewing a library display or exhibit, it is no great revelation that adults are twice as likely as younger people to slow down long enough to view an exhibit (2% v. 1%). Seniors are three times as likely as youngsters to give any attention to library exhibits (3% v. 1%). Almost certainly, that is because they have the time to give; it may also be that they tend to delve into subjects in greater depth and, thus, may value the additional detail to which an exhibit might lead them.

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

Viewing/Listening to A-V

One of the few genuine surprises in the results by age group concerns viewing or listening to audio-visual materials at the library. Though this activity has the same low overall incidence as display-viewing (2%), seniors (4%) are twice as likely as others to spend time at the library utilizing a-v materials. Perhaps seniors are less likely to own the equipment necessary to use the materials at home (e.g., VCRs, CD-ROM and audio cassette players). Or, it may be that they simply have more time and the inclination to use a-v materials at the library.

The summary and selected individual library results reported above provide examples of the variety of statistical patterns likely to be yielded by any analysis of a library's service outputs or its users' activities. Through numerous examples, these findings were utilized to demonstrate the value of asking several important questions when examining data, particularly comparative data for individual libraries and groups of libraries. Some of the questions that should be asked regard statistical technicalities:

- Is the quantity of data under study sufficient? Are there enough libraries in the comparison group and enough reports or observations per library for the data to be considered fairly representative? If the number of libraries is very small, dramatic differences between individual libraries may "wash out" into middling group trends.
- Are the statistics being examined biased by when data are being collected or by whom data are collected? Attending an event proved to be a highly problematic observed activity. Why? Because events happen at discrete times and for finite periods. All the other activities observed tend to occur on an ongoing basis (e.g., being at service desks, in the stacks, or at library computers; reading or writing). The evidence for several libraries suggests that, when an event is occurring, a substantial minority—if not the majority—of patrons tend to be attending it. If they are doing that, the numbers of patrons available to be observed in other activities is suppressed artificially. If one library collects data while events are happening and another does not, the results are difficult to compare. For that reason, event attendance probably should not be part of the observed activities data collection. In other cases, one had to wonder if patrons were not being observed at service desks or attending events because, in a given small library or

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

department, the only staff member on duty was collecting data! A certain degree of premeditation in data collection efforts is required to avoid the Hawthorne Effect (the dilemma of an object of study being altered by the act of studying it).

- How much of an observed difference is attributable to differences in the size of the populations being served? Since publication of *Output Measures for Public Libraries*, library managers have usually focused on per capita statistics. When outlet level data such as these are under study, how does one make a similar adjustment, in the absence of outlet level population data? One option illustrated above is calculating per visit statistics. If the outlet at which a patron registered as a borrower is known, per borrower statistics might be another option.

Answers to technical questions about the validity, reliability, and comparability of statistics can often lead to observed differences being disregarded as either meaningless or of unknown meaning. Answers to more substantive questions about statistical reports may help to identify issues that require attention:

- What questions are raised by observed differences between libraries or between one library and a group of carefully chosen peers? Might the differences found suggest a need for library managers to review the library's staffing patterns, collection development or access policy, program topics or schedules, on- or off-site services, facilities siting, or equipment needs? Perhaps so; perhaps not.
- Observed statistical differences might just as easily be interpreted as acceptable consequences of a particular library's community demographics, patron needs, or the library's chosen mission.
- It is also important to question the exact meaning of statistical observations. For several libraries, few or no patrons were observed at service desks. That fact might be interpreted in several ways. As mentioned above, it may simply be a consequence of the service desk being abandoned while someone was collecting the statistics in question. More substantively, however, there are two radically different possibilities: are service desks abandoned because the library either under-staffs them or does not train staff to be approachable? Or, are service desks unoccupied because public service staff are being pro-active—roaming the library in search of patrons who appear to need help and offering it?

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

When analyzing library data, it is important to remember to value the questions the numbers raise as well as the ones they answer. Meaningful statistics that answer pressing questions come at a price. Library management must make it a priority to collect high-quality statistics. Local managers who use data and local line staff who collect it must review and update the library's data collection activities regularly. Library managers and decision-makers must also examine and utilize their library's data frequently and thoughtfully. If all of these commitments are being met, it is more likely that library statistics will answer questions rather than raise them.

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

5 ■ Measuring User Outcomes

The outcome results are analyzed in three ways. First, total percentages and overall results are reported for all respondents from all libraries (i.e., regardless of the library's response rate). Second, for libraries with 50 or more responses per service response (SR), notable results for individual libraries are presented. Lastly, differences in outcome results for key demographic groups are discussed. (See Appendix J.) Each of these analyses is illustrated by success stories reported by patrons. (See Appendix K.)

Overall Results

While the greatest value of outcome data is at the local level, some interesting patterns emerge when these data are examined together for all participating libraries. These relationships may illustrate larger patterns that might be discernible if one studied individual library results alone.

Basic Literacy

Notably, several seemingly related outcomes in the Basic Literacy SR had widely varying response percentages. (See Table 13.) For example, "became a citizen" at 42.0 percent was the most popular outcome, yet "prepared for the naturalization exam" was only indicated by 6.8 percent of respondents. In

addition, "read to a child or helped a child choose a book to read" was the second most frequent outcome, being chosen by over a third of respondents (35.8%). However, only one in ten respondents indicated that they "helped a child do homework or improve grades" (10.5%). The likeliest explanations for the reported frequency of these related outcomes are their relative specificity and the likelihood of the library being the site of the activity.

"My children love to read and I could not have accomplished this without my public library. Our read alouds, history books and readers all come from the library. Now my 8 year old's dream is to become a librarian someday – she has such a love for books!"

*Grand Prairie PL
Hazel Crest, IL*

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

Table 13. Basic Literacy Outcomes: All Respondents, 2001

Outcomes	As a Percentage of Total Respondents
1) Improved reading/writing/math	9.9
2) Prepared for GED	6.2
3) Passed the GED	4.9
4) Prepared for the naturalization exam	6.8
5) Became a citizen	42.0
6) Read to a child or helped a child choose a book	35.8
7) Helped a child do homework or improve grades	10.5
8) Applied for a job	13.6
9) Got a job/better job/raise in pay	8.6
10) Managing personal finances better	27.2
11) Info about bus, car, education, jobs, money, etc	25.3
12) Participated in a community activity	27.2
13) Wrote a letter/postcard/e-mail	28.4

Approximately one in four respondents chose each of four diverse outcomes:

- "wrote a letter, postcard or e-mail message to someone" (28.4%),
- "managing personal finances better" (27.2%),
- "participated in a community activity" (27.2%), and
- "learned something I needed to know about using bus, buying car, education, health care, jobs, handling money, insurance, or child care" (25.3%).

The most basic of literacy outcomes, "improved my reading, writing, or math skills," was chosen by only 9.9 percent of Basic Literacy respondents. Possible explanations of this infrequent response include the relatively high level of educational attainment of most library users, the availability of such services from other community organizations, and the possibility that, in the rush to develop users' skills with new electronic media, libraries may be losing sight of the value of promoting basic literacy skills—reading, writing, and arithmetic—among their users.

"Coming to [the] library has helped me meet many new people and to find playmates for my children. As a new immigrant to the U.S., I've been able to feel more comfortable because of the help of the library staff."

*Grand Prairie PL
Hazel Crest, IL*

The outcomes related to GED testing were the least often indicated.

- Approximately one in fifteen chose, "prepared for GED test" (6.2%).
- Less than one in twenty indicated they had "passed the GED test" (4.9%) as a result of visiting the library.

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

These low figures may reflect the fact that a high percentage of library users are traditional students or high school graduates and that the vast majority of GED preparation centers are neither in libraries nor work closely with them.

Business and Career Information

Curiously, none of the outcomes offered for the Business and Career Information (BCI) service response (SR) was selected by much more than a third of the respondents for this SR. (See Table 14.) The most general BCI outcome, "explored new business options, started or developed a business" was selected by only 35.5 percent of respondents. This outcome included topics such as market research, financing, home business, self-employment, regulatory information, and zoning.

Other relatively popular outcomes were:

- "developed job-related skills [résumé-writing, interviewing, computer, or sales skills] (30.6%),
- "explored jobs or careers, or determined necessary education or training" (27.7%), and
- "made better investment or retirement decisions" (26.0%).

"I was able to meet with representatives from SBA and SCORE. I was given access to several SCORE people in my field via e-mail and given a wealth of information by the reference librarian. From this information we were able to expand our customer base."

Mesa PL
Mesa, AZ

Of the remaining BCI outcomes, none were selected by one respondent in five. Perhaps reflecting the prosperity of the economy in recent years, the lowest percentage for any outcome in this study is "closed a business [sale, merger, bankruptcy]" (2.5%).

Table 14. Business and Career Information Outcomes: All Respondents, 2001

Outcomes	As a Percentage of Total Respondents
1) Explored/started/developed a business	35.5
2) Dealt with a personnel issue	13.6
3) Closed a business	2.5
4) Explored job/career or determined necessary education/training	27.7
5) Developed job-related skills	30.6
6) Learned how to advance in job/career	14.9
7) Made career changes or relocated	5.8
8) Made better investment or retirement decisions	26.0

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

Library as a Place (Commons)

According to the respondents for this SR, libraries continue to be used in very traditional ways—to find library materials and to have a quiet place to enjoy them. (See Table 15.)

- Two-thirds (66.6%) of respondents indicated that they “learned about new books, videos, music, etc.” as an outcome after visiting the library.
- Three in five (59.4%) said they “had a quiet comfortable place to think, read, write, or study.”

These are two of the highest outcome percentages in the entire study, second only to “read for pleasure” in the General Information SR (74.0%).

Table 15. Library as a Place (Commons) Outcomes: All Respondents, 2001

Outcome	As a Percentage of Total Respondents
1) Met a friend/co-worker	29.9
2) Made a new friend	20.2
3) Learned about new books, videos, or music	66.6
4) Completed or made progress on school work	26.1
5) Learned about or was referred to another community organization	15.4
6) Quiet place to think, read, write, or study	59.4
7) Took a break at library café or coffee shop	13.4
8) Enjoyed a lecture, concert, film, or other public event	26.3
9) Attended or participated in a public meeting	17.0
10) Visited library-sponsored chat room on the Web	4.8

Within the Library as a Place SR, there is a cluster of outcomes, each of which received a response of about 25 percent. These outcomes include:

- “met a friend/co-worker” (29.9%),
- “enjoyed a lecture, concert, film or other public event” (26.3%),
- “completed or made progress on school work” (26.1%), and
- “made a new friend” (20.2%).

The results indicate that at least one in four respondents use the library as a place for socializing or to do school work.

While networked access to electronic resources is having a tremendous impact, libraries continue to be important as gathering places. Traditional circulation

“I have very much enjoyed the multitude of CD’s – a great variety. I use the word processor constantly and check my e-mail weekly. Going to the library is a great family activity. We go as a family at least once a week – often more.”

NW Reno PL
Reno, NV

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

statistics are neither designed nor intended to measure this type of use. Ways in which patrons utilize libraries as public spaces include: students needing a place to study, friends meeting at the library for convenience, and pedestrians getting out of inclement weather. This study's results for the Library as a Place SR confirm that library facilities play many important roles, only one of which is providing a place for Internet access (see Information Literacy).

The least popular SR was "visited a library-sponsored chat room on the Web" (4.8%), which may say more about the prevalence of library-sponsored chat rooms than their popularity with patrons. The issue is further complicated by the controversy of libraries providing public access to chat rooms, especially to children and to adults who may be predators. Thus, library policies regarding the suitability of utilizing library computers to engage in virtual chat may have served to depress this response.

General Information

General Information (GI) had the greatest number of volunteer libraries participating (25), as well as the largest number of individual respondents (3,353). In addition, GI outcomes were the most popular, including the highest percentage of respondents for a single outcome. Indeed, the least popular GI outcome was more frequently reported than the least popular outcomes for other SRs. These trends indicate that not only does this SR apply to the greatest number of libraries, it is also the most relevant to the largest number of library patrons. (See Table 16.)

It should come as no surprise to library professionals, or for that matter to library users, that leisure reading is the most widely cited outcome in this study. By more than 7 percentage points, "read for pleasure" (74.0%) was the outcome chosen by the greatest percentage of respondents in any SR. In addition, because General Information had the most participants, "read for pleasure" also had by far the largest number of respondents indicating it (2,482). This finding may challenge the belief of many working in the public library sector that libraries are in the information business rather than the book business. However, the numbers indicate that a large proportion of library users continue to use the library primarily, if not exclusively, as a source of leisure reading.

"I read for the pure pleasure of it."

*Senior reader
St. Martin Parish PL
St. Martinville, LA*

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

Table 16. General Information Outcomes: All Respondents, 2001

Outcomes	As a Percentage of Total Respondents
1) Read for pleasure	74.0
2) Obtained a specific fact or document	41.8
3) Learned more about a skill, hobby, or other personal interest	55.9
4) Identified or contacted an organization	15.6
5) Found information for school, work, or a community group	46.2
6) Shared a cultural experience or exchanged info w/ others	19.4
7) Learned more about a legal, social, or political issue	23.8
8) Met new people with whom I share common interests	22.0

For the Counting on Results project, the General Information service response (SR) explicitly absorbed two others, Current Topics and Titles and Lifelong Learning. In addition, key informant interviews further indicated that, in the minds of many library managers, Lifelong Learning subsumed, in whole or in part, Community Referral, Consumer Information, and Formal Learning Support. This amalgamation of conceptually distinct but practicably indistinguishable SRs is reflected in some of the other popular GI outcomes:

- Over half of GI respondents (55.9%) “learned more about a skill, hobby, or other personal interest.” This outcome—one at the core of the Lifelong Learning idea—encompassed the acquisition of information on such diverse topics as how-to/consumer information, cooking, car repair, genealogy, and personal finance.
- More than two out of five respondents (46.2%) indicated they “found information needed for school, work, or a community group.” In addition to Lifelong Learning, this outcome reflects the importance of the public library’s role in Formal Education Support.
- A similar proportion of respondents (41.8%) obtained “a specific fact or document I was interested in.” Such information might have included a name, address, date, statistic, law, or regulation. This type of ready reference service is central to the original conception of the General Information SR.

The high response rates for these GI outcomes indicate that library users are finding information they need, whether it was to be used to pursue a personal interest, to complete a school- or work-related assignment, or to fulfill an obligation to a community organization. It is encouraging for the

“This morning at 6 am, my 3 year old son started asking me questions about bats. When I couldn’t answer his question, he said we needed to go to the library to get a bat book. Wesley and I shared two hours together at our library exploring the world of bats.”

*Bruton ML
Plant City, FL*

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

profession to note that libraries appear to be meeting many different types of information needs.

The least popular outcome for this SR was more frequently reported than the least popular outcomes for the other SRs. One in six GI respondents (15.6%) "identified or contacted an organization." These organizations included schools, social clubs, museums, historical societies, political parties, and other special interest groups. Thus, this outcome came closest to reflecting the Community Referral SR.

Information Literacy

The list of outcomes for the Information Literacy (IL) SR was divided in two distinct sections. (See Table 17.) The first section starts with the statement, "found what I was looking for..." and filled in the blank with one to five possible outcomes. The second section starts with the statement, "learned how to..." and filled in the blank with one to seven outcomes.

Table 17. Information Literacy Outcomes (Part 1): All Respondents, 2001

Outcomes	As a Percentage of Total Respondents
Found what I was looking for...	
1) using the library catalogue	49.4
2) searching the World Wide Web	43.3
3) using databases	20.7
4) using reference books	27.9
5) because librarian helped me	51.1

The top three responses for the Information Literacy (IL) SR were in the "found what I was looking for" section and were selected by approximately half of the respondents. (See Table 17.)

- Over half of IL respondents (51.1%) reported finding what they needed "because a librarian helped me."
- A similar proportion (49.4%) indicated locating a needed item "using the library catalog" (49.4%).
- Two out of five IL respondents (43.3%) located needed information by "searching the World Wide Web."

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

Table 18. Information Literacy Outcomes (Part 2): All Respondents, 2001

Outcomes	As a Percentage of Total Respondents
Learned how to...	
6) use the library catalogue	23.2
7) ask a library staff member for help	34.3
8) use a computer	24.1
9) use standard software products	11.2
10) use e-mail, electronic mailing lists, or chat rooms	14.6
11) evaluate the quality of information on the Web	13.1
12) create a Web site	4.8

One-third of respondents indicated that they “learned how to ask a library staff member for help” (34.3%). Coupled with the above-mentioned outcome, “because a librarian helped me,” this outcome supports the role librarians and staff play in helping patrons find information and resources. So in spite of the hype that electronic resources are replacing people, librarians and other library staff continue to be an important resource at public libraries. In fact, because they are exceptionally information literate, librarians are a key link to all resources, including e-resources, which they help patrons to use better.

“Used the library catalog, and searched the web, but couldn’t find a short story that I remembered as a child. The librarian helped find the story by using her resources. I was absolutely delighted.”

*Moreau ML
Buda, TX*

Approximately one in four respondents said that they “learned how to use a computer” (24.1%) or “learned how to use the library catalog” (23.2%). However, books are holding their own with e-resources. Almost 28 percent (27.9%) of participants “found what I was looking for using reference books,” while 20.7 percent said, “found what I was looking for using databases.” (See Table 18.)

The least popular outcomes for this SR are both computer-related ones not typically associated with the library. “Learned how to use standard software products [word processing, spreadsheet]” (11.2%) and the rarely cited, “learned how to create a Web site” (4.8%) were the least often indicated by IL respondents.

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

Local History and Genealogy

Predictably, “made progress researching family history” was indicated by over half of the Local History & Genealogy (LHG) respondents (52.7%) and was thus the most popular LHG outcome. (See Table 19.) This was followed closely by “identified new source of information to search”(49.9%). Other frequently reported outcomes included:

- Two in five respondents “obtained a document or record [photo, will, land record, map]” (42.0%).
- Similarly, over one-third of respondents “shared data with others in person, in print, or online” (34.8%).

“Using the genealogy dept.’s newspaper collection and indexes, I helped a friend locate an obituary for her uncle’s long-lost mother, from whom he was separated at an early age. He had not known anything of her whereabouts, her last married name, or her other children. Within a couple of days, he spoke with a sister he hadn’t known existed.”

*Denver – Central Branch
Denver, CO*

Table 19. Local History & Genealogy Outcomes: All Respondents, 2001

Outcomes	As a Percentage of Total Respondents
1) Learned how to use genealogical databases	21.5
2) Made progress researching family history	52.7
3) Met or was reunited with a family member or friend	11.2
4) Learned about family medical history	4.1
5) Learned about cultural heritage	19.3
6) Shared data with others in person, in print, or online	34.8
7) Published family history	4.6
8) Identified new source of information to search	49.9
9) Met others interested in local history or genealogy	28.2
10) Did research for a school project	13.6
11) Worked on historic preservation, renovation, or real estate	14.2
12) Learned about my community/local history	30.0
13) Obtained a document or record	42.0

These results indicate that most genealogists who use public libraries are successful in their research, and that, through their use of public libraries, many of them are discovering and gaining access to new types of resources and documents that otherwise might not be available to them.

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

Other LHG outcomes were infrequently reported. With less than one in twenty selecting each, “published family history” (4.6%) and “learned about family medical history” (4.1%) had the lowest frequency of any LHG outcomes. The low response rate for the family medical history outcome is probably explained by the absence of personal medical information from the collections of most public library genealogy departments and the readier availability of such information from family members, physicians, and hospitals.

Individual Library Results

While the patterns for all respondents in all participating libraries are interesting, a clearer picture of outcomes is revealed by focusing on data for individual libraries for which at least 50 completed user outcome surveys were received.

Basic Literacy

Only one library had more than 50 responses in the Basic Literacy SR, therefore individual library comparisons are not possible.

Business and Career Information

Only one library had more than 50 responses in the Basic Literacy SR, therefore individual library comparisons are not possible.

Library as a Place (Commons)

The percentages for the Library as a Place SR were fairly consistent from library to library with only a few noteworthy exceptions. (See Figure 1.) Responses to the outcome, “took a break at the library coffee shop or café” (13.0% total) varied from 34.0 percent in NW Reno to 4.9 percent in Council Bluffs. “Attended or participated in a public meeting” (17.9% total) had a low of 4.2 percent in Riverside and a high of 27.6 percent in Council Bluffs. These and other library-to-library differences in the Library as a Place SR may be accounted for by differences among the communities. In addition, the collections, services, programs, and facilities of individual libraries greatly influence the outcomes in this SR.

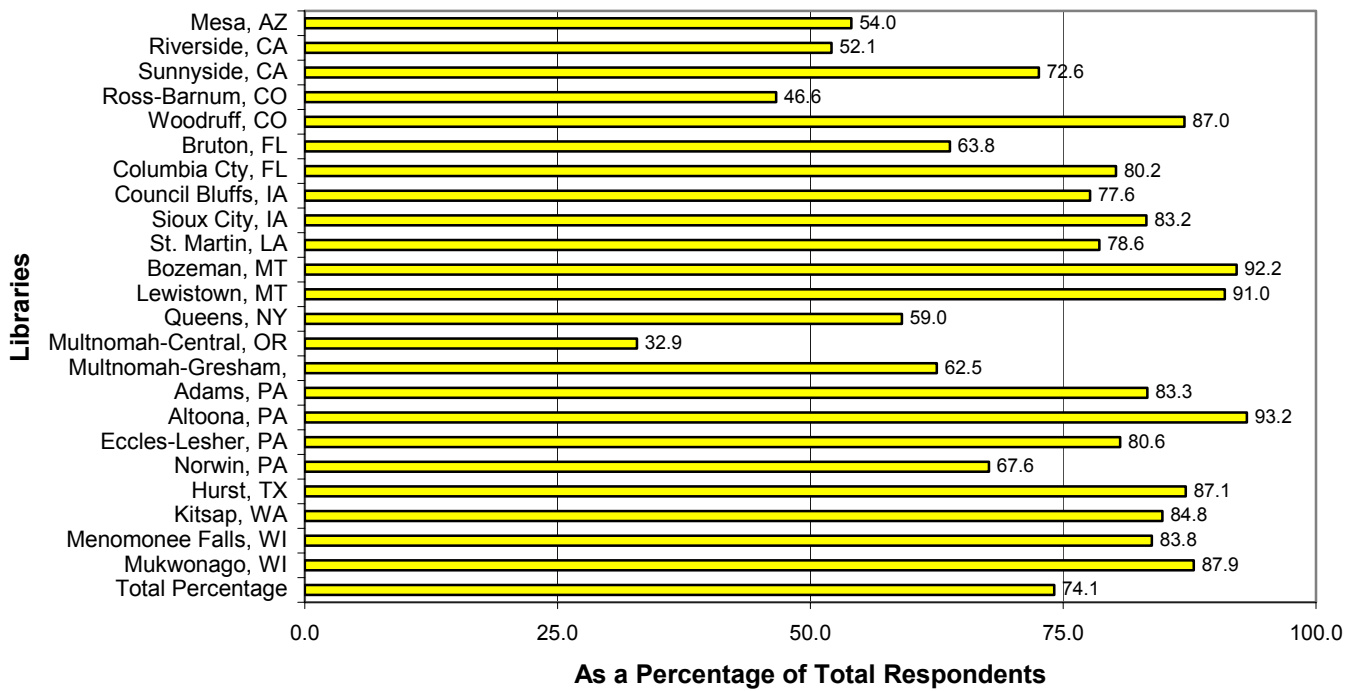


Figure 1. Read for Pleasure Outcome: Sites with 50 or More Respondents, 2001

General Information

The General Information service response (SR) was the most popular, involving 23 volunteer libraries and 3,336 completed surveys. For individual libraries as well as all respondents, General Information is the most popular SR. (See Table 20.)

Three out of four library users report that they “read for pleasure,” making that the most popular outcome for most libraries. However, there are notable exceptions, both lower and higher. Of Multnomah County (Central) respondents, less than a third (32.9%) choose this outcome. Denver’s Ross-Barnum had the next lowest percentage for this outcome at 46.6 percent.

At the other end of the spectrum, nine out of ten respondents for several libraries indicated they “read for pleasure,” including: Altoona (93.2%), Bozeman (92.2%), and Lewistown (91.0%). For more than half of the participating libraries (16 out of 23), this percentage fell between 70 and 90 percent.

“Being a ‘travel junkie’ I rely on this library’s many travel magazines and guidebooks to help plan my trips. This includes purchasing outdated travel guides for trips to Europe. The weekend travel sections of various U.S. city newspapers are also very helpful.”

*Mesa PI
Mesa, AZ*

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

Table 20. General Information Outcomes: Multnomah Central, 2001

Outcomes	Multnomah Central	Total
1) Read for pleasure	32.9	74.1
2) Obtained a specific fact or document	58.6	41.7
3) Learned more about a skill, hobby, or other personal interest	29.3	55.9
4) Identified or contacted an organization	15.7	15.5
5) Found information for school, work, or a community group	53.6	46.3
6) Shared a cultural experience or exchanged info w/ others	5.7	19.4
7) Learned more about a legal, social, or political issue	22.9	23.8
8) Met new people with whom I share common interests	4.3	22.1

More than half of GI respondents reported that they “learned more about a skill, hobby, or other personal interest,” making this the second most popular GI outcome. For most GI libraries (17 out of 23), the percentage of respondents marking this outcome was within 10 points of the total figure for all GI libraries, however, among individual libraries, there are also extremes for this outcome. Of Multnomah (Central) respondents, less than a third (29.3%) chose this outcome, but, of Kitsap respondents, more than three out of four (75.2%) chose it.

Only one out of six General Information (GI) respondents (15.8%) “identified or contacted an organization,” making that the least popular GI outcome. For most individual libraries, this percentage was under 20 percent with three notable exceptions. Of Queens respondents, almost a third (29.5%) chose this community referral outcome. About one in five respondents for Columbia County and Sioux City (22.5% and 20.0%, respectively) chose it.

“Being able to go and sit at the library for research and study allowed me to eventually go back to school and obtain a University of Oregon BA degree.”
*Multnomah – Central Branch
 Portland, OR*

Only one library consistently bucked the trend for all GI respondents. While almost three out of four GI respondents (74.1%) reported “read[ing] for pleasure,” less than a third of Multnomah (Central) respondents chose that outcome. Conversely, compared with all GI respondents, Multnomah library users were more likely to report that they had “obtained a specific fact or document” (58.6% v. 41.7%) and “found information for school, work, or a community group” (53.6% v. 46.3%). The contrasting results for Multnomah (Central) and all GI respondents indicate that this library is perhaps more focused on education and information than recreation.

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

Despite its apparent emphases on formal education support and general reference, this library nonetheless had notably low percentages of respondents selecting related Information Literacy outcomes. Only one out of eight Multnomah (Central) respondents “found what I was looking for using reference books” (12.4%) and “learned how to use the library catalogue” (13.4%). For all IL respondents, the percentages for those outcomes were twice as high. The data from this SR also suggests that this library fulfills significantly different roles than some of the other libraries in this survey. This particular library highlights one of the important findings of this study. Although library users generate many common and related outcomes, there are notable differences from one library to another. A service response is not a one-size-fits-all proposition, applying equally well to all libraries. Even for libraries focusing on the same service response, dramatic differences in services and user profiles may exist.

Information Literacy

Two libraries in the Information Literacy SR had eight of the twelve highest percentages reported for individual libraries in this SR. (See Table 21.) Orange County dominated the electronic responses with

- “searching the World Wide Web” (64.7%),
- “use e-mail, electronic mailing lists, or chat rooms (43.1%)”,
- “evaluate the quality of information on the Web” (27.5%), and
- “created a Web site” (15.7%).

In more traditional services, Nazareth led the other libraries with

- “using reference books” (38.5%),
- “because a librarian helped me” (56.9% - tie with Orange County),
- “use the library catalogue” (43.1%), and
- “ask a library staff member for help” (51.1%).

“We are visiting your lovely country, on our holiday. We come from Denmark and came here to send e-mail to our family. Since we had this Hotmail address, we at the same time received an important message, that we could answer right away.”

*Nazareth PL
Nazareth, PA*

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

Table 21. Information Literacy Outcomes: Orange County & Nazareth, 2001

Outcomes	Orange County	Nazareth	As a Percentage of Total Respondents
Found what I was looking for...			
1) using the library catalogue	35.3	43.1	49.0
2) searching the World Wide Web	64.7	42.0	43.1
3) using databases	27.5	13.2	20.3
4) using reference books	27.5	38.5	28.1
5) because librarian helped me	56.9	56.9	51.6
Learned how to...			
6) use the library catalogue	15.7	31.0	23.1
7) ask a library staff member for help	37.3	51.1	34.4
8) use a computer	37.3	20.7	24.7
9) use standard software products	23.5	5.7	10.9
10) use e-mail, electronic mailing lists, or chat rooms	43.1	9.2	14.9
11) evaluate the quality of information on the Web	27.5	15.5	13.2
12) create a Web site	15.7	4.6	5.0

Once again individual libraries are meeting their patrons' needs in significantly different ways. Each library is fulfilling a different role for its users, meeting their needs in unique and specific ways.

Local History and Genealogy

Participating libraries received remarkably consistent responses from their users regarding Local History and Genealogy outcomes. However, there are a few interesting differences which seem to illustrate the focus of individual library services in this arena. (See Table 22.)

For example, at Cherokee Regional, two out of three LHG users (66.7%) "made progress researching family history," while in Boulder, only one out of six LHG users (18.0%) reported that genealogy outcome. Conversely, though, Boulder had the highest percentages in three of the local history outcomes, including:

"We were happy to discover the home we just purchased had a historical photo so we are able to see the home's history. It is also helping us to restore the home to its original state."

*Boulder PL
Boulder, CO*

- "learned about cultural heritage" (26.0% v. 20.1% overall),
- "worked on historic preservation, renovation, or real estate" (32.0% v. 14.5% overall), and
- "learned about my community/local history" (60.0% v. 31.5% overall).

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

Table 22. Local History and Genealogy Outcomes: Boulder, 2001

Outcomes	Boulder	As a Percentage of Total Respondents
1) Learned how to use genealogical databases	15.0	22.5
2) Made progress researching family history	18.0	51.8
3) Met or was reunited with a family member or friend	7.0	11.2
4) Learned about family medical history	2.0	4.0
5) Learned about cultural heritage	26.0	20.1
6) Shared data with others in person, in print, or online	33.0	35.9
7) Published family history	5.0	4.9
8) Identified new source of information to search	47.0	48.4
9) Met others interested in local history or genealogy	28.0	28.6
10) Did research for a school project	22.0	15.0
11) Worked on historic preservation, renovation, or real estate	32.0	14.5
12) Learned about my community/local history	60.0	31.5
13) Obtained a document or record	47.0	44.0

The Boulder numbers suggest that local history is a significantly different activity, pursued by a different type of user, than genealogy. These differences in reported outcomes may also reflect that Boulder library's emphasis on local history. While the library also houses a genealogy collection, those materials are managed by the local genealogical society. The library merely provides space for the collection and its users.

Overall Results by Key Demographic Groups

Some of the most interesting findings of the CoR study concern differences in outcomes reported by various demographic groups. Frequently, differences in outcomes by gender, age, and education confirm long-held beliefs about library usage by members of selected groups. At other times, the findings were less predictable, shedding new light on the ends to which public libraries are utilized by various groups. Some of the statistically significant outcomes are highlighted below, followed by a detailed discussion of each demographic factor and its impact on outcomes.

Gender Differences in Outcomes

- Women were more likely to have "read for pleasure," or "made progress researching family history"

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

- Men were more likely to have “explored new business options, started or developed a business” or found what they were looking for “searching the World Wide Web”

Age Differences in Outcomes

- Seniors aged 60 and over were more apt to have “read for pleasure,” “enjoyed a lecture, concert, film or other public event,” or “learned how to use a computer”
- Respondents from 40 to 59 were most likely to have “learned about new books, videos, or music,” or “obtained a specific fact or document,”
- Adult respondents aged 25 to 39 were most likely to have “became a citizen,” or “explored new business options, started or developed a business”
- Younger respondents, 24 and under, were most apt to have “completed or made progress on school work,” or found what they were looking for “using reference books”

Education Difference in Outcomes

- College graduates were more likely to have “read for pleasure,” “enjoyed a lecture, concert, film, or other public event,” or “worked on historic preservation, renovation, or real estate”
- Respondents with less than a college education were more likely to have “explored jobs or careers, or determined necessary education or training,” “made progress researching family history,” or “learned how to ask a library staff member for help”

Results by Service Response & Demographic Group

Generally, differences in outcomes reported by different library user groups are interesting to observe. Additional insights may be obtained, however, by reviewing these differences by service response (SR).

Gender

Across all six service responses, there were statistically significant gender differences for about a third of CoR outcomes (21 out of 64). This is the lowest number of significant differences for the three types of demographic groups under study. Within the gender

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

demographic, Basic Literacy had the most significant outcome differences by gender (eight), followed by General Information (five). At the other end of the spectrum, Library as a Place and Business and Career Information each only had one significant gender-based outcome difference.

Basic Literacy

The Basic Literacy SR had eight outcomes for which there were statistically significant gender-based responses. (See Table 23.) By large margins, men more frequently than women “helped a child do homework or improve grades” (21.1% v. 7.0%) and “applied for a job” (26.3% v. 9.6%). In addition, men were almost twice as likely to have “wrote a letter, postcard or e-mail message to someone” (42.1% v. 24.3%) and “participated in a community activity” (39.5% v. 20.9%).

Table 23. Basic Literacy Outcomes by Gender, 2001

Outcomes	Responses	Gender		
		Female	Male	All
Prepared for GED	Percentage within Gender	2.6	10.5	4.6
Passed the GED	Percentage within Gender	0.9	15.8	4.6
Prepared for the naturalization exam	Percentage within Gender	2.6	13.2	5.2
Became a citizen	Percentage within Gender	50.4	26.3	44.4
Helped child do homework/improve grades	Percentage within Gender	7.0	21.1	10.5
Applied for a job	Percentage within Gender	9.6	26.3	13.7
Participated in a community activity	Percentage within Gender	20.9	39.5	25.5
Wrote a letter/postcard/e-mail	Percentage within Gender	24.3	42.1	28.8

Men “prepared for the GED” (10.5% v. 4.6%), “passed the GED” (15.8% v. 4.6%), and “prepared for the naturalization exam” (13.2% v. 5.2%) more than women. However, women were more likely to report that they “became a citizen” (50.4%)—almost twice as often as men (26.3%). It should be noted that although these are statistically significant differences in response rates between men and women, both the overall number of respondents for this service response and this outcome were low.

Business & Career Information

Only one outcome in the Business and Career Information SR was significantly different between men and women. (See Table 24.) Two in five men (44.7%), but fewer than one in three women (30.3%), “explored new business options, [or] started or developed a

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

business.” It is interesting to note that, according to the Census Bureau, by 1997, 26 percent of businesses were owned by women, compared with 55% owned by men. (Other ownership types included: equally-owned at 17 percent and public, foreign, and nonprofit at two percent).

Table 24. Business & Career Information Outcomes by Gender, 2001

Outcome	Responses	Gender		
		Female	Male	All
Explored new business options, started or developed a business	Percentage within Gender	30.3	44.7	35.4

Library as a Place (Commons)

For several service responses, men indicate that they use World Wide Web technologies more than women. (See Table 25.) For example, the Library as a Place SR had only one gender-based outcome difference—“visited library-sponsored chat room on the Web”—that was statistically significant. Although the number of respondents for this outcome was generally low, a notably higher proportion of males (8.6%) indicated this outcome than females (3.0%).

Table 25. Library as a Place (Commons) Outcomes by Gender, 2001

Outcome	Responses	Gender		
		Female	Male	All
Visited library-sponsored chat room on the Web	Percentage within Gender	3.0	8.6	4.8

Information Literacy

Similarly, in the Information Literacy SR over half of men (55.3%) indicated they found what they were looking for “searching the World Wide Web,” whereas a little over a third of women (37.4%) did so. (See Table 26.) Men learned how to “use e-mail, electronic mailing lists, or

“Believe free Internet access provided by library helps bridge ‘digital divide.’ Since I can’t afford computer or Internet access, I rely on the library’s computers. I have been able to locate and develop free Internet web pages for a nonprofit association.”

*Surfer dude
Moreau ML
Buda, TX*

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

chat rooms" (18.4%) and "evaluate the quality of information on the Web" (17.0%) more than women (11.8% and 11.1% respectively). This supports the common belief that men are more technology-oriented than women.

It also sheds light on the Basic Literacy SR, "wrote a letter, postcard or e-mail message to someone" being chosen by two out of five men (42.1%), but by only one in four women (24.3%). It is probable that the e-mail component of that outcome is the influencing factor in the response results, i.e., more men chose this outcome because they were using e-mail, not because they were writing a letter or postcard.

Table 26. Information Literacy Outcomes by Gender, 2001

Outcomes	Responses	Gender		
		Female	Male	All
Found what I was looking for...				
using the library catalogue	Percentage within Gender	57.1	36.9	50.0
searching the World Wide Web	Percentage within Gender	37.4	55.3	43.7
Learned how to...				
use e-mail, e-mailing lists, or chat rooms	Percentage within Gender	11.8	18.4	14.2
evaluate the quality of information on the Web	Percentage within Gender	11.1	17.0	13.1

Women, however, seek out tools to help them find library materials more often than men. In the Information Literacy SR, over half of women (57.1%) indicated that they found what they were looking for "using the library catalogue," but only about a third of men (36.9%) indicated this outcome.

General Information

In the General Information Service Response (SR), women (79.3% v. 63.1% for men) dominated the most popular outcome in the CoR study, "read for pleasure." (See Table 27.) Women also led in "found information for school, work, or a community group" (49.3% v. 40.3% for men) and "shared a cultural experience and/or exchanged information with others" (20.3% v. 17.3%). Men focused on facts and specific information, indicating significantly more often than women that they "obtained a specific fact or document" (45.5% v. 40.2% for women) and "learned more about a legal, social, or political issue" (29.9% v. 21.0%).

"Have used library references on auto repair with great success for years."

*Resourceful young man
Sunnyside RL
Fresno, CA*

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

Table 27. General Information Outcomes by Gender, 2001

Outcomes	Responses	Gender		
		Female	Male	All
Read for pleasure	Percentage within Gender	79.3	63.1	74.4
Obtained a specific fact or document	Percentage within Gender	40.2	45.5	41.8
Found info for school/work/community group	Percentage within Gender	49.3	40.3	46.6
Shared cultural experience &/or exchanged info w/ others	Percentage within Gender	20.3	17.3	19.4
Learned more about a legal, social, or political issue	Percentage within Gender	21.0	29.9	23.7

Local History & Genealogy

Women were more active in genealogy with over half indicating they “made progress researching family history” (56.3%). (See Table 28.) Less than half of men (47.5%) reported such success. In addition, women “met others interested in local history or genealogy” (32.4%) more often than men (23.5%).

Table 28. Local History & Genealogy Outcomes by Gender, 2001

Outcomes	Responses	Gender		
		Female	Male	All
Made progress researching family history	Percentage within Gender	56.3	47.5	52.7
Met others interested in local history/genealogy	Percentage within Gender	32.4	23.5	28.7

Age

Age was divided into five categories, 24 and under, 25 to 39, 40 to 59, and 60 or over. This demographic demonstrated the greatest number of outcome differences between groups. There were statistically significant differences based on age for over half of the CoR outcomes (33 out of 64).

Basic Literacy

Surprisingly, the 60 and over age group was way out in front on three of the Basic Literacy outcomes, “improved my reading, writing, or math skills” (44.4%), “prepared for GED” (22.2%), and “prepared for the naturalization exam” (22.2%). (See Table 29.) The 24 and

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

under age group took second place for these outcomes with approximately 10 percent indicating each.

Three out of four younger adults (ages 25-39) indicated that they “became a citizen.” The age group least likely to choose this outcome was seniors (ages 60 and over) at only one in ten. Overwhelmingly, the youngest group (ages 24 and under) was the one most likely to indicate they “wrote a letter, postcard or e-mail message to someone” (40.5%). That age group’s dominance of the category can undoubtedly be attributed to the “e-mail” component of the outcome.

Table 29. Basic Literacy Outcomes by Age Group, 2001

Outcomes	Responses	Age Group				
		≤ 24	25-39	40-59	≥ 60	All
Improved reading/writing/math	Percentage within Age	10.1	0.0	5.6	44.4	9.0
Prepared for GED	Percentage within Age	8.9	0.0	0.0	22.2	5.8
Prepared for the naturalization exam	Percentage within Age	10.1	3.1	0.0	22.2	7.1
Became a citizen	Percentage within Age	34.2	75.0	41.7	11.1	42.9
Wrote a letter/postcard/e-mail	Percentage within Age	40.5	18.8	13.9	11.1	28.2

Business & Career Information

Three outcomes in the Business and Career Information SR followed a logical age pattern that was statistically significant. (See Table 30.) For example, it is little surprise that younger respondents were more likely to have “explored jobs or careers, or determined necessary education or training” (52.9%). Likewise, it was predictable that the likelihood of respondents having “made better investment or retirement decisions” was greatest after age sixty (45.1%). Of adults in their prime working years, predictably high percentages had “explored new business options, [or] started or developed a business” (53.6% for ages 25 to 39, 35.3% for ages 40 to 59). Thus, outcomes for this SR were dictated by the respondent’s stage in working life, i.e., early or pre-career, mid-career, or retirement.

“Research at the library has helped us increase sales for our manufacturer’s representative agency.”

*Working woman
Mesa PL
Mesa, AZ*

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

Table 30. Business & Career Information Outcomes by Age Group, 2001

Outcomes	Responses	Age Group				
		≤ 24	25-39	40-59	≥ 60	All
Explored new business options, started/developed business or	Percentage within Age	23.5	53.6	35.3	19.6	35.4
Explored job/career or determined necessary education/training	Percentage within Age	52.9	30.4	28.4	13.7	27.5
Made better investment or retirement decisions	Percentage within Age	11.8	8.9	27.6	45.1	25.8

Library as a Place (Commons)

In the Library as a Place service response (SR), older library users were more likely to report participating in social activities or seeking out an organization via the library. (See Table 31.) Seniors were more likely to have

- “learned about or [been] referred to another community organization’ (19.1%),
- “enjoyed a lecture, concert, film or other public event (49.1%), and
- “attended or participated in a public meeting” (31.8%).

Perhaps this age group has more time and leisure than others to pursue activities at the library.

Table 31. Library as a Place (Commons) Outcomes by Age Group, 2001

Outcomes	Responses	Age Group				
		≤ 24	25-39	40-59	≥ 60	All
Learned about new books, videos, or music	Percentage within Age	62.3	67.2	74.7	57.3	66.7
Completed/made progress on school work	Percentage within Age	52.5	30.3	21.6	3.6	26.8
Learned about/referred to community organization	Percentage within Age	9.0	11.8	18.9	19.1	15.2
Enjoyed a lecture/concert/film/public event	Percentage within Age	12.3	17.6	27.4	49.1	26.2
Attended or participated in a public meeting	Percentage within Age	3.3	13.4	16.8	31.8	16.1
Visited library-sponsored chat room on the Web	Percentage within Age	9.8	5.9	3.7	0.0	4.8

Predictably, younger respondents were more apt to indicate that they used library resources to do school work. The youngest group was the most likely to have “completed or made progress on school work” (52%). They were also more likely to have “visited a library-sponsored chat room on the Web” (9.8%), though at less than one in ten, this is a relatively small proportion of that age group.

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

Most adults (67.2% for ages 25 to 39, almost 75% for ages 40 to 59) reported that they “learned about new books, videos, or music” at their libraries. In fact, over 60 percent of all respondents indicated that they rely on the library for information about new materials.

Obviously, the library continues to be an important place to find out about books, videos, and music, especially for busy adult patrons.

“I attended a writing class for the elderly and completed a short book of stories about my life. My husband and I participated in a public discussion on foreign policy. We also enjoy the cooking demonstrations given at the library.”

*Active Senior
NW Reno PL
Reno, NV*

General Information

All but one of the outcomes in the General Information SR was statistically significant. (See Table 32.) No single age group dominates all GI outcomes, suggesting that this group of services includes something for all age groups. “Read for pleasure” was indicated more often as respondents aged with the 60 and over group at 84.6 percent and 40 to 59 group at 77.0 percent. The oldest group was also likeliest to report having “shared a cultural experience and/or exchanged information with others” (23.4%). Seniors were followed closely on this outcome by the youngest age group (22.2%). Once again, the youngest group led in the school work outcome with nearly seven out of ten indicating they “found information needed for school, work or a community group” (67.7%). As might be expected, the percentage for this outcome dropped progressively with each older age group.

“My 87 year old father is going blind and cannot read. The library staff has been very helpful by suggesting taped books and has requested books from other libraries that he is interested in. He now enjoys an evening listening to these books.”

*Woodruff ML
La Junta, CO*

Table 32. General Information Outcomes by Age Group, 2001

Outcomes	Responses	Age Group				
		≤ 24	25-39	40-59	≥ 60	All
Read for pleasure	Percentage within Age	62.6	71.6	77.0	84.6	74.3
Obtained a specific fact or document	Percentage within Age	36.9	41.9	44.1	41.7	41.6
Learned more about skill/hobby/personal interest	Percentage within Age	51.4	57.1	58.9	54.4	56.0
Identified or contacted an organization	Percentage within Age	17.0	18.9	14.0	12.5	15.5
Found info for school/work/community group	Percentage within Age	67.7	50.3	42.9	25.1	46.2
Shared cultural experience &/or exchanged info w/ others	Percentage within Age	22.2	15.8	17.9	23.4	19.4
Met new people with whom I share common interest	Percentage within Age	28.5	20.4	17.7	25.1	22.0

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

"Met new people with whom I share common interests" was also indicated more often by the 24 and under group (28.5%) with it dipping in the middle years and going back up in the 60 and over group (25.1%). "Identified or contacted an organization" peaked in the 25 to 39 age group (18.9%) and gradually dropped off. Peaking in the 40 to 59 age group were the two outcomes "Learned more about a skill, hobby, or other personal interest" (58.9%) and "obtained a specific fact or document" (44.1%).

"Have discovered more about good nutrition through your [library] books. As a result I have a much healthier family."

Adult
Hurst PL
Hurst, TX

Information Literacy

For the Information Literacy SR, the 24 and under age group was most likely to report three out of five outcomes for which differences by age group were statistically significant. (See Table 33.) More often than older groups, this youngest group reported

- "using a reference book" (42.2%),
- "ask[ing] a library staff member for help" (42.2%), and
- "creat[ing] a Web site" (8.9%).

The respondents in the oldest age group were the most inclined to have "learned how to use a computer" (45.9%) indicating that libraries are helping close the digital divide for seniors. Younger adults (25-39) were most likely to find what they were looking for "using a library catalogue" (56.9%).

Table 33. Information Literacy Outcomes by Age Group, 2001

Outcomes	Responses	Age Group				
		≤ 24	25-39	40-59	≥ 60	All
Found what I was looking for...						
using the library catalogue	Percentage within Age	47.2	56.9	52.9	37.8	50.3
using reference books	Percentage within Age	42.2	20.1	23.8	23.0	28.4
Learned how to...						
ask a library staff member for help	Percentage within Age	42.2	29.2	29.1	40.5	34.6
use a computer	Percentage within Age	16.7	17.4	27.0	45.9	23.9
create a Web site	Percentage within Age	8.9	2.8	3.2	1.4	4.6

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

Local History & Genealogy

There is a linear progression in the response to the Local History and Genealogy outcomes. (See Table 34.)

Generally, as respondents aged, they were more apt to indicate each of these outcomes. Members of the 60 and over age group were most likely to report that they had

- “made progress researching family history” (63.2%),
- “learned about cultural heritage” (22.8%),
- “shared data with others in person, in print, or online” (39.8%), and
- “obtained a document or record” (45.6%).

Similarly, those in their middle and senior years (55.3% of those 40-59, 52.6% of those 60 and over) “identified a new source of information to search.” One in three people 25 and older indicated they “met with others interested in local history or genealogy” but, only a meager one in 25 of the youngest age group (24 and under) reported that outcome.

As might be anticipated, “did research for a school project” was indicated by most often by respondent in the 24 and under group (66.7%). It is to be expected that school-age respondents would be most apt to indicate outcomes that involved such research.

“Found book (an index to Indiana marriages) and it listed names of great grandparents, the date and place of their marriage. With this info, able to write to Rush County, IN and secure copy of their 1872 license.”

*Senior researcher
Orange County LS
Orlando, FL*

Table 34. Local History & Genealogy Outcomes by Age Group, 2001

Outcomes	Responses	Age Group				
		≤ 24	25-39	40-59	≥ 60	All
Made progress researching family history	Percentage within Age	16.7	42.3	56.5	63.2	52.7
Met others interested in local history/genealogy	Percentage within Age	3.7	31.0	31.2	31.0	28.3
Learned about cultural heritage	Percentage within Age	5.6	15.5	21.1	22.8	19.3
Shared data with others in person/print/online	Percentage within Age	24.1	25.4	37.1	39.8	35.1
Identified new source of information to search	Percentage within Age	31.5	43.7	55.3	52.6	50.5
Did research for a school project	Percentage within Age	66.7	15.5	9.3	1.2	13.3
Obtained a document or record	Percentage within Age	20.4	42.3	44.3	45.6	42.0

Education

The results for two out of every five CoR outcomes (25 out of 64) contained differences based on level of educational attainment that were statistically significant.

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

Basic Literacy

Remarkably, for the Basic Literacy SR, only three out of thirteen outcomes demonstrated statistically significant differences based on educational attainment. (See Table 35.) "Helped a child do homework or improve grades" was far more likely to be an outcome for college graduates (21.6%) than for those with less education (6.6%). However, one in ten of those without a college degree "prepared for the naturalization exam" (9.4%) and no college graduates reported this outcome. Non-college graduates were also twice as likely to have "[written] a letter, postcard or e-mail message to someone" (33.0%). This statistic is probably driven by young adults using e-mail at the library.

"We have wonderful success with home education because of Grand Prairie Library. They have co-operated with us. We have held classes here. The library has always purchased books for circulation that we need in our curriculum"

*College graduate
Grand Prairie PL
Hazel Crest, IL*

Table 35. Basic Literacy Outcomes by Education, 2001

Outcomes	Responses	Education		
		< College Degree	College Degree	All
Prepared for the naturalization exam	Percentage within Education	9.4	0.0	7.0
Helped a child do homework/improve grades	Percentage within Education	6.6	21.6	10.5
Wrote a letter/postcard/e-mail	Percentage within Education	33.0	16.2	28.7

Business & Career Information

Differences between educational attainment groups were statistically significant for only a quarter (two out of eight) of Business and Career Information (BCI) outcomes. (See Table 36.) Less educated respondents were more likely to have "explored jobs or careers, or determined necessary education or training" (33.3% v. 21.8% for college graduates) and "developed job-related skills" (36.8% v. 24.4%). These findings suggest that libraries are providing many school-age users and other non-college graduates with important employment information that is not as frequently sought by college graduates.

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

Table 36. Business & Career Information Outcomes by Education, 2001

Outcomes	Responses	Education		
		< College Degree	College Degree	All
Developed job-related skills	% within Education	36.8	24.4	30.5
Explored job/career or determined necessary education/training	% within Education	33.3	21.8	27.5

Library as a Place (Commons)

The Library as a Place service response (SR) revealed that college graduates were more likely to interact with others at the library and to participate in social activities. (See Table 37.) Specifically, they were more likely to have

- “met a friend or co-worker” (34.2%),
- “enjoyed a lecture, concert, film or other public event” (36.8%), and/or
- “attended or participated in a public meeting” (25.5%).

Similarly, they were more likely to have “learned about or [to have been] referred to another community organization” (19.9%). This is consistent with the General Information outcome, “identified or contacted an organization” which was also chosen by more college graduates (17.5%). Understandably, those without a college degree were more likely to have “completed or made progress on school work” (31.5%). This would encompass those younger patrons still in school, as well as adults returning to school to complete a degree.

Table 37. Library as a Place (Commons) Outcomes by Education, 2001

Outcomes	Responses	Education		
		< College Degree	College Degree	All
Met a friend/co-worker	Percentage within Education	25.6	34.2	29.4
Completed or made progress on school work	Percentage within Education	31.5	19.9	26.3
Learned about/referred to community organization	Percentage within Education	11.8	19.9	15.4
Enjoyed a lecture/concert/film/public event	Percentage within Education	17.6	36.8	26.2
Attended or participated in a public meeting	Percentage within Education	9.7	25.5	16.7

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

General Information

Differences between college graduates and others were statistically significant for more than half of the General Information (GI) outcomes (5 out of 8). (See Table 38.) The most popular outcome, "read for pleasure," was reported more frequently by college graduates (78.5%) than non-graduates (71.9%). College graduates were also more likely to have:

- "obtained a specific fact" (46.5%),
- "shared a cultural experience and/or exchanged information with others" (21.85), and, as mentioned earlier,
- "identified or contacted an organization" (17.5%).

"Ever since the terrorist crash of Pan Am Flight 103, I had the uneasy feeling that a soldier with whom I'd served had died in that Lockerbie crash. Finally, I asked a reference librarian if she could produce a passenger list – and she did (from microfilm). My friend HAD NOT been aboard! Great relief!"

*College Graduate
Altoona Area PL
Altoona, PA*

Table 38. General Information Outcomes by Education, 2001

Outcomes	Responses	Education		
		< College Degree	College Degree	All
Read for pleasure	Percentage within Education	71.9	78.5	74.5
Obtained a specific fact or document	Percentage within Education	39.4	46.5	42.1
Identified or contacted an organization	Percentage within Education	14.1	17.5	15.4
Shared a cultural experience &/or exchanged info with others	Percentage within Education	18.3	21.8	19.6
Met new people with whom I share common interests	Percentage within Education	23.8	19.2	22.0

Non-college graduates were more likely to have "met new people with whom I share common interests" (23.8%). This suggests the possibility of a fine distinction between educational attainment groups, considering the findings reported earlier for the Library as a Place SR. At libraries studying that SR, college graduates indicated they were more likely to engage in social activities at the library than non-graduates. The latter group, it would appear, is more inclined to visit the library to meet like-minded individuals, rather than groups.

Information Literacy

The findings for the Information Literacy service response (SR) indicate that libraries are teaching non-college graduates information-seeking skills and helping close the "Digital Divide" that separates many of them from college graduates. (See Table 39.) Respondents with less formal education were more likely to have learned to

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

- “use the library catalogue” (28.1% v. 16.4% for college graduates), and
- “ask a library staff member for help” (38.3% v. 28.0%),
- “use e-mail, electronic mailing lists, or chat rooms” (17.8% v. 6.8%) or
- “create a Web site” (7.0% v. 1%).

Table 39. Information Literacy Outcomes by Education, 2001

Outcomes	Responses	Education		
		< College Degree	College Degree	All
Found what I was looking for...				
using the library catalogue	Percentage within Education	46.8	58.5	51.2
Learned how to...				
use the library catalogue	Percentage within Education	28.1	16.4	23.7
ask a library staff member for help	Percentage within Education	38.3	28.0	34.4
use e-mail/electronic mailing lists/chat rooms	Percentage within Education	17.8	6.8	13.7
create a Web site	Percentage within Education	7.0	1.0	4.7

Undoubtedly, these findings are influenced by the number of young adults and college-age patrons using electronic resources and the likelihood that, for those with less education and consequently lower incomes, the library may provide access to technology tools they might not have otherwise.

College graduates were more likely to have found what they were looking for “using the library catalogue” (58.5% v. 46.8% for non-college graduates).

Local History & Genealogy

Respondents without a college degree were more likely to report two out of the five Local History and Genealogy (LHG) outcomes for which there were statistically significant differences based on education. (See Table 40.) Those with less formal education indicated that they “learned how to use genealogical databases” (25.9%) and “made progress researching family history” (58.6%).

College graduates were more likely to have

- “learned about cultural heritage” (23.2%),
- “worked on historic preservation, renovation, or real estate” (20.0%), and

“Able to research a house on Arapahoe St. (Denver), and eventually get it on the National Register of Historic Places. House had been condemned and was do to be raised.”

*College graduate
Denver – Central Branch*

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

- “obtained a document or record” (46.4%).

While it is little surprise that college graduates use public libraries to pursue these interests, it is somewhat surprising to find that less educated users are more successful at using libraries for genealogical research. It may simply be that those with less formal education are more likely than college graduates to make the time in their lives to pursue what is often very tedious, labor-intensive, time-consuming research.

Table 40. Local History & Genealogy Outcomes by Education, 2001

Outcomes	Responses	Education		
		< College Degree	College Degree	All
Learned to use genealogical databases	Percentage within Education	25.9	18.2	21.8
Made progress researching family history	Percentage within Education	58.6	47.5	52.6
Learned about cultural heritage	Percentage within Education	15.1	23.2	19.5
Obtained a document or record	Percentage within Education	37.7	46.4	42.4
Worked on historic preservation, renovation, or real estate	Percentage within Education	7.9	20.0	14.5

Overall Pattern

Age is the most statistically significant demographic factor across the various CoR service responses. Three types of users are revealed by the data—youth, adult, and senior. The youth patron uses the library to study and use computer resources. The adult patron uses the library for focused research and reading materials. The senior patron uses the library for recreational activities including reading for pleasure and social gatherings, as well as for learning and educational purposes.

Youth

The 24 and under age group used the library primarily for schoolwork and other education-related activities. (See Table 41.) This age group dominated all the outcomes that mention “school work” and related outcomes like “found what I was looking for using reference books.” School-age patrons also are more apt to be using computer resources at the library. Two factors are undoubtedly influencing these results: 1) young people tend to be highly computer savvy, and 2) libraries are helping to close the digital divide among school-age patrons.

“I was able to easily find monologues that helped me prepare for my audition for theatre school.”

*Young actress
Altoona PL
Altoona, PA*

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

Table 41. Positive & Statistically Significant Outcomes Related to Youth, 2001

Outcome	Service Response
Young people were more likely to have...	
Wrote a letter, postcard or e-mail message to someone	Basic Literacy
Explored job/career or determined education/training	Business/Career Information
Completed or made progress on school work	Library as a Place (Commons)
Visited library-sponsored chat room on the Web	Library as a Place (Commons)
Found information for school, work or a community group	General Information
Met new people with whom I share common interests	General Information
Found...using reference books	Information Literacy
Learned how to ask a library staff member for help	Information Literacy
Learned how to create a Web site	Information Literacy
Did research for a school project	Local History and Genealogy

Adult

Adult users tend to be more goal-oriented, especially in the 25 to 39 age group. (See Table 42.) They go to the library for a specific purpose or piece of information. For example, this group was most apt to indicate that they "explored new business options, [or] started or developed a business." In the older adult group, 40 to 59, adult users begin to utilize the library more for leisure time activities, like finding a book or information about a personal interested. Both of these adult age groups tend to have a specific purpose for going to the library and tend not to visit the library to attend group events.

"When I was buying my new car, I used the library for information which helped me make my decision."
Bruton ML
Plant City, FL

Table 42. Positive & Statistically Significant Outcomes Related to Adults, 2001

Outcome	Service Response
Adults 25 to 39 were more likely to have...	
Became a citizen	Basic Literacy
Explored/started/developed a business	Business/Career Information
Identified or contacted an organization	General Information
Found...using the library catalogue	Information Literacy
Adults 40 to 59 were more likely to have...	
Learned about new books, videos, or music	Library as a Place (Commons)
Obtained a specific fact of document	General Information
Learned more about a skill/hobby/personal interest	General Information
Identified new source of information to search	Local History and Genealogy
Met others interested in local history	Local History and Genealogy

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

Senior

The senior group (age 60 and over) utilized the library in the greatest variety of ways. (See Table 43.) Members of this age group are inclined to visit the library to attend a meeting or cultural event or to socialize, and to borrow leisure reading materials. In

addition, this group is the most likely to be active in genealogy, cultural, or historical research. Seniors are also using library resources for lifelong learning as well as to develop basic literacy and computer skills.

"Started reading library books at age 4. PL has been great source of research through HS, college and graduate school – very enriching experience now that I am retired."

*Lifelong learner
Multnomah – Gresham Branch
Portland, OR*

Table 43. Positive & Statistically Significant Outcomes Related to Seniors, 2001

Outcome	Service Response
Seniors 60 and over were more likely to have...	
Improved my reading, writing, or math skills	Basic Literacy
Prepared for GED	Basic Literacy
Prepared for the naturalization exam	Basic Literacy
Made better investment or retirement decisions	Business/Career Information
Learned about/referred to another community organization	Library as a Place (Commons)
Enjoyed a lecture, concert, film, or other public event	Library as a Place (Commons)
Attended or participated in a public meeting	Library as a Place (Commons)
Read for Pleasure	General Information
Shared cultural experience and/or exchanged info w/others	General Information
Learned how to use a computer	Information Literacy
Made progress researching family history	Local History and Genealogy
Learned about cultural heritage	Local History and Genealogy
Shared data with others in person, in print or online	Local History and Genealogy
Obtained a document or record	Local History and Genealogy

The overall results of user outcome surveys go far toward helping library managers and decision-makers to understand how and why patrons use public libraries. The power of such data is magnified dramatically, however, when demographic characteristics of patrons are added to the picture. While many of the results for specific demographic groups (e.g., women, seniors, the college-educated) serve to confirm popular conceptions that are not especially surprising, some of the group results are more revelatory, calling into question existing assumptions about who uses public libraries for what, and why. Those who plan and administer library services to their communities should make it a priority to collect and analyze this type of data regularly. Otherwise, they have little alternative but to rely upon

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

personal biases, social stereotypes, and casual observations of local patrons. Generally, the CoR user outcome surveys were very successful in eliciting information about specific outcomes of public library service directly from patrons.

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

6 ■ Applying the Data

Combined, library output and user outcome statistics provide a wealth of valuable information for decision-makers. These types of data are applied to a wide variety of purposes, including, but not limited to:

- planning new initiatives;
- improving what already exists;
- justifying budgets;
- re-allocating scarce resources (e.g., staff, dollars);
- publicizing the library's value and contribution to its community;
- assessing service quality; and
- evaluating departmental or individual staff performance.

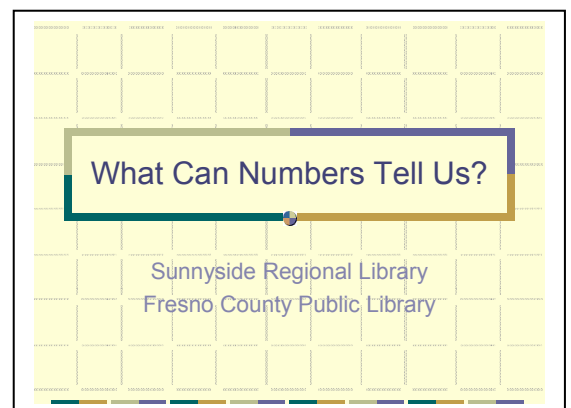
The utility of data for these purposes depends largely on the users understanding of how to identify appropriate data, how to analyze and present it, and how to learn something from each round of data collection activity that improves the next one. Usually, decision-makers seek this type of information to answer questions, but perhaps the more valuable role of such efforts is to raise questions that might not otherwise have been asked. Sometimes the new question raised is even more valuable than the answer to the original question.

The first part of this chapter describes how the manager of a Counting on Results (CoR) library might analyze and present the data yielded by this project. The second part offers several recommendations regarding what library managers might learn from this project to improve its own future data collection efforts.

Analyzing & Presenting CoR

Output & Outcome Data

While library output and user outcome data must be analyzed to determine their meaning and best use, the power of these statistics will not be activated until they are presented. Accordingly, this chapter offers a sample Microsoft PowerPoint presentation titled *What Can Numbers Tell Us?* that was developed using data




Counting on Results


New Tools for Outcome-Based Evaluation of Public Libraries

for Sunnyside Regional Library, a branch of the Fresno Public Library. This example illustrates how library output and user outcome statistics might be displayed and analyzed in tandem, as well as the types of questions that might be asked, answered, and raised by such data. The audience for this presentation might be a library board, staff, friends group, planning committee, or a group of public officials (e.g., a city or town council, a county commission).

While decision-makers for a particular library will be primarily interested in their own library's results, it is advisable to first introduce them to the context of the project rather than jump directly into the data. That context includes both Planning for Results (PfR), the Public Library Association's planning process, and the Counting on Results project. Important points for an audience to understand are that PfR is based on a resource allocation model, connects library outputs and outcomes, and encourages collection of library output and user outcome data. In describing the Counting on Results (CoR) project, points to emphasize include the PfR service responses (SRs)—particularly General Information (and the SRs incorporated into it)—and the two data collection mechanisms utilized: the Palm organizer for recorded output and observed activities data, and the postcard (and Web) surveys that collected user outcomes. Finally, by way of introduction, the intended value of the data should be established. The expectation is that the audience will utilize the data to examine the library's operations, consider how and why patrons use the library, evaluate how well the library meets community needs, and raise questions that might not otherwise have been asked.



Output	Weekly number	As % of GI average
Reference questions	846	.84
Total circulation	3,286	.33
Fiction circulation	313	.15
Hold requests	205	.16
In-library use of materials	333	.19
On-site programs	14	.84
On-site program attendance	215	.95
Website user sessions	382	.52



While it is not necessary to compare data between libraries, sometimes doing so reveals ways in which one library might be notably different from its peers. Of course, caution should be exercised in making such comparisons; but, one of the goals of this project was to demonstrate the viability of multiple libraries conducting comparable data on library service outputs and perceived user outcomes. (See the General Outputs for Sunnyside slide at left.)

Counting on Results

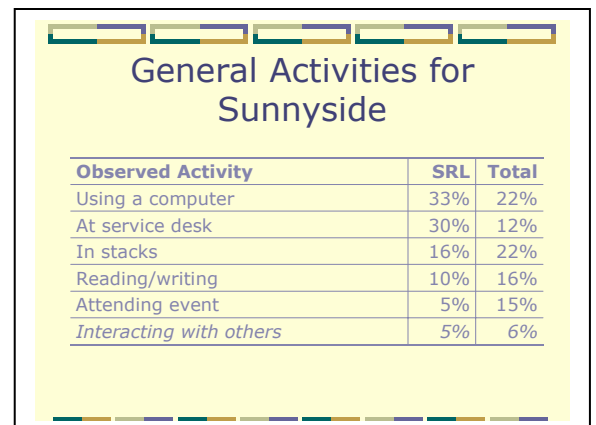
New Tools for Outcome-Based Evaluation of Public Libraries

Alternatively, rather than compare an individual library to the norm for a larger group of libraries, local library managers might find it equally revealing to analyze a library's own data from year to year.

Indeed, making presentations such as the one illustrated here may be the most productive use of Counting on Results data. Making a data-based presentation requires that the presenter examine and analyze the data in advance. The content of such a presentation may raise and answer some questions. In all likelihood, however, the discussion provoked by the presentation will raise other important questions and generate additional insights into the data not realized previously. As a result of such discussion, library staff, patrons, and/or decision-makers might be inspired to engage in an ongoing dialog that not only helps to shape future data collection efforts but also to inform decisions that shape the library's future.

For example, a major set of findings for Sunnyside Regional Library is that, while patrons were frequently observed consulting service desk staff and online computer resources, they spent less time using the library as a quiet place to read and write. (See the General Activities for Sunnyside slide at right.) Why is that the case? Does the library have insufficient space to provide a haven for readers? Is the space adequate, but improperly furnished or lit? Is it too close to a noisier area? If any of these reasons

explain the difference, library decision-makers may want to consider re-assigning or modifying existing space, adding space, or building new space. On the other hand, are these differences in observed user behavior not attributable to library conditions, but rather to the demographics and lifestyles of patrons? For most participating libraries, there were distinctive usage patterns related to gender, age, and education. Perhaps Sunnyside patrons are less likely to read and study at the library because they are more likely to be working adults who have completed their schooling and do their reading elsewhere.



Observed Activity	SRL	Total
Using a computer	33%	22%
At service desk	30%	12%
In stacks	16%	22%
Reading/writing	10%	16%
Attending event	5%	15%
Interacting with others	5%	6%

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

Another option for utilizing this type of presentation is as a point of departure for focus group interviews. Participants might be introduced to topics they will then be asked to discuss.

For instance, one of the most interesting findings for Sunnyside Regional Library (indeed, all participating libraries) is a potentially gender-biased self-perception about the outcome of library services. Women tend to report reading for pleasure, while men tend to report seeking information about a personal interest or social issue. Is this difference a real one, or does it stem entirely from internalized gender bias? To investigate these questions, the library might conduct separate focus group interviews of men and women. The goal of such interviews would be to identify very specific activities and outcomes in order to determine if this difference is real. The answer to this question could have substantial ramifications for the library's collection development policy, public relations efforts, and readers' advisory services.

Finally, as illustrated in the accompanying sample presentation, it is important to combine qualitative input with quantitative data. Respondents to user outcome surveys were asked not only to provide quick replies to structured response questions but also to report, in their own words, "success stories" from their own experiences as library patrons. These stories help to bring the statistics to life. Whenever statistics are utilized in a presentation, it is important to enliven them in this way.

For example, 33 percent of Sunnyside patrons were observed using computers, compared with only 22 percent for all General Information libraries. Likewise, 30 percent of Sunnyside patrons were witnessed at service desks, compared with only 12 percent for all GI libraries. One success story illustrated these data particularly well: "Got a great job. Info obtained online through computer at my library. The employees at Sunnyside branch are always very knowledgeable and friendly. They should get recognition for their superior job."

General Outcomes for Sunnyside		
Outcome	SRL	Total
Read for pleasure	73%	74%
Found info for school, work, etc	52%	46%
Learned more about interest	49%	56%
Obtained fact or document	41%	42%
Learned more about issue	25%	24%
Met new people	21%	22%
Shared cultural experience	19%	19%
Identified, contacted organization	18%	16%

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

Fifty-two percent of Sunnyside patrons reported finding information they needed for school, work, or a community group, while only 46 percent of patrons for all General Information libraries reported that outcome. (See the slide for General Outcomes for Sunnyside.)

Respondents who indicated that outcome reported specific success stories, including:

- "I got an A++ on my report."
- "Returned to college at 47 ... and made the Dean's list."

While this example presents data for Sunnyside Regional Library, the findings indicated are typical of CoR respondents. In many cases, however, individual library results differ dramatically from the norms for a particular service response. When developing such a presentation, it is wise to watch for these anomalies, to report them, and to ask questions about what might explain them. For the complete Microsoft PowerPoint sample presentation, see Appendix L.

Recommendations for Collecting Useful Data

The foregoing example was designed to illustrate how to analyze an individual library's CoR data from a comparative perspective. On the basis of this project, several specific recommendations for collecting and using such output and outcome data effectively are offered.

Create Local Data for Local Needs

Design local data collection efforts around local library needs. Although state and federal agencies survey public libraries annually for certain basic statistics used to assess their status and performance, library managers and decision-makers are largely free to determine the scope and extent of their data collection efforts.

For most public libraries, the data collected represent an accumulation of items over years or even decades. An annual review of data collected is highly recommended. Such a review offers a regular opportunity to re-assess the burdens and payoffs of local statistics, to improve the quality of data that are part of the library's time series, to drop statistics that are no longer needed or useful, and to add new statistics called for by emerging or foreseeable needs.

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

Line staff upon whom the greatest data collection burden falls should be included in this review. It is important for local decision-makers to take responsibility for this essential component of successful library management, and not to allow matters to drift to the point that data collected at great effort are no longer relevant to decision-making.

Build a Statistical History for the Library

Maintain a time-series of key statistics for the library, so that changes over time can be monitored adequately. A major goal of the Counting on Results (CoR) project was to develop standardized output and outcome measures for selected—and, in some cases, modified—Planning for Results (PfR) service responses (SRs).

While comparative statistics are often valuable, local library managers can learn much from a careful analysis of their own library's data over time. From time to time, modifications to data items collected for many years are required; but, such changes should be made carefully, preserving to the fullest extent possible the library's time series.

Customize Output Statistics to Local Needs

Collect customized output data, selecting particular output measures that are of value to the local library's operation. Collect these statistics at the level of detail needed to inform local decision-making. The CoR project has attempted to model this highly desirable practice.

Few library managers feel that they have the time to give lavish attention to customizing local data collection efforts. That is why the authors believed it would be helpful to develop some standardized equivalents of such customized data elements. The hope is that the products of this project will not only save time for local decision-makers, but facilitate the development of more precisely defined peer groups with whom to make statistical comparisons.

Collect Outcome Data Regularly

Determine the types of outcome data required to inform library decision-making and establish a regular schedule for collecting it. Patrons are rarely surveyed about the outcomes of the services they receive from the public library. While calls for such data have

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

been issued steadily for state and federal agencies in recent years, there is little evidence that local library managers have embraced it.

Rare as it may be for outcome data to be collected at all, it is rarer still for it to be collected on any kind of regular schedule. Although much can be learned from focus group and key informant interviews, it is impossible to generalize from them to a library's entire clientele. A survey is, practically speaking, the most effective mechanism for obtaining outcome data for large numbers of patrons. At least annually, it is recommended that such a survey be collected for every public library.

Incorporate User Demographics Into Local Data Collection

When useful and to the extent possible, collect data on demographic characteristics of patrons in association with output and outcome data. While it is useful to examine regularly the general trends for library outputs and user-reported outcomes, the overall data can be deceptive.

Library patrons are an increasingly diverse group. Gender, age, race/ethnicity, educational attainment, family status, and work status exert powerful influences on the ways in which individuals use their library and the outcomes that result. Sometimes these influences and their consequences are obvious, but, as the analysis of data from this study has shown, at other times, those influences and consequences are unexpected.

Treating all patrons identically does not always ensure that they have equal opportunities to benefit from library services. Sometimes, having demographic details as part of the library's outcome and output data allows local managers to improve services to specific subsets of their clientele.

The latest U.S. Census data for small units of geography (e.g., counties, cities, Census tracts, block groups) and the accompanying data management tools will make accessing and utilizing such data easier than it has ever been.

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

Use Planning for Results Service Responses ... or Do It Yourself

Utilize Planning for Results (PfR) service responses or develop your own. For at least three decades, the Public Library Association has sought to assist decision-makers for the nation's public libraries in clarifying their varied missions, allocating resources in pursuit of multiple goals, and evaluating their performance. Like Planning and Role-Setting for Public Libraries (PRSPL), the PfR model offers several pre-packaged service responses (the parallel to PRSPL roles) from which one may choose for a library.

While much well-informed thought and substantial amounts of managerial experience are represented by those options, the PfR model does not attempt to limit a library to that set of choices. The management of a particular library may believe that local needs justify modifying the SRs in any of a variety of ways: narrowing their focus, expanding it by combining elements from two or more, or inventing entirely new SRs that better fit the library's situation. The PfR manual explicitly advocates certain types of modifications, such as focusing on a chosen SR for a particular client group (e.g., Basic Literacy or Formal Education Support services to children).

Identify Peers & Collect Comparable Data

Identify peer libraries and work with them to collect needed comparative data. Local data, including time series data, are most valuable for local decision-making and generally less subject to some of the data quality concerns discussed in this report. Still, comparative data are also valuable, as they sometimes shed light on local statistics that would otherwise be lacking.

A library may have a long history of providing a particular service at what might be regarded locally as a modest, but acceptable, level. It might take comparing this library's statistics on the service in question with those of peers providing the same service to realize that "modest" performance might actually be deficient in some way that requires attention.

Good managers should interpret statistics for their libraries with the perspective lent by both a strong time series of local data and high-quality comparative statistics. Both PLA and the National Center for Education Statistics (NCES) provide national public library statistics annually, but these sources alone are not likely to serve local decision-making

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

adequately. With colleagues in peer libraries, local managers should take responsibility for creating the output and outcome data they need to serve their patrons as well as possible.

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

7 ■ Conclusion

This report closes with the results of the project evaluation followed by recommendations for:

- revising the products (i.e., Palm hardware and software, user outcome survey questionnaires),
- ensuring success in future data collection projects of this scale, and
- pursuing future research and development related to outcome-based evaluation.

Project Evaluation

In mid-August 2001, a project evaluation survey of Counting on Results (CoR) participants was conducted. Of the 45 libraries that participated fully in the project, 35 (78 percent) responded to this survey. (See Appendix M.) The survey asked questions about difficulties experienced with data collection instruments (Palm hardware and software, postcard and Web outcome surveys), utility of data reports provided, likelihood that the library would continue such data collection, helpfulness of project personnel, and willingness of the library to participate

Most Frequently Reported Difficulties

Respondents were asked to identify any difficulties experienced with either the Palm-based collection of output data by library staff or the postcard/Web outcome surveys completed by library users.

In descending order, the most frequently reported difficulties with the Palm-based collection of output data were:

- using the Palm Operating System (9 or 26%),
- uploading data from the Palm organizer to a local computer (8 or 24%),
- collecting observed activities data using the Palm organizer (8 or 24%),
- collecting recorded output data using the Palm organizer (7 or 21%),
- installing the CoR Palm software on a local computer (6 or 18%), and
- transmitting data files to GeoMarketing International, the Palm consultants (3 or 9%).

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

In descending order, the most frequently reported difficulties with the user outcome surveys were:

- issues related to distributing, collecting, or returning the postcard surveys (5 or 15%),
- running out of postcard surveys (3 or 9%),
- user difficulties navigating the Web versions of the surveys (2 or 6%), and
- problems linking to the Web surveys or submitting completed responses via the Web (1 or 3%).

Usefulness of Data Reports

The success of a project such as Counting on Results depends entirely upon the usefulness of the resulting data. For that reason, participating libraries that submitted at least 10 output data reports or at least 10 completed user outcome surveys received interim data reports. Their comments on these reports were solicited. In the evaluation survey, CoR participants were also asked to assess the usefulness of the data reports based on these interim data reports. Of the 27 libraries that submitted enough output data via Palm organizers to receive interim data reports, 17 or 67 percent assessed the report as “very useful” or “somewhat useful. Of the 23 libraries that submitted enough user outcome surveys to receive interim data reports, 14 or 61 percent assessed the report as “very useful” or “somewhat useful.”

Likelihood of Continued Data Collection

The value of such data collection also depends largely on a sustained effort by libraries. For this reason, CoR participants were asked how likely it is that they will continue to collect output or outcome data in these or similar ways. Fourteen out of 19 respondents (74 percent) thought it very or somewhat likely that their libraries would continue Palm-based collection of output data. Nineteen out of 26 respondents (73 percent) thought it very or somewhat likely that they would continue to conduct user outcome surveys. While these findings seem at first to contradict the opinions expressed about the value of interim data reports, they are, in fact, consistent with the numbers and proportions of respondents who found the data reports “very useful.”

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

Helpfulness of Project Personnel

Another key factor in the success of such a project is the helpfulness of the personnel involved—their timeliness, courtesy, knowledge, and effectiveness. Based on these criteria, CoR participants were asked to evaluate the helpfulness of project staff and consultants. Both the Library Research Service staff and the GeoMarketing International consultants were highly rated on helpfulness with 100 percent of responding participants assessing the organizations and individuals as “very helpful.”

Likelihood of Participation in Similar Projects

Finally, CoR participants were asked, if they had the decision to make over again, how likely it is that they would decide to participate in this type of project. Of those who had decided, an overwhelming 93 percent of respondents (27 out of 29) said it was “very” or “somewhat likely” that they would choose to participate in user outcome surveys in the future. An impressive 82 percent (23 out of 28)—a somewhat smaller proportion, but still a sizeable majority--said it was “very” or “somewhat likely” that they would choose to participate in Palm-based collection of output data again. These strong expressions of willingness to experiment with such new and labor-intensive types of data collection are testimony to the strongly felt need for such measures of library effectiveness.

Recommendations for Revised Products

Based on the experience of this project, several recommendations can be made for the future development and application of Palm software and hardware as well as user outcome surveys.

Palm Software Recommendations

A successor product to this project’s Palm software should be designed to more explicitly draw the distinction between real-time data collection and post facto data aggregation. Palm technology was chosen for this project because of its ability to facilitate collecting data on observed user activities (e.g., using a computer, reading or writing, at a service desk). Indeed, this type of output data was the only type involved in this project that called for live data collection. It was expected that data on recorded output measures would be collected elsewhere, either automatically (e.g., Web site usage) or manually (e.g., on-site program

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

attendance). Data from such other tallies was then to be entered into the Palm PDA to facilitate its transmission via the Internet, eliminating the need for participating libraries to transmit data by other means (e.g., e-mail attachments, diskettes sent via surface mail or courier).

In practice, this dual use of the Palm PDA for posting different but closely related types of data confused many participants. Recorded output measures for all service responses included web usage statistics, and an observed user activity was “at a computer.” Library patrons at computers were supposed to be counted during the morning, afternoon, and evening “sweeps” of the library during which data on observed user activities were collected. Web usage statistics were to have included counts of user sessions, page views, or file downloads for longer, more continuous periods—usually an entire month. Some local data collectors were confused about these two data types and either reported observed activities as recorded outputs (e.g., at a computer as a user session) or reported recorded outputs (e.g., user sessions) for very small intervals of time (e.g., a single day).

Future Palm-based software should focus exclusively on helping library staff to collect real-time data on observed user activities. Post facto data, like recorded output measures, can be reported easily enough using either a conventional spreadsheet or a Web form on a desktop computer. The distinction between the two data types would be clearer to future data collectors if different equipment was utilized in reporting them. Both types of data could still be transmitted over the Internet.

If a future project pursues collecting data on observed patron activities, “attending event” should be removed as an option, and data collectors should be instructed not to observe patron activities during library programs or other events. Because events happen at discrete times and for finite periods, they are not comparable to patron behaviors that can be observed on an ongoing basis in most libraries (e.g., patrons at a service desk, using a computer, or in the stacks).

Another recommendation related to observed patron activities is to simplify, if not eliminate, collecting the location of the activity. For this project, location data was collected in some detail. The results by location do not justify collecting data in this level of detail. The principal reason for including a location variable is to help isolate one service response (SR)

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

from another, when more than one is under study at a time. Apart from that, it does not appear that there is enough potential utility to justify the effort.

If a future project pursues collecting recorded output statistics by SR, it is recommended that those statistics be limited to a small number that all libraries studying that SR agree to collect. For this project, local library managers were encouraged to pick and choose which of their SR's recorded output statistics they would report. Indeed, as part of the software's setup, it was designed to enable them to customize the software to their own list of chosen statistics. In practice, with small numbers of libraries selecting some SRs, this leniency resulted in a "Swiss cheese" of data for some SRs that is of marginal utility.

An intended product of this project was a downloadable Palm software package that could be downloaded as freeware from the project Web site. Because developing the Counting on Results (CoR) Palm software required use of Pendragon Forms, a licensed software product, that was not possible. If such software is to become a viable library management product, it is likely necessary that it be produced as commercial software. That status would not only address the issue of software licensing but also concerns about the availability and reliability of ongoing technical support and data processing services. The 3M Library Corporation is the only library vendor known to have a product on the market currently that employs the Palm Operating System, although the product does not utilize off-the-shelf Palm PDAs. In all likelihood, other library vendors will, in time, move into this burgeoning corner of the computer hardware and software marketplace.

Palm Hardware Recommendations

The next generation of Palm software for collecting library data should also be designed to incorporate use of barcodes and a scanner attachment to basic Palm hardware.

Unfortunately, the cost of incorporating these technologies into this project proved prohibitive; but, their potential value as components of this data collection strategy are indisputable. If a Palm PDA is equipped with a scanner and barcode-reading software, it could be utilized not just to count numbers of items—equipment as well as materials—but also to count books and other cataloged materials by Dewey or Library of Congress classification. The level of detail added to a library's data by such technology would facilitate greatly relating library usage statistics to specific service responses.

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

User Outcome Survey Recommendations

When the Counting on Results project was proposed, it was assumed that user outcome surveys would be conducted via the World Wide Web. During key informant interviews of staff representing volunteer libraries, a problematic reality asserted itself. The almost universal response to the suggestion that links to online user outcome surveys be added to local library Web sites was negative. Staff at most volunteer libraries described similar circumstances: insufficient numbers of public access computers, lines of patrons waiting their turns to use those computers, and, as a result, the fear of staff rebellion, patron outrage, and public relations problems at the suggestion that public libraries could afford the luxury of encouraging patrons to complete user outcome surveys on library computers.

At the suggestion of key informants, it was decided to offer the user outcome surveys in a postage-paid, large postcard format. This format was reasonably successful, as over 5,000 completed postcards were returned. Interestingly, while some actually returned individually via the pre-paid postal permit on the back, as many returned boxed up together, having been collected and mailed by local library staff. The key informants were correct about the Web survey strategy. Only about 500 responses were obtained via the Web counterparts of the postcard questionnaires.

In future projects of this sort, the question should be asked about how to administer user outcome surveys most effectively. This project began with a faulty assumption, but stumbled onto what appears to have been a fairly successful option: the large format postcard. Because many of the postcards returned in bunches, it may also be that a simple paper questionnaire would suffice. Perhaps using multiple formats is the way to go.

Other options that might be considered include: scannable paper forms, telephone surveys, and a relatively new option: dedicated survey boxes that would make it possible for respondents to enter data directly without monopolizing high-powered computers loaded with online resources. It will also be interesting to learn if the unexpected resistance to Web surveys abates over time, as public libraries acquire more computers and faster connection speeds. Hopefully, it will, as the Web option invites easier responses from remote users ("virtual visitors") and visitors who are in a hurry to leave the library but willing to respond later.

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

Based on the responses received to the six user outcome surveys, it is recommended that the following outcomes be dropped, due to their receiving little or no response:

- From Basic Literacy, drop the two GED testing items (i.e., prepared for or passed GED tests). The only exception to this recommendation would be if the library interested in collecting Basic Literacy outcomes offered programs and services specifically aimed at this end.
- From Business and Career Information, drop the outcome of closing a business. Perhaps the timing of this study was fortuitous, but reports of business closures aided by libraries were non-existent. (As one wag put it, it does not require a lot of information to know when one needs to go out of business.)
- From Library as a Place (Commons), drop the items about use of a library café and a library-sponsored chat room. Again, this recommendation applies to all libraries, except those that might be making specific efforts of this sort.
- From Information Literacy, drop the outcome “created a Web site.” An exception to this recommendation might be made if the library studying this service response (SR) offers programs and services specifically designed to encourage Web site creation by patrons. That does not appear to have been the case for any libraries that participated in this project.
- From Local History and Genealogy, drop the outcome concerning learning about one’s family medical history. This outcome was very seldom reported, most likely because most public libraries—even those with substantial genealogy departments—do not have records that would assist a genealogy enthusiast in gathering this type of personal information.

Recommendations for Successful Data Collection

Based on the experience of this project, many recommendations for ensuring the success of future data collection efforts of this type may be made.

Understand the Limits of PfR Service Responses

Participants should understand the limitations involved in collecting data specific to a particular library role or service response. The Planning for Results (PfR) service responses are not mutually exclusive; indeed, there are substantial overlaps between many of them. This circumstance can make it very difficult to isolate a particular service response to the

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

extent that might be wished. For instance, during preliminary key informant interviews for this project, it was learned that even librarians themselves have difficulty distinguishing between some service responses (e.g., Commons and Community Referral; Current Topics and Titles, General Information, and Lifelong Learning). When observing user activities in the library, there are tradeoffs to be made between patron privacy and data precision.

For example, activities librarians wanted to observe included browsing and licensed database usage; but, on reflection and after some testing, it was decided that all one could observe without intrusion were patrons in the stacks and at computers. When such limitations are imposed upon the data that can be collected, decision-makers must decide whether the less precise data is worth the staff time and effort to collect.

Finally, the set of factors that affects most whether or not data on a specific service response can be collected is logistics--the staffing and layout of the library facility. Data about the Business and Career or Local History and Genealogy service response can only be collected readily when these services are confined to a specific space within the facility and delivered by staff whose time is dedicated to those services. For some SRs, there is very little likelihood of designated staff or space. While not entirely unheard-of, it is unusual for public libraries to assign specific, organized sets of resources to several of the SRs: Basic Literacy, Commons, and Information Literacy, for example.

If Basic Literacy was more narrowly defined, the adult literacy efforts of many urban public libraries might provide some of the necessary boundaries for measurement. As it is, though, Basic Literacy includes both adult literacy and services to preschoolers who are learning their letters, numbers, and colors.

The Commons SR (a.k.a. Library as a Place) might involve activities that take place in the library's reading rooms as well as its meeting rooms. Unfortunately, activities associated with many other SRs occur in those same locations.

Much the same problem exists for Information Literacy, which presumably takes place as much in the area housing the library's traditional reference collection as in its computer area. (And how are Information Literacy activities to be tracked when computer terminals are scattered throughout the library?) For these reasons, it is little surprise that the most

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

popular Counting on Results service response was the least specific: General Information (incorporating Current Topics and Titles and Lifelong Learning).

Organize a Small Group of Libraries with a Focus

Projects should be organized around smaller groups of libraries addressing comparable, more focused issues. Of necessity, this pilot project cast a very broad net, soliciting volunteer libraries from across the nation that were willing to make the sacrifices required to participate. The researchers were in no position to be choosy about the number or specific interests of the libraries that were volunteered. In reality, however, such data collection efforts would be much easier to manage and would yield more comparable and relevant results if the libraries involved were fewer in number and more alike in their interests—say, in a given service response, or, perhaps, even a particular aspect of a service response.

Genealogy, for instance, seems to be the greater half of the Local History and Genealogy SR. Libraries that operate full-service genealogy departments probably have more in common with each other than libraries sharing any other SR. A group of public library genealogy departments might decide to pursue a project similar to this one, but focusing more precisely on their services to a particular racial, ethnic, national, or religious group (e.g., African-Americans, Hispanics, Irish, or Jewish); a type of programming (e.g., an introduction to genealogy for beginners, teaching users how to search genealogy Web sites); or a special service (e.g., providing selective dissemination of information services, designing user guides).

Visit Local Sites

Project staff should make early site visits to assess local circumstances and to meet with local library managers as well as data collectors. During the earliest stages of this project, staff conducted key informant interviews via telephone and e-mail to obtain background information on participating libraries. While this approach was not entirely ineffective, more and better information would have been obtained via site visits. The opportunity afforded by such visits to meet face-to-face with local library managers and, even more importantly, the individuals who will actually be collecting the data would be invaluable both to the managers of such a project and to those involved on-site. One of the greatest challenges in

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

pursuing this type of project is fitting it into the day-to-day business of running a busy public library. The motivation to initiate as well as maintain the necessary level of effort will be much greater if project staff and local staff actually meet. Alas, the time and money costs associated with this activity are widely regarded as suspect by many funders and, consequently, proposal writers.

Train Data Collectors

Data collectors should receive face-to-face, hands-on training that addresses the concepts as well as the technology involved. For the training and support of data collectors, the Counting on Results (CoR) project relied exclusively on an instruction manual and technical assistance via telephone and e-mail. Both of these mechanisms are essential to this type of effort, but, the experience of this project demonstrates all too well, they are no substitute for face-to-face, hands-on training.

Substantial minorities of participants experienced significant difficulties in utilizing Palm technology. Most unfortunately, this project turned out to be the first introduction to Palm technology for some. These individuals, who lacked the most basic familiarity with the Palm platform, had to overcome much greater psychological and technological obstacles to participate fully in this project. A few, alas, could not overcome them.

If prospective data collectors had been assembled in a two-day training conference during the project's first year, these Palm "initiates"—and others who had much smaller barriers to overcome—would have had the opportunity to learn, to be tutored, and to practice with immediate feedback and support. Doubtless, both the quantity and the quality of such a project's data would be improved dramatically by the availability of such training.

Standardize Data Collection Schedules

Data collection schedules should be standardized. Due to the exploratory nature of the project, the number of libraries involved, and the variety of service responses under study, extreme leniency in the scheduling of local data collection activities was deemed a necessity. In retrospect, project staff believe that this leniency actually made it more difficult, rather than easier, for local participants.

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

In all likelihood, the level of participation for every site would have been higher if the data collection “window” had been shorter than six months and if project staff had been more persistent. Indeed, it seems likely that, in such circumstances, even higher minimum levels of participation might have been set and met.

For this project, variations in observed activities among libraries pursuing the same service response (SR) were extreme. The extremity of the variations can probably be attributed to multiple factors, including potential deficiencies in intercoder reliability, the timing and frequency of observations, and real differences in community demographics and local library services.

One of the strongest arguments for providing on-site, face-to-face training to prospective data collectors is to ensure intercoder reliability. While every effort was made to make the activities to be observed as distinct as possible, the simple fact that observations were being made by so many different people working under different circumstances raises concerns about the reliability of their observations. To what extent would all coders be likely to categorize a particular observed reality as the same activity? A library patron might have been observed interacting with other patrons near a service desk. How would different coders have recorded that: as interacting with others or as being at a service desk? It is easy to imagine circumstances in which coders might have logged the same activity differently. One observer might give a cursory glance at a patron and log the activity as using a computer, but another might look closely enough to notice that the patron is simply using the chair in front of a computer, but actually reading a book or magazine. The only way to guard against such difficulties is to train observers, give them opportunities to practice, and evaluate their performance.

Determine a Basis for Comparison

Of necessity, types of data collected in this project required a focus on the outlet rather than the administrative level. While it did not prove particularly difficult to collect data on most library outputs and user activities, making sense of those data once obtained was another matter. When library administrative entities or jurisdictions are examined in relation to each other, comparisons are often facilitated by presenting the data in per capita ratios. Such ratios are made possible by the existence for each public library jurisdiction of a particular statistic: the population for its legal service area.

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

For most U.S. public libraries, there is no counterpart to this statistic at the outlet level. While it is a truism that library users tend to come from the immediate vicinity of the facility (e.g., a five mile radius), few jurisdictions have assigned specific sub-units of their legal service areas to individual outlets. This is unlikely to happen in many jurisdictions, because outlets function not so much as miniature central libraries or branches for their specific environs but more as “magnet” facilities. In many larger jurisdictions, individual outlets have staff, collections, programs, and/or services that are specialized, and, as a result, such outlets may be visited by patrons from throughout the larger jurisdiction.

So, what is to be done in the absence of such a population figure to be utilized as the divisor in a per capita calculation? The option utilized in this study may be the easiest one. For recorded output measures, such as circulation and reference questions, per visitor statistics were calculated utilizing the reported number of library visits. Certainly for large scale projects involving libraries from many jurisdictions and, perhaps, many states, this may be the only practical option. That being the case, it will be important to urge all participating libraries to report library visits. (This statistic is missing for some CoR participants.) For a data collection project focused on a single jurisdiction, one might assign Census tracts or block groups to outlets, but this strategy is fraught with hazards. Boundaries of Census geography frequently do not coincide with desired library service areas and, at best, assignments of geography on such a basis would be arbitrary.

Considering community demographics might also help to create more readily comparable peer groups of libraries. Many libraries serve similar size populations, but their demographic profiles are quite different (e.g., diverse central cities v. homogenous suburban counties). The imminent release of 2000 U.S. Census data for small units of geography (e.g., counties, cities, Census tracts, block groups) and the data management tools that accompany that data will make this heretofore very difficult task a great deal easier.

Extend Strong Support to Sites

Project staff should extend more frequent, regular, and pro-active support to local participants. The permissiveness of the data collection period for this project made it unnecessarily difficult for project staff and consultants to monitor local activities at such a

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

large number of sites. Coordinators of future efforts might consider offering a list of 25 randomly selected dates at the outset of a project, asking local site representatives to select 10 of them, and then acting on this information—contacting local representatives in advance of, on, and after each of their chosen dates. Such contacts would make it easier to evaluate participation rates throughout a wider overall data collection period. Project staff would thus be alerted when staff at a particular site simply forget to collect data, fall behind on their own schedule, or experience unusual difficulties that require timely technical assistance.

Provide Training & Technical Assistance for Data Use

Provision should be made for training and ongoing technical assistance to participants to maximize their successful use of resulting data. While collecting library output and user outcome data for specific PfR service responses is a tall order all by itself, it is not a sufficient end. There is no point in collecting data unless it is going to be utilized.

A handicap of many such projects is the failure or inability of project staff as well as local participants to follow through from collecting data to using it. This is a danger that should be of great concern to all involved, because it undermines the value of the effort completely. While it is difficult for most grantees and contractors to guarantee certain levels of ongoing support after a project has concluded, both they and funders of such projects should feel under some obligation to address this issue. In addition to expert support, the usefulness of such data often depends upon the level of training in data use that exists at the local level.

It is not unusual for project staff and local data users to mistake the mere tabulation of data for analysis. The relevance, meaning, and implications of a table of numbers are not apparent to many. Ideally, a project such as this one should conclude with—or at least be succeeded by—a mini-conference to which participants bring their local data, receive training in how to analyze and present data, and practice doing so with their colleagues.

If the travel-related costs involved in such an event cannot be included in the grant funding the next such project, those proposing the project might want to consider alternative, possibly even pre-existing venues (e.g., regional workshops; sessions at state and national conferences) for achieving this sort of closure to whatever extent possible. If project staff

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

or consultants are not in a position to provide ongoing technical assistance, local participants should be referred to whatever resources might be available to them to obtain such support (e.g., the nearest library school, a regional library cooperative, a state library agency).

These foregoing recommendations apply generally, but are addressed specifically to the Upper Hudson Library System, based in Albany, New York. Public libraries in that system are the first in the nation beyond the CoR project participants to utilize the new tools developed by this project.

Recommendations for Research & Development

The findings of this research recommend further study to confirm empirically a more market-based conception of library roles or service responses. The two latest planning models endorsed by the Public Library Association—Planning and Role-Setting for Public Libraries (PRSPL) and Planning for Results (PfR)—have promulgated roles and service responses, respectively, that were based entirely on the perspectives of the authors and representatives of the modest numbers of libraries involved in developing those models. Neither the PRSPL roles nor the PfR service responses are research-based taxonomies. Both were developed—intentionally—from a library management perspective. An examination of a substantial data set—including library-reported outputs, user-reported outcomes, and community demographics soon to be available from the 2000 U.S. Census—might reveal a more useful, more reality-based perspective on some of the choices facing library planners and managers. For instance, a statistical analysis of the interactions among outputs, outcomes, and demographics might recommend simplifying the PfR service response set.

The authors speculate that such an investigation would likely produce evidence to justify reorganizing the PfR service responses (SRs) into two tiers. Considering the overlapping responses received from users via outcome surveys, it seems likely that some of the SRs might be umbrellas under which others can be subsumed. For instance, this study was unable to separate entirely from each other three service responses: Current Topics and Titles, General Information, and Lifelong Learning. General Information was used in this project as the umbrella term. Neither library staff who were interviewed nor users who responded to the outcome survey drew dramatic lines between these service responses. It was also clear from both library staff and patrons that most regard Basic Literacy, Formal

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

Education Support , and Information Literacy as subsidiary aspects of Lifelong Learning. Many also had difficulties separating Commons and Community Referral, and some indicated that Cultural Awareness is closely related to those two SRs.

The possible inter-relationships that might be revealed go on and on. Where does one draw the line between:

- Basic Literacy and Information Literacy?
- Business and Career Information and Consumer Information?
- Current Topics and Titles and Formal Education Support?
- Local History and Genealogy, Community Referral, and Cultural Awareness?

Surely, if there is value in promulgating sets of choices, such as the PRSPL roles and the PfR service responses, it is worth conceiving those choices on the basis of empirical research as well as input from and about the community in general and library users in particular.

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

Bibliography

- Barnett, A. (1993). A Survey of Internet Searches and Their Results. *Reference & User Services Quarterly* 39.2: 177-81.
- Belcastro, P. (1995). A mathmaking tool for readers. *Wilson Library Bulletin*, 69, 34-7.
- Breivik, P. S. (1999). Take II – Information Literacy: Revolution in Education. *Reference Services Review* 27.3: 271-75.
- Burnheim, R. (1992). Information Literacy – a Core Competency. *AARL*: 194.
- Byerly, G., Brodie, C.S. (1998). Information Literacy Update. (Web Sites on Information Literacy and Bibliographic Instruction). *School Library Media Activities Monthly* 15.1: 27-28+.
- Chelton, M.K. (1993). Read any good books lately? Helping patrons find what they want. *Library Journal*, 118(8), 33-37.
- Clausen, H. (1997). Internet Information Literacy: Some Basic Consideration. *Libri* 47: 25-34.
- Dervin, B. et al. (1985). How libraries help. Stockton, CA: University of the Pacific. ERIC: ED264857.
- De Stricker, U. (1998) Reading Out to Students: Professional Success(ion). *Searcher* 6.3: 23-24.
- Di Alesandro, M.A. (1998). From Among Us: Literacy Programs Offer Tangible Benefits. *American Libraries*, 29(11), 40-45.
- Diaz, K. (1997). User Success in a Networked Environment. *RQ* 36.3: 393-407.
- Dobrez, C.K. (1987). Sharing and Preserving Family Stories. *School Library Journal*, 33(6): 40.
- Doiron, R. (2000). Lifelong Libraries for Lifelong Learning. *Feliciter* 46.1: 20-24.
- Doyle, C.S. (1994). Information Literacy in an Information Society: A Concept for the Information Age. *ERIC*: 3.
- Dresher, J. (1994). Message from the President. *Public Libraries*: 213.
- Durrance, J. (1991). Public Libraries and Career Changers: Insights From Kellogg-Funded Sources. *Public Libraries*, 30, 93-100.
- Durrance, J., Pettigrew, K.E. (2000). Community Information: The Technological Touch. *Library Journal*, 125(2), 44-46.

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

- Eichler, L. and Halperin, M. (2000). LivePerson: Keeping Reference Alive and Clicking. *Econtent*. V23, no. 3: 63-66.
- Eriksen, N.J., Maas, J.A. (1997). Serving the Patron Through Referral Lists: The Brooklyn Experience. *Journal of Interlibrary Loan, Document Delivery & Information Supply*, 7(4), 49-58.
- Fast, B. (1998). The Place of the Library. *Against the Grain*. V10, no. 6: 58-9.
- Gabriel, M. R. (1998) The Internet: A Ready Reference Library. *Catholic Library World*. 68.3: 13-18.
- Garnsey, B., and Powell, R. (1998). Electronic Mail Reference Services in the Public Library. *Reference & User Services Quarterly*. 39: 245-54.
- Greenwood, T. E., and Frisbie, J. (1998). Library Instruction That's Out of This World! Information Literacy at Fort Lewis College. (Revision of a paper presented at the 1998 LOEX of the West Conference). *Reference Services Review* 26.3-4: 45-50.
- Harris, C. (1995). Career and College Placement Cooperatives: The Guidance Office and the Media Center. *Voice of Youth Advocates* 18: 211-13.
- Himmel, E., Wilson, W.J. (1998). *Planning for Results: A Public Library Transformation Process*. Chicago: American Library Association.
- Hopkins, M. E. (2000). A Whiz of a Wiz: New Library Exhibition on 'The Wizard of Oz' Opens. *Library of Congress Information Bulletin* 59.3: 60-64.
- Johnson, D. W. (1997). Libraries and Literacy: A Tradition Greets A New Century. *American Libraries*, 28(5), 49-51.
- Jones, C. M. (1995). Literacy: The Basic Job Skill. *Ohio Media Spectrum* 47: 26-30.
- Kasowitz, A., Bennett, B. and Lankes R. D. (2000). Quality Standards for Digital Reference Consortia. *Reference & User Services Quarterly*. 39.4: 355-63.
- Koontz, C. M. (1997) *Library Facility Siting and Location Handbook*. Westport, CT: Greenwood Press, 1997.
- Kristl, C. (1997). Complaints Prompt Library to Remove Bulletin Board. *American Libraries*. Vol. 28, no. 10: 14-15.
- Loertscher, D., and Woolls, B. (1997). *Information Literacy Movement of the School Library Field: A Preliminary Summary of the Research*. U.S.: California.
- Martin, R. (1993). Career Information Center. *School Library Media Activities Monthly*. 10: 46-48.
- Martins, E. (1991). JOBLINC: Job-Help Bus Delivers Needed Information. *Tennessee Librarian*. 43: 5-7.

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

- McClure, C.R., Bertot, J.C. (1998). Public Library Use In Pennsylvania: Identifying Uses, Benefits, And Impacts. Final Report. Harrisburg, PA.: Pennsylvania Department of Education, Office of the Commonwealth Libraries. ERIC:ED419548.
- McCook, K. (1992). Where Would We Be Without Them? Libraries and Adult Education Activities: 1996-91. *RQ*. 32: 245-53.
- Megee, M. (1997). Media Literacy: The New Basic; Will the Real Curriculum Please Stand Up? *Emergency Librarian*. 25: 23-26.
- Nelson, M. P. (1993). Career Weeks for Sixth-Graders. *Book Report*. 12: 21+.
- O'Neill, N. (1999). E-Mail Reference Service in the Public Library: A Virtual Necessity. *Public Libraries*. V. 38, no. 5: 302-3+.
- Oserman, S., Durrance, J. (1994). Providing Support For Job Seekers And Career Changers. *RQ*, 33(3), 322(4).
- Rader, H. (1999). Library Instruction and Information Literacy—1998. *Reference Services Review*. 27.4: 376-403.
- Reference and User Services Association. (1998). Guidelines for the Introduction of Electronic Information Resources to Users. *Reference & User Services Quarterly*. 37.3: 277-78.
- Rodriguez, G. (1991). Forging Pride In The Rust Belt: East Chicago's History Project. *American Libraries*, 22(11), 1026-28.
- Schneider, R.W., Stewart, J.A. Genealogical Resources in the Chicago Public Library. *Illinois Libraries*, 7(7), 494-501.
- Simon, M. (1992). Marketing Libraries Through Their Physical Environment. *Wilson Library Bulletin*. V66, no. 7: 33-35.
- Stoss, F. W. and others. (2000). Love Canal: Reminder of Why We Celebrate Earth Day. *Issues in Science & Technology Librarianship*. No. 26.
- Strong, G.E. (1998). A Life in Literacy. *American Libraries*, 29(11), 40-45.
- Tassin, A.G. (1991). The Librarian As Genealogist: Bits And Pieces That Built A Family History. *LLA Bulletin*, 54, 65-9.
- Thurman, D.T. (1987). Genealogy Research in Craighead County-Jonesboro Public Library. *Arkansas Libraries*, 44, 28-30.
- Tomaiuolo, N. G., Garrett, J. (2000). "Aska" Do's Don'ts, and How-to's: Lessons Learned in a Library. *Searcher*. Vol. 8: 32-25.
- Usherwood, B., Linley, R. (1999). New Library - New Measures: A Social Audit Of Public Libraries. *IFLA Journal*, 25(2), 90-6.

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

Van House, N.A., Lynch, M.J., McClure, C.R., Zweizig, D.L., Rodger, E.J. (1987). *Output Measures For Public Libraries: A Manual Of Standardized Procedures* (2nd ed.). Chicago: American Library Association.

Vaughan, I.Q., Tauge-Sutcliffe, J., Tripp, P. (1996) The Value Of The Public Library To Small Businesses. *RQ: Reference Quarterly*, 36(2), 262-269.

Vavrek, B. F. (2000). Is the American Public Library Part Of Everyone's Life? (Clarion University study). *American Libraries*, 31(1), 60-64.

Winkel, L. (1999). Career Education. *School Library Media Activities Monthly*. 15.7: 33-34+.

"Yeats at New York Public Library." (1999) *AB Bookman's Weekly* 104.2-3: 66-67.

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

Appendices

- A. Volunteer Confirmation Survey
- B. Counting on Results (CoR) Advisory Committee
- C. CoR Participants by State and City
- D. CoR Participants by Service Response
- E. Contact Information for CoR Participants
- F. Key Informant Interview Summaries
- G. CoR User Outcome Surveys
- H. Final Recorded Library Output Data
- I. Final Observed Patron Activities Data
- J. Final User Outcome Data
- K. Success Stories by CoR Service Response
- L. Sample Presentation: What Can Numbers Tell Us?
- M. CoR Evaluation Survey

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

Attachments

1. CoR Software (CD-ROM)
2. CoR Instruction Manual
3. Conference Presentation on CoR Project: New Tools
for Outcome-Based Evaluation of Public Libraries
4. Library Output Reports by Library, Service Response,
and Location
5. User Outcome Reports by Library and User
Demographic Group

NOT INCLUDED IN LIBRARY COPIES

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

Index

A

Adults2, 6, 24, 33, 41, 71, 78, 79, 98
Age...viii, 6, 9, 10, 12, 15, 23, 24, 35, 43,
44, 45, 46, 63, 68, 69, 70, 71, 72, 73,
74, 77, 78, 79, 80, 84, 88
Albany, NY.....36, 37, 39, 104
Altoona, PA.....37, 38, 59
At service desk.....
31, 33, 34, 36, 42, 43, 46, 47, 85
Attending event.....
..vii, 31, 33, 34, 36, 37, 38, 39, 41, 42,
44, 46, 94

B

Basic Literacy
....vi, viii, 5, 21, 22, 32, 33, 34, 41, 49,
50, 58, 65, 67, 68, 69, 74, 79, 80, 89,
97, 98, 104, 105
Birmingham, AL..... 34, 39
Boulder, CO 39, 40, 62, 63
Bozeman, MT59
Bremerton, WA..... 38, 60
Buda, TX39
Business.viii, 1, 2, 3, 8, 9, 15, 20, 21, 24,
51, 53, 64, 65, 66, 69, 70, 79, 97, 100
Business and Career....vii, 21, 34, 39, 51,
58, 65, 69, 74, 97, 98, 105

C

Careers .. 1, 2, 3, 7, 8, 14, 15, 21, 24, 51,
69, 70, 75, 79
Circulation
.....vi, 1, 3, 11, 24, 26, 28, 30, 52, 102

College degrees
8, 64, 74, 75, 76, 77, 78, 80, 86
Commons ...vii, viii, 9, 21, 22, 32, 36, 37,
39, 41, 42, 52, 58, 66, 70, 75, 79, 80,
97, 98, 105
Community groups..viii, 5, 54, 60, 67, 68,
71, 79, 86
Community Referral10, 21, 22, 54, 55,
98, 105
Community resources, services..iii, viii, 1,
2, 3, 5, 8, 9, 10, 14, 15, 16, 17, 47, 50,
52, 54, 57, 60, 62, 63, 65, 67, 68, 70,
71, 75, 79, 80, 82, 83, 86, 101, 102,
104, 105
Computers
vii, 6, 8, 14, 18, 21, 22, 23, 24, 32, 35,
36, 38, 40, 41, 44, 51, 56, 62, 64, 72,
78, 80, 84, 85, 91, 93, 94, 95, 98, 101
Consumer Information22, 54, 105
CoR Instruction Manual19, 23, 100
Council Bluffs, IA 58
Cultural Awareness..... 22, 105
Cultural heritage, events...viii, 1, 2, 9, 10,
16, 54, 57, 60, 62, 63, 67, 68, 71, 73,
76, 77, 78, 80
Current Topics and Titles... 10, 21, 54, 98,
99, 104, 105

D

Data collection.....
vi, ix, 1, 18, 21, 22, 23, 24, 25, 26, 27,
28, 34, 46, 48, 82, 83, 84, 86, 87, 91,
92, 93, 95, 97, 99, 100, 101, 102

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

Databases..... vii, 22, 98
 Demographics 8, 47, 84, 101, 102, 104
 Denver, CO iv, 59
 Dickinson, ND.....35
 Digital divide32, 72, 78
 Directional questions 29, 30

E

Education . viii, 2, 5, 7, 12, 13, 38, 50, 51,
 61, 63, 64, 69, 70, 74, 75, 76, 77, 78,
 79, 84
 Erie, PA 36, 37
 Evaluation survey 91, 92

F

Family history
 ..14, 15, 16, 57, 58, 62, 63, 64, 68, 73,
 77, 78, 80
 Formal Learning Support..... 22, 54
 Fresno, CA 38, 83, 84, 85, 86

G

Genderviii, 63, 64, 65, 66, 84, 85
 Genealogy .. 1, 12, 15, 16, 33, 54, 57, 58,
 62, 63, 68, 73, 80, 97, 99
 General Information vii, 10, 11, 21, 22,
 24, 29, 30, 32, 34, 37, 38, 44, 52, 53,
 54, 59, 60, 65, 67, 68, 71, 75, 76, 79,
 80, 83, 85, 86, 98, 99, 104
 Government Information.....22

H

Historic preservation, renovation... 57, 62,
 63, 64, 77, 78
 Hobbiesvii, 4, 11, 54, 60, 71, 72, 79
 Hurst, TX38

I

Information Literacyvii, viii, 13, 21, 22,
 32, 39, 53, 55, 56, 61, 62, 66, 67, 72,
 76, 77, 79, 80, 97, 98, 105, 106, 107,
 108
 In-library use 2, 29, 30
 Interacting with others.....
24, 31, 36, 41, 44, 101
 Interlibrary loan (ILL)16, 30, 98

J

Jamaica, NY6, 60
 Jobs1, 3, 4, 5, 7, 8, 10, 14, 15, 21, 50,
 51, 65, 70, 74, 75, 79, 85

K

Key informant interviews.... iii, 17, 20, 28,
 54, 88, 96, 98, 99

L

LaFayette, GA..... 62
 Lake City, FL 34, 60
 Learned about new books.....52, 64, 71
 Legal, social, or political issues.....
 . 31, 51, 53, 54, 60, 67, 68, 85, 95, 103
 Lewistown, MT..... 60
 Librarian
 viii, 1, 16, 17, 24, 43, 55, 56, 61, 62
 Library as a Place (Commons)... vii, viii, 9,
 36, 52, 58, 66, 70, 75, 79, 80, 97
 Library catalog.....vii, 40, 55, 56
 Library events
 ..vii, viii, 16, 24, 31, 32, 33, 34, 37, 38,
 39, 41, 42, 44, 46, 79, 94

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

Library programs ... iii, 2, 6, 8, 10, 11, 13,
15, 23, 24, 29, 30, 33, 37, 41, 44, 58,
94, 97, 102
Library staff
iv, 8, 16, 21, 22, 27, 32, 56, 61, 62, 64,
72, 77, 79, 84, 91, 94, 96, 104
Library visits26, 29, 30, 102
Lifelong Learning .. 14, 21, 22, 29, 54, 98,
99, 104, 106
Local history
..... 1, 15, 16, 57, 62, 63, 68, 73, 79
Local History and Genealogy.....
....vii, 2, 15, 21, 33, 39, 41, 57, 62, 63,
73, 77, 79, 80, 97, 98, 99, 105

M

Meeting new people
..... 16, 54, 60, 71, 72, 76, 79
Men viii, 65, 66, 67, 68, 85
Mesa, AZ 37, 38
Monessen, PA35

N

Nazareth, PA39, 61, 62

O

Observed activities.....
. 20, 24, 36, 38, 43, 46, 83, 91, 94, 101
Observed patron activities..... vii, 42, 94
Orlando, FL 61, 62
Output Measures for Public Libraries26, 47
Outputs . iii, iv, 1, 2, 3, 17, 18, 19, 20, 22,
24, 25, 26, 27, 28, 29, 82, 83, 86, 87,
88, 90, 91, 92, 93, 94, 95, 102, 103

P

Palm
iv, vi, ix, 22, 23, 24, 25, 26, 27, 31, 83,
91, 92, 93, 94, 95, 100
Personal Digital Assistants (PDAs)
.....23, 26, 27, 94, 95
Planning and Role-Setting for Public
Libraries 89, 104
Planning for Results.... iii, iv, v, vi, 1, 2, 3,
17, 20, 22, 27, 83, 87, 89, 97, 104, 107
Portland, OR..... 38, 59, 60, 61
Public Library Association (PLA).. vi, 1, 18,
27, 83, 89, 104

Q

Quiet place.....viii, 32, 52, 84

R

Read for pleasure.. vii, viii, 52, 53, 59, 63,
64, 67, 76
Reading and writing..... 50, 69
Recommendations.... v, ix, 11, 19, 82, 86,
91, 93, 97, 104
Recorded library output
...vi, 20, 22, 24, 26, 27, 28, 29, 83, 91,
93, 94, 95, 102
Reference books, servicesvi, 1, 2, 3, 8,
10, 11, 12, 13, 24, 26, 30, 32, 54, 55,
56, 61, 62, 64, 72, 78, 79, 98, 102
Reference services (facts and documents)
..... 60, 64, 67, 72
Reno, NV 58
Riverside, CA..... 58
Round Rock, TX 39, 40

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

S

School... iv, viii, 2, 4, 6, 8, 13, 14, 15, 16,
17, 42, 44, 51, 52, 54, 55, 57, 60, 63,
64, 67, 68, 70, 71, 73, 74, 75, 78, 79,
86, 104

Seniors.....73, 78, 80

Service Responses .. iv, vi, viii, 1, 3, 4, 13,
15, 17, 18, 19, 21, 22, 27, 29, 33, 64,
66, 78, 83, 87, 89, 94, 95, 97, 100,
103, 104, 105

Sioux City, IA 29, 30, 31, 60

Success stories..... 6, 49, 85, 86

U

User outcomes 2, 12, 83

Using computers....vii, 31, 35, 38, 40, 42,
45, 78, 85

V

Viewing display..... 31, 42

Volunteer confirmation surveyiv

W

Web hits 11, 13, 29, 30

Women..... 12, 65, 66, 67, 68, 80, 85

World Wide Webiv, vii, viii, ix, 3, 9, 12,
16, 23, 24, 29, 30, 52, 53, 55, 56, 61,
62, 64, 66, 67, 70, 72, 77, 79, 83, 91,
92, 93, 94, 95, 96, 97, 99, 106

Y

Younger adults (ages 25-39) 69

Youthvii, 44, 45, 74, 77, 78

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

Appendix A

Volunteer Confirmation Survey



VOLUNTEER CONFIRMATION SURVEY

COUNTING ON RESULTS

NEW TOOLS FOR OUTCOME-BASED EVALUATION OF PUBLIC LIBRARIES
A National Leadership Grant Project of the Institute of Museum & Library Services

To confirm your library's interest in participating in the Counting On Results project, complete this brief questionnaire and return it by fax or surface mail **no later than Friday, July 14, 2000.**

A. Public Library Jurisdiction

Library Name: _____

Address: _____

Contact Person's Name: _____

Title: _____

Address: _____

City: _____ State _____ Zip code _____

Telephone: (____) _____ Fax: (____) _____

E-mail: _____

B. Participating Outlet/Department and Service Response

Identify one to three outlets (i.e., main or central library, library branch) or departments (e.g., government publications, genealogy) that would participate in the project. For each, identify the Planning For Results service response for which it would serve as a test site.

Outlet/Department Name:	Service Response (see reverse)
1. _____	_____
2. _____	_____
3. _____	_____

C. System Requirements

1. Do all of these outlets/departments meet the minimum system requirements (Intel PC running Windows 95, 98 or NT; 32MB of RAM, 25 MB of free hard disk space, modem)? Mark (X) one. ☐ YES ☐ NO
2. If NO, is another outlet/department or the central administration of the jurisdiction able to overcome any such deficiency? Mark (X) one. ☐ YES ☐ NO
3. Will any additional handheld computers be available to run the project's customized Pendragon Forms software (Palm III, IIIx, V, VII; Symbol SPT-1500, IBM WorkPad)? Mark (X) one. ☐ YES ☐ NO
4. If YES, how many? (Enter the number of additional handhelds) _____

Fax: Louise Conner, Library Research Service, 303 866 6940
Surface mail: Louise Conner, Library Research Service,
201 E. Colfax Ave., Suite 309, Denver, CO 80203-1799

THANK YOU. We will be in touch.

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

Appendix B

Counting on Results (CoR)

Advisory Committee

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

Advisory Committee

Denise Davis
Director, Statistics and Surveys
National Commission on Libraries and
Information Science
1110 Vermont Ave., NW, Suite 820
Washington, DC 20005-3552
Telephone: 202-606-9200
Fax: 202-606-9203
E-mail: ddavis@nclis.gov

Jan Feye-Stukas
Associate Director
Minneapolis Public Library
300 Nicollet Mall
Minneapolis, MN 55401-1992
Telephone: 612-630-6208
Fax: 612-630-6210
E-mail: jfeye-stukas@mpls.lib.mn.us

Rochelle Logan
Associate Director for Support Services
Douglas Public Library District
961 Plum Creek Blvd.
Castle Rock, CO 80104
Telephone: 303-688-8752
Fax: 303-688-1942
E-mail: rlogan23@earthlink.net

Mary Jo Lynch
Director, Office for Research & Statistics
American Library Association
50 E. Huron St.
Chicago, IL 60611-2795
Telephone: 312-280-4273
Fax: 312-280-3255
E-mail: mlynch@ala.org

Nelson, Sandra
Planning for Results consultant
1906 Russell St.
Nashville, TN 37206
Telephone: 615-227-7402
Fax: 615-227-6642
E-mail: sandra.nelson@worldnet.att.net

Alan Zimmerman
Public Library System Administration &
Finance Division
Wisconsin Department of Public
Instruction
125 S. Webster St., P. O. Box 7841
Madison, WI 53707
Telephone: 608-266-3939
Fax: 608-267-1052
E-mail: alan.zimmerman@dpi.state.wi.us

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

Appendix C

CoR Participants by
City and State

CoR Participants by State and City

State	City	Library Name	S.R.
AL	Birmingham	Birmingham Public Library	BL/H&G
AZ	Mesa	Mesa Public Library	B&C/GPLS
CA	Fresno	Fresno County Public Library	
CA	Fresno	Sunnyside Regional Library	GPLS
CA	Riverside	Riverside County Library System	
CA	Lake Elsinore	Altha Merrifield-Lake Elsinore BrLib	LP/GPLS
CO	Boulder	Boulder Public Library	B&C/H&G
CO	Denver	Denver Public Library	
CO	Denver	Central Branch	H&G
CO	Denver	Ross Barnum Branch	GPLS
CO	La Junta	Woodruff Memorial Library	GPLS
CO	Steamboat Springs	East Routt Library District	
CO	Steamboat Springs	Bud Werner Memorial Library	B&C/LP
FL	Lake City	Columbia County Public Library	BL/GPLS
FL	Orlando	Orange County Library System	IL/H&G/BL
FL	Plant City	Bruton Memorial Library	GPLS
GA	LaFayette	Cherokee Regional Library	H&G
IA	Council Bluffs	Council Bluffs Public Library	LP/GPLS
IA	Sioux City	Sioux City Public Library	GPLS
IL	Hazel Crest	Grand Prairie Public Library	BL
LA	St. Martinville	St. Martin Parish Public Library	GPLS
MT	Bozeman	Bozeman Public Library	IL/GPLS
MT	Lewistown	Lewistown Public Library	GPLS
NC	Lumberton	Robeson County Public Library	H&G
ND	Dickinson	Dickinson Public Library	B&C
NJ	New Brunswick	New Brunswick Public Library	LP
NV	Reno	NW Reno Library	LP
NY	Albany	Albany Public Library	LP/H&G
NY	Jamaica	Queens Borough Public Library	GPLS/H&G
OH	Cleveland	Cleveland Public Library	B&C
OR	Portland	Multnomah County Library	
OR	Portland	Central Branch	GPLS
OR	Portland	Gresham Regional Branch	GPLS
OR	Portland	North Portland Branch	IL
PA	Altoona	Altoona Area Public Library	GPLS
PA	Erie	Erie County Public Library	LP
PA	Irwin	Norwin Public Library	GPLS
PA	Latrobe	Adams Memorial Library	GPLS/IL
PA	Monessen	Monessen Public Library	B&C/GPLS
PA	Nazareth	Memorial Library of Nazareth & Vicinity	IL
PA	Rimersburg	Eccles-Lesher Memorial Library	GPLS
TX	Big Lake	Reagan County Library	LP
TX	Buda	Moreau Memorial Library	IL
TX	Hurst	Hurst Public Library	
TX	Hurst	Adult	GPLS
TX	Hurst	Youth	GPLS
TX	Round Rock	Round Rock Public Library	IL/H&G
WA	Bremerton	Kitsap Regional Library	GPLS
WI	Waukesha	Waukesha County Library System	
WI	Waukesha	Menomonee Falls	GPLS
WI	Waukesha	Mukwonago Public Library	GPLS
WI	Waukesha	New Berlin	LP

BL Basic Literacy
 B&C Business & Career Information
 LP Library As A Place (Commons)

GPLS General Public Library Survey
 IL Information Literacy
 H&G Local History & Genealogy

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

Appendix D

CoR Participants by Service Response

CoR Participants by Service Response

Basic Literacy

Columbia County Public Library, FL
Orange County Library System, FL
Grande Prairie Public Library, IL
Round Rock Public Library, TX

Business & Career

Mesa Public Library, AZ
Boulder Public Library, CO
East Routt Library District, CO
 Bud Werner Memorial Library
Dickinson Public Library, ND
Cleveland Public Library, OH
Monessen Public Library, PA

Library As A Place (Commons)

Riverside County Library System, CA
 Altha Merrifield-Lake Elsinore BrLib
East Routt Library District, CO
 Bud Werner Memorial Library
Council Bluffs Public Library, IA
Northwest Reno Library, NV
Albany Public Library, NY
New Brunswick Public Library, NY
Erie County Public Library, PA
Reagan County Library, TX
Waukesha County Library System, WI
 New Berlin Branch

General Public Library Survey

Mesa Public Library, AZ
Riverside County Library System, CA
 Altha Merrifield-Lake Elsinore BrLib
Fresno County Public Library, CA
 Sunnyside Regional Library
Denver Public Library, CO
 Ross Barnum Branch
Woodruff Memorial Library, CO
Bruton Memorial Library, FL
Columbia County Public Library, FL
Council Bluffs Public Library, IA
Sioux City Public Library, IA
Bozeman Public Library, MT
Lewistown Public Library, MT
Queens Borough Public Library, NY
Altoona Area Public Library, PA

General Public Library Survey (continued)

Monessen Public Library, PA
Multnomah County Library, OR
 Central Branch
Multnomah County Library, OR
 Gresham Regional Branch
Norwin Public Library, PA
Adams Memorial Library, PA
Eccles-Lesher Memorial Library, PA
Hurst Public Library, TX
 Adult Branch
Hurst Public Library, TX
 Youth Branch
Kitsap Regional Library, WA
Waukesha County Library System, WI
 Menomonee Falls
Waukesha County Library System, WI
 Mukwonago Public Library

Information Literacy

Orange County Public Library, FL
Bozeman Public Library, MT
Multnomah County Library, OR
 North Portland Branch
Adams Memorial Library, TX
Memorial Library of Nazareth & Vicinity, IL
Moreau Memorial Library, TX
Round Rock Public Library, TX

Local History & Genealogy

Birmingham Public Library, AL
Boulder Public Library, CO
Denver Public Library, CO
 Central Branch
Orange County Library System, FL
Cherokee Regional Library, GA
Robeson County Public Library
Albany Public Library, NY
Queens Borough Public Library, NY
Round Rock Public Library, TX

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

Appendix E

Contact Information for
CoR Participants

AL	<p>Birmingham Public Library Renee Blalock 2100 Park Place Birmingham, AL 35203 205-226-3611 205-226-3743 renee@post.bham.lib.al.us</p>	<p>East Routt Bud Werner Memorial Library Chris Painter, Director 1289 Lincoln Ave. Steamboat Spgs, CO 80487 970-879-0240 970-879-3476 cpainter@marmot.org</p>	
AZ	<p>Mesa Public Library Lanty Snelson 64 East 1st St. Mesa, AZ 85201 480-644-2336 480-644-3490 Lanty_Snelson@ci.mesa.az.us</p>	<p>Woodruff Memorial Library Debbie Cosper, Dir. of Library Services 522 Colorado Ave., PO Box 479 La Junta, CO 81050 719-383-2515 719-383-2515 Debbie.Cosper@lajunta.lib.co.us</p>	
CA	<p>Riverside County Library System Altha Merrifield-Lake Elsinore Branch Mark Smith, Mid-south zone manager 3392-A Durahart St. Riverside, CA 92507 909-369-3003 x27 909-369-6801 marks@lssi.com</p> <p>Sunnyside Regional Library Lyn MacEachron, Librarian Supervisor 5566 E. Kings Canyon Road Fresno, CA 93727 559- 255-6594 559-488-1971 lmaceach@sjvls.lib.ca.us</p>	FL	<p>Bruton Mem Lib, FL Anne Haywood, Library Director 302 McLendon St. Plant City, FL 33566 813-757-9215 813-757-9217 haywooa@thpl.org</p> <p>Columbia County Public Library Katrina P. Evans, Assistant Director 490 N Columbia St. Lake City, FL 32055 904-758-1018 904-758-2135 kevans@neflin.org</p>
CO	<p>Boulder Public Library, CO Liz Abbott, Administrative Analyst P.O. Drawer H Boulder, CO 80306 303-441-3104 303-442-1808 abbottl@boulder.lib.co.us</p> <p>Denver Central Branch Denver Public Library Jim Kroll, Manager 10 W. 14th Ave Pkwy Denver, CO 80204 303-640-6347 303-640-6298 jkroll@denver.lib.co.us</p> <p>Ross Barnum Branch Denver Public Library Susan Kotarba, Branch Manager 3570 W. First Avenue Denver, CO 80219 303-935-1891 303-934-9324 skotarba@denver.lib.co.us</p>	GA	<p>Orange County Library System Debbie Moss, Assistant Director 101 East Central Blvd. Orlando, FL 32801 407-835-7430 407-835-7469 dmooss@ocls.lib.fl.us</p> <p>Cherokee Regional Library Lecia Eubanks, Assistant Director/ Automation Specialist 305 South Duke St. LaFayette, GA 30728 706-638-7557 706-638-4028 leubanks@mail.walker.public.lib.ga.us</p>
		IA	<p>Council Bluffs Public Library James M. Godsey, Director 400 Willow Avenue Council Bluffs, IA 51503 712-323-7553 X 23 712-323-1269 jgodsey@server.silo.lib.ia.us</p>

	<p>Sioux City Public Library Betsy Thompson, Library Director 529 Pierce St Sioux City, IA 51101 712-255-2933 X255 712-279-6432 bthompson@pohl.sc.lib.ia.us</p>		
IL	<p>Grande Prairie Public Library Susan K. Roberts, Admin. Librarian 3479 W. 183rd St. Hazel Crest, IL 60429 708-798-5563 708-798-5874 robertss@sslic.net</p>		
LA	<p>St. Martin Parish Library Erica A. Poirier, Resources/ Tech Services Coordinator 201 Porter St, PO Box 79 Saint Martinville, LA 70582 337-394-2207 337-394-2248 epoirier@pelican.state.lib.la.us</p>		
MT	<p>Bozeman Public Library Alice M. Meister, Library Director 220 E. Lamme St. Bozeman, MT 59715 406-582-2401 406-582-2424 ameister@mtlib.org</p> <p>Lewistown Public Library Bridgett Johnson, Director 701 West Main Lewistown, MT 59457 406-538-8559 406-538-3323 library@lewistown.net</p>		
NC	<p>Robeson County Public Library Barbara Allchin, Ref. Lib. 101 N. Chestnut St. Lumberton, NC 28359 910-738-4859 910-738-8321 ballchin@ncsl.dcr.state.nc.us</p>		
NJ	<p>Dickinson Public Library Cheryl Tollefson, Library Director 139 3rd Street West Dickinson, ND 58601 701-225-8100 701-227-3005 chtollef@sendit.sendit.nodak.edu</p>		
		NJ	<p>New Brunswick Public Library Monica Eppinger, Young Adult Librarian 60 Livingston Ave New Brunswick, NJ 8901 732-745-5108 732-846-0241 eppingem@lmxac.org</p>
		NV	<p>Northwest Reno Library Dianne Varnon, Manager 2325 Robb Dr. Reno, NV 89523 775-787-4117 775-787-4127 dvarnon@mail.co.washoe.nv.us</p>
		NY	<p>Albany Public Library Patrice M. Hollman, Outreach Librarian 161 Washington Ave. Albany, NY 12210 518-427-4325 518-449-3386 hollmanp@uhls.lib.ny.us</p> <p>Queens Borough Public Library Thomas E. Alford, Department Director, Customer Services 89-11 Merrick Blvd. Jamaica, NY 11432 718-990-8677 718-291-8936 talford@queenslibrary.org</p>
		OH	<p>Cleveland Public Library Timothy Diamond, Head, Planning & Research 325 Superior Ave Cleveland, OH 44114 216-623-2914 216-902-4957 Timothy.Diamond@cpl.org</p>
		OR	<p>Multnomah County Library Central Branch Gresham Regional Branch North Portland Branch Jeanne Goodrich, Deputy Director 205 NE Russell Portland, OR 97212 503-335-8161 503-335-0242 jeanneg@multcolib.org</p>

PA

Adams Memorial Library
Tracy Trotter, Director
1112 Ligonier Street
Latrobe, PA 15650
724-539-1972
724-537-0338
adamslib@westol.com

Altoona Area Public Library
Deborah A. Weakland, Executive
Director
1600 Fifth Ave.
Altoona, PA 16602
814-946-0417
814-946-3230
dweakland@aasdc.com

Eccles-Lesher Mem Library
Joanne Hosey, Library Director
673 Main St., PO Box 359
Rimbersburg, PA 16248
814-473-3800
814-473-8200
ecclesdir@csonline.net

Erie County Public Library
Mary Rennie, Blasco Library
Coordinator
160 East Front Street
Erie, PA 16507
814-451-6911
814-451-6969
mrennie@erielibrary.ecls.lib.pa.us

Nazareth
Memorial Library of Nazareth &
Vicinity
Lynn Snodgrass-Pilla, Director
295 E Center St.
Nazareth, PA 18064
610-759-4932
610-759-9513
lynnsnp@nazarethlibrary.org

Norwin Public Library
Eleanor Silvis, Library Director
299 Third St.
Irwin, PA 15642
724-863-4700
724-863-6195
norwinpl@nb.net or esilvis@c1mail.com

TX

Hurst Public Library
Adult Branch
Youth Branch
Janet Young, Sys. Admin/
Tech Serv Lib
901 Precinct Line Rd
Hurst, TX 75053
817-788-7300
817-788-7307
jyoung@ci.hurst.tx.us

Moreau Memorial Library
Robert Banish, Assistant Librarian
303 North Main St., PO Box 608
Buda, TX 78610
512-295-5899
512-312-1899
rbanish@hotmail.com or
budalibr@hotmail.com

Reagan County Library
Linda Rees, Librarian
County Courthouse
Big Lake, TX 76932
915-884-2854
915-884-2854
rclib7@wcc.net

Round Rock Public Library
Dale L. Ricklefs, Library Director
216 E. Main
Round Rock, TX 78664
512-218-7010
512-218-7061
dale@round-rock.tx.us

WA

Kitsap Regional Library
Sara Scribner, Manager of Reference &
Information Services
1301 Sylvan Way
Bremerton, WA 98310
360-405-9153
360-405-9128
sara@krl.org

WI

Waukesha County Library System
Menomonee Falls
Mukwonago Public Library
New Berlin
Mellanie Mercier, Library Automation
Coordinator
831 N. Grand Ave., #220
Waukesha, WI 53186
262-896-8084
262-896-8086
mmercier@wcfls.lib.wi.us

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

Appendix F

Key Informant Interview Summaries

C o u n t i n g o n R e s u l t s

New Tools for Outcome-Based Evaluation of Public Libraries

Key Informant Interview Summary

Key Informant Identification

State AL **Library Name** Birmingham Public Library

Contact Person Renee Blalock

Address 2100 Park Place

City Birmingham **State** AL **Zip Code** 35203

Telephone 205.266.3616 **Fax** 205.226.3743

E-mail renee@bham.lib.al.us

About the Interview

Date of Interview August 31, 2000

Interviewer(s) Rochelle Logan

Interviewee(s) Renee Blalock

Service Response Basic Literacy

About the Library

- Years ago a former mayor instructed library to come up with a literacy program. Others who provided literacy training made a stink. After much politicking, the library became literacy facilitators, supporting literacy providers.
- One branch is the literacy branch with 2,000 sq. ft. and sort of a new learners library, has one end for early childhood literacy. Going to classrooms, etc. Doing family literacy. National Connection Program. Run a lot of children's programs through literacy branch.
- Literacy branch in Western part of town. Fairly poor, mostly black, few Hispanics. The service area is the whole county. The main branch will collect the Local History data. May need a second Palm.
- Birmingham PL has 21 branches.

Desired Output Measures

- Number of people who learned to use the library
- Reaching students in schools – how many new library cards, how many students already have a library card that we're reaching. How many teachers have cards.
- Encourage kids to read.
- Counting number of programs that literacy coordinator performs for teacher groups, day care provider groups. How to read a story out loud. Between the Lyons, targeting Headstarts.
- Do some teaching of computer skills.
- In-library use can be added (browsing, using computers, etc.)

Desired Outcome Measures

- Have some questions about information literacy

C o u n t i n g o n R e s u l t s

New Tools for Outcome-Based Evaluation of Public Libraries

Key Informant Interview Summary

Key Informant Identification

State AL **Library Name** Birmingham Public Library

Contact Person Renee Blalock

Address 2100 Park Place

City Birmingham **State** AL **Zip Code** 35203

Telephone 205.266.3616 **Fax** 205.226.3743

E-mail renee@bham.lib.al.us

About the Interview

Date of Interview August 31, 2000

Interviewer(s) Rochelle Logan

Interviewee(s) Renee Blalock

Service Response Local History & Genealogy

About the Library

- Years ago a former mayor instructed library to come up with a literacy program. Others who provided literacy training made a stink. After much politicking, the library became literacy facilitators, supporting literacy providers.
- One branch is the literacy branch with 2,000 sq. ft. and sort of a new learners library, has one end for early childhood literacy. Going to classrooms, etc. Doing family literacy. National Connection Program. Run a lot of children's programs through literacy branch.
- Department of the Central Library in a separate building, connected by a walkway over a street. Historical collection endowed in the 1920's. Started out more as a local history collection, but more service given in genealogy. Separate from this are their archives.

Desired Output Measures

- Sample outputs look great
- Reworking website, maybe just have hits
- No circulation of materials

Desired Outcome Measures

- Sample outcomes look good

C o u n t i n g o n R e s u l t s

New Tools for Outcome-Based Evaluation of Public Libraries

Key Informant Interview Summary

Key Informant Identification

State AZ **Library Name** Mesa Public Library

Contact Person Patsy Hansel

Address 64 East 1st Street

City Mesa **State** CO **Zip Code** 85201

Telephone 480.644.2336 **Fax** 480.644.3490

E-mail patsy_hansel@ci.mesa.az.us

About the Interview

Date of Interview August 22, 2000

Interviewer(s) Rochelle Logan

Interviewee(s) Sandy Rizzo

Service Response Business & Career Information

About the Library

- Looking at redesigning the library. Presently business materials on two business index tables. Stock & investment info, financial newsletters, S&P, industry information section, directories, Moody's. Want more career resources. Presently NF split between two floors. May be doing away with business index. High use items behind ref desk. 2nd floor – business materials. Reference desk is remote from business area.

Desired Output Measures

- Count of people attending librarian presentations outside library
- Business databases (Reference USA). Do a lot of training on databases. Number of people trained in one-on-one training. Record referrals from outside.
- Bibliographies are an excellent way to meet needs. Number of bibliographies handed out. Can get stats from business web page. Business investment clubs, not sponsored by library, but supported by the library.
- Free distribution rack, business rack – measure number taken.

Desired Outcome Measures

- Weak in the career area. Strong in personal finance and investment areas. Small business – strong.
- Not much with helping people networking
- SBA comes to the library (partnership), SCORE too. Was referred to library from SBA, SCORE, Chamber, etc.

C o u n t i n g o n R e s u l t s

New Tools for Outcome-Based Evaluation of Public Libraries

Key Informant Interview Summary

Key Informant Identification

State AZ **Library Name** Mesa Public Library

Contact Person Patsy Hansel

Address 64 East 1st Street

City Mesa **State** CO **Zip Code** 85201

Telephone 480.644.2336 **Fax** 480.644.3490

E-mail patsy_hansel@ci.mesa.az.us

About the Interview

Date of Interview August 22, 2000

Interviewer(s) Rochelle Logan

Interviewee(s) Sandy Rizzo

Service Response General Public Library Survey

About the Library

- Doubled population every 10 years, up to 400,000 people. Seasonal effect has lessened considerably. Trying to get more business into the community. Mesa used to be a bedroom community and is slowly developing into a major city. Circulation has been decreasing. Expanded electronic resources through Internet. Access has exploded. Targeting Spanish language community this year. Have Spanish language materials. 40 or more percent Hispanic.
- New titles are located on shelving by circ desk -- one of the first things seen coming around from adult area. They are in the process of remodeling the adult area for book displays.

Desired Output Measures

- They have a publication monthly where fiction specialist does picks of better fiction – can keep numbers on that, circ. Can track NY Times Bestseller list circ. New fiction on new bookshelf, stays for 6-9 mos. Hard to track all that fiction. Non-fiction comes down after one circ. Topical book displays aren't always current titles.
- Number of reference questions would be difficult to collect by SR
- Do not have any discussion groups (!)
- Can't track circulation of books on display
- Recommend tracking Spanish language materials
- Can track hits on the fiction specialist webpage
- Can track access to newspaper database

Desired Outcome Measures

- Quick service to frequent readers to bestsellers (problem with long reserve list). If public is tolerant of long reserve lists. What range of weeks people willing to wait for reserve. At what point to they go buy or get elsewhere?

C o u n t i n g o n R e s u l t s

New Tools for Outcome-Based Evaluation of Public Libraries

Key Informant Interview Summary

Key Informant Identification

State CA **Library Name** Riverside County Library System

Contact Person Mark Smith

Address 3392-A Durahart St.

City Riverside **State** CA **Zip Code** 92507

Telephone 909.369.3003 x27 **Fax** 909.369.6801

E-mail marks@lssi.com

About the Interview

Date of Interview August 18, 2000

Interviewer(s) Marcy J. Rodney and Keith Curry Lance

Interviewee(s) Mark Smith

Service Response General Public Library Survey

Library Branch Altha Merrifield-Lake Elsinore Branch Library

About the Library

- Branch of a county system, branches are very autonomous, city run branches. 65,000 in town of Lake Elsinore (and surrounding areas). Economy on upswing in the county, Lake Elsinore a little more modest. Diverse, black, Hispanic, higher percentages than elsewhere in the county. Spanish the most common non-English language but not a tremendous number of Spanish-speakers. Good number of young families moving into the area. For many years has been an older population but now in transition. Affordable homes on western end of county, so people from Orange County coming to Riverside. Also becoming a destination for black professionals. More money available locally for libraries.
- Building is on a main street, small, about 7500 sf, a chunk of that is the meeting room. Not sufficient for area, a lot of pressure to build one on the other side of town. Old converted bank building, community room is a separate facility to the right. No study rooms or other breakout rooms, it's just one big room, which is a problem. Seating for 12 in the kids section, random chairs around the library, large seating area in the middle then rows of shelves that go off to the walls, 2 banks of computers. 1 bank is countywide catalogue, other bank is 5 Internet workstations always occupied. Take 1 hour signups that requires a lot of policing. Expect 4 additional Gates computers. Also have a Friends of the Library book sale room. Lots of Internet and reference traffic, are able to count foot traffic.

Desired Output Measures

- Number of workshops offered, kids in summer reading programs – good
- No discussion groups for older adults
- So what's a reference question for lifelong learning?
- Number of readers advisory requests – this is a good one.
- Number using computers, browsing, reading/writing – good
- Planning committee really wants to do something about literacy, but not clear what they're talking about. Some mean ESL, some mean one-on-one tutoring for illiterate adults. None of this is done now.
- Not doing discussion groups, cultural events, home-bound programs, hardly any outreach at all.

Desired Outcome Measures

- Want: became knowledgeable, intellectually stimulating, homework, leisure/recreational reading
 - No: expanded political and community awareness
 - Web-based survey: would be difficult if we used the public access terminals.
 - Yes would be willing to be a test site.
 - Question about timing: it's hard to tell committee's commitment to the process.
-

C o u n t i n g o n R e s u l t s

New Tools for Outcome-Based Evaluation of Public Libraries

Key Informant Interview Summary

Key Informant Identification

State CA **Library Name** Riverside County Library System

Contact Person Mark Smith

Address 3392-A Durahart St.

City Riverside **State** CA **Zip Code** 92507

Telephone 909.369.3003 x27 **Fax** 909.369.6801

E-mail marks@lssi.com

About the Interview

Date of Interview August 18, 2000

Interviewer(s) Marcy J. Rodney and Keith Curry Lance

Interviewee(s) Mark Smith

Service Response Library As A Place

Library Branch Altha Merrifield-Lake Elsinore Branch Library

About the Library

- Branch of a county system, branches are very autonomous, city run branches. 65,000 in town of Lake Elsinore (and surrounding areas). Economy on upswing in the county, Lake Elsinore a little more modest. Diverse, black, Hispanic, higher percentages than elsewhere in the county. Spanish the most common non-English language but not a tremendous number of Spanish-speakers. Good number of young families moving into the area. For many years has been an older population but now in transition. Affordable homes on western end of county, so people from Orange County coming to Riverside. Also becoming a destination for black professionals. More money available locally for libraries.
- Building is on a main street, small, about 7500 sq. ft., a chunk of that is the meeting room. Not sufficient for area, a lot of pressure to build one on the other side of town. Old converted bank building, community room is a separate facility to the right. No study rooms or other breakout rooms, it's just one big room, which is a problem. Seating for 12 in the kids section, random chairs around the library, large seating area in the middle then rows of shelves that go off to the walls, 2 banks of computers. 1 bank is countywide catalogue, other bank is 5 Internet workstations always occupied. Take 1 hour signups that requires a lot of policing. Expect 4 additional Gates computers. Also have a Friends of the Library book sale room. Lots of Internet and reference traffic, are able to count foot traffic.

Desired Output Measures

- Could measure any of these and already do, except for sitting alone and conversing with others.
 - Have logs of who uses computers.
 - Good circ software.
 - Reading/writing – don't have that but staff could do it.
 - like to know # of community orgs using it.
 - Rate of turnover would be good.
 - Some misconception on committee as to how people are using the library. Staff sees research, committee sees popular reading room. Very high family use, high kids circ. High usage, declining circ. Book budget has increased dramatically over the past years.
 - People see the library as a point of pride in the community, nicest public place in the community, a place to meet or gather.
 - Pamphlet area, no videocassettes of local meetings. Relationship with city PR dept, they provide fliers, pamphlets, etc. No opportunity for individuals to post notices.
 - Lots of groups use the room, women's groups, genealogy, etc. Available to public and private groups, private groups would have to pay a \$100 fee. They do charge churches. You just schedule the room with the library manager. Not available after hours unless willing to pay for additional staff.
 - Web site needs development, would love to have local links, don't have it now.
-

Desired Outcome Measures

- Don't care about new friends
 - Committee feels the library should be an exchange for new ideas
 - Library hosts almost no lectures, debates, exchanges, the committee is fantasizing.
 - There's a lot of children's programming, but very little adult or YA. Mark thinks there is a market there for that, would like to see the question about idea exchange as a benchmark now and then measured again down the road.
 - No coffee shop.
 - Would you seek a place to relax, and did you find a place to relax?
 - School support – this gets at the heart of is this community library and how much does it have to be a school library. Funding available for combined public/school projects. The chair of their planning process is a councilwoman/3rd grade school teacher. Committee is a group of community leaders.
-

C o u n t i n g o n R e s u l t s

New Tools for Outcome-Based Evaluation of Public Libraries

Key Informant Interview Summary

Key Informant Identification

State CA **Library Name** Sunnyside Regional Library

Contact Person Lyn MacEachron

Address 5566 E. Kings Canyon Road

City Fresno **State** CA **Zip Code** 93727

Telephone 559.255.6594 **Fax** 559.488.1971

E-mail lmaceach@sjvls.lib.ca.us

About the Interview

Date of Interview August 25, 2000

Interviewer(s) Rochelle Logan

Interviewee(s) Lyn MacEachron, Ernst

Service Response General Public Library Survey

Library Branch Branch of Fresno County Public Library

About the Library

- 3,000 sq. foot temporary facility moving into a 13,000 square foot in Oct. will serve about 100,000. Adding a lot of staff, going to 69 hours open per week. Serve Spanish speaking, Vietnamese, diverse population, many seniors. A new HS being built 1 mile from library. Have 3 story times per week plus a bilingual story time.

Desired Output Measures

- # using computer lab, offering computer classes for seniors, cross generational programs
- Define serials -- call it periodicals. May confuse staff
- Their outreach includes sending books to homebound.
- Number of cultural participants might be difficult

Desired Outcome Measures

- Youngster takes out book on building a model plane is an outcome
- Value added service – received unexpected information. If they come in for one thing and librarian shows them much more than they came in for.
- Kids bring parents into library to start reading or use computers. It's not just parents showing kids

Local Goal(s)

- Want to justify funding for new library

C o u n t i n g o n R e s u l t s

New Tools for Outcome-Based Evaluation of Public Libraries

Key Informant Interview Summary

Key Informant Identification

State CO **Library Name** Boulder Public Library

Contact Person Liz Abbott

Address PO Drawer H

City Boulder **State** CO **Zip Code** 80306

Telephone 303.441.3104 **Fax** 303.442.1808

E-mail

About the Interview

Date of Interview August 7, 2000

Interviewer(s) Rochelle Logan

Interviewee(s) Barbara Buchman, Business Librarian

Service Response Business & Career Information

About the Library

- Business area is a separate room with wide open arch to rest of library, not staffed

Desired Output Measures

- No page on Web site about business & careers
- Ask a Librarian email reference questions – business related, can count
- Number of people at presentations at the Chamber.
- Number of people using computers is difficult because people use them for other things. 1 computer in business area but people use it for email etc.
- Librarian authored column
- Number of bibliographies
- Number of individuals referred for counseling. Not counseled.
- 5 business databases, count use
- People using investment materials.
- Keep materials at the desk and take an ID, count number of things handed out at ref desk.

Desired Outcome Measures

- No career counseling or business counseling. The Chamber of Commerce does the counseling. Chamber refers people to learn how to write a business plan. No word processing. Learned skills applicable to job. Small business help, small business plan, get statistics.
- Help people with getting jobs, printed material on Boulder businesses.

Local Goal(s)

- Starting a career consortia in Boulder.

C o u n t i n g o n R e s u l t s

New Tools for Outcome-Based Evaluation of Public Libraries

Key Informant Interview Summary

Key Informant Identification

State CO | **Library Name** Boulder Public Library

Contact Person Liz Abbott

Address PO Drawer H

City Boulder

State CO

Zip Code 80306

Telephone 303.441.3104

Fax 303.442.1808

E-mail

About the Interview

Date of Interview August 7, 2000

Interviewer(s) Rochelle Logan and Marcy J. Rodney

Interviewee(s) Wendy Hall

Service Response Local History & Genealogy

About the Library

- Local history department of the library shares space with the Genealogical Society staffed by volunteers. They keep collections and services separate. Average of 15 patrons per day. 50% of users are seniors. Has 3 paid staff. Open 1 evening and 1 morning per week. Service area just in county, rare outside person comes in.

Desired Output Measures

- Differentiate between in-person, telephone or email reference questions.
- Only have 4 local history programs per year (doesn't know genealogy)
- Will find out if number of hits on webpage can be broken out
- Usage of reference materials – recommends breaking out by format (photographs, books, etc)
- Number of people using computer – break out by type of computer (OPAC, oral history computer, genealogists computer (CDROM)).

Desired Outcome Measures

- For local history add something about authors (newspaper or book) coming in to find photos or historical information. Get a lot of people looking for real estate information like old photos of houses to sell or show the change in property.

Local Goal(s)

- Know what people use in genealogical area what they need more of? Are they finding what they need? Need to purchase more materials, have materials online? Was staff helpful?

C o u n t i n g o n R e s u l t s

New Tools for Outcome-Based Evaluation of Public Libraries

Key Informant Interview Summary

Key Informant Identification

State CO | **Library Name** Denver Public Library

Contact Person Susan Kotarba

Address 3570 West First Avenue

City Denver | **State** CO | **Zip Code** 80219

Telephone 303.935.1891 | **Fax** 303.934.9324

E-mail skotarba@denver.lib.co.us

About the Interview

Date of Interview August 16, 2000

Interviewer(s) Marcy J. Rodney and Keith Curry Lance

Interviewee(s)

Service Response General Public Library Survey

Library Branch Ross Barnum Branch

About the Library

- West side of Denver, >50% Hispanic surnames, extensive Vietnamese collection draws patrons from all over.
- 1 fl, 1300 sf, maybe more. 1 meeting room accommodates 60 people, a children's area on 1 side of service desk, and adult area on other side. You enter, walk down a long corridor with a whole series of exhibit cases on one side, typically filled with community or library programming. Ross Barnum remodeled in '70s, decided they'd have one of the first circulating sculpture collections (didn't work), but they've ended up with the cases. Then u walk directly to the service desk with 2 spots for circ and a lower desk on each side (adult and ref). Adult lower desk serves as reference. 14 terminals, some next to ref desk. 4 are in kids area for kids only or by adult with child. 2 terminals in study rooms for an hour reservation (right behind ref desk). 2 20minute express terminals. 2 more no time limit terminals. All terminals in view of ref desk.

Desired Output Measures

- # visits to Web site – this is info we need to capture, don't have this, big issue at DPL. Will follow up w/Joe Starling and get back to us.
- # questions asked – could count the length of questions
- question answered – could do that
- browsing – never done it, but could. Thinks it would be very interesting statistic to look at. Been a lot of discussion at DPL about how to encourage browsing re circ policies, physical display, etc. Wants to know what they're browsing, what format.
- foot traffic – it's been a long time since they've done that.
- # people using computers – could easily count it and what they're using it for – Internet, chat, games, e-mail How does usage at the library compare to home usage patterns? All terminals full Internet access
- Reading/writing – could count, minimal amount
- Copier – do you want me to count the payphone too? Free copies available to those doing research. Don't do this count during tax season.
- Would like to sort between book usage and what area answered their needs vs. database usage in terms of what ref. Librarian used to answer a question.
- Was question answered that day in that location, did it take weeks, were materials obtained from elsewhere.
- No e-mail ref really, Ross Barnum not really involved. Some phone reference and fax. Ross-Barnum may call DPL central to track down the correct answer.

Desired Outcome Measures

- It would work well for them to single out patrons who've commented previously for Outcome surveys.
-

C o u n t i n g o n R e s u l t s

New Tools for Outcome-Based Evaluation of Public Libraries

Key Informant Interview Summary

Key Informant Identification

State CO | **Library Name** East Routt Library District

Contact Person Lauren Stara

Address 1289 Lincoln Avenue

City Steamboat Springs | **State** CO | **Zip Code** 80487

Telephone 970.879.0240 | **Fax** 970.879.3476

E-mail Lstara@marmot.org

About the Interview

Date of Interview August 17, 2000

Interviewer(s) Rochelle Logan and Marcy J. Rodney

Interviewee(s) Lauren Stara

Service Response Business & Career Information

Library Branch Bud Werner Memorial Library

About the Library

- Neither municipal nor county – a library district. Population in city is 8000 – doubles in winter, ski area. Quickly growing. A lot of transient -- instituted a guest card at no charge –Ski bums, young kids and seniors seasonally. Large age fluctuation. Transient construction workers, some Spanish speaking.
- Circ desk is the first thing you see. To the right of that is the reference desk. Lauren Stara is the librarian at that desk. To the right of the front door is a little meeting room – a lot of impromptu gatherings of people there. Spontaneous or otherwise. They don't schedule it because it isn't big enough for meeting. About 10' x 14' room. Had to change the meeting room into the children's area. Business area is part of the reference dept. Children's is on one floor, adult dept on another.

Desired Output Measures

- Business related databases, Galenet, will have software counts
- Separate out small business from job seekers.
- No handouts or displays. Don't have Website stats or a separate page.
- Suggest counting number of people referred to government Small Business resources

Desired Outcome Measures

- How do I file for bankruptcy and other legal questions.
- Referrals to Chamber or legal aid.

Local Goal(s)

- Better handle on what people are looking for. It is a highly used section of the library.

C o u n t i n g o n R e s u l t s

New Tools for Outcome-Based Evaluation of Public Libraries

Key Informant Interview Summary

Key Informant Identification

State CO **Library Name** East Routt Library District

Contact Person Lauren Stara

Address 1289 Lincoln Avenue

City Steamboat Springs **State** CO **Zip Code** 80487

Telephone 970.879.0240 **Fax** 970.879.3476

E-mail Lstara@marmot.org

About the Interview

Date of Interview August 17, 2000

Interviewer(s) Rochelle Logan and Marcy J. Rodney

Interviewee(s) Lauren Stara

Service Response The Library As A Place

Library Branch Bud Werner Memorial Library

About the Library

- Neither municipal nor county – a library district. Population in city is 8000 – doubles in winter, ski area. Quickly growing. A lot of transient -- instituted a guest card at no charge –Ski bums, young kids and seniors seasonally. Large age fluctuation. Transient construction workers, some Spanish speaking.
- Circ desk is the first thing you see. To the right of that is the reference desk. Lauren Stara is the librarian at that desk. To the right of the front door is a little meeting room – a lot of impromptu gatherings of people there. Spontaneous or otherwise. They don't schedule it because it isn't big enough for meeting. About 10' x 14' room. Had to change the meeting room into the children's area. Business area is part of the reference dept. Children's is on one floor, adult dept on another.

Desired Output Measures

- This is a real connection point for the community.
- Community bulletin board – number of notices.
- Have an expiration date.
- Book club information and notices next to circ desk.
- Municipal notices

Desired Outcome Measures

- Too loud, wanted a quiet study area
- During story time, the mother's spend the time chatting
- Book talk/book club every other month
- Videos for kids
- Number of book – no, number of computers – will have. Storytime?

Local Goal(s)

- Looking for ammunition for a new building – need a new meeting room, more space.

C o u n t i n g o n R e s u l t s

New Tools for Outcome-Based Evaluation of Public Libraries

Key Informant Interview Summary

Key Informant Identification

State FL **Library Name** Bruton Memorial Library

Contact Person Anne Haywood

Address 302 McLendon Street

City Plant City **State** FL **Zip Code** 33566

Telephone 813.757.9215 **Fax** 813.757.9217

E-mail haywooa@thpl.org

About the Interview

Date of Interview August 10, 2000

Interviewer(s) Rochelle Logan

Interviewee(s) Anne Haywood and Colleen Medling

Service Response General Public Library Survey

About the Library

- Eastern part of Hillsborough City, outside Tampa. Have approximately 65,000 people. 70/30 white/African American, 10% Hispanic, seasonal. Many women between 24 and 65. Very active children's department and programming Children's circ 1/3 of all circ. Winter visitors, seasonal retirees, fairly large year-round retiree population. A lot of programs geared toward seniors, lifelong learning
- A lot of clubs and organizations in town. Have a biannual program called "join the clubs." 30% come to library for lifelong learning. Municipal library affiliated with county system. Major cooperation tagging onto Dynix system. County cooperative can't separate system database access from databases accessed from their library.

Desired Output Measures

- Number of children receiving new library cards
- No. of children registered for preschool, toddler, Lapsit programs
- Number of people viewing exhibits/displays
- They don't have any outreach services
- Number of people using computers – tough and sitting alone tough (Commons)
- OK for number of people browsing and reading/writing

Desired Outcome Measures

- As a result of visit or program at library, patron felt more confident about starting school.
- Patrons introduced to preschool learning skills (books on tape, books on CD ROM for very young)
- Exhibits and displays, looked at and were affected by them
- Were you intellectually stimulated to try a new skill or hobby (healthy lifestyles)
- Which format was easier to get information (video, print, program)
- Recommend taking out "found information for homework assignment" – that should be formal learning support

Local Goal(s)

- Assure that the collection is meeting needs of people searching by subject (subject satisfaction)
 - Have active exhibits and display calendar – make sure people find those helpful and important (cultural enhancement)
 - Enhancing preschool programming (Lapsit). New parents and teachers coalition -- what progress is made with early childhood. Should we provide new programming?
 - Want to add more materials and programs about hobbies, new skills, adult programming (want to add more, the right kinds of things)
-

C o u n t i n g o n R e s u l t s

New Tools for Outcome-Based Evaluation of Public Libraries

Key Informant Interview Summary

Key Informant Identification

State FL **Library Name** Columbia County Public Library

Contact Person Katrina P. Evans

Address 490 N. Columbia Street

City Lake City **State** FL **Zip Code** 32055

Telephone 904.758.1018 **Fax** 904.758.2135

E-mail kevens@neflin.org

About the Interview

Date of Interview August 2, 2000

Interviewer(s) Rochelle Logan

Interviewee(s) Katrina Evans, Faye Roberts

Service Response Basic Literacy

About the Library

- Single county library system
- 84% Caucasian
- 15% African American
- The rest Hispanic
- Illiteracy rate is high, not as poor as a lot of counties, but among poorer group.
- Community college in this area whose service area consists of 5 counties
- Transportation and affordable housing is a problem
- Per capita income is low. Retired population high
- High school drop out rate is higher than average
- 1600 square feet, adult literacy program area is off the children's room, people have to walk through room
- 8 public Internet workstations

Desired Output Measures

- Number of unique individuals is harder to count
- Counts they cannot produce: number of visits on computer assisted instruction software, number of library cards issued to new readers, number of materials circulated
- Suggested adding a count for tutor training (Number of sessions, volunteer hours)

Local Goal(s)

- Business community, working closely with Chamber and small businesses. Preschool children, introduce people to the Internet

C o u n t i n g o n R e s u l t s

New Tools for Outcome-Based Evaluation of Public Libraries

Key Informant Interview Summary

Key Informant Identification

State FL	Library Name Columbia County Public Library
Contact Person Katrina P. Evans	
Address 490 N. Columbia Street	
City Lake City	State FL Zip Code 32055
Telephone 904.758.1018	Fax 904.758.2135
E-mail kevens@neflin.org	

About the Interview

Date of Interview August 2, 2000
Interviewer(s) Rochelle Logan and Marcy J. Rodney
Interviewee(s) Katrina Evans, Faye Roberts

Service Response General Public Library Survey

About the Library

- Single county library system
- 84% Caucasian
- 15% African American
- The rest Hispanic
- Illiteracy rate is high, not as poor as a lot of counties, but among poorer group.
- Community college in this area whose service area consists of 5 counties
- Transportation and affordable housing is a problem
- Per capita income is low. Retired population high
- High school drop out rate is higher than average
- 1600 square feet, adult literacy program area is off the children's room, people have to walk through room
- 8 public Internet workstations

Desired Output Measures

- On number of discussion groups offered delete reference to older adults
- Number of reference questions is too subjective
- Hard to or impossible to count: Number of requests from readers advisory, Number of serials "Used" (define "used"), Number of people observed working on a homework assignment, last 4 in-library counts. Suggest change number of people using computers to the more specific number on the Internet, number using OPAC, number playing games,
- Count Internet class sessions and participants
- Number of people use off-site services – add daycare centers, physicians offices, nursing homes (deposit collections)
- Developing bibliographies
- Displays of books, displays from humanities council
- Circ of specific segments of the collection
- Materials purchased
- ILL requests
- Document delivery
- Hospital visits to new mothers

Desired Outcome Measures

- Add outcomes about the Internet and more to do with children. Did you find what you wanted on the Internet/in a book? You learned something from an Internet site.

Local Goal(s)

- Support elementary/high school, community college learning. Business community, working closely with Chamber and small businesses. Preschool children, introduce people to the Internet
-

C o u n t i n g o n R e s u l t s

New Tools for Outcome-Based Evaluation of Public Libraries

Key Informant Interview Summary

Key Informant Identification

State FL | **Library Name** Orange County Library System

Contact Person Debbie Moss

Address 101 E. Central Blvd.

City Orlando | **State** FL | **Zip Code** 32801

Telephone 407.835.7430 | **Fax** 407.835.7649

E-mail djmoss@ocls.lib.fl.us

About the Interview

Date of Interview August 21, 2000

Interviewer(s) Rochelle Logan

Interviewee(s) Lelia Higgins, Renae Bennett, and Lisa Taylor

Service Response Basic Literacy

About the Library

- 13 branches with a building program for several more branches. They are at the Main. 821,000 in Orange county area. Growing Hispanic pop, Vietnamese population, smaller Haitian population. Literacy: 7% read at less than 4th grade level. three branches have the lower literacy areas. Winter visitors go to smaller bedroom communities outside their service area. Genealogy dept. is at main
- Lot of families, typical mix of ages.

Desired Output Measures

- Literacy programs – our role up until now has been passive. Here's our stuff, go ahead and use it. Number of participants wouldn't apply to our library services
- Want to be actively involved. Received grant to enhance literacy collection, more on-hands use with tutors. Want more computers and literacy software for literacy and ESL.
- Can start keeping track of the student tutors who use our facility
- Don't have outreach programs right now.
- Number of basic literacy related reference transactions
- Number of times a patron uses a literacy collection
- Number of times a tutor or student uses the library facilities

Desired Outcome Measures

- Use of computers important, how to get information – job related
- She though of three conceptual outcomes
- Economic self sufficiency
- Improved family functioning
- Broaden communication skills
- ESL important for them. Improved reading level,
- Life skills really important
- Writing skills are most important using a computer

Local Goal(s)

- Orange County History Museum is opening across the street from the library. Looking for a greater relationship with the History Center. Increased traffic potential.
-

C o u n t i n g o n R e s u l t s

New Tools for Outcome-Based Evaluation of Public Libraries

Key Informant Interview Summary

Key Informant Identification

State FL **Library Name** Orange County Library System

Contact Person Debbie Moss

Address 101 E. Central Blvd.

City Orlando **State** FL **Zip Code** 32801

Telephone 407.835.7430 **Fax** 407.835.7649

E-mail djmoss@ocls.lib.fl.us

About the Interview

Date of Interview August 21, 2000

Interviewer(s) Rochelle Logan

Interviewee(s) Lelia Higgins, Renae Bennett, and Lisa Taylor

Service Response Information Literacy

About the Library

- 13 branches with a building program for several more branches. They are at the Main. 821,000 in Orange county area. Growing Hispanic pop, Vietnamese population, smaller Haitian population. Literacy: 7% read at less than 4th grade level. three branches have the lower literacy areas. Winter visitors go to smaller bedroom communities outside their service area. Genealogy dept. is at main
- Lot of families, typical mix of ages.

Desired Output Measures

- Have an open ended question to capture anecdotal evidence.
- 2nd floor for department, but computers on all floors.
- Can measure all easily.
- Number of staff hours to prepare computer training

Desired Outcome Measures

- Attaining lifelong skill of learning. Opportunity to change from keeper of books to network navigator. Perception of librarians, see us as bookkeepers, or gatekeepers/navigators. The importance of lifelong learning.
- Learning to use information effectively. Learning how to learn.

Local Goal(s)

- Orange County History Museum is opening across the street from the library. Looking for a greater relationship with the History Center. Increased traffic potential.

C o u n t i n g o n R e s u l t s

New Tools for Outcome-Based Evaluation of Public Libraries

Key Informant Interview Summary

Key Informant Identification

State FL **Library Name** Orange County Library System

Contact Person Debbie Moss

Address 101 E. Central Blvd.

City Orlando **State** FL **Zip Code** 32801

Telephone 407.835.7430 **Fax** 407.835.7649

E-mail djmoss@ocls.lib.fl.us

About the Interview

Date of Interview August 21, 2000

Interviewer(s) Rochelle Logan

Interviewee(s) Lelia Higgins, Renae Bennett, and Lisa Taylor

Service Response Local History & Genealogy

About the Library

- 13 branches with a building program for several more branches. They are at the Main. 821,000 in Orange county area. Growing Hispanic pop, Vietnamese population, and smaller Haitian population. Literacy: 7% read at less than 4th grade level. Three branches have the lower literacy areas. Winter visitors go to smaller bedroom communities outside their service area. Genealogy dept. is at main
- Lot of families, typical mix of ages.
- Two departments are separate. 4th floor – genealogy, local history 2nd floor. 7,000 square feet – genealogy.

Desired Output Measures

- Can easily measure most of what is there.
- Can count reshelfed materials easily
- Number of school classes using library
- How many society meetings hosted (e.g. Genealogical Society)
- How many published articles given to library
- Training genealogists to use online resources
- Can count hits on genealogy page
- Do photocopy and send pages, can count
- Number of vertical files used
- Count of CDROM products

Desired Outcome Measures

- Friendships that develop among genealogists. Complete strangers help each other.
- Have a lot of classes from various schools come in to work on projects. See relationships build between very young and very old. Our collection is famous as the largest in the SE. Has complete Federal Census since 1790. Heavily used because of the nature of the collection. Host Genealogical Society's meeting, Jewish, African Americans – meeting used and staff members give talks to the groups. Published copies of articles are given to the library.

Local Goal(s)

- Orange County History Museum is opening across the street from the library. Looking for a greater relationship with the History Center. Increased traffic potential.
-

C o u n t i n g o n R e s u l t s

New Tools for Outcome-Based Evaluation of Public Libraries

Key Informant Interview Summary

Key Informant Identification

State GA **Library Name** Cherokee Regional Library

Contact Person Lecia Eubanks

Address 305 South Duke Street

City LaFayette **State** GA **Zip Code** 30728

Telephone 706.638.7557 **Fax** 706.638.4028

E-mail leubanks@mail.walker.public.lib.ga.us

About the Interview

Date of Interview August 21, 2000

Interviewer(s) Rochelle Logan

Interviewee(s) Lecia Eubanks

Service Response Local History & Genealogy

About the Library

- A regional library with four library buildings. We're headquarters. LH&G is housed here with a room of its own. Added 2 computers this year, access the Internet. Trying to get the collection on Pine system, on the circ system. We don't circulate materials, but want the information. 20% is done now. Have one person working (Betty) part-time, plus volunteers. Mostly seniors, plus students doing local history or genealogy projects.
- Lots of out of state coming in. Have a signup book at entrance, have to trip over it to get in the room.

Desired Output Measures

- Number of regular mail requests, email requests
- Purchasing a lot of Census records on CD – usage numbers, microfilm use too
- Sitting alone and socializing might not be as meaningful
- Have a website with a local history page, looking at getting stats. They think a lot of hits on the website are because of history and genealogy page

Desired Outcome Measures

- Want and like all our outcomes
- Will LH be combined with G on survey?

C o u n t i n g o n R e s u l t s

New Tools for Outcome-Based Evaluation of Public Libraries

Key Informant Interview Summary

Key Informant Identification

State IA **Library Name** Council Bluffs Public Library

Contact Person James M. Godsey

Address 400 Willow Avenue

City Council Bluffs **State** IA **Zip Code** 51503

Telephone 712.323.7553 **Fax** 712.323.1269

E-mail jgodsey@server.silo.lib.ia.us

About the Interview

Date of Interview August 21, 2000

Interviewer(s) Rochelle Logan

Interviewee(s) Diane Herzog and Pam Collins

Service Response General Public Library Survey

About the Library

- New building, serve rural and urban areas (Omaha). Council Bluffs urban area in low 50,000 population. Serve people in rural county area. Total LSA in 1990 Census 76,000. Mainly white, getting more minorities (Hispanic). Aging population.
- 65,500 sq. ft. building on two levels. First thing you see is circ desk. 1st floor – popular materials, children's area, meeting rooms, videos. 2nd floor, non-fiction and reference. Computers – 6 near front door with PAC, scattered throughout, Internet lab on first

Desired Output Measures

- Output count number of people use microfiche
- Wide range of people and questions. Local history, not as much business. Phone reference. Email – have the capability but only one question per week. They were not prepared to talk about General Information and wanted to talk about changing to a different service response. Will keep Commons for sure.

Desired Outcome Measures

- All reference questions.

C o u n t i n g o n R e s u l t s

New Tools for Outcome-Based Evaluation of Public Libraries

Key Informant Interview Summary

Key Informant Identification

State IA **Library Name** Council Bluffs Public Library

Contact Person James M. Godsey

Address 400 Willow Avenue

City Council Bluffs **State** IA **Zip Code** 51503

Telephone 712.323.7553 **Fax** 712.323.1269

E-mail jgodsey@server.silo.lib.ia.us

About the Interview

Date of Interview August 21, 2000

Interviewer(s) Rochelle Logan

Interviewee(s) Diane Herzog and Pam Collins

Service Response Library As A Place

About the Library

- New building, serve rural and urban areas (Omaha). Council Bluffs urban area in low 50,000 population. Serve people in rural county area. Total LSA in 1990 Census 76,000. Mainly white, getting more minorities (Hispanic). Aging population.
- 65,500 sq. ft. building on two levels. First thing you see is circ desk. 1st floor – popular materials, children's area, meeting rooms, videos. 2nd floor, non-fiction and reference. Computers – 6 near front door with PAC, scattered throughout, Internet lab on first

Desired Output Measures

- Have an area where agencies put brochures. Can count how many are left. Internet lab count as commons?

Desired Outcome Measures

- We don't have a virtual meeting space, but want to pursue this.
- Our future lies in going out in the community – outreach.
- We are the cheapest room in town to rent.
- We don't have any influence on our meeting space, we would have more control over virtual meeting space.

Local Goal(s)

- Want to be the kingpin in the community. We are the interface with everything in community. Interested in library programming want more partnerships with outside agencies. Video conferencing.

C o u n t i n g o n R e s u l t s

New Tools for Outcome-Based Evaluation of Public Libraries

Key Informant Interview Summary

Key Informant Identification

State IA **Library Name** Sioux City Public Library

Contact Person Betsy Thompson

Address 529 Pierce St.

City Sioux City **State** IA **Zip Code** 51101

Telephone 712.255.2933 **Fax** 712.279.6432

E-mail bthompson@mail.sc.lib.ia.us

About the Interview

Date of Interview August 9, 2000

Interviewer(s) Marcy J. Rodney

Interviewee(s) Betsy Thompson, Connie McKnight, and Marla Kerr

Service Response General Public Library Survey

About the Library

- Sioux City PL is on 2 floors, with a reference desk for kids and another for adults. Full Web PCs are in the adult area on the upper level, 5 Internet stations, and 6 for the PAC. There are 8 quick browsing terminals downstairs that provide access to PAC, databases, and other Sioux City libraries, just not full Web access. Their government docs and serials areas upstairs are shrinking in size.
- On Dynix, can get numbers at the Dewey 10 or 100 level. Sioux City has a significant Hispanic population, so they're set up to check Spanish language items.

Desired Output Measures

- Two years ago they used to track all their reference questions by hash mark divided by type of question. Now every October they focus on one week of data collection. Would like clear guidelines to differentiate between all reference questions and General Information reference questions.
- They could count the # of questions answered, but recognize that the librarian's viewpoint could differ from the patron's. It would be helpful to them to get a handle on computer use but don't know how to.
- Patron interactions are taking longer now. So many more steps to go through before exhausting all possible sources.
- They want to know what patrons are using the computers for and for how long in a session. They've noticed that the number of retrievals for sub-databases closely mirrors their circulation levels. Foot traffic is not and cannot be measured, the library is part of the city skywalk system so they get a lot of thru traffic. Peak usage month is March.
- Difficult (they say impossible) to casually count computer use since the terminals aren't clustered. But users do have to sign in to use full-bore Internet stations, so that could be counted. Their microfilm reader is important to them.

Desired Outcome Measures

- Any kind of use of items in the library needs to be counted. Patrons don't care about our service responses – and frankly, the Sioux City librarians really don't, either.
 - They have just launched a planning project and will have their own surveys this fall, are not willing to be a test site.
 - Local History and Genealogy is very big in Sioux City (they've mentioned this several times, really don't seem to like the separation of service areas.) They do a lot of homework assignment work, and are about to do staff training on readers advisory. They post internally generated and external recommended reading lists to their site. They do a lot of lists in conjunction with other activities in town, these and their brochures are handed out in the hospital, Lamaze/parenting classes, Welcome Wagon, Chamber, Convention and Visitors Bureau, City Hall, Head Start.
-

C o u n t i n g o n R e s u l t s

New Tools for Outcome-Based Evaluation of Public Libraries

Key Informant Interview Summary

Key Informant Identification

State IL **Library Name** Grand Prairie Public Library

Contact Person Susan K. Roberts

Address 3479 W. 183rd St.

City Hazel Crest **State** IL **Zip Code** 60429

Telephone 708.798.5563 **Fax** 708.798.5874

E-mail robertss@sslic.net

About the Interview

Date of Interview August 29, 2000

Interviewer(s) Rochelle Logan

Interviewee(s) Susan Roberts and Tracy Ducksworth

Service Response Basic Literacy

About the Library

- District library, serve 2 communities. 29,583 population. Very diverse, between 65-75% African American and 25% other. Economically have a wide range. Property tax based, one district low. 10% foster child. 2 districts are 80% free lunch. Wealthier dist. 30% free lunch. Suburb of Chicago 25 miles south. First library in Ill. to offer Internet to the public because of the "have nots." Three years ago 10% had home computers, estimate up to 25%.
- 15,700 sq. feet, 2 floors. The literacy programs are spread out. Doing a lot for children. Illinois has a good program for adults run through junior college program. We make our facility available for that. Job skills are big here.

Desired Output Measures

- Number of lib cards issued to new readers (new children) OK, but hard to pick up for adults
- Number of programs that families participate in (Lapsit)
- Count number of parents reading to their children
- Participants who contributed articles to publications - NO
- Number of sessions rather than hits to computer-assisted software.

Desired Outcome Measures

- Books with babies program, reading awareness program (with parents of pre-school children), need to publicize more.
 - Have a homepage (being re-worked up by mid-Sept)
 - Page dedicated to programs, not just literacy
 - Want to do some on basic Internet usage
 - Sorority does a tutoring program once a week.
 - Also have monitors here in evening doing homework assistance
 - Story times, passport too (geography), summer reading, summer school support (gave out 500 books) Dial-a-story. Parent-child workshop (biggest program we have)
 - Family reading night
 - Count number of times parents read to child per week
 - Not much call for ESL
-

C o u n t i n g o n R e s u l t s

New Tools for Outcome-Based Evaluation of Public Libraries

Key Informant Interview Summary

Key Informant Identification

State LA **Library Name** St. Martin Parish Public Library System

Contact Person Erica A. Poirier

Address PO Box 79
201 Porter Street

City St. Martinville **State** LA **Zip Code** 70582

Telephone 337.394.2207 **Fax** 337.394.2248

E-mail epoirier@pelican.state.lib.la.us

About the Interview

Date of Interview August 16, 2000

Interviewer(s) Marcy J. Rodney and Keith Curry Lance

Interviewee(s) Erica Poirier

Service Response General Public Library Survey

About the Library

- Rural, but considered an urban parish since they're near Lafayette. City is only 8600 but parish is 40K+ St. Martinville is main branch. A plant that's now gone overseas, laying people off, so economy down. 60% black in the city itself. Illiteracy high.
- Brand new building opened in '94. Reference desk comes at the front door, 4 Internet terminals behind ref desk, 3 OPACs but not turned on for Internet. As you walk in and face the ref desk, circ is to your right, no separate children's reference. M-Th 8-8, F-Sa 8-5

Desired Output Measures

- How many people are coming to library, what areas are they using, how many are using puters and what electronic services are they using? People do have to login to use puters acknowledging they understand AUP. Having trouble counting computer usage. Their software won't do it for them. They do have time limits set, 30 minute intervals for 'net use, hour set for word processing.
- Ref lib keeps track of questions and what's involved in answering the questions. Most of her questions are ready ref. Problem is clerks don't really understand the difference between ready ref and more in-depth questions.
- Ready reference via the state library. Do have a counter on their home page, but thinking of putting a counter on each page. Haven't publicized the site that much. www.beau.lib.la.us/~smpl
- It would help to know if you should get more papers and magazines – browsing activity. Don't really know how many kids come in just to do their homework.
- Copier – our numbers have grown a lot. Do a copy count once a month. Copier behind the OPACs.

Desired Outcome Measures

- Had nothing particular in mind when she signed up. A lot of their ready reference is medical, legal, government

C o u n t i n g o n R e s u l t s

New Tools for Outcome-Based Evaluation of Public Libraries

Key Informant Interview Summary

Key Informant Identification

State MT **Library Name** Bozeman Public Library

Contact Person Alice M. Meister

Address 220 E. Lamme Street

City Bozeman **State** MT **Zip Code** 59715

Telephone 406.582.2401 **Fax** 406.582.2424

E-mail ameister@mtlib.org

About the Interview

Date of Interview August 31, 2000

Interviewer(s) Rochelle Logan

Interviewee(s) Lois, Cindy, Liza, and Alice

Service Response General Public Library Survey

About the Library

- 30,000 population. Serve entire county of 45,000. Ethnicity – 98% white. 97.6% speak English only. Fairly young population. 91% under 65. Children/YA – 29%. 13% 20-24. 50% 25-64. Is a university in town – 12,000 enrolled at MT State Univ.
- 20 year old building. 21,000 square feet. 2 floors, 1st floor when you walk in has a meeting room. Meeting room can be used separately from library if library closed. Entrance has a security system, circ desk, information desk (staffed with 1 or 2 ref libs). 6 Internet stations, sign up at Information desk. Separate terminals for Web access/PAC. 5 reference computers near information desk. 5 licensed database. CDROM databases on 2 computers. 4 Gates computers (2 downstairs ref profile, 2 in children's) Electric library subscriptions

Desired Output Measures

- OK, number of homebound patrons. OK number of programs at other facilities.
- Designate number of people using reference computers, number used PAC.
- Exhibits and displays, number of people browsing

Desired Outcome Measures

- Re: Young adults – was able to type paper, design own Web page (classes)
- Programs for families of young children – baby program. Connected with other people in the community. Found other resources for parents.
- Introduced to organizations (not AARP), other examples = outdoor oriented, children oriented
- How worthwhile is the exhibit or displays – expanded my awareness. They try to connect with the community and trends there.

Local Goal(s)

- Want to know if they are providing enough programs, services

C o u n t i n g o n R e s u l t s

New Tools for Outcome-Based Evaluation of Public Libraries

Key Informant Interview Summary

Key Informant Identification

State MT **Library Name** Bozeman Public Library

Contact Person Alice M. Meister

Address 220 E. Lamme Street

City Bozeman **State** MT **Zip Code** 59715

Telephone 406.582.2401 **Fax** 406.582.2424

E-mail ameister@mtlib.org

About the Interview

Date of Interview August 31, 2000

Interviewer(s) Rochelle Logan

Interviewee(s) Lois, Cindy, Liza, and Alice

Service Response Information Literacy

About the Library

- 30,000 population. Serve entire county of 45,000. Ethnicity – 98% white. 97.6% speak English only. Fairly young population. 91% under 65. Children/YA – 29%. 13% 20-24. 50% 25-64. Is a university in town – 12,000 enrolled at MT State Univ.
- 20 year old building. 21,000 square feet. 2 floors, 1st floor when you walk in has a meeting room. Meeting room can be used separately from library if library closed. Entrance has a security system, circ desk, information desk (staffed with 1 or 2 ref libs). 6 Internet stations, sign up at Information desk. Separate terminals for Web access/PAC. 5 reference computers near information desk. 5 licensed database. CDRom databases on 2 computers. 4 Gates computers (2 downstairs ref profile, 2 in children's) Electric library subscriptions

Desired Output Measures

- Number of people who do not have computers at home and come to library for that
- Bibliographies, pathfinders passed out
- Learning at the Library classes, starting a series of information classes to learn the Gates computers. Lots of children's programming. Lots of one-on-one instruction.
- Help with word processing.
- Number of staff trained.
- Info Trac statistics
- Recording number of times a document is used on Info Trac and on our website
- Number of people using word processors

Desired Outcome Measures

- Library provided access to computer I didn't have at home
- What are they using email for?
- Ability to find what I looked for with user friendly terms. Did I go home without the information I needed.
- Patrons treated in a friendly and professional manner. Are we perceived that way?
- I couldn't understand the librarian (too much alphabet soup)

Local Goal(s)

- Want to know if they are providing enough programs, services
-

C o u n t i n g o n R e s u l t s

New Tools for Outcome-Based Evaluation of Public Libraries

Key Informant Interview Summary

Key Informant Identification

State MT **Library Name** Lewistown Public Library

Contact Person Bridgett Johnson

Address 701 West Main

City Lewistown **State** MT **Zip Code** 59457

Telephone 406.538.8559 **Fax** 406.538.3323

E-mail library@lewistown.net

About the Interview

Date of Interview August 14, 2000

Interviewer(s) Marcy J. Rodney

Interviewee(s) Bridgett Johnson

Service Response General Public Library Survey

About the Library

- Largest county in state and largest town in the county, with 7,000 in city and 12,000 in county. 9,632 within a 5 mile radius as estimated by Gates people. No ethnic groups of serious presence, 1% Spanish, 1 family of Chinese. Middle income, age and manufacturing, older population, becoming a retirement community.
- About 10,328 sf. Mainly 1 floor, upstairs is meeting room. Web site shows the old Carnegie library that was built by local Croatians plus the 1990 addition, which houses adult fiction and the children's dept.
- As you come in the door you face non-fiction and circ, while ref is just behind the circ desk. OPAC is right at the door plus 2 OPAC terminals and 3 Internet terminals across from circ. Down a ramp is a lab with 2 OPACs, 2 Gates terminals, 2 standalones with "virtual" CD ROM. 5.5 staff, 5 FT, ½ PT, hoping to hire another PT. 41K titles, can count foot traffic.

Desired Output Measures

- Can count hits to the site.
- # reference questions asked by length is fine, consider 5 minutes a long question
- Have only counted Internet use, but not OPAC and standalone, although they could. Get a monthly report on Gale Group usage.
- Paper vs. electronic ref: hard to measure here. Internet usage signup is down, home ownership of PCs is up.
- They'd like to know how much staff time is spent helping people on the computer.
- Catalog can be accessed from home.
- Could tabulate paper reference use (using hard copies of ref works), have no phone ref.
- Do a lot of e-mail ref, especially LH&G.
- No fax in the library, use the city's when necessary.
- 50% of reference collection has dupes that circulate.

Desired Outcome Measures

- Paper or Web based survey is fine. Wants to know if patrons' questions were answered.
 - Could Readers Advisory come under GI?
 - Was service quality, friendly, timely, etc?
 - How much time did it take someone on the Internet to answer their question, and did they get their answer? Did the librarian use the net or other source or strike out? (more of an output)
-

Local Goal(s)

- Planning on doing both children's and adult collections. Also have a separate YA section.
-

C o u n t i n g o n R e s u l t s

New Tools for Outcome-Based Evaluation of Public Libraries

Key Informant Interview Summary

Key Informant Identification

State NC **Library Name** Robeson County Public Library

Contact Person Barbara Allchin

Address 101 N. Chestnut Street

City Lumberton **State** NC **Zip Code** 28358

Telephone 910.738.4859 **Fax** 910.739.8321

E-mail ballchin@ncsl.dcr.state.nc.us

About the Interview

Date of Interview August 17, 2000

Interviewer(s) Rochelle Logan

Interviewee(s) Bob Fisher and Barbara Allchin

Service Response Local History & Genealogy

About the Library

- Large rural county system. Have a separate room for LH&g 2,500 books lots of microfilm. Lot of folders of family history, 112,000 LSA, the city of Lumberton is 18,000. On Interstate 95. 18,000 square feet. 40% Native American, 35% Caucasian, 25% Black. Fairly young population.

Desired Output Measures

- Get # of telephone and mail-in queries
- Number of times referred to professional genealogist
- No programs, have cooperated with community college for a course in family research
- No displays,
- Have a brochure put out at visitor's board
- Number of materials re-shelved
- Don't have a Website
- Usage of reference materials – can do, don't do right now
- No computers in LH&G area – maybe by Feb. with Gates Grant
- Copiers only in main library

Desired Outcome Measures

- Genealogy outcomes – all have been done back there except maybe family medical background
- Local History outcomes – OK

Local Goal(s)

- Curious about getting more use statistics. Think we have a good Genealogy collection – a main attraction for a PL system from outside county. If there is some program get involved with to improve, give us a basis to go to funding authorities.

C o u n t i n g o n R e s u l t s

New Tools for Outcome-Based Evaluation of Public Libraries

Key Informant Interview Summary

Key Informant Identification

State ND **Library Name** Dickinson Public Library

Contact Person Cheryl Tollefson

Address 139 3rd Street West

City Dickinson **State** ND **Zip Code** 58601

Telephone 701.225.8100 **Fax** 701.227.3005

E-mail chtollef@sendit.nodak.edu

About the Interview

Date of Interview August 11, 2000

Interviewer(s) Marcy J. Rodney

Interviewee(s) Cheryl Tollefson

Service Response Business & Career Information

About the Library

- Dickinson's service area is 24,000, with 17K of them in Dickinson. Others from outside counties, with just a few non-resident cards. Area's doing well right now. Industry is primarily farming, oil activity, 4 large manufacturers. Oil's good right now and cattle prices are up (more ranching than farming). No ethnic groups that anyone's noticed (Norwegian bachelor farmers, perhaps?)
- Library is very crowded at 10,000 sq. ft. Original part was the Carnegie building. They have plans drawn up to expand it to a total of 29,000 sq. ft. They're on 2 floors, with a separate and small kids section, 1 meeting room. B&C is not isolated at all. Reference area is near circ on the main floor. Adult non-fiction is downstairs. They have compiled a handout list of B&C resources.
- There are 6 public access terminals, 7 staff, and 1 laptop in the bookmobile. They do have a counter to measure foot traffic.

Desired Output Measures

- Counting reference use – possibly they could tabulate if an item was left out, but not if the patron re-shelved it. It's easy to check the books that circulate – their software will check it at the Dewey 1 level.
- They have no programming for B&C. The ref librarian has a degree in business admin, and could track B&C ref-qs. It might be possible to check B&C database use, can use them from home too. They have the Gale Group through ODIN.

Desired Outcome Measures

- She's open to paper and/or Web-based survey.
- There's no counseling, but ref librarian makes a lot of referrals.
- Does retirement financing come under B&C or under lifelong learning? What about personal investments?

Local Goal(s)

- Cheryl's goal in signing up was to make people aware of what the library has.

C o u n t i n g o n R e s u l t s

New Tools for Outcome-Based Evaluation of Public Libraries

Key Informant Interview Summary

Key Informant Identification

State NJ | **Library Name** New Brunswick Public Library

Contact Person Monica Eppinger

Address 60 Livingston Avenue

City New Brunswick | **State** NJ | **Zip Code** 08901

Telephone 732.745.5108 | **Fax** 723.846.0241

E-mail eppingem@lmxac.org

About the Interview

Date of Interview September 5, 2000

Interviewer(s) Rochelle Logan

Interviewee(s) Monica Eppinger

Service Response Library As A Place

About the Library

- 100 year old Carnegie building serving over 40,000. Has a university in New Brunswick which inflates the number of people. City library. New Brunswick is a hub city, 40 miles from NYC. Large Hispanic population more than 20%. Very busy, but circ is low. Historic building called The Guest House was moved there is preserved by library, used for meetings. Our library fits the typical city library.

Desired Outcome Measures

- People using computers is good
- The Historic Building's use is interesting to study

C o u n t i n g o n R e s u l t s

New Tools for Outcome-Based Evaluation of Public Libraries

Key Informant Interview Summary

Key Informant Identification

State NV **Library Name** Northwest Reno Library

Contact Person Dianne Varnon

Address 2325 Robb Drive

City Reno **State** NV **Zip Code** 89523

Telephone 775.787.4117 **Fax** 775.787.4127

E-mail dvarnon@mail.co.wahoe.nv.us

About the Interview

Date of Interview September 7, 2000

Interviewer(s) Rochelle Logan

Interviewee(s) Dianne Varnon

Service Response The Library As A Place

About the Library

- Part of Washoe County, 12 branches – 4 of which are considered larger. We are one of the larger. Located NW Reno, 50,000 LSA. Lot of users come from all over. All major libraries get people from farther away. We chose commons because we built that service area with that in view. We are one year old. We are leading the way in our system. Want to develop written framework what our parameters. A lot of families and churches, some retired living areas. Right next to a high school.
- 30,000 sq ft. Near main entrance is an art gallery that is open all the time. The meeting room is to one side of it. Collaborated with Sierra Arts Foundation to supply the art. Have a coffee cart owned by a vendor. Contracted through our friends of the library. That whole corner has a lot of windows with beautiful views. Next to coffee cart, friends opened a bookstore and gift shop (charming). 3 entrances to the meeting room. Separate area for children. Accordion wall in meeting room to make two or one room. Holds between 80-100 people.
- Children's area has a story room (40 capacity) called the Story Cottage. But don't have a specific children's staff. Everyone works all over. Anyone coming in the door the first person they see can be their library consultant for their full visit.

Desired Output Measures

- Have a coloring table and puzzle table in children's area (some kind of creative activity in children's area)
- Have televisions to watch a video (number of people using AV equipment)
- Have a community bulletin board

Desired Outcome Measures

- Heard a program about local and social topics and issues (local county commissioners has a constituent meeting). Have an exhibit related to teenage pregnancy. Has earphones and hear stories.
- Have programs of music (string quartet). Talked about music too.
- Enhanced cultural opportunity.
- Have 2 study rooms that double as meeting rooms for small groups

C o u n t i n g o n R e s u l t s

New Tools for Outcome-Based Evaluation of Public Libraries

Key Informant Interview Summary

Key Informant Identification

State NY **Library Name** Queens Borough Public Library

Contact Person Thomas E. Alford

Address 89-11 Merrick Boulevard

City Jamaica **State** NY **Zip Code** 11432

Telephone 718.990.8677 **Fax** 718.291.8936

E-mail talford@queenslibrary.org

About the Interview

Date of Interview August 17, 2000

Interviewer(s) Marcy J. Rodney and Keith Curry Lance

Interviewee(s) Judith Box and Mary Haines

Service Response General Public Library Survey

About the Library

- Pop 1.9 million as of 1990. Most diverse county in the country. Both service responses will be done from Central. Ref is divided into tight divisions. Judith Box handles Long Island history. Mary Haines suggests Information Services Division which is responsible for phone reference, and front answer desk which sort of gets people launched into the right division. 3000-5,000 foot traffic every day. Time issues are important.

Desired Output Measures

- Can get Web data, # questions asked is already logged. Browsing would not be relevant for phone reference. Can do time spent on a question. The way questions are received is the way they're responded to eg fax, phone, e-mail. Info Services is responsible for faxing as a clearinghouse, but not for the research. Phone reference is short, ready reference only.
- Tracking different types of conversation is important – research, directional, electronic source assistance. Would be interested in knowing what sources librarians use to answer questions, e.g. clip file, print, electronic.

Desired Outcome Measures

- How do you reach the people who had phone ref?
- Could the librarians refer patrons to an online survey?
- MJR suggested front screening desk.
- Mary suggests pre-paid postcard for outcomes.

C o u n t i n g o n R e s u l t s

New Tools for Outcome-Based Evaluation of Public Libraries

Key Informant Interview Summary

Key Informant Identification

State NY **Library Name** Queens Borough Public Library

Contact Person Thomas E. Alford

Address 89-11 Merrick Boulevard

City Jamaica **State** NY **Zip Code** 11432

Telephone 718.990.8677 **Fax** 718.291.8936

E-mail talford@queenslibrary.org

About the Interview

Date of Interview August 17, 2000

Interviewer(s) Marcy J. Rodney and Keith Curry Lance

Interviewee(s) Judith Box and Mary Haines

Service Response Local History & Genealogy

About the Library

- Pop 1.9 million as of 1990. Most diverse county in the country. Both service responses will be done from Central. Ref is divided into tight divisions. Judith Box handles Long Island history. Mary Haines suggests Information Services Division which is responsible for phone reference, and front answer desk which sort of gets people launched into the right division. 3000-5,000 foot traffic every day. Time issues are important.
- 2nd floor. Patron must stop at front desk and get a pass for that division. Just general browsing without a research goal is not permitted. Has its own public entrance, has a separate reading room, ref desk is right outside elevator entrance to the right, register book for signing in that asks for name and area of interest. Temporary exhibit of old books, open stacks, moveable shelves for vertical file collection (closed access), models of library, 2 librarians on duty, terminals and microform readers in easy view of librarians. A lot of customers are elderly, so enlarging is very important.

Desired Output Measures

- Mary suggests this would be a good dept to tally how questions were asked and what sources were used.
- Web site – each division has its own section
- nothing circulates.
- could do in-house use, haven't in the past
- no programming done.
- cannot tally hits to local Web site just for this page, Mary will check
- usage of reference materials – number of photographs? number of people asking for photographs?
- Reading/writing, sitting alone/socializing – not meaningful
- Copier – staff does it, have no interest in tracking # copies
- Microfilm – Judith fights it, Mary says it would be useful to track intensity of use
- Exhibits – Mary says they're small cases, more for decoration, no real interest in tracking it

Desired Outcome Measures

- 9 times out of 10 people are satisfied with what they get at this division.

C o u n t i n g o n R e s u l t s

New Tools for Outcome-Based Evaluation of Public Libraries

Key Informant Interview Summary

Key Informant Identification

State OH **Library Name** Cleveland Public Library

Contact Person Tim Diamond

Address 325 Superior Ave.

City Cleveland **State** OH **Zip Code** 44102

Telephone 216.623.2914 **Fax** 216.902.4957

E-mail Timothy.Diamond@cpl.org

About the Interview

Date of Interview August 29, 2000

Interviewer(s) Rochelle Logan

Interviewee(s) Timothy Diamond and Julius Bremer

Service Response Career & Business Information

About the Library

- Business Economic & Labor Dept, alone on 2nd floor of main library, downtown. Serves all of Cleveland (Ohio, U.S., the world!), college students, business people, individual lay person, work closely with other depts. Work closely with Social science, government docs, Staff of 14. 6 of which are MLS.
- Library not open in the evenings.

Desired Output Measures

- Have a career center, loose-leaf services (investors), computers set up near reference area. Quick reference. Word processor.
- Electronic resources: Global Access (Primarc), subscribe to Job Prospector is a local vendor Website for Ohio.
- Website – yes. Don't know about usage stats.

Local Goal(s)

- Want to learn about new measurements

C o u n t i n g o n R e s u l t s

New Tools for Outcome-Based Evaluation of Public Libraries

Key Informant Interview Summary

Key Informant Identification

State OR **Library Name** Multnomah County Library

Contact Person Jeanne Goodrich

Address 3424 NE 25th

City Portland

State OR

Zip Code 97212

Telephone 503.335.8161

Fax 503.335.0242

E-mail jeanneg@nethost.multnomah.lib.or.us

About the Interview

Date of Interview August 14, 2000

Interviewer(s) Rochlle Logan and Marcy J. Rodney

Interviewee(s) Jeanne Goodrich, Mary Lou, Cindy Gibbons, Rifka, and Janet

Service Response General Public Library Survey

Library Branch Central Branch

About the Library

- Central: Science and Business Section – one reference desk. Starbucks on 1st floor- on same floor as the Popular Library. Many people head there. Science & business is on the 2nd floor. You pass the general circulation desk. Many have to ask where the science & business desk is. Number of computer terminals = 17 Internet, 6 access to library resources including the PAC.

Desired Output Measures

- Have a Web-based reference service and can track
- How to count reference questions that take 30 minutes vs. 5 minutes
- getting Web trends
- Number of people using computers not meaningful –
- Number of people using remote databases with a valid library card
- Think number of people browsing is more CTT
- Creating a remote access library card for people who do not want to come in the library.
- No to number of people using copier

Desired Outcome Measures

- They interpret GI as entire reference function
- Target groups, small business – so what is the satisfaction of that community, how to get a business license, business plan, market research, payroll. (Shouldn't this be business & careers?)

Local Goal(s)

- To meet information needs, convenient access to resources, services. remote and in-library. Providing and encouraging remote access.
- Home based, start up and small business will know about and use resources of the library.
- Spanish speaking help with general information resources

C o u n t i n g o n R e s u l t s

New Tools for Outcome-Based Evaluation of Public Libraries

Key Informant Interview Summary

Key Informant Identification

State OR **Library Name** Multnomah County Library

Contact Person Jeanne Goodrich

Address 3424 NE 25th

City Portland

State OR

Zip Code 97212

Telephone 503.335.8161

Fax 503.335.0242

E-mail jeanneg@nethost.multnomah.lib.or.us

About the Interview

Date of Interview August 14, 2000

Interviewer(s) Rochlle Logan and Marcy J. Rodney

Interviewee(s) Jeanne Goodrich, Mary Lou, Cindy Gibbons, Rifka, and Janet

Service Response General Public Library Survey

Library Branch Gresham Regional Branch

About the Library

- Eastern part of county, largest city outside of Portland (4th largest city in Oregon). Building is 10 years old, very busy, with nice size meeting room. Identified Gresham as a LIBROS (reach out to Spanish language) highest concentration of Spanish language community. Have a distinct rural population. Branch is downtown with many businesses and government structure, high school near by. It serves a wide geographic region. About 86,000 population.
- Separate circ and reference desk. Cluster circ service near front door, express checkout. As you come in you see the reference and information services desk. Staffed by 2 MLS, plus a separate youth services area. Nice display area with a unit of shelving for current topics and titles and all formats. Have door counters.

Desired Output Measures

- Will get back to us
- No to number browsers, using computers and reading/writing

Desired Outcome Measures

- They are concentrating on more adult programming. Book discussion groups. Relationships with central library with other groups who do adult programming on topics like history of bridges. Jump Start your Brain at the library (genealogy, travel, gardening)

Local Goal(s)

- Have access to abundance of materials on current topics
- Help 55 and older with finding materials and what programs they need
- Materials and services in a language they understand (Spanish and two additional languages) Southeast Asian, Russian, Romanian

C o u n t i n g o n R e s u l t s

New Tools for Outcome-Based Evaluation of Public Libraries

Key Informant Interview Summary

Key Informant Identification

State OR **Library Name** Multnomah County Library

Contact Person Jeanne Goodrich

Address 3424 NE 25th

City Portland **State** OR **Zip Code** 97212

Telephone 503.335.8161 **Fax** 503.335.0242

E-mail jeanneg@nethost.multnomah.lib.or.us

About the Interview

Date of Interview August 14, 2000

Interviewer(s) Rochelle Logan and Marcy J. Rodney

Interviewee(s) Jeanne Goodrich, Mary Lou, Cindy Gibbons, Rifka, and Janet

Service Response Information Literacy

Library Branch North Portland Branch

About the Library

- Economically challenged community, renovated historic building, great deal of interest and attendance. Lower circ than other branches. African American pop large, new immigrant activity, inner city business community, near large high school (failed to meet academic requirements). Across the street from a campus of Portland Community College.
- Physical layout: Walk in and see circ desk. 2 people at that desk at all times, greet people to make people feel comfortable. Go around big circ desk to the back side to reference desk. 12 computers with full Internet and 5 with online resources and PAC. Don't have a children's room, but an area. Black Resource Center – popular collection, by and about people of African American descent (low use). Received grant from the Gates Foundation for a portable computer lab, starting offering word processing on 2nd floor in large meeting room.

C o u n t i n g o n R e s u l t s

New Tools for Outcome-Based Evaluation of Public Libraries

Key Informant Interview Summary

Key Informant Identification

State PA **Library Name** Monessen Public Library

Contact Person S. Fred Natale or Carol Sepesky

Address 326 Donner Avenue

City Monessen **State** PA **Zip Code** 15062

Telephone 724.684.4750 **Fax** 724.684.7077

E-mail monpl@monpldc.org

About the Interview

Date of Interview August 15, 2000

Interviewer(s) Rochelle Logan

Interviewee(s) Dave Zilka and Carol Sepesky

Service Response Business & Career Information

About the Library

- Large population of older people. 11% African American, lot of ethnic groups. 9,900 population of Monessen. Service 41 other libraries – district center.
- Winnebago circ system – break down by types of books
- 4 Internet computers, 2 word processing computers
- New fiction section, shelving out front re CTT
- Have had a workplace center for 10 years. Separate area in library. Getting a computer lab from Gates Grant. A lot of people don't come back and say "I found a job as a result of my last visit"
- Some large plants closed with people looking for jobs. Some career counseling available. Work with labor industry

Desired Output Measures

- Website – job links. Usage stats? No

Local Goal(s)

- Make patrons more aware of what we have to offer, what are our shortcomings. Interested in economic development.

C o u n t i n g o n R e s u l t s

New Tools for Outcome-Based Evaluation of Public Libraries

Key Informant Interview Summary

Key Informant Identification

State PA **Library Name** Monessen Public Library

Contact Person S. Fred Natale or Carol Sepesky

Address 326 Donner Avenue

City Monessen **State** PA **Zip Code** 15062

Telephone 724.684.4750 **Fax** 724.684.7077

E-mail monpl@monpldc.org

About the Interview

Date of Interview August 15, 2000

Interviewer(s) Rochelle Logan

Interviewee(s) Dave Zilka and Carol Sepesky

Service Response General Public Library Survey

About the Library

- Large population of older people. 11% African American, lot of ethnic groups. 9,900 population of Monessen. Service 41 other libraries – district center.
- Winnebago circ system – break down by types of books
- 4 Internet computers, 2 word processing computers
- New fiction section, shelving out front re CTT

Desired Output Measures

- Local newspaper is behind desk so is easy to count readers
- Number of reference questions on current topics – tough
- Circ of books on display, difficult, but would like the information

Desired Outcome Measures

- Exhibits – always have 2 to 4 going.
- Topics -- Outdoor activities in summer.
- Social issues, dealing with environment. Sports, cooking, politics, religion
- Programs – not one of our strong points last couple of years. Do have book discussion groups.

Local Goal(s)

- Better idea of what users want in the library

C o u n t i n g o n R e s u l t s

New Tools for Outcome-Based Evaluation of Public Libraries

Key Informant Interview Summary

Key Informant Identification

State PA **Library Name** Adams Memorial Library

Contact Person Tracy Trotter

Address 1112 Ligonier Street

City Latrobe **State** PA **Zip Code** 15650

Telephone 724.539.1972 **Fax** 724.537.0338

E-mail adamslib@westol.com

About the Interview

Date of Interview August 16, 2000

Interviewer(s) Marcy J. Rodney

Interviewee(s) Tracy Trotter

Service Response General Public Library Survey

About the Library

- Serve 51K, 8 municipalities, covering a 5th-4th of the county, and 28 other libraries serve the rest of the county. Economy not bad, steel OK, Kennemetal, middle class. No language or ethnic issues. Very good mix of ages, a lot of young kids in the area, unlike the rest of the state and the county.
- 4,000 sq. ft. 2 floors, come in on upper floor. Downstairs houses children, meeting room, special collections. When u walk in there's one entrance off the main street, but most people come in the back door at the parking lot which takes them to periodicals and encyclopedias. To left of that is a beautiful old room that houses bios and career. The rest of the upstairs is one big room, ringed by shelves. Terminals in front of floor-to-ceiling windows. 4 terminals immediately on your left and circ right there, then the front door. To right and left of circ are banks of 3 computers each. Some have personal software (WP, etc.) 1 terminal is just in the front door that's set aside for ref librarian.
- No people counters at the door, no manual tallies have been done. Very interested in having foot traffic counted.
- Circ is down but usage is up, needs to trumpet statistics, but of what? Wants to know what people are doing while they're here. They think fiction is stable or up, but non-fiction down. How should they direct their spending? What about expensive reference books? Have already decided not to buy any more encyclopedias.

Desired Output Measures

- Web page just got an ask-the-librarian e-mail feature, but haven't publicized it yet. Do phone reference, not fax but are thinking about it. Wonder if businesses will come to library for it.
- Don't count reference questions but would like to. Could count length of reference questions as well as what sources people use, that would be a BIG help.
- Browsing – definitely want to track that, we know a lot of our traffic doesn't have cards or check things out, but it would help to know what areas they're browsing.
- Would like to know what print refs she should stop buying
- Reading/writing – would also like that, because we think there are lots of people using us as a place of business, and we want to know about that. So wants to know who ISN'T using it for reading or writing. Tutoring is a gray area.
- Sitting/socializing – useless
- Copier – come tax time we're real popular starting in January. It's right near circ desk so we have a feel for how it's being used. See no need to count this. Charge \$0.15
- Need a bragging # for funding bodies, and need to know what to spend on. Kids don't come for homework help, they just look up Jupiter online.

Desired Outcome Measures

- What aren't we doing that we could be doing to get you to come in?
-

C o u n t i n g o n R e s u l t s

New Tools for Outcome-Based Evaluation of Public Libraries

Key Informant Interview Summary

Key Informant Identification

State PA **Library Name** Adams Memorial Library

Contact Person Tracy Trotter

Address 1112 Ligonier Street

City Latrobe **State** PA **Zip Code** 15650

Telephone 724.539.1972 **Fax** 724.537.0338

E-mail adamslib@westol.com

About the Interview

Date of Interview August 16, 2000

Interviewer(s) Marcy J. Rodney

Interviewee(s) Tracy Trotter

Service Response Information Literacy

About the Library

- Serve 51K, 8 municipalities, covering a 5th-4th of the county, and 28 other libraries serve the rest of the county. Economy not bad, steel OK, Kennemetal, middle class. No language or ethnic issues. Very good mix of ages, a lot of young kids in the area, unlike the rest of the state and the county.
- 4,000 sq. ft. 2 floors, come in on upper floor. Downstairs houses children, meeting room, special collections. When u walk in there's one entrance off the main street, but most people come in the back door at the parking lot which takes them to periodicals and encyclopedias. To left of that is a beautiful old room that houses bios and career. The rest of the upstairs is one big room, ringed by shelves. Terminals in front of floor-to-ceiling windows. 4 terminals immediately on your left and circ right there, then the front door. To right and left of circ are banks of 3 computers each. Some have personal software (WP, etc.) 1 terminal is just in the front door that's set aside for ref librarian.
- No people counters at the door, no manual tallies have been done. Very interested in having foot traffic counted.
- Circ is down but usage is up, needs to trumpet statistics, but of what? Wants to know what people are doing while they're here. They think fiction is stable or up, but non-fiction down. How should they direct their spending? What about expensive reference books? Have already decided not to buy any more encyclopedias.

Desired Output Measures

- Number of patrons that use online catalogs, Web, database, etc. – state wants this but hasn't given us a tool to do so. What do you want – where they went? How long? Still doesn't tell us if they got their answer!! Right now the only thing they're tracking is the # of logins – check the computer out to them on their card. 3 hour/day time limit.
- If they're all coming in to use e-mail, we'll get express terminals! Chat not allowed following a stun gun incident. No in-house way to track database use, but would love to know. Would love to know which CD ROMs they could sacrifice.
- Programming: do offer basic Internet classes. Would like to offer Advanced and e-mail 'cause they have lots of requests for that. Most they can have in a class is 8. Would I be better doing screen-catchers in a lecture format? Should we try the Solitaire only terminal for mouse practice? Also considering putting a manual at each terminal, using screen captures for guides. Staff does not roam the banks offering assistance. Detachable privacy screens on all terminals, some patrons take them off. It's seniors in the classes, trying to catch up to grandchildren. Does teach about quality.
- Often have groups such as scouts where they show them how to find things in the library. Adults in more one-on-one if they ask. Athena software pretty intuitive, but not a big help on the administrative end.
- They get their Internet service free, which means they get what they pay for, and it goes down from time to time. Dial-up through instant Internet box. Foot traffic way down when Internet down.

Desired Outcome Measures

- Want to know if people can handle e-mail.
 - "Found desired information by..." did they spend an hour online and didn't find their answer, but were too shy to ask?
-

C o u n t i n g o n R e s u l t s

New Tools for Outcome-Based Evaluation of Public Libraries

Key Informant Interview Summary

Key Informant Identification

State PA **Library Name** Altoona Area Public Library

Contact Person Deborah A. Weakland

Address 1600 Fifth Avenue

City Altoona **State** PA **Zip Code** 16602

Telephone 814.946.0417 **Fax** 814.946.3230

E-mail altplib@aasdc.com

About the Interview

Date of Interview August 18, 2000

Interviewer(s) Marcy J. Rodney

Interviewee(s) Deborah Weakland

Service Response General Public Library Survey

About the Library

- District center for 2 counties. Local service area is limited to city of Altoona and Logan township. About 51K pop, 46K registered borrowers. Fairly current #, installed an automated system this year and did a major purge. Economy is getting better, used to be blue-collar railroad community that fell apart in 50s and 60s. Now more service and high tech, but pop still down from 90K in the heydays. A lot of Italian, Germanic, some Irish. Black pop is small, very tiny Spanish-speaking pop.
- Building is 43,000 sq. ft. but only 34,000 is usable library space. 2 ½ floors, ground fl is youth room, processing, depts. Main is adult fiction and non-fiction, mezzanine also has adult non-fiction, offices, Pennsylvania room (history and genealogy). OPAC in center of front part of main floor, Internet at back of main floor in reference. Circ is in front of main floor. 2 meeting rooms, 25 in a classroom and 65 in a theatre on the ground floor. Alumni Room has conference table. Bldg is owned by school dist and is on the jr/sr high campus. Designated as lib. for vo-tech schools. Schools would like to get rid of them. Library started as railroad mechanic collection in the 20s.

Desired Output Measures

- Do count reference questions but there's no way to distinguish lifelong learning questions. Same with serials.
- Define a cultural event or program. Would a presentation by the local gardening group be cultural? How-to? We need definitions.
- Also have concerns about counting people browsing or using computers.
- Can we count people doing genealogy searches, job searches, home schooling, also have a # of agencies who bring in handicapped or troubled kids, a lot of tutoring, we also have a volunteer literacy program with all volunteer tutors. Statistics for those folks are pretty clearly defined.
- Would like to know how often specific titles are picked up and displayed

Desired Outcome Measures

- All of the submitted ideas are good for helping us put in funding requests.
- Want patrons to be able to submit an anecdote in addition to yes/no, T/F, etc. Stories make the impact come alive.

Local Goal(s)

- Need some concrete #s on in house use, circulation is down.

C o u n t i n g o n R e s u l t s

New Tools for Outcome-Based Evaluation of Public Libraries

Key Informant Interview Summary

Key Informant Identification

State PA **Library Name** Eccles-Lesher Memorial Library

Contact Person Joanne Hosey

Address 673 Main Street

City Rimersburg **State** PA **Zip Code** 16248

Telephone 814.473.3800 **Fax** 814.473.8200

E-mail ecclesdir@csonline.net

About the Interview

Date of Interview August 25, 2000

Interviewer(s) Rochelle Logan

Interviewee(s) Sharon Custer and Joanne Hosey

Service Response General Public Library Survey

About the Library

- 6,000 LSA rural, lower income. Avg. ed level, high school, 10% with college. Literacy rate 15% illiteracy.
- 4 FTE.
- Main library one floor, genealogy upstairs. Hoping double floor space
- Only Web page in local area

Desired Output Measures

- Number of people who come in
- Directional questions
- How many unanswered
- Number for local history
- Number for fax, scanners and copier
- Prefer library electronics to school's
- Easier to do multiple tasks
- Filter at HS

Desired Outcome Measures

- Fax service for resumes and other reasons
- People use Internet based computers for email, for college info, online application, job search services, print out resume for faxing, mailing
- Copy machine gets heavy use, business, income tax, newsletter
- Scanner – home photos, email, family reunions
- Cemetery database, email reference, regular reference
- Can get web counter and will have by Dec.
- Only 25-30% people in LSA have computer, fewer with Internet access

C o u n t i n g o n R e s u l t s

New Tools for Outcome-Based Evaluation of Public Libraries

Key Informant Interview Summary

Key Informant Identification

State PA **Library Name** Erie County Public Library

Contact Person Mary Rennie

Address 160 East Front Street

City Erie **State** PA **Zip Code** 16507

Telephone 814.451.6911 **Fax** 814.451.6969

E-mail mrennie@erielibrary.ecls.lib.pa.us

About the Interview

Date of Interview October 5, 2000

Interviewer(s) Marcy J. Rodney

Interviewee(s) Mary Rennie

Service Response The Library As A Place

About the Library

- Spoke with Mary Rennie, Library Coordinator, and only one interested in statistics at the library. Erie County PL's main branch opened December '96, about 7 blocks away from their old heart-of-downtown branch. New building is right on the lake, and beautifully designed to take advantage of the views and heritage. The Brigg Niagara is just off the children's area. It's very important to Mary to demonstrate to the powers that be in the county statistically and anecdotally how significant the library is to the community as a gathering place. They'd like to increase staff and hours open.
- Demographics: 240,000 in service area, economy and education level are sub-par. High percentage of children in poverty. Immigrants rarely use the library, but there's programming in place that is trying to change that. Biggest group is Russian speakers, then perhaps Spanish.
- The facility is shared with a technical college and a maritime museum. There is an excellent virtual tour at <http://www.ecls.lib.pa.us/>. The front door takes the patron to a lobby that houses a Friends gift shop, a Soup du Jour coffee shop that's very popular, and another gift shop for the maritime museum. Off the lobby is an auditorium that seats 300 and is equipped with great AV capabilities. There is also the Admiral Room which seats 40 and is free to non-profits, hobbyists, government offices, etc., but rented to businesses. Both spaces are usually booked a year in advance.
- Most of the materials are on a wide-open first floor with a substantial skylight. There's a big circulation desk to the right, and a wide circular staircase that goes up to adult fiction, microfilm, a computer lab with 14 stations, the heritage room, and exhibit space.
- There's a bulletin board and 3 copiers in the copy room, but they keep tight reins on what's posted, usually has to pertain to a library function. The reference desk hands out bus schedules, and holds materials for public hearings nearby in binders.

Desired Output Measures

- Mary likes counting the number of people and the number of groups, but would really like user anecdotes, thinks they'd be very influential.
- Computer response to surveys could be a problem because of seniors and heavy use of terminals.

C o u n t i n g o n R e s u l t s

New Tools for Outcome-Based Evaluation of Public Libraries

Key Informant Interview Summary

Key Informant Identification

State PA **Library Name** Memorial Library of Nazareth & Vicinity

Contact Person Lynn Snodgrass-Pilla

Address 295 E. Center Street

City Nazareth **State** PA **Zip Code** 18064

Telephone 610.759.4932 **Fax** 610.759.9513

E-mail lynnsp@ptd.net

About the Interview

Date of Interview August 24, 2000

Interviewer(s) Rochelle Logan

Interviewee(s) Jeannette Orzo and Lynn Snodgrass-Pilla

Service Response Information Literacy

About the Library

- Population: 19,121. Relatively small town, serves borough and 3 townships. Heaviest usage is students. Extended hours into earlier morning, have more young mothers with children and seniors. A lot of popular reference questions.
- 6 public access computers. One to one training on use of the Internet. Recently began having classes. How to use the mouse. Lots of seniors want to use email.
- Have Ebsco database. Access PA power library. Have a counter for number of visitors to website. Pathfinders, bibliographies, reader's advisory.
- Physical Old Georgian house 8700 sq. feet, children's on second floor.
- Circ and ref desk is first thing you see in the front door. 103,000 circ.

Desired Output Measures

- Tours, become familiar with library

C o u n t i n g o n R e s u l t s

New Tools for Outcome-Based Evaluation of Public Libraries

Key Informant Interview Summary

Key Informant Identification

State PA **Library Name** Norwin Public Library

Contact Person Eleanor Silvis

Address 299 Third Street

City Irwin **State** PA **Zip Code** 15642

Telephone 724.863.4700 **Fax** 724.863.6195

E-mail norwinpl@nb.net; esilvis@c1mail.com

About the Interview

Date of Interview August 15, 2000

Interviewer(s) Rochelle Logan

Interviewee(s) Eleanor Silvis

Service Response General Public Library Survey

About the Library

- Many seniors, a lot of children. Local effort from school district. 3 municipalities, none will coordinate efforts. North Huntington Township is a target to get to use library and remote service. Want to work on attracting youth, children. 40,000 population
- Collecting COR data at main branch.
- First thing you see new books, circ desk and computers. Children's area in basement floor. Not automated, in process of building new building.

Desired Output Measures

- Number of people socializing, had a number of nursing homes coming in
- Number using children's library, break down by adults and children
- Special book collections in children's library
- Can take a manual count of number of people using computer
- Number of people reading/writing – meaningless
- Number of people using copier – No, but computer printer use – yes!

Desired Outcome Measures

- Phone information, help with Internet, general reference questions
- Lot of fiction readers, recreational readers
- Students using materials for research. Taught how to use Ebsco Host.
- Person wanted to write a will before going on vacation
- Showing people how to use Internet (finding Mapblast)

Local Goal(s)

- Gather statistics to see what type of services we need to offer with new building being constructed. Have statewide access to catalog holdings.
- She is working with building consultant, started board on PFR process. Doing surveys, gathering community information.

C o u n t i n g o n R e s u l t s

New Tools for Outcome-Based Evaluation of Public Libraries

Key Informant Interview Summary

Key Informant Identification

State TX **Library Name** Hurst Public Library

Contact Person Janet Young

Address 901 Precinct Line Road

City Hurst **State** TX **Zip Code** 76053

Telephone 817.788.7300 **Fax** 817.788.7307

E-mail jyoung@ci.hurst.tx.us

About the Interview

Date of Interview August 11, 2000

Interviewer(s) Rochelle Logan

Interviewee(s) Janet Young and Beverly Kirkendall

Service Response General Public Library Survey

Library Branch Adult Branch

About the Library

- NE of Ft Worth – people put items on reserve at a lot of libraries. 36,000 population, bound by cities of similar or larger size. Metroplex area – 6 or 7 of largest cities in TX. Progressive as far as technology. 25% students qualify for reduced rate lunch. 13% Hispanic, 13% black. High immigrant pop. Have reciprocal agreements with other libraries.

Desired Output Measures

- Separate film showings and lectures
- Number of people searching the OPAC
- Number of people browsing is not meaningful
- Number of ILL's borrowed/lent
- Number CTT materials used – re TV/radio/film hype (also exhibits? Programs)
- They don't track number of reference questions by topic

Desired Outcome Measures

- Effectiveness of what we're doing.
- Heads up on answering governing body questions. Outcome piece hooked us.
- User finally bought book after waiting on reserve too long

Local Goal(s)

- Focus staff on current issues, address those, buy correct materials. Get people involved.

C o u n t i n g o n R e s u l t s

New Tools for Outcome-Based Evaluation of Public Libraries

Key Informant Interview Summary

Key Informant Identification

State TX **Library Name** Hurst Public Library

Contact Person Janet Young

Address 901 Precinct Line Road

City Hurst **State** TX **Zip Code** 76053

Telephone 817.788.7300 **Fax** 817.788.7307

E-mail jyoung@ci.hurst.tx.us

About the Interview

Date of Interview August 11, 2000

Interviewer(s) Rochelle Logan

Interviewee(s) Janet Young and Beverly Kirkendall

Service Response General Public Library Survey

Library Branch Youth Branch

About the Library

- NE of Ft Worth – people put items on reserve at a lot of libraries. 36,000 population, bound by cities of similar or larger size. Metroplex area – 6 or 7 of largest cities in TX. Progressive as far as technology. 25% students qualify for reduced rate lunch. 13% Hispanic, 13% black. High immigrant pop. Have reciprocal agreements with other libraries.
- Number of service areas involved: Youth services has at least one person always at the desk. Information desk provides general directional info, ready reference, or general info. Rely heavily on volunteers. Next to that desk is new books area.
- Youth Services & young adult fiction is all in same area. YA nonfiction is incorporate in adult NF. Open library with no walls separating children's from adult area. Only contained area for public use is adult media dept. in a separate room – 12 PC's with unfiltered Internet access with Word processing. Can keep counts for youth separate for project. Map of library on website. People can't Internet surf very far on the PAC.

Desired Output Measures

- Number of requests for homework assistance
- Number of people reading to children
- Number of people working on projects
- Separate number of people using computers and using PACs
- Filtered/unfiltered Internet access, age restrictions?
- Time outs on computer use?

Desired Outcome Measures

- What grade the student got on homework?
- Librarians enhanced experience or not?
- Think this is more than ready reference – Civil War projects that 8th graders do takes a lot more than ready reference type direction

C o u n t i n g o n R e s u l t s

New Tools for Outcome-Based Evaluation of Public Libraries

Key Informant Interview Summary

Key Informant Identification

State TX **Library Name** Moreau Memorial Library

Contact Person Robert Banish

Address 303 N. Main Street , PO Box 608

City Buda **State** TX **Zip Code** 78610

Telephone 512.295.5899 **Fax** 512.312.1889

E-mail rbanish@hotmail.com, budalibr@itouch.net

About the Interview

Date of Interview August 22, 2000

Interviewer(s) Rochelle Logan

Interviewee(s) Margie Martinez and Bob Banish

Service Response Information Literacy

About the Library

- Located 15 miles south of Austin. 2,600 people. Zip code closer to 15,000. Active preschoolers. Young community, growing fast. Collection of 18,000. Electronic resources have done wonders. 14 public access computers, sprinkled around the building, all one floor.

Desired Outcome Measures

- Access to databases
- Teach basic computer keyboarding, intro to word processing. One on one
- Help trouble shoot web site editing

Local Goal(s)

- Received grants to expand technology and want to answer questions in reports for more funding.

C o u n t i n g o n R e s u l t s

New Tools for Outcome-Based Evaluation of Public Libraries

Key Informant Interview Summary

Key Informant Identification

State TX **Library Name** Reagan County Library

Contact Person Linda Rees

Address County Courthouse

City Big Lake

State TX

Zip Code 76932

Telephone 915.884.2854

Fax

E-mail relib7@wcc.net

About the Interview

Date of Interview September 5, 2000

Interviewer(s) Rochelle Logan

Interviewee(s) Linda Rees

Service Response The Library As A Place

About the Library

- 72 miles se of Midland, TX, 51% Hispanic. Serve a smaller portion, 45% that use the library. LSA is entire county 4,200.
- 5,000 sq. no separate meeting room.

Desired Output Measures

- Number of IRS forms picked up
- No meeting room
- Have flyers for different things for community activities.
- Financial aid info for college
- Army recruiter meets people here

Desired Outcome Measures

- Small community, the library is the place to come and visit
- We are a noisy library
- Ask each other about what books they've read lately
- Stick survey back in the book when you return it

C o u n t i n g o n R e s u l t s

New Tools for Outcome-Based Evaluation of Public Libraries

Key Informant Interview Summary

Key Informant Identification

State TX **Library Name** Round Rock Public Library

Contact Person Dale L. Ricklefs

Address 216 E. Main

City Round Rock **State** CO **Zip Code** 78664

Telephone 512.218.7010 **Fax** 512.218.7061

E-mail date@round-rock.tx.us

About the Interview

Date of Interview August 24, 2000

Interviewer(s) Rochelle Logan

Interviewee(s) Dale Ricklefs, Linda Beebe, and Ping Liu

Service Response Information Literacy

About the Library

- Located north of Austin. Round Rock is older than Austin, est. 1860. Fast growing city. Population 60,000. Few of the earlier residents still there. Not a sense of history, generationally. Local history is there because of school assignments, or new people interested in local history. Heavy on Carolinas, Tennessee, weak in ethnic. Getting more genealogy online resources.
- Physical: two story 41,000 sq. ft. "L" shaped. New facility is the long piece. Genealogy on 2nd floor, section at the bottom of the L. Fiction and all specialized collection in that special collection area. Genealogy has its own computer, it is old, replacing soon (we hope). Two LAN connections there. CD material, surname cross lists.

Desired Output Measures

- Referring people to sources they may not have thought about.
- Provide print bibliographies.
- People use display cases (actively involve the community).
- Class tours (Boy Scout, Girl Scout).
- Child must demonstrate use of a library resource.

Desired Outcome Measures

- Programs, adults reading children's literature.
- Support arts and entertainment with bookmarks and displays

C o u n t i n g o n R e s u l t s

New Tools for Outcome-Based Evaluation of Public Libraries

Key Informant Interview Summary

Key Informant Identification

State TX | **Library Name** Round Rock Public Library

Contact Person Dale L. Ricklefs

Address 216 E. Main

City Round Rock | **State** CO | **Zip Code** 78664

Telephone 512.218.7010 | **Fax** 512.218.7061

E-mail date@round-rock.tx.us

About the Interview

Date of Interview August 24, 2000

Interviewer(s) Rochelle Logan

Interviewee(s) Dale Ricklefs, Linda Beebe, and Ping Liu

Service Response Local History & Genealogy

About the Library

- Located north of Austin. Round Rock is older than Austin, est. 1860. Fast growing city. Population 60,000. Few of the earlier residents still there. Not a sense of history, generationally. Local history is there because of school assignments, or new people interested in local history. Heavy on Carolinas, Tennessee, weak in ethnic. Getting more genealogy online resources.
- Physical: two story 41,000 sq. ft. "L" shaped. New facility is the long piece. Genealogy on 2nd floor, section at the bottom of the L. Fiction and all specialized collection in that special collection area. Genealogy has its own computer, it is old, replacing soon (we hope). Two LAN connections there. CD material, surname cross lists.

Desired Output Measures

- Outputs provided look fine

Desired Outcome Measures

- Have a separate Texana collection
- Microfilmed local newspaper.
- Research for community heritage or museum exhibit

C o u n t i n g o n R e s u l t s

New Tools for Outcome-Based Evaluation of Public Libraries

Key Informant Interview Summary

Key Informant Identification

State WA **Library Name** Kitsap Regional Library

Contact Person Sara Scribner

Address 1301 Sylvan Way

City Bremerton

State WA

Zip Code 98310

Telephone 360.405.9153

Fax 360.450.9128

E-mail sara@krl.org

About the Interview

Date of Interview August 10, 2000

Interviewer(s) Marcy J. Rodney

Interviewee(s) Sara Scribner

Service Response General Public Library Survey

About the Library

- Kitsap County is near Puget Sound. Library system is county and is considered rural, but includes major naval facility of Bremerton, as well as S'Kallam and Snoquamish reservations. Library gets a lot of military types. Wide income range – Bainbridge Island is quite wealthy. Main, or central branch is in east Bremerton. County is 85% white, 3.2% black, 1.7% Native America/Aleut, 5.3% Asian/Pacific Islander, 3.8% Hispanic. Central has the larger black population.
- Central branch at Bremerton is 1 story, about 26,000 sq.ft., kids are separate. There are 45-50 public terminals, 10 of which are filtered. Library also serves as an ISP to those who have cards. There's 1 reference desk between circulation desks and computer banks. There is no separate kids' reference desk. When you come in the front door you pass media cassettes, then circulation. They do count foot traffic. The counters are off the web site right now, but they could be put back (just went thru a technology change). They especially want to know what sub-categories people are using. Web site is www.krl.org.

Desired Output Measures

- Wants to know if people are using expensive sets of encyclopedia, or hard copies of the Gale databases.
- Copier use is meaningless, but they will be adding a color copier and that could be of interest. Also would like to know if ISP use increases or decreases.

Desired Outcome Measures

- Availability of help
- Responsiveness of help (eye contact, listening skills)
- Timeliness of response
- Whether response was complete
- Pleasantness of help

C o u n t i n g o n R e s u l t s

New Tools for Outcome-Based Evaluation of Public Libraries

Key Informant Interview Summary

Key Informant Identification

State WI **Library Name** Waukesha County Library System

Contact Person Thomas J. Hennen, Jr.

Address 831 Wisconsin Avenue

City Waukesha **State** WI **Zip Code** 53186

Telephone 262.896.8081 **Fax** 262.896.8086

E-mail thennen@wcfls.lib.wi.us

About the Interview

Date of Interview September 1, 2000

Interviewer(s) Rochelle Logan

Interviewee(s) Richard Crane

Service Response General Public Library Survey

Library Branch Menomonee Falls and Mukwonago PL Branches

About the Library

- Menominee Falls suburban adjacent to Milwaukee county. 2nd highest avg income in the state. 30,000 population. Ethnic makeup – white with changes happening, increasing diversity
- 16,000 sq. ft., 2 story building. First in the door – community information walls, to right is circ desk, left is magazine lounge, area for non-book materials, children's is on lower level. Ref desk is passed circ desk. Internet computers = 4 (2-children, 2-adult). Badgerlink is an Internet service (2 terminals), subsidized access T-1 line. Ebsco Host.
- Univ. of WI closed circuit television (only 2 PL's in state). Internet classes. Use school lab for hands on experience.

Desired Output Measures

- How many used Electric Library
- Email doc delivery
- Use of circulating collection for a reference question
- Helping a patron with Internet etc 1-on-1
- Distributing material – road maps, organizations (Elderhostel), university schedules, bus schedules.
- Using word processor
- Using Internet

Desired Outcome Measures

- Medical (emotional) situation
- Working with parent with a child with learning disability
- Homework assistance

C o u n t i n g o n R e s u l t s

New Tools for Outcome-Based Evaluation of Public Libraries

Key Informant Interview Summary

Key Informant Identification

State WI **Library Name** Waukesha County Library System

Contact Person Thomas J. Hennen, Jr.

Address 831 Wisconsin Avenue

City Waukesha **State** WI **Zip Code** 53186

Telephone 262.896.8081 **Fax** 262.896.8086

E-mail thennen@wcfls.lib.wi.us

About the Interview

Date of Interview September 1, 2000

Interviewer(s) Rochelle Logan

Interviewee(s) Richard Crane

Service Response The Library As A Place

Library Branch New Berlin Branch

About the Library

- 16,000 sq. ft., 2 story building. First in the door – community information walls, to right is circ desk, left is magazine lounge, area for non-book materials, children's is on lower level. Ref desk is passed circ desk. Internet computers = 4 (2-children, 2-adult). Badgerlink is an Internet service (2 terminals), subsidized access T-1 line. Ebsco Host.
- Univ. of WI closed circuit television (only 2 PL's in state). Internet classes. Use school lab for hands on experience.

Desired Output Measures

- How many used Electric Library
- Email doc delivery
- Use of circulating collection for a reference question
- Helping a patron with Internet etc 1-on-1
- Distributing material – road maps, organizations (Elderhostel), university schedules, bus schedules.
- Using word processor
- Using Internet

Desired Outcome Measures

- Medical (emotional) situation
- Working with parent with a child with learning disability
- Homework assistance

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

Appendix G

CoR User Outcome Surveys

Basic Literacy

BASIC LITERACY (learning to read and write)

How have the library's basic literacy services helped you?
Mark (X) all of the following that apply.

As a result of my recent use of the library, I ...

- Improved my ☐ reading, ☐ writing, or ☐ math skills.
- ☐ Prepared for the GED test.
 - ☐ Passed the GED test.
 - ☐ Prepared for the naturalization (citizenship) exam.
 - ☐ Became a citizen.
 - ☐ Read to a child or helped a child choose a book to read.
 - ☐ Helped a child do homework or improve grades.
 - ☐ Applied for a job.
 - ☐ Got a job, a better job, or a raise in pay.
 - ☐ Started managing my personal finances better.
 - ☐ Learned something I needed to know about using bus, buying car, education, health care, jobs, handling money, insurance, or child care.
 - ☐ Participated in a community activity.
 - ☐ Wrote a letter, postcard or e-mail message to someone.
 - ☐ Other—please specify:

Demographic Characteristics

This information will help us to understand how people like you use the library and how to serve everyone better.

Gender

☐ Female ☐ Male

Age

☐ Under 18 ☐ 18-24

☐ 25-39 ☐ 40-59

☐ 60 or over

Education

☐ Less than high school

☐ High school graduate

☐ Some college

☐ College degree (bachelor's or higher)

If you have a success story about your use of the library or other comment, please share it briefly here (please print):

Business & Career Information

BUSINESS & CAREER INFORMATION

How have the library's business and career information services helped you?
Mark (X) all of the following that apply.

As a result of my recent use of the library, I ...

- ☐ Explored new business options, started or developed a business (market research, financing, franchising, home business, self-employment, regulatory information, zoning).
- ☐ Dealt with a personnel issue (hiring, training, firing).
- ☐ Closed a business (sale, merger, bankruptcy).
- ☐ Explored jobs or careers, or determined necessary education or training.
- ☐ Developed job-related skills (resume-writing, interviewing, computer, or sales skills).
- ☐ Learned how to advance in job or career.
- ☐ Made career changes or relocated.
- ☐ Made better investment or retirement decisions.
- ☐ Other—please specify:

Demographic Characteristics

This information will help us to understand how people like you use the library and how to serve everyone better.

Gender

☐ Female

☐ Male

Age

☐ Under 18

☐ 18-24

☐ 25-39

☐ 40-59

☐ 60 or over

Education

☐ Less than high school

☐ High school graduate

☐ Some college

☐ College degree (bachelor's or higher)

If you have a success story about your use of the library or other comment, please share it briefly here (please print):

The Library As A Place (Commons)

THE LIBRARY AS A PLACE (Commons)

How has having the library as a place helped you?
Mark (X) all of the following that apply.

As a result of my recent use of the library, I ...

- ☐ Met a friend or co-worker.
- ☐ Made a new friend.
- ☐ Learned about new books, videos, music, etc.
- ☐ Completed or made progress on school work.
- ☐ Learned about or was referred to another community organization.
- ☐ Had a quiet comfortable place to think, read, write, or study.
- ☐ Took a break at the library coffee shop or café.
- ☐ Enjoyed a lecture, concert, film or other public event.
- ☐ Attended or participated in a public meeting.
- ☐ Visited a library-sponsored chat room on the web.
- ☐ Other—please specify:

Demographic Characteristics

This information will help us to understand how people like you use the library and how to serve everyone better.

Gender

☐ Female ☐ Male

Age

☐ Under 18 ☐ 18-24

☐ 25-39 ☐ 40-59

☐ 60 or over

Education

☐ Less than high school

☐ High school graduate

☐ Some college

☐ College degree (bachelor's or higher)

If you have a success story about your use of the library or other comment, please share it briefly here (please print):

General Public Library Survey

GENERAL PUBLIC LIBRARY SURVEY

How have the library's services helped you?

Mark (X) all of the following that apply.

As a result of my recent use of the library, I ...

- ☐ Read for pleasure (bestsellers, biographies, current events, etc.).
- ☐ Obtained a specific fact or document I was interested in (a name, address, date, statistic, law or regulation, etc.).
- ☐ Learned more about a skill, hobby, or other personal interest (how-to/consumer information, cooking, car repair, genealogy, personal finance, etc.).
- ☐ Identified or contacted any organization (a school, social club, museum, historical society, political party, special interest group, etc.).
- ☐ Found information needed for school, work or a community group.
- ☐ Shared a cultural experience and/or exchanged information with others (book group, author lecture, film, other performance, etc.).
- ☐ Learned more about a legal, social or political issue (environment, civil rights, Social Security, education, military preparedness, etc.), or elections (local, state, or national).
- ☐ Met new people with whom I share common interests.
- ☐ Other—please specify:

Demographic Characteristics

This information will help us to understand how people like you use the library and how to serve everyone better.

Gender

☐ Female ☐ Male

Age

☐ Under 18 ☐ 18-24

☐ 25-39 ☐ 40-59

☐ 60 or over

Education

☐ Less than high school

☐ High school graduate

☐ Some college

☐ College degree (bachelor's or higher)

If you have a success story about your use of the library or other comment, please share it briefly here (please print):

Information Literacy

INFORMATION LITERACY (knowing how to find what you want)

How have the library's information literacy services helped you? *Mark (X) all of the following that apply.*

As a result of my recent use of the library, I ...

- Found what I was looking for ...
- ☐ using the library catalog.
 - ☐ searching the World Wide Web.
 - ☐ using databases.
 - ☐ using reference books.
 - ☐ because librarian helped me.

- Learned how to ...
- ☐ use the library catalog.
 - ☐ ask a library staff member for help.
 - ☐ use a computer (keyboard, mouse).
 - ☐ use standard software products (word processing, spreadsheets).
 - ☐ use e-mail, electronic mailing lists, or chat rooms.
 - ☐ evaluate the quality of information on the web.
 - ☐ create a web site.

- ☐ Other—please specify:

Demographic Characteristics

This information will help us to understand how people like you use the library and how to serve everyone better.

Gender

- ☐ Female ☐ Male

Age

- ☐ Under 18 ☐ 18-24
☐ 25-39 ☐ 40-59
☐ 60 or over

Education

- ☐ Less than high school
☐ High school graduate
☐ Some college
☐ College degree (bachelor's or higher)

If you have a success story about your use of the library or other comment, please share it briefly here (please print):

Local History & Genealogy

LOCAL HISTORY & GENEALOGY

How have the library's local history and genealogy services helped you?
Mark (X) all of the following that apply.

As a result of my recent use of the library, I ...

- ☐ Learned how to use genealogical databases.
- ☐ Made progress researching family history.
- ☐ Met or was reunited with a family member or friend.
- ☐ Learned about family medical history.
- ☐ Learned about cultural heritage.
- ☐ Shared data with others in person, in print, or online.
- ☐ Published family history.
- ☐ Identified new source of information to search.
- ☐ Met others interested in local history or genealogy.
- ☐ Did research for a school project.
- ☐ Worked on historic preservation, renovation, or real estate.
- ☐ Learned about my community/local history.
- ☐ Obtained a document or record (photo, will, land record, map).
- ☐ Other—please specify:

Demographic Characteristics

This information will help us to understand how people like you use the library and how to serve everyone better.

Gender

☐ Female ☐ Male

Age

☐ Under 18 ☐ 18-24

☐ 25-39 ☐ 40-59

☐ 60 or over

Education

☐ Less than high school

☐ High school graduate

☐ Some college

☐ College degree (bachelor's or higher)

If you have a success story about your use of the library or other comment, please share it briefly here (please print):

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

Appendix H

Final Recorded Library
Output Data

Table 1
Recorded Output Statistics for Basic Literacy Libraries

	Birmingham, AL		Columbia County, FL		Grand Prairie, IL		Orange County, FL		ALL (n = 4)
	Normalized Weekly Number	As Ratio of Number for All Libraries	Normalized Weekly Number	As Ratio of Number for All Libraries	Normalized Weekly Number	As Ratio of Number for All Libraries	Normalized Weekly Number	As Ratio of Number for All Libraries	Normalized Weekly Number
Recorded Output Statistics									
Reference Questions	---		---		339	1.00	----		339
Circulation, Children's Pre-Reading	16	0.04	976	2.24	260	0.60	----		437
Circulation, Adult ESL / Basic Lit.	50	1.58	14	0.43	11	0.35	----		32
ILU, Children's Pre-Reading	----		----		83	1.00	----		83
ILU, Adult ESL / Basic Literacy	---		---		4	1.00	---		4
Document Delivery, Children's	---		---		1	1.00	---		1
Document Delivery, Adult	---		---		---		---		0
Tutoring, Children	---		---		44	1.00	---		44
Tutoring, Adult	---		7	1.02	6	0.89	----		7
No. of Tutors Trained	---		1	0.20	---		----		4
In-Library Children's Programs	0	0.01	6	0.32	5	0.24	41	2.04	20
Children's Program Attendance	3	0.02	230	1.10	132	0.63	511	2.44	209
Off-site Children's Program	1	0.11	5	0.76	0	0.03	17	2.43	7
Off-Site Child. Program Attendance	102	0.29	281	0.81	125	0.36	735	2.11	348
Adult Basic Literacy / ESL Programs	1	1.00	---		---		---		1
Adult Program Attendance	10	1.00	---		---		---		10
New Library Cards Issued	38	0.47	17	0.20	19	0.23	246	2.99	82
Basic Literacy Web Page Hits	---		---		---		---		0
Basic Literacy Web Page Views	---		---		---		---		0
Basic Literacy User Sessions	---		---		---		---		0
Basic Literacy/ESL CD-ROMs Used	9	0.77	---		25		---		11

Table 2
Recorded Output Statistics for Business & Career Information Libraries

	Mesa, AZ		Boulder, CO		Dickinson, ND		ALL (n = 3)
	Normalized Weekly Number	As Ratio of Number for All Libraries	Normalized Weekly Number	As Ratio of Number for All Libraries	Normalized Weekly Number	As Ratio of Number for All Libraries	Normalized Weekly Number
Recorded Output Statistics							
Visits to Business/Career (B/C) Area	---		120	1.09	101	0.91	110
B/C Reference Questions	193	2.62	22	0.30	45	0.62	74
B/C Volume Circulation	677	7.77	169	1.94	24	0.28	87
B/C In-Library Use Count	17	0.06	149	0.52	84	0.29	290
B/C ILL, Materials Sent Count	---		---		16	1.00	16
B/C ILL, Materials Received Count	3	0.49	---		9	1.51	6
B/C Materials Delivered Offsite Count	1	0.10	1	0.08	17	1.90	9
On-site Library B/C Programs	1	0.90	1	0.66	1	1.10	1
On-site B/C Program Attendance	27	1.15	105	4.46	20	0.85	24
Off-site B/C Programs	0	0.63	1	1.35	---		1
Off-site B/C Program Attendance	256	0.31	1,400	1.69	---		828
B/C Web Hit Statistics	275	1.94	---		8	0.06	142
B/C Page View Statistics	92	1.65	---		19	0.35	56
B/C Visitors/User Sessions Count	---		---		5	1.00	5
No. of B/C CD-ROMs Used	184	1.98	17	0.18	2	0.02	93

Table 3
Recorded Output Statistics for
Library As A Place (Commons) Libraries

	Riverside, CA		Council Bluffs, IA		Reno, NV		Albany, NY	
	Normalized Weekly Number	As Ratio of Number for All Libraries	Normalized Weekly Number	As Ratio of Number for All Libraries	Normalized Weekly Number	As Ratio of Number for All Libraries	Normalized Weekly Number	As Ratio of Number for All Libraries
Recorded Output Statistics								
Library Visits	---		---		3,270	0.55	12,667	2.13
CI/R Reference Questions	---		---		96	1.89	56	1.10
CI/R Materials Count	---		---		80	0.42	---	
CI/R In-Library Use Count	---		---		---		---	
CI/R Delivery Off-site	---		---		---		---	
On-site Library Program Count	---		---		9	1.18	8	1.00
On-site Program Attendance	---		---		215	1.35	176	1.11
On-site Community Events	3	0.18	7	0.43	7	0.43	42	2.58
On-site Events Attendance	47	0.17	70	0.25	53	0.19	542	1.95
Off-site Library Program Count	---		---		11	1.91	---	
Off-site Program Attendance	---		---		403	1.94	---	
Brochures/Fliers Distributed	---		1,418	2.30	789	1.28	---	
Notices Posted	2	0.02	86	0.85	403	3.98	56	0.55
Bibliographies, etc. Count	---		---		---		---	
CI/R Web Hit Count	---		---		---		---	
CI/R Web Page Views Count	---		---		---		---	
CI/R Visitors/User Sessions	---		---		---		---	

Table 3
Recorded Output Statistics for
Library As A Place (Commons) Libraries

	Erie, PA		Reagan County, TX		Waukesha, WI		All (n = 7)
	Normalized Weekly Number	As Ratio of Number for All Libraries	Normalized Weekly Number	As Ratio of Number for All Libraries	Normalized Weekly Number	As Ratio of Number for All Libraries	Normalized Weekly Number
Recorded Output Statistics							
Library Visits	9,866	1.66	230	0.04	2,670	0.45	5,943
CI/R Reference Questions	186	3.64	4	0.09	6	0.12	51
CI/R Materials Count	655	3.46	11	0.06	---		189
CI/R In-Library Use Count	5	1.00	---		---		5
CI/R Delivery Off-site	---		---		---		0
On-site Library Program Count	3	0.35	10	1.26	8	1.01	8
On-site Program Attendance	88	0.56	161	1.01	135	0.85	159
On-site Community Events	9	0.56	---		4	0.23	16
On-site Events Attendance	613	2.21	---		75	0.27	277
Off-site Library Program Count	---		1	0.09	---		6
Off-site Program Attendance	---		13	0.06	---		208
Brochures/Fliers Distributed	251	0.41	12	0.02	---		617
Notices Posted	155	1.53	4	0.04	---		101
Bibliographies, etc. Count	---		---		---		0
CI/R Web Hit Count	---		30	1.00	---		30
CI/R Web Page Views Count	---		35	1.00	---		35
CI/R Visitors/User Sessions	---		35	1.00	---		35

Table 4
Recorded Output Statistics for General Information Libraries

	Mesa, AZ		Riverside, CA		Sunnyside, CA		Woodruff, CO	
	Normalized Weekly Number	As Ratio of Number for All Libraries	Normalized Weekly Number	As Ratio of Number for All Libraries	Normalized Weekly Number	As Ratio of Number for All Libraries	Normalized Weekly Number	As Ratio of Number for All Libraries
Recorded Output Statistics								
Library Visits	22,858	3.54	7,743	1.20	--		3,597	0.56
Directional Questions					--		96	0.13
Reference Questions	7,650	7.59	4,097	4.06	846	0.84	156	0.15
Ref. Questions via Web	3	0.00	--		--		12	0.02
Total Circulation	59,404	5.95	8,563	0.86	3,286	0.33	2,368	0.24
Fiction Circulation	--		1,158	0.54	313	0.15	1,330	0.62
Hold Requests	210	0.16	--		205	0.16	696	0.53
Total ILU Count	--		--		333	0.19	999	0.56
ILU, Reference Mat.	--		--		--		31	0.05
ILU, Periodicals	--		--		--		261	0.31
ILU, Circ. Materials	--		--		--		706	1.38
ILL, Items In	120	2.44	--		--		117	2.39
ILL, Items Out	460	10.69	--		--		63	1.46
Items Delivered	3	0.02	--		--		19	0.15
Non-Fiction Delivered	--		--		--		21	0.40
On-site Program Count	7	0.41	141	8.48	14	0.84	7	0.42
On-site Program Attendance	333	1.48	--		215	0.95	154	0.68
Off-site Program Count	4	0.21	--		--		7	0.37
Off-site Program Attendance	422	0.91	--		--		1,498	3.23
Web Hit Count	40,019	8.40	--		--		--	
Web Page View Count	10,334	0.98	--		--		--	
Visitor/User Session Count	3,826	5.20	738	1.00	382	0.52	--	
CD-ROMs Used	318	6.73	--		--		33	0.69

Table 4
Recorded Output Statistics for General Information Libraries

	Bruton, FL		Columbia County, FL		Council Bluffs, IA		Sioux City, IA	
	Normalized Weekly Number	As Ratio of Number for All Libraries	Normalized Weekly Number	As Ratio of Number for All Libraries	Normalized Weekly Number	As Ratio of Number for All Libraries	Normalized Weekly Number	As Ratio of Number for All Libraries
Recorded Output Statistics								
Library Visits	4,879	0.76	4,420	0.68	1,894	0.29	8,888	1.38
Directional Questions	2,833	3.74	979	1.29	8	0.01	1,029	1.36
Reference Questions	1,220	1.21	1,039	1.03	26	0.03	900	0.89
Ref. Questions via Web	--		--		--		18	0.03
Total Circulation	6,101	0.61	4,421	0.44	3,845	0.38	7,532	0.75
Fiction Circulation	2,950	1.37	1,708	0.79	--		3,635	1.69
Hold Requests	490	0.37	--		--		--	
Total ILU Count	--		--		178	0.10	3,047	1.71
ILU, Reference Mat.	--		--		10	0.02	620	1.06
ILU, Periodicals	--		--		11	0.01	1,104	1.30
ILU, Circ. Materials	--		--		34	0.07	1,321	2.59
ILL, Items In	3	0.06	14	0.28	71	1.45	25	0.50
ILL, Items Out	6	0.14	31	0.71	--		103	2.39
Items Delivered	--		177	1.35	45	0.34	658	5.01
Non-Fiction Delivered	--		--		--		126	2.42
On-site Program Count	6	0.34	7	0.43	1	0.03	7	0.42
On-site Program Attendance	237	1.05	242	1.08	9	0.04	126	0.56
Off-site Program Count	0	0.01	6	0.29	1	0.03	7	0.37
Off-site Program Attendance	7	0.01	283	0.61	11	0.02	119	0.26
Web Hit Count	--		139	0.03	--		6,370	1.34
Web Page View Count	--		--		--		--	
Visitor/User Session Count	369	0.50	--		--		--	
CD-ROMs Used	1	0.03	--		13	0.27	35	0.74

Table 4
Recorded Output Statistics for General Information Libraries

	Bozeman, MT		Lewistown, MT		Queens, NY		Multnomah County, OR	
	Normalized Weekly Number	As Ratio of Number for All Libraries	Normalized Weekly Number	As Ratio of Number for All Libraries	Normalized Weekly Number	As Ratio of Number for All Libraries	Normalized Weekly Number	As Ratio of Number for All Libraries
Recorded Output Statistics								
Library Visits	6,321	0.98	--		33,553	5.19	6,836	1.06
Directional Questions	244	0.32	--		--		727	0.96
Reference Questions	753	0.75	1,748	1.73	245	0.24	861	0.85
Ref. Questions via Web	7	0.01	1,360	2.07	43	0.06	100	0.15
Total Circulation	9,186	0.92	--		41,369	4.14	18,457	1.85
Fiction Circulation	5,072	2.35	--		--		2,710	1.26
Hold Requests	2,623	1.99	--		--		--	
Total ILU Count	876	0.49	--		--		2,690	1.51
ILU, Reference Mat.	137	0.23	--		--		664	1.14
ILU, Periodicals	196	0.23	8	0.01	--		621	0.73
ILU, Circ. Materials	542	1.06	3	0.01	--		1,704	3.34
ILL, Items In	52	1.05	10	0.19	58	1.18	78	1.60
ILL, Items Out	34	0.79	--		131	3.05	52	1.21
Items Delivered	62	0.47	6	0.04	--		12	0.09
Non-Fiction Delivered	32	0.61	106	2.03	--		7	0.13
On-site Program Count	14	0.84	75	4.51	20	1.22	7	0.42
On-site Program Attendance	429	1.91	10	0.04	658	2.93	116	0.51
Off-site Program Count	--		--		--		--	
Off-site Program Attendance	--		--		--		--	
Web Hit Count	1,230	0.26	--		--		872	0.18
Web Page View Count	14	0.00	50	0.00	59,948	5.69	--	
Visitor/User Session Count	688	0.94	--		--		--	
CD-ROMs Used	--		--		--		11	0.22

Table 4
Recorded Output Statistics for General Information Libraries

	Adams, PA		Altoona, PA		Eccles-Lesher, PA		Norwin, PA	
	Normalized Weekly Number	As Ratio of Number for All Libraries	Normalized Weekly Number	As Ratio of Number for All Libraries	Normalized Weekly Number	As Ratio of Number for All Libraries	Normalized Weekly Number	As Ratio of Number for All Libraries
Recorded Output Statistics								
Library Visits	--		5,250	0.81	388	0.06	1,370	0.21
Directional Questions	74	0.10	130	0.17	64	0.09	80	0.10
Reference Questions	93	0.09	249	0.25	43	0.04	143	0.14
Ref. Questions via Web	--		3	0.00	13	0.02	5	0.01
Total Circulation	2,581	0.26	6,132	0.61	570	0.06	1,657	0.17
Fiction Circulation	393	0.18	1,577	0.73	281	0.13	--	
Hold Requests	29	0.02	64	0.05	21	0.02	--	
Total ILU Count	215	0.12	320	0.18	121	0.07	64	0.04
ILU, Reference Mat.	16	0.03	45	0.08	34	0.06	--	
ILU, Periodicals	113	0.13	38	0.05	95	0.11	--	
ILU, Circ. Materials	101	0.20	263	0.51	63	0.12	--	
ILL, Items In	24	0.48	24	0.48	37	0.76	21	0.43
ILL, Items Out	6	0.14	148	3.43	39	0.90	--	
Items Delivered	--		10	0.07	--		--	
Non-Fiction Delivered	--		1	0.02	--		--	
On-site Program Count	5	0.27	16	0.98	70	4.21	5	0.29
On-site Program Attendance	70	0.31	258	1.15	119	0.53	120	0.53
Off-site Program Count	6	0.33	--		11	0.55	--	
Off-site Program Attendance	813	1.75	--		448	0.97	--	
Web Hit Count	89	0.02	700	0.15	--		258	0.05
Web Page View Count	422	0.04	2,077	0.20	--		--	
Visitor/User Session Count	86	0.12	1,563	2.13	--		92	0.12
CD-ROMs Used	4	0.08	--		37	0.78	3	0.05

Table 4
Recorded Output Statistics for General Information Libraries

	Hurst, TX		Kitsap, WA		Waukesha, WI		All (n = 19)
	Normalized Weekly Number	As Ratio of Number for All Libraries	Normalized Weekly Number	As Ratio of Number for All Libraries	Normalized Weekly Number	As Ratio of Number for All Libraries	Normalized Weekly Number
Recorded Output Statistics							
Library Visits	4,847	0.75	10,663	1.65	3,233	0.50	6,461
Directional Questions	765	1.01	--		157	0.21	758
Reference Questions	711	0.71	--		369	0.37	1,008
Ref. Questions via Web	3,780	5.75	19	0.03	--		658
Total Circulation	8,461	0.85	11,398	1.14	7,079	0.71	9,988
Fiction Circulation	3,870	1.80	--		3,319	1.54	2,155
Hold Requests	1,011	0.77	--		3,746	2.84	1,319
Total ILU Count	1,479	0.83	--		1,824	1.02	1,780
ILU, Reference Mat.	116	0.20	--		28	0.05	584
ILU, Periodicals	414	0.49	--		1,422	1.68	848
ILU, Circ. Materials	1,006	1.97	--		378	0.74	510
ILL, Items In	35	0.71	63	1.27	95	1.92	49
ILL, Items Out	--		67	1.55	75	1.73	43
Items Delivered	--		322	2.45	--		131
Non-Fiction Delivered	--		--		21	0.40	52
On-site Program Count	12	0.72	--		12	0.70	17
On-site Program Attendance	429	1.91	--		142	0.63	225
Off-site Program Count	--		--		142	7.48	19
Off-site Program Attendance	--		--		721	1.56	463
Web Hit Count	--		--		281	0.06	4,766
Web Page View Count	--		--		--		10,527
Visitor/User Session Count	--		--		211	0.29	735
CD-ROMs Used	--		--		55	1.16	47

Table 5
Recorded Output Statistics for Information Literacy Libraries

	Bozeman, MT		Orange County, FL		Multnomah County, OR		Adams, PA	
	Normalized Weekly Number	As Ratio of Number for All Libraries	Normalized Weekly Number	As Ratio of Number for All Libraries	Normalized Weekly Number	As Ratio of Number for All Libraries	Normalized Weekly Number	As Ratio of Number for All Libraries
Recorded Output Statistics								
Library Visits	6,321	0.96	14,761	2.25	4,425	0.68	--	
Reference Questions	155	1.01	--		33	0.21	93	0.60
C/IR Circulation	41	0.65	--		145	2.27	5	0.08
ILU of Indexes, etc.	62	0.77	--		11	0.13	--	
Off-site Deliveries	7	2.00	--		--		--	
Bibliographies Count	32	1.97	--		--		--	
IL Program Count	--		--		7	0.79	9	1.02
IL Program Attendance	--		--		45	0.25	60	0.33
Off-site IL Program Count	--		--		--		--	
Off-site IL Program Attendance	--		--		--		--	
Computer Lit. Program Count	7	0.86	2	0.30	7	0.86	3	0.31
Computer Lit. Program Attendance	39	1.67	20	0.88	32	1.37	13	0.56
Database Program Count	11	1.19	--		--		--	
Database Program Attendance	74	2.46	--		--		--	
Web Dev. Program Count	7	1.00	--		--		--	
Web Dev. Program Attendance	70	1.00	--		--		--	
Library Tours Count	--		0	0.08	60	12.86	--	
Library Tours Attendance	--		8	0.04	1,204	6.01	19	0.09
How-to Web Page Hits	--		--		239	0.49	--	
Website Page Views	--		10,460	2.90	--		241	0.07
IL Website Visitor Sessions	--		12	0.16	--		94	1.21
CD-ROM Use Count	--		--		--		6	0.94

Table 5
Recorded Output Statistics for Information Literacy Libraries

	Moreau, TX		Round Rock, TX		All (n = 6)
	Normalized Weekly Number	As Ratio of Number for All Libraries	Normalized Weekly Number	As Ratio of Number for All Libraries	Normalized Weekly Number
Recorded Output Statistics					
Library Visits	937	0.14	6,320	0.96	6,553
Reference Questions	69	0.45	314	2.04	154
C/IR Circulation	21	0.33	107	1.68	64
ILU of Indexes, etc.	50	0.63	196	2.46	80
Off-site Deliveries	--		--		4
Bibliographies Count	--		1	0.03	16
IL Program Count	18	2.06	1	0.13	9
IL Program Attendance	22	0.12	600	3.30	182
Off-site IL Program Count	--		1	1.00	1
Off-site IL Program Attendance	--		21	1.00	21
Computer Lit. Program Count	28	3.46	1	0.07	8
Computer Lit. Program Attendance	32	1.40	3	0.12	23
Database Program Count	16	1.78	0	0.03	9
Database Program Attendance	16	0.53	1	0.02	30
Web Dev. Program Count	--		--		7
Web Dev. Program Attendance	--		--		70
Library Tours Count	12	2.52	2	0.40	5
Library Tours Attendance	740	3.69	36	0.18	200
How-to Web Page Hits	102	0.21	873	1.79	488
Website Page Views	112	0.03	--		3,604
IL Website Visitor Sessions	126	1.63	--		77
CD-ROM Use Count	7	1.06	--		7

Table 6
Recorded Output Statistics for Local History & Genealogy Libraries

	Boulder, CO		Denver Central, CO		Lafayette, GA		Robeson County, NC	
	Normalized Weekly Number	As Ratio of Number for All Libraries	Normalized Weekly Number	As Ratio of Number for All Libraries	Normalized Weekly Number	As Ratio of Number for All Libraries	Normalized Weekly Number	As Ratio of Number for All Libraries
Recorded Output Statistics								
Local History/Genealogy Area Visits	61	0.22	1,879	6.81	45	0.16	11	0.04
LHG Reference Questions	36	0.12	2,244	7.18	182	0.58	7	0.02
In-Library Use	47	0.14	2,029	5.90	324	0.94	49	0.14
Interlibrary Loan, Items In	63	2.11	--		--		--	
Interlibrary Loan, Items Out	7	0.92	--		--		--	
Bibliographies Distributed	17	0.26	204	3.16	--		--	
Library LHG Programs	7	4.53	--		--		0	0.16
Library LHG Prog. Attendance	371	5.41	--		--		4	0.06
Non-Lib. (NL) Sponsored LHG Progs.	--		--		--		--	
NL Sponsored LHG Prog. Attendance	--		--		--		--	
Off-site Library Programs	--		--		7	1.00	--	
Off-site Library Program Attendance	--		--		105	2.71	--	
LHG Web Hits	24	0.30	--		175	2.19	--	
LHG Page Views	43	0.07	--		143	0.24	--	
LHG Visitor Sessions	25	0.68	--		84	2.32	--	
No. of CD-ROMs Used	7	0.58	--		17	1.40	--	

Table 6
Recorded Output Statistics for Local History & Genealogy Libraries

	Albany, NY		Queens, NY		Orange County, FL		Round Rock, TX		All (n = 8)
	Normalized Weekly Number	As Ratio of Number for All Libraries	Normalized Weekly Number	As Ratio of Number for All Libraries	Normalized Weekly Number	As Ratio of Number for All Libraries	Normalized Weekly Number	As Ratio of Number for All Libraries	Normalized Weekly Number
Recorded Output Statistics									
Local History/Genealogy Area Visits	114	0.41	62	0.23	--		34	12.43%	276
LHG Reference Questions	49	0.16	52	0.16	229	0.73	15	4.93%	313
In-Library Use	137	0.40	62	0.18	--		103	29.93%	344
Interlibrary Loan, Items In	--		--		55	1.84	--		30
Interlibrary Loan, Items Out	14	1.83	--		10	1.25	--		8
Bibliographies Distributed	--		--		38	0.58	--		65
Library LHG Programs	--		--		1	0.42	--		2
Library LHG Prog. Attendance	--		--		10	0.15	--		69
Non-Lib. (NL) Sponsored LHG Progs.	--		--		--		--		0
NL Sponsored LHG Prog. Attendance	--		--		--		--		0
Off-site Library Programs	--		--		--		--		7
Off-site Library Program Attendance	--		--		--		--		39
LHG Web Hits	--		--		--		--		80
LHG Page Views	--		--		--		--		607
LHG Visitor Sessions	--		--		--		--		36
No. of CD-ROMs Used	--		--		--		--		12

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

Appendix I

**Final Observed Patron
Activities Data**

Table 1
Observed Patron Activities For All Service Responses

Activity		Service Response					Total
		Basic Literacy	Business and Career Commons	General Information	Information Literacy	LH and Genealogy	All Service Responses
At Service Desk							
	Number of Individuals	81	862	1,019	3,245	922	6,705
	As Percentage of Total Individuals	5.73%	9.39%	14.43%	13.58%	9.07%	11.28%
Attending Event							
	Number of Individuals	107	1,512	918	1,907	2,129	9,721
	As Percentage of Total Individuals	7.57%	16.47%	13.00%	7.98%	20.94%	16.36%
In Stacks							
	Number of Individuals	432	2,579	1,600	4,894	1,778	12,185
	As Percentage of Total Individuals	30.57%	28.09%	22.66%	20.48%	17.49%	20.50%
Interacting with Others							
	Number of Individuals	126	475	512	1,524	579	3,756
	As Percentage of Total Individuals	8.92%	5.17%	7.25%	6.38%	5.69%	6.32%
Other Activities							
	Number of Individuals	6	245	371	986	553	2,431
	As Percentage of Total Individuals	0.42%	2.67%	5.25%	4.13%	5.44%	4.09%
Reading/Writing							
	Number of Individuals	176	1,398	1,132	4,250	1,513	9,209
	As Percentage of Total Individuals	12.46%	15.23%	16.03%	17.79%	14.88%	15.49%
Using Computer							
	Number of Individuals	322	1,840	1,278	6,397	2,424	13,394
	As Percentage of Total Individuals	22.79%	20.04%	18.10%	26.78%	23.84%	22.54%
Viewing Display							
	Number of Individuals	25	65	189	405	126	1,002
	As Percentage of Total Individuals	1.77%	0.71%	2.68%	1.70%	1.24%	1.69%
Viewing/Listening to A/V							
	Number of Individuals	138	206	42	283	143	1,030
	As Percentage of Total Individuals	9.77%	2.24%	0.59%	1.18%	1.41%	1.73%
TOTALS							
	Total Number of Individuals	1,413	9,182	7,061	23,891	10,167	59,433
	As Percentage of Total Individuals	100%	100%	100%	100%	100%	100%

Table 2
Basic Literacy Activities by Library

Activity	Library			TOTAL
	Birmingham	Columbia County	Orange County	(n = 3)
At Service Desk				
Number of Individuals	68	5	8	81
As Percentage of Total Individuals	15.63%	1.49%	1.25%	5.73%
Attending Event				
Number of Individuals	107	0	0	107
As Percentage of Total Individuals	24.60%	0.00%	0.00%	7.57%
In Stacks				
Number of Individuals	42	331	59	432
As Percentage of Total Individuals	9.66%	98.51%	9.19%	30.57%
Interacting with Others				
Number of Individuals	91	0	35	126
As Percentage of Total Individuals	20.92%	0.00%	5.45%	8.92%
Other Activities				
Number of Individuals	0	0	6	6
As Percentage of Total Individuals	0.00%	0.00%	0.93%	0.42%
Reading/Writing				
Number of Individuals	59	0	117	176
As Percentage of Total Individuals	13.56%	0.00%	18.22%	12.46%
Using Computer				
Number of Individuals	68	0	254	322
As Percentage of Total Individuals	15.63%	0.00%	39.56%	22.79%
Viewing Display				
Number of Individuals	0	0	25	25
As Percentage of Total Individuals	0.00%	0.00%	3.89%	1.77%
Viewing/Listening to A/V				
Number of Individuals	0	0	138	138
As Percentage of Total Individuals	0.00%	0.00%	21.50%	9.77%
TOTALS				
Number of Individuals	435	336	642	1,413
As Percentage of Total Individuals	100%	100%	100%	100%

Table 3
Business & Career Activities by Library

Activity		Library				Total
		Mesa	Boulder	Dickinson	Monessen	(n = 4)
At Service Desk						
	Number of Individuals	168	53	498	143	862
	As Percentage of Total Individuals	7.72%	2.94%	12.80%	10.92%	9.39%
Attending Event						
	Number of Individuals	13	1,415	44	40	1,512
	As Percentage of Total Individuals	0.60%	78.48%	1.13%	3.05%	16.47%
In Stacks						
	Number of Individuals	536	27	1,874	142	2,579
	As Percentage of Total Individuals	24.62%	1.50%	48.15%	10.84%	28.09%
Interacting with Others						
	Number of Individuals	84	37	199	155	475
	As Percentage of Total Individuals	3.86%	2.05%	5.11%	11.83%	5.17%
Other Activities						
	Number of Individuals	78	156	11	0	245
	As Percentage of Total Individuals	3.58%	8.65%	0.28%	0.00%	2.67%
Reading/Writing						
	Number of Individuals	583	59	611	145	1,398
	As Percentage of Total Individuals	26.78%	3.27%	15.70%	11.07%	15.23%
Using Computer						
	Number of Individuals	693	24	582	541	1,840
	As Percentage of Total Individuals	31.83%	1.33%	14.95%	41.30%	20.04%
Viewing Display						
	Number of Individuals	22	25	0	18	65
	As Percentage of Total Individuals	1.01%	1.39%	0.00%	1.37%	0.71%
Viewing/Listening to A/V						
	Number of Individuals	0	7	73	126	206
	As Percentage of Total Individuals	0.00%	0.39%	1.88%	9.62%	2.24%
TOTALS						
	Number of Individuals	2,177	1,803	3,892	1,310	9,182
	As Percentage of Total Individuals	100%	100%	100%	100%	100%

Table 4
Library As A Place (Commons) Activities by Library

Activity	Library						TOTAL (n = 6)
	Riverside	Council Bluffs	Reno	Albany	Erie	Reagan	
At Service Desk							
Number of Individuals	219	6	383	0	43	368	1,019
As Percentage of Total Individuals	16.14%	7.06%	13.93%	0.00%	3.82%	27.26%	14.43%
Attending Event							
Number of Individuals	98	10	31	0	712	67	918
As Percentage of Total Individuals	7.22%	11.76%	1.13%	0.00%	63.18%	4.96%	13.00%
In Stacks							
Number of Individuals	305	22	669	144	0	460	1,600
As Percentage of Total Individuals	22.48%	25.88%	24.34%	36.64%	0.00%	34.07%	22.66%
Interacting with Others							
Number of Individuals	60	2	313	78	43	16	512
As Percentage of Total Individuals	4.42%	2.35%	11.39%	19.85%	3.82%	1.19%	7.25%
Other Activities							
Number of Individuals	147	5	164	0	44	11	371
As Percentage of Total Individuals	10.83%	5.88%	5.97%	0.00%	3.90%	0.81%	5.25%
Reading/Writing							
Number of Individuals	157	9	418	71	227	250	1,132
As Percentage of Total Individuals	11.57%	10.59%	15.21%	18.07%	20.14%	18.52%	16.03%
Using Computer							
Number of Individuals	357	23	678	85	0	135	1,278
As Percentage of Total Individuals	26.31%	27.06%	24.66%	21.63%	0.00%	10.00%	18.10%
Viewing Display							
Number of Individuals	14	7	56	11	58	43	189
As Percentage of Total Individuals	1.03%	8.24%	2.04%	2.80%	5.15%	3.19%	2.68%
Viewing/Listening to A/V							
Number of Individuals	0	1	37	4	0	0	42
As Percentage of Total Individuals	0.00%	1.18%	1.35%	1.02%	0.00%	0.00%	0.59%
TOTALS							
Number of Individuals	1,357	85	2,749	393	1,127	1,350	7,061
As Percentage of Total Individuals	100%	100%	100%	100%	100%	100%	100%

Table 5
General Information Activities by Library

Activity		Library							
		Mesa	Riverside	Sunnyside	Woodruff	Bruton	Columbia County	Council Bluff	Sioux City
At Service Desk									
	Number of Individuals	168	219	459	41	108	5	6	61
	As Percentage of Total Individuals	7.72%	16.14%	29.73%	10.68%	8.72%	1.49%	7.06%	5.57%
Attending Event									
	Number of Individuals	13	98	78	58	311	0	10	41
	As Percentage of Total Individuals	0.60%	7.22%	5.05%	15.10%	25.12%	0.00%	11.76%	3.74%
In Stacks									
	Number of Individuals	536	305	254	54	175	331	22	153
	As Percentage of Total Individuals	24.62%	22.48%	16.45%	14.06%	14.14%	98.51%	25.88%	13.96%
Interacting with Others									
	Number of Individuals	84	60	79	48	83	0	2	57
	As Percentage of Total Individuals	3.86%	4.42%	5.12%	12.50%	6.70%	0.00%	2.35%	5.20%
Other Activities									
	Number of Individuals	78	147	0	20	15	0	5	21
	As Percentage of Total Individuals	3.58%	10.83%	0.00%	5.21%	1.21%	0.00%	5.88%	1.92%
Reading/Writing									
	Number of Individuals	583	157	158	73	250	0	9	390
	As Percentage of Total Individuals	26.78%	11.57%	10.23%	19.01%	20.19%	0.00%	10.59%	35.58%
Using Computer									
	Number of Individuals	693	357	516	87	274	0	23	320
	As Percentage of Total Individuals	31.83%	26.31%	33.42%	22.66%	22.13%	0.00%	27.06%	29.20%
Viewing Display									
	Number of Individuals	22	14	0	1	8	0	7	16
	As Percentage of Total Individuals	1.01%	1.03%	0.00%	0.26%	0.65%	0.00%	8.24%	1.46%
Viewing/Listening to A/V									
	Number of Individuals	0	0	0	2	14	0	1	37
	As Percentage of Total Individuals	0.00%	0.00%	0.00%	0.52%	1.13%	0.00%	1.18%	3.38%
TOTALS									
	Number of Individuals	2,177	1,357	1,544	384	1,238	336	85	1,096
	As Percentage of Total Individuals	100%	100%	100%	100%	100%	100%	100%	100%

Table 5
General Information Activities by Library

Activity		Library							
		Multnomah Gresham	Multnomah Central	Bozeman	Queens	Adams	Altoona	Eccles- Leshner	Monessen
At Service Desk									
	Number of Individuals	40	365	88	118	44	254	18	143
	As Percentage of Total Individuals	5.65%	11.76%	7.33%	18.04%	8.41%	15.94%	6.04%	10.92%
Attending Event									
	Number of Individuals	139	28	105	36	68	341	4	40
	As Percentage of Total Individuals	19.63%	0.90%	8.75%	5.50%	13.00%	21.41%	1.34%	3.05%
In Stacks									
	Number of Individuals	95	662	238	81	81	328	63	142
	As Percentage of Total Individuals	13.42%	21.33%	19.83%	12.39%	15.49%	20.59%	21.14%	10.84%
Interacting with Others									
	Number of Individuals	44	95	55	69	111	137	57	155
	As Percentage of Total Individuals	6.21%	3.06%	4.58%	10.55%	21.22%	8.60%	19.13%	11.83%
Other Activities									
	Number of Individuals	3	416	6	0	16	67	26	0
	As Percentage of Total Individuals	0.42%	13.41%	0.50%	0.00%	3.06%	4.21%	8.72%	0.00%
Reading/Writing									
	Number of Individuals	82	565	342	73	96	232	24	145
	As Percentage of Total Individuals	11.58%	18.21%	28.50%	11.16%	18.36%	14.56%	8.05%	11.07%
Using Computer									
	Number of Individuals	304	959	356	150	99	198	106	541
	As Percentage of Total Individuals	42.94%	30.91%	29.67%	22.94%	18.93%	12.43%	35.57%	41.30%
Viewing Display									
	Number of Individuals	1	13	6	63	7	26	0	18
	As Percentage of Total Individuals	0.14%	0.42%	0.50%	9.63%	1.34%	1.63%	0.00%	1.37%
Viewing/Listening to A/V									
	Number of Individuals	0	0	4	64	1	10	0	126
	As Percentage of Total Individuals	0.00%	0.00%	0.33%	9.79%	0.19%	0.63%	0.00%	9.62%
TOTALS									
	Number of Individuals	708	3,103	1,200	654	523	1,593	298	1,310
	As Percentage of Total Individuals	100%	100%	100%	100%	100%	100%	100%	100%

Table 5
General Information Activities by Library

Activity	Library				Total (n = 20)
	Kitsap	Hurst	Wisconsin #1	Wisconsin #2	
At Service Desk					
Number of Individuals	173	641	77	217	3,245
As Percentage of Total Individuals	9.68%	24.77%	11.88%	17.19%	13.58%
Attending Event					
Number of Individuals	12	370	154	1	1,907
As Percentage of Total Individuals	0.67%	14.30%	23.77%	0.08%	7.98%
In Stacks					
Number of Individuals	273	489	220	392	4,894
As Percentage of Total Individuals	15.28%	18.89%	33.95%	31.06%	20.48%
Interacting with Others					
Number of Individuals	90	164	18	116	1,524
As Percentage of Total Individuals	5.04%	6.34%	2.78%	9.19%	6.38%
Other Activities					
Number of Individuals	59	20	0	87	986
As Percentage of Total Individuals	3.30%	0.77%	0.00%	6.89%	4.13%
Reading/Writing					
Number of Individuals	368	446	74	183	4,250
As Percentage of Total Individuals	20.59%	17.23%	11.42%	14.50%	17.79%
Using Computer					
Number of Individuals	785	398	50	181	6,397
As Percentage of Total Individuals	43.93%	15.38%	7.72%	14.34%	26.78%
Viewing Display					
Number of Individuals	26	53	55	69	405
As Percentage of Total Individuals	1.45%	2.05%	8.49%	5.47%	1.70%
Viewing/Listening to A/V					
Number of Individuals	1	7	0	16	283
As Percentage of Total Individuals	0.06%	0.27%	0.00%	1.27%	1.18%
TOTALS					
Number of Individuals	1,787	2,588	648	1,262	23,891
As Percentage of Total Individuals	100%	100%	100%	100%	100%

Table 6
Information Literacy Activities by Library

Activity	Library							Total
	Bozeman	Orange County	Multnomah Central	Adams	Nazareth	Moreau	Round Rock	(n = 7)
At Service Desk								
Number of Individuals	88	8	365	44	42	47	328	922
As Percentage of Total Individuals	7.33%	1.25%	11.76%	8.41%	18.03%	5.75%	8.99%	9.07%
Attending Event								
Number of Individuals	105	0	28	68	8	330	1,590	2,129
As Percentage of Total Individuals	8.75%	0.00%	0.90%	13.00%	3.43%	40.39%	43.57%	20.94%
In Stacks								
Number of Individuals	238	59	662	81	64	162	512	1,778
As Percentage of Total Individuals	19.83%	9.19%	21.33%	15.49%	27.47%	19.83%	14.03%	17.49%
Interacting with Others								
Number of Individuals	55	35	95	111	17	65	201	579
As Percentage of Total Individuals	4.58%	5.45%	3.06%	21.22%	7.30%	7.96%	5.51%	5.69%
Other Activities								
Number of Individuals	6	6	416	16	7	7	95	553
As Percentage of Total Individuals	0.50%	0.93%	13.41%	3.06%	3.00%	0.86%	2.60%	5.44%
Reading/Writing								
Number of Individuals	342	117	565	96	34	42	317	1,513
As Percentage of Total Individuals	28.50%	18.22%	18.21%	18.36%	14.59%	5.14%	8.69%	14.88%
Using Computer								
Number of Individuals	356	254	959	99	59	157	540	2,424
As Percentage of Total Individuals	29.67%	39.56%	30.91%	18.93%	25.32%	19.22%	14.80%	23.84%
Viewing Display								
Number of Individuals	6	25	13	7	2	7	66	126
As Percentage of Total Individuals	0.50%	3.89%	0.42%	1.34%	0.86%	0.86%	1.81%	1.24%
Viewing/Listening to A/V								
Number of Individuals	4	138	0	1	0	0	0	143
As Percentage of Total Individuals	0.33%	21.50%	0.00%	0.19%	0.00%	0.00%	0.00%	1.41%
TOTALS								
Number of Individuals	1,200	642	3,103	523	233	817	3,649	10,167
As Percentage of Total Individuals	100%	100%	100%	100%	100%	100%	100%	100%

Table 7
Local History & Genealogy Activities by Library

Activity		Library						
		Birmingham	Boulder	Cherokee	Robeson	Albany	Queens	Orange County
At Service Desk								
	Number of Individuals	68	53	1	0	0	118	8
	As Percentage of Total Individuals	15.63%	2.94%	0.83%	0.00%	0.00%	18.04%	1.25%
Attending Event								
	Number of Individuals	107	1,415	0	0	0	36	0
	As Percentage of Total Individuals	24.60%	78.48%	0.00%	0.00%	0.00%	5.50%	0.00%
In Stacks								
	Number of Individuals	42	27	15	22	144	81	59
	As Percentage of Total Individuals	9.66%	1.50%	12.40%	100.00%	36.64%	12.39%	9.19%
Interacting with Others								
	Number of Individuals	91	37	29	0	78	69	35
	As Percentage of Total Individuals	20.92%	2.05%	23.97%	0.00%	19.85%	10.55%	5.45%
Other Activities								
	Number of Individuals	0	156	13	0	0	0	6
	As Percentage of Total Individuals	0.00%	8.65%	10.74%	0.00%	0.00%	0.00%	0.93%
Reading/Writing								
	Number of Individuals	59	59	44	0	71	73	117
	As Percentage of Total Individuals	13.56%	3.27%	36.36%	0.00%	18.07%	11.16%	18.22%
Using Computer								
	Number of Individuals	68	24	12	0	85	150	254
	As Percentage of Total Individuals	15.63%	1.33%	9.92%	0.00%	21.63%	22.94%	39.56%
Viewing Display								
	Number of Individuals	0	25	2	0	11	63	25
	As Percentage of Total Individuals	0.00%	1.39%	1.65%	0.00%	2.80%	9.63%	3.89%
Viewing/Listening to A/V								
	Number of Individuals	0	7	5	0	4	64	138
	As Percentage of Total Individuals	0.00%	0.39%	4.13%	0.00%	1.02%	9.79%	21.50%
TOTALS								
	Number of Individuals	435	1,803	121	22	393	654	642
	As Percentage of Total Individuals	100%	100%	100%	100%	100%	100%	100%

Table 7
Local History & Genealogy Activities by Library

Activity		Library	Total
		Round Rock	(n = 9)
At Service Desk			
	Number of Individuals	328	576
	As Percentage of Total Individuals	8.99%	7.46%
Attending Event			
	Number of Individuals	1,590	3,148
	As Percentage of Total Individuals	43.57%	40.78%
In Stacks			
	Number of Individuals	512	902
	As Percentage of Total Individuals	14.03%	11.69%
Interacting with Others			
	Number of Individuals	201	540
	As Percentage of Total Individuals	5.51%	7.00%
Other Activities			
	Number of Individuals	95	270
	As Percentage of Total Individuals	2.60%	3.50%
Reading/Writing			
	Number of Individuals	317	740
	As Percentage of Total Individuals	8.69%	9.59%
Using Computer			
	Number of Individuals	540	1,133
	As Percentage of Total Individuals	14.80%	14.68%
Viewing Display			
	Number of Individuals	66	192
	As Percentage of Total Individuals	1.81%	2.49%
Viewing/Listening to A/V			
	Number of Individuals	0	218
	As Percentage of Total Individuals	0.00%	2.82%
TOTALS			
	Number of Individuals	3,649	7,719
	As Percentage of Total Individuals	100%	100%

Table 8
All Service Responses by Age Group

Age Group		Service Response						TOTAL
		Basic Literacy	Commons	Business and Career	LH and Genealogy	General Information	Information Literacy	All Service Responses
Pre-Schoolers	Number of Individuals	48	579	462	995	2011	1585	5680
	As Percentage of Total Individuals	3.40%	8.20%	5.03%	11.43%	8.41%	15.59%	9.40%
K - 7th Graders	Number of Individuals	124	1496	1129	747	3636	1415	8547
	As Percentage of Total Individuals	8.78%	21.19%	12.30%	8.58%	15.21%	13.92%	14.14%
Young Adults	Number of Individuals	18	707	1280	534	3030	607	6176
	As Percentage of Total Individuals	1.27%	10.01%	13.94%	6.14%	12.67%	5.97%	10.22%
Adults	Number of Individuals	937	3447	5042	5102	13100	5608	33236
	As Percentage of Total Individuals	66.31%	48.82%	54.91%	58.62%	54.79%	55.16%	54.99%
Seniors	Number of Individuals	286	832	1269	1325	2133	952	6797
	As Percentage of Total Individuals	20.24%	11.78%	13.82%	15.22%	8.92%	9.36%	11.25%
TOTALS	Total Individuals	1413	7061	9182	8703	23910	10167	60436
	As Percentage of Total Individuals	100%	100%	100%	100%	100%	100%	100.00%

Table 9
Basic Literacy Patrons by Age Group

Age Group		Library			TOTAL
		<u>Birmingham</u>	<u>Columbia County</u>	<u>Orange County</u>	<u>(n = 3)</u>
Pre-Schoolers	Number of Individuals	8	38	2	48
	As Percentage of Total Individuals	1.84%	11.31%	0.31%	3.40%
K - 7th Graders	Number of Individuals	0	112	12	124
	As Percentage of Total Individuals	0.00%	33.33%	1.87%	8.78%
Young Adults	Number of Individuals	0	12	6	18
	As Percentage of Total Individuals	0.00%	3.57%	0.93%	1.27%
Adults	Number of Individuals	427	137	373	937
	As Percentage of Total Individuals	98.16%	40.77%	58.10%	66.31%
Seniors	Number of Individuals	0	37	249	286
	As Percentage of Total Individuals	0.00%	11.01%	38.79%	20.24%
TOTALS	Total Individuals	435	336	642	1413
	As Percentage of Total Individuals	100%	100%	100%	100%

Table 10
Business & Career Patrons by Age Group

Age Group		Library				TOTAL
		<u>Mesa</u>	<u>Boulder</u>	<u>Dickinson</u>	<u>Monessen</u>	<u>(n = 4)</u>
Pre-Schoolers	Number of Individuals	154	4	259	45	462
	As Percentage of Total Individuals	7.07%	0.22%	6.65%	3.44%	5.03%
K - 7th Graders	Number of Individuals	239	2	686	202	1129
	As Percentage of Total Individuals	10.98%	0.11%	17.63%	15.42%	12.30%
Young Adults	Number of Individuals	266	179	471	364	1280
	As Percentage of Total Individuals	12.22%	9.93%	12.10%	27.79%	13.94%
Adults	Number of Individuals	1376	1176	1976	514	5042
	As Percentage of Total Individuals	63.21%	65.22%	50.77%	39.24%	54.91%
Seniors	Number of Individuals	142	442	500	185	1269
	As Percentage of Total Individuals	6.52%	24.51%	12.85%	14.12%	13.82%
TOTALS	Total Individuals	2177	1803	3892	1310	9182
	As Percentage of Total Individuals	100%	100%	100%	100%	100%

Table 11
Library As A Place (Commons) Patrons by Age Group

Age Group		Library						TOTAL
		Riverside	Council Bluff	Reno	Albany	Erie	Big Lake	(n = 6)
Pre-Schoolers	Number of Individuals	150	8	224	9	121	67	579
	As Percentage of Total Individuals	11.05%	9.41%	8.15%	2.29%	10.74%	4.96%	8.20%
K - 7th Graders	Number of Individuals	287	9	343	37	84	736	1496
	As Percentage of Total Individuals	21.15%	10.59%	12.48%	9.41%	7.45%	54.52%	21.19%
Young Adults	Number of Individuals	198	8	347	15	58	81	707
	As Percentage of Total Individuals	14.59%	9.41%	12.62%	3.82%	5.15%	6.00%	10.01%
Adults	Number of Individuals	584	59	1460	275	654	415	3447
	As Percentage of Total Individuals	43.04%	69.41%	53.11%	69.97%	58.03%	30.74%	48.82%
Seniors	Number of Individuals	138	1	375	57	210	51	832
	As Percentage of Total Individuals	10.17%	1.18%	13.64%	14.50%	18.63%	3.78%	11.78%
TOTALS	Total Individuals	1357	85	2749	393	1127	1350	7061
	As Percentage of Total Individuals	100%	100%	100%	100%	100%	100%	100%

Table 12
General Information Patrons by Age Group

Age Group		Library							
		Mesa	Riverside	Sunnyside	Woodruff	Bruton	Columbia County	Council Bluff	Sioux City
Pre-Schoolers	Number of Individuals	154	150	87	39	91	38	8	18
	As Percentage of Total Individuals	7.07%	11.05%	5.57%	10.16%	7.35%	11.31%	9.41%	1.64%
K - 7th Graders	Number of Individuals	239	287	231	106	321	112	9	134
	As Percentage of Total Individuals	10.98%	21.15%	14.78%	27.60%	25.93%	33.33%	10.59%	12.23%
Young Adults	Number of Individuals	266	198	183	35	225	12	8	199
	As Percentage of Total Individuals	12.22%	14.59%	11.71%	9.11%	18.17%	3.57%	9.41%	18.16%
Adults	Number of Individuals	1376	584	946	178	501	137	59	676
	As Percentage of Total Individuals	63.21%	43.04%	60.52%	46.35%	40.47%	40.77%	69.41%	61.68%
Seniors	Number of Individuals	142	138	116	26	100	37	1	69
	As Percentage of Total Individuals	6.52%	10.17%	7.42%	6.77%	8.08%	11.01%	1.18%	6.30%
TOTALS	Total Individuals	2177	1357	1563	384	1238	336	85	1096
	As Percentage of Total Individuals	100%	100%	100%	100%	100%	100%	100%	100%

Table 12
General Information Patrons by Age Group

Age Group		Library							
		Multnomah Gresham	Multnomah Central	Bozeman	Queens	Adams	Altoona	Eccles- Leshner	Monessen
Pre-Schoolers	Number of Individuals	58	278	119	19	70	214	3	45
	As Percentage of Total Individuals	8.19%	8.96%	9.92%	2.91%	13.38%	13.43%	1.01%	3.44%
K - 7th Graders	Number of Individuals	119	361	122	87	83	105	32	202
	As Percentage of Total Individuals	16.81%	11.63%	10.17%	13.30%	15.87%	6.59%	10.74%	15.42%
Young Adults	Number of Individuals	94	254	47	135	48	283	78	364
	As Percentage of Total Individuals	13.28%	8.19%	3.92%	20.64%	9.18%	17.77%	26.17%	27.79%
Adults	Number of Individuals	412	1967	828	326	211	875	183	514
	As Percentage of Total Individuals	58.19%	63.39%	69.00%	49.85%	40.34%	54.93%	61.41%	39.24%
Seniors	Number of Individuals	25	243	84	87	111	116	2	185
	As Percentage of Total Individuals	3.53%	7.83%	7.00%	13.30%	21.22%	7.28%	0.67%	14.12%
TOTALS	Total Individuals	708	3103	1200	654	523	1593	298	1310
	As Percentage of Total Individuals	100%	100%	100%	100%	100%	100%	100%	100%

Table 12
General Information Patrons by Age Group

Age Group		Library				TOTAL
		Kitsap	Hurst	Wisconsin #1	Wisconsin #2	(n = 20)
Pre-Schoolers	Number of Individuals	77	208	194	141	2011
	As Percentage of Total Individuals	4.31%	8.04%	29.94%	11.17%	8.41%
K - 7th Graders	Number of Individuals	173	589	117	207	3636
	As Percentage of Total Individuals	9.68%	22.76%	18.06%	16.40%	15.21%
Young Adults	Number of Individuals	276	154	83	88	3030
	As Percentage of Total Individuals	15.44%	5.95%	12.81%	6.97%	12.67%
Adults	Number of Individuals	1059	1409	173	686	13100
	As Percentage of Total Individuals	59.26%	54.44%	26.70%	54.36%	54.79%
Seniors	Number of Individuals	202	228	81	140	2133
	As Percentage of Total Individuals	11.30%	8.81%	12.50%	11.09%	8.92%
TOTALS	Total Individuals	1787	2588	648	1262	23910
	As Percentage of Total Individuals	100%	100%	100%	100%	100%

Table 13
Information Literacy Patrons by Age Group

Age Group		Library							TOTAL
		Bozeman	Orange County	Multnomah Central	Adams	Nazareth	Moreau	Round Rock	(n = 7)
Pre-Schoolers	Number of Individuals	119	2	278	70	26	137	953	1585
	As Percentage of Total Individuals	9.92%	0.31%	8.96%	13.38%	11.16%	16.77%	26.12%	15.59%
K - 7th Graders	Number of Individuals	122	12	361	83	41	188	608	1415
	As Percentage of Total Individuals	10.17%	1.87%	11.63%	15.87%	17.60%	23.01%	16.66%	13.92%
Young Adults	Number of Individuals	47	6	254	48	49	38	165	607
	As Percentage of Total Individuals	3.92%	0.93%	8.19%	9.18%	21.03%	4.65%	4.52%	5.97%
Adults	Number of Individuals	828	373	1967	211	93	404	1732	5608
	As Percentage of Total Individuals	69.00%	58.10%	63.39%	40.34%	39.91%	49.45%	47.47%	55.16%
Seniors	Number of Individuals	84	249	243	111	24	50	191	952
	As Percentage of Total Individuals	7.00%	38.79%	7.83%	21.22%	10.30%	6.12%	5.23%	9.36%
TOTALS	Total Individuals	1200	642	3103	523	233	817	3649	10167
	As Percentage of Total Individuals	100%	100%	100%	100%	100%	100%	100%	100%

Table 14
Local History & Genealogy Patrons by Age Group

Age Group		Library						
		Birmingham	Boulder	Denver Central	Laf-Cherokee	Robeson	Albany	Queens
Pre-Schoolers	Number of Individuals	8	4	0	0	0	9	19
	As Percentage of Total Individuals	1.84%	0.22%	0.00%	0.00%	0.00%	2.29%	2.91%
K - 7th Graders	Number of Individuals	0	2	0	1	0	37	87
	As Percentage of Total Individuals	0.00%	0.11%	0.00%	0.83%	0.00%	9.41%	13.30%
Young Adults	Number of Individuals	0	179	25	9	0	15	135
	As Percentage of Total Individuals	0.00%	9.93%	2.54%	7.44%	0.00%	3.82%	20.64%
Adults	Number of Individuals	427	1176	724	65	4	275	326
	As Percentage of Total Individuals	98.16%	65.22%	73.58%	53.72%	18.18%	69.97%	49.85%
Seniors	Number of Individuals	0	442	235	46	18	57	87
	As Percentage of Total Individuals	0.00%	24.51%	23.88%	38.02%	81.82%	14.50%	13.30%
TOTALS	Total Individuals	435	1803	984	121	22	393	654
	As Percentage of Total Individuals	100%	100%	100%	100%	100%	100%	100%

Table 14
Local History & Genealogy Patrons by Age Group

Age Group				TOTAL
		Orange County	Round Rock	(n = 9)
Pre-Schoolers	Number of Individuals	2	953	995
	As Percentage of Total Individuals	0.31%	26.12%	11.43%
K - 7th Graders	Number of Individuals	12	608	747
	As Percentage of Total Individuals	1.87%	16.66%	8.58%
Young Adults	Number of Individuals	6	165	534
	As Percentage of Total Individuals	0.93%	4.52%	6.14%
Adults	Number of Individuals	373	1732	5102
	As Percentage of Total Individuals	58.10%	47.47%	58.62%
Seniors	Number of Individuals	249	191	1325
	As Percentage of Total Individuals	38.79%	5.23%	15.22%
TOTALS	Total Individuals	642	3649	8703
	As Percentage of Total Individuals	100%	100%	100%

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

Appendix J

Final User Outcome Data

Table 1
Basic Literacy Outcomes For All Libraries

Service Response:

**Basic Literacy
Outcomes**

	Responses	Library				Total
		Birmingham	Columbia County	Orange County	Grand Prairie	(n=4)
1) Improved reading/writing/math	Number Reporting	0	13	0	3	16
	As Percentage of Total Respondents	0.0	35.1	0.0	2.5	9.9
2) Prepared for GED	Number Reporting	0	7	0	3	10
	As Percentage of Total Respondents	0.0	18.9	0.0	2.5	6.2
3) Passed the GED	Number Reporting	0	4	1	3	8
	As Percentage of Total Respondents	0.0	10.8	33.3	2.5	4.9
4) Prepared for the naturalization exam	Number Reporting	0	5	0	6	11
	As Percentage of Total Respondents	0.0	13.5	0.0	5.0	6.8
5) Became a citizen	Number Reporting	0	13	2	53	68
	As Percentage of Total Respondents	0.0	35.1	66.7	43.8	42.0
6) Read to a child or helped a child choose a book	Number Reporting	0	9	0	49	58
	As Percentage of Total Respondents	0.0	24.3	0.0	40.5	35.8
7) Helped a child do homework or improve grades	Number Reporting	0	8	0	9	17
	As Percentage of Total Respondents	0.0	21.6	0.0	7.4	10.5
8) Applied for a job	Number Reporting	0	8	1	13	22
	As Percentage of Total Respondents	0.0	21.6	33.3	10.7	13.6
9) Got a job/better job/raise in pay	Number Reporting	0	4	0	10	14
	As Percentage of Total Respondents	0.0	10.8	0.0	8.3	8.6
10) Managing personal finances better	Number Reporting	0	7	2	35	44
	As Percentage of Total Respondents	0.0	18.9	66.7	28.9	27.2

Table 1
Basic Literacy Outcomes For All Libraries

Service Response:

**Basic Literacy
Outcomes**

	Responses	Library				Total
		Birmingham	Columbia County	Orange County	Grand Prairie	(n=4)
11) Info about bus, car, education, jobs, money, health care, insurance, or child care	Number Reporting	1	13	1	26	41
	As Percentage of Total Respondents	100.0	35.1	33.3	21.5	25.3
12) Participated in a community activity	Number Reporting	0	12	1	31	44
	As Percentage of Total Respondents	0.0	32.4	33.3	25.6	27.2
13) Wrote a letter/postcard/email	Number Reporting	0	14	0	32	46
	As Percentage of Total Respondents	0.0	37.8	0.0	26.4	28.4
	Total Respondents	1	37	3	121	162
	Percentage	100.0	100.0	100.0	100.0	100.0

Table 2
Business & Career Information Outcomes For All Libraries

Service Response:

Business and Career Information Outcomes

	Responses	Library						Total
		Mesa	East Routt	Boulder	Dickinson	Cleveland	Monessen	
1) Explored/started/developed a business	Number Reporting	51	3	14	5	10	3	86
	As Percentage of Total Respondents	43.2	60.0	36.8	17.9	27.0	18.8	35.5
2) Dealt with a personnel issue	Number Reporting	16	2	2	3	5	5	33
	As Percentage of Total Respondents	13.6	40.0	5.3	10.7	13.5	31.3	13.6
3) Closed a business	Number Reporting	3	0	0	0	2	1	6
	As Percentage of Total Respondents	2.5	0.0	0.0	0.0	5.4	6.3	2.5
4) Explored job/career or determined necessary education/training	Number Reporting	29	5	4	10	9	10	67
	As Percentage of Total Respondents	24.6	100.0	10.5	35.7	24.3	62.5	27.7
5) Developed job-related skills	Number Reporting	30	2	4	6	23	9	74
	As Percentage of Total Respondents	25.4	40.0	10.5	21.4	62.2	56.3	30.6
6) Learned how to advance in job/career	Number Reporting	21	0	2	1	9	3	36
	As Percentage of Total Respondents	17.8	0.0	5.3	3.6	24.3	18.8	14.9
7) Made career changes or relocated	Number Reporting	7	2	0	0	3	2	14
	As Percentage of Total Respondents	5.9	40.0	0.0	0.0	8.1	12.5	5.8
8) Made better investment or retirement decisions	Number Reporting	38	0	12	9	4	0	63
	As Percentage of Total Respondents	32.2	0.0	31.6	32.1	10.8	0.0	26.0
Total	Total Respondents	118	5	38	28	37	16	242
	Percentage	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 3
Library As A Place Outcomes For All Libraries

Service Response:

Library As A Place (Commons)

Outcomes	Responses	Library					
		Riverside	East Routt	Council Bluffs	New Brunswick	NW Reno	Albany
1) Met a friend/co-worker	Number Reporting	24	3	40	1	40	40
	As Percentage of Total Respondents	20.3	50.0	24.5	25.0	37.7	29.0
2) Made a new friend	Number Reporting	26	3	27	1	29	27
	As Percentage of Total Respondents	22.0	50.0	16.6	25.0	27.4	19.6
3) Learned about new books, videos, or music	Number Reporting	69	5	100	3	71	114
	As Percentage of Total Respondents	58.5	83.3	61.3	75.0	67.0	82.6
4) Completed or made progress on school work	Number Reporting	42	1	39	0	35	25
	As Percentage of Total Respondents	35.6	16.7	23.9	0.0	33.0	18.1
5) Learned about or was referred to another community organization	Number Reporting	7	1	29	1	16	29
	As Percentage of Total Respondents	5.9	16.7	17.8	25.0	15.1	21.0
6) Quiet place to think, read, write, or study	Number Reporting	66	6	113	2	67	76
	As Percentage of Total Respondents	55.9	100.0	69.3	50.0	63.2	55.1
7) Took a break at library café or coffee shop	Number Reporting	8	1	8	0	36	16
	As Percentage of Total Respondents	6.8	16.7	4.9	0.0	34.0	11.6
8) Enjoyed a lecture, concert, film, or other public event	Number Reporting	13	1	35	3	43	41
	As Percentage of Total Respondents	11.0	16.7	21.5	75.0	40.6	29.7
9) Attended or participated in a public meeting	Number Reporting	5	1	45	2	16	28
	As Percentage of Total Respondents	4.2	16.7	27.6	50.0	15.1	20.3
10) Visited library-sponsored chat room on the web	Number Reporting	13	0	5	0	4	6
	As Percentage of Total Respondents	11.0	0.0	3.1	0.0	3.8	4.3
Total Respondents		118	6	163	4	106	138
Percentage		100.0	100.0	100.0	100.0	100.0	100.0

Table 3
Library As A Place Outcomes For All Libraries

Service Response:

Library As A Place (Commons)

Outcomes	Responses	Library			Total
		Erie	Reagan County	New Berlin	
					(n=9)
1) Met a friend/co-worker	Number Reporting	11	14	3	176
	As Percentage of Total Respondents	42.3	66.7	42.9	29.9
2) Made a new friend	Number Reporting	4	2	0	119
	As Percentage of Total Respondents	15.4	9.5	0.0	20.2
3) Learned about new books, videos, or music	Number Reporting	10	13	7	392
	As Percentage of Total Respondents	38.5	61.9	100.0	66.6
4) Completed or made progress on school work	Number Reporting	4	7	1	154
	As Percentage of Total Respondents	15.4	33.3	14.3	26.1
5) Learned about or was referred to another community organization	Number Reporting	2	3	3	91
	As Percentage of Total Respondents	7.7	14.3	42.9	15.4
6) Quiet place to think, read, write, or study	Number Reporting	6	8	6	350
	As Percentage of Total Respondents	23.1	38.1	85.7	59.4
7) Took a break at library café or coffee shop	Number Reporting	9	1	0	79
	As Percentage of Total Respondents	34.6	4.8	0.0	13.4
8) Enjoyed a lecture, concert, film, or other public event	Number Reporting	18	0	1	155
	As Percentage of Total Respondents	69.2	0.0	14.3	26.3
9) Attended or participated in a public meeting	Number Reporting	1	0	2	100
	As Percentage of Total Respondents	3.8	0.0	28.6	17.0
10) Visited library-sponsored chat room on the web	Number Reporting	0	0	0	28
	As Percentage of Total Respondents	0.0	0.0	0.0	4.8
	Total Respondents	26	21	7	589
	Percentage	100.0	100.0	100.0	100.0

Table 4
General Information Outcomes For All Libraries

Service Response: General Information Outcomes		Library						
Responses								
		Mesa	Riverside	Ross- Barnum	Woodruff	Sunnyside	Bruton	Columbia County
1) Read for pleasure	Number Reporting	87	62	55	87	379	74	146
	As Percentage of Total Respondents	54.0	52.1	46.6	87.0	72.6	63.8	80.2
2) Obtained a specific fact or document	Number Reporting	77	40	32	40	216	41	95
	As Percentage of Total Respondents	47.8	33.6	27.1	40.0	41.4	35.3	52.2
3) Learned more about a skill, hobby, or other personal interest	Number Reporting	96	58	62	65	256	76	102
	As Percentage of Total Respondents	59.6	48.7	52.5	65.0	49.0	65.5	56.0
4) Identified or contacted an organization	Number Reporting	30	21	11	10	92	16	41
	As Percentage of Total Respondents	18.6	17.6	9.3	10.0	17.6	13.8	22.5
5) Found information for school, work, or a community group	Number Reporting	83	55	62	52	272	40	85
	As Percentage of Total Respondents	51.6	46.2	52.5	52.0	52.1	34.5	46.7
6) Shared a cultural experience and/or exchanged information with others	Number Reporting	21	13	43	18	98	20	49
	As Percentage of Total Respondents	13.0	10.9	36.4	18.0	18.8	17.2	26.9
7) Learned more about a legal, social, or political issue	Number Reporting	43	30	14	29	132	25	57
	As Percentage of Total Respondents	26.7	25.2	11.9	29.0	25.3	21.6	31.3
8) Met new people with whom I share common interests	Number Reporting	20	25	34	18	109	41	73
	As Percentage of Total Respondents	12.4	21.0	28.8	18.0	20.9	35.3	40.1
Total	Total Respondents	161	119	118	100	522	116	182
	Percentage	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 4
General Information Outcomes For All Libraries

Service Response: General Information Outcomes		Library						
Responses								
		Sioux City	Council Bluffs	St. Martin	Lewistown	Bozeman	Queens	Multnomah Central
1) Read for pleasure	Number Reporting	129	132	55	111	141	62	46
	As Percentage of Total Respondents	83.2	77.6	78.6	91.0	92.2	59.0	32.9
2) Obtained a specific fact or document	Number Reporting	67	71	27	54	81	49	82
	As Percentage of Total Respondents	43.2	41.8	38.6	44.3	52.9	46.7	58.6
3) Learned more about a skill, hobby, or other personal interest	Number Reporting	87	109	38	76	108	54	41
	As Percentage of Total Respondents	56.1	64.1	54.3	62.3	70.6	51.4	29.3
4) Identified or contacted an organization	Number Reporting	31	18	9	15	26	31	22
	As Percentage of Total Respondents	20.0	10.6	12.9	12.3	17.0	29.5	15.7
5) Found information for school, work, or a community group	Number Reporting	75	76	30	37	71	63	75
	As Percentage of Total Respondents	48.4	44.7	42.9	30.3	46.4	60.0	53.6
6) Shared a cultural experience and/or exchanged information with others	Number Reporting	30	31	18	24	50	32	8
	As Percentage of Total Respondents	19.4	18.2	25.7	19.7	32.7	30.5	5.7
7) Learned more about a legal, social, or political issue	Number Reporting	38	35	17	27	40	31	32
	As Percentage of Total Respondents	24.5	20.6	24.3	22.1	26.1	29.5	22.9
8) Met new people with whom I share common interests	Number Reporting	26	32	23	33	42	24	6
	As Percentage of Total Respondents	16.8	18.8	32.9	27.0	27.5	22.9	4.3
Total	Total Respondents	155	170	70	122	153	105	140
	Percentage	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 4
General Information Outcomes For All Libraries

Service Response: General Information Outcomes		Library							
Responses		Multnomah Gresham	Eccles- Leshner	Norwin	Altoona	Monessen	Adams	Hurst Youth	Hurst Adult
1) Read for pleasure	Number Reporting	90	50	46	109	9	80	1	196
	As Percentage of Total Respondents	62.5	80.6	67.6	93.2	56.3	83.3	100.0	87.1
2) Obtained a specific fact or document	Number Reporting	42	26	20	47	9	40	0	74
	As Percentage of Total Respondents	29.2	41.9	29.4	40.2	56.3	41.7	0.0	32.9
3) Learned more about a skill, hobby, or other personal interest	Number Reporting	67	38	31	83	9	54	0	106
	As Percentage of Total Respondents	46.5	61.3	45.6	70.9	56.3	56.3	0.0	47.1
4) Identified or contacted an organization	Number Reporting	22	10	7	11	3	17	1	22
	As Percentage of Total Respondents	15.3	16.1	10.3	9.4	18.8	17.7	100.0	9.8
5) Found information for school, work, or a community group	Number Reporting	47	35	17	47	6	44	0	84
	As Percentage of Total Respondents	32.6	56.5	25.0	40.2	37.5	45.8	0.0	37.3
6) Shared a cultural experience and/or exchanged information with others	Number Reporting	22	14	14	23	4	30	0	29
	As Percentage of Total Respondents	15.3	22.6	20.6	19.7	25.0	31.3	0.0	12.9
7) Learned more about a legal, social, or political issue	Number Reporting	22	17	7	28	5	17	0	49
	As Percentage of Total Respondents	15.3	27.4	10.3	23.9	31.3	17.7	0.0	21.8
8) Met new people with whom I share common interests	Number Reporting	18	25	17	26	2	39		29
	As Percentage of Total Respondents	12.5	40.3	25.0	22.2	12.5	40.6	0.0	12.9
Total	Total Respondents	144	62	68	117	16	96	1	225
	Percentage	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 4
General Information Outcomes For All Libraries

Service Response: General Information Outcomes					
Responses		Library			Total
		Kitsap	Mukwonago	Menomonee Falls	(n=25)
1) Read for pleasure	Number Reporting	106	131	98	2482
	As Percentage of Total Respondents	84.8	87.9	83.8	74.0
2) Obtained a specific fact or document	Number Reporting	63	54	53	1400
	As Percentage of Total Respondents	50.4	36.2	45.3	41.8
3) Learned more about a skill, hobby, or other personal interest	Number Reporting	94	93	71	1874
	As Percentage of Total Respondents	75.2	62.4	60.7	55.9
4) Identified or contacted an organization	Number Reporting	22	16	18	522
	As Percentage of Total Respondents	17.6	10.7	15.4	15.6
5) Found information for school, work, or a community group	Number Reporting	56	79	58	1549
	As Percentage of Total Respondents	44.8	53.0	49.6	46.2
6) Shared a cultural experience and/or exchanged information with others	Number Reporting	21	18	21	651
	As Percentage of Total Respondents	16.8	12.1	17.9	19.4
7) Learned more about a legal, social, or political issue	Number Reporting	38	30	36	799
	As Percentage of Total Respondents	30.4	20.1	30.8	23.8
8) Met new people with whom I share common interests	Number Reporting	17	33	27	739
	As Percentage of Total Respondents	13.6	22.1	23.1	22.0
Total	Total Respondents	125	149	117	3353
	Percentage	100.0	100.0	100.0	100.0

Table 5
Information Literacy Outcomes For All Libraries

Service Response: Information Literacy Outcomes	Responses	Library				
		Orange		North		
		County	Bozeman	Portland	Nazareth	Adams
Found what I was looking for...						
1) using the library catalogue	Number Reporting	18	95	31	75	41
	As Percentage of Total Respondents	35.3	81.2	32.0	43.1	47.7
2) searching the World Wide Web	Number Reporting	33	41	47	73	42
	As Percentage of Total Respondents	64.7	35.0	48.5	42.0	48.8
3) using databases	Number Reporting	14	37	17	23	18
	As Percentage of Total Respondents	27.5	31.6	17.5	13.2	20.9
4) using reference books	Number Reporting	14	36	12	67	22
	As Percentage of Total Respondents	27.5	30.8	12.4	38.5	25.6
5) because librarian helped me	Number Reporting	29	59	42	99	42
	As Percentage of Total Respondents	56.9	50.4	43.3	56.9	48.8

Table 5
Information Literacy Outcomes For All Libraries

Service Response: Information Literacy Outcomes		Responses		Library		
		Orange County	Bozeman	North Portland	Nazareth	Adams
Learned how to...						
6) use the library catalogue	Number Reporting	8	31	13	54	14
	As Percentage of Total Respondents	15.7	26.5	13.4	31.0	16.3
7) ask a library staff member for help	Number Reporting	19	31	29	89	18
	As Percentage of Total Respondents	37.3	26.5	29.9	51.1	20.9
8) use a computer	Number Reporting	19	20	32	36	27
	As Percentage of Total Respondents	37.3	17.1	33.0	20.7	31.4
9) use standard software products	Number Reporting	12	10	28	10	1
	As Percentage of Total Respondents	23.5	8.5	28.9	5.7	1.2
10) use email, electronic mailing lists, or chat rooms	Number Reporting	22	12	25	16	8
	As Percentage of Total Respondents	43.1	10.3	25.8	9.2	9.3
11) evaluate the quality of information on the web	Number Reporting	14	9	11	27	15
	As Percentage of Total Respondents	27.5	7.7	11.3	15.5	17.4
12) create a web site	Number Reporting	8	2	7	8	4
	As Percentage of Total Respondents	15.7	1.7	7.2	4.6	4.7
Total	Total Respondents	51	117	97	174	86
	Percentage	100	100	100	100	100

Table 5
Information Literacy Outcomes For All Libraries

Service Response: Information Literacy Outcomes		Responses		Total
		Moreau	Round Rock	(n=7)
<u>Found what I was looking for...</u>				
1) using the library catalogue	Number Reporting	19	22	301
	As Percentage of Total Respondents	57.6	43.1	49.4
2) searching the World Wide Web	Number Reporting	16	12	264
	As Percentage of Total Respondents	48.5	23.5	43.3
3) using databases	Number Reporting	9	8	126
	As Percentage of Total Respondents	27.3	15.7	20.7
4) using reference books	Number Reporting	8	11	170
	As Percentage of Total Respondents	24.2	21.6	27.9
5) because librarian helped me	Number Reporting	14	26	311
	As Percentage of Total Respondents	42.4	51.0	51.1

Table 5
Information Literacy Outcomes For All Libraries

Service Response: Information Literacy Outcomes		Responses		Total
		Moreau	Round Rock	(n=7)
<u>Learned how to...</u>				
6) use the library catalogue	Number Reporting	8	13	141
	As Percentage of Total Respondents	24.2	25.5	23.2
7) ask a library staff member for help	Number Reporting	11	12	209
	As Percentage of Total Respondents	33.3	23.5	34.3
8) use a computer	Number Reporting	5	8	147
	As Percentage of Total Respondents	15.2	15.7	24.1
9) use standard software products	Number Reporting	5	2	68
	As Percentage of Total Respondents	15.2	3.9	11.2
10) use email, electronic mailing lists, or chat rooms	Number Reporting	3	3	89
	As Percentage of Total Respondents	9.1	5.9	14.6
11) evaluate the quality of information on the web	Number Reporting	4	0	80
	As Percentage of Total Respondents	12.1	0.0	13.1
12) create a web site	Number Reporting	0	0	29
	As Percentage of Total Respondents	0.0	0.0	4.8
Total	Total Respondents	33	51	609
	Percentage	100	100	100

Table 6
Local History & Genealogy Outcomes For All Libraries

Service Response:

**Local History and Genealogy
Outcomes**

	Responses	Library					
		Birmingham	Denver Central	Boulder	Orange County	Cherokee Regional	Robeson
1) Learned how to use genealogical databases	Number Reporting As Percentage of Total Respondents	16 25.8	32 20.9	15 15.0	20 34.5	18 24.0	4 28.6
2) Made progress researching family history	Number Reporting As Percentage of Total Respondents	41 66.1	87 56.9	18 18.0	36 62.1	50 66.7	12 85.7
3) Met or was reunited with a family member or friend	Number Reporting As Percentage of Total Respondents	12 19.4	11 7.2	7 7.0	6 10.3	14 18.7	7 50.0
4) Learned about family medical history	Number Reporting As Percentage of Total Respondents	3 4.8	5 3.3	2 2.0	2 3.4	6 8.0	3 21.4
5) Learned about cultural heritage	Number Reporting As Percentage of Total Respondents	15 24.2	28 18.3	26 26.0	14 24.1	7 9.3	2 14.3
6) Shared data with others in person, in print, or online	Number Reporting As Percentage of Total Respondents	25 40.3	50 32.7	33 33.0	20 34.5	33 44.0	5 35.7
7) Published family history	Number Reporting As Percentage of Total Respondents	4 6.5	6 3.9	5 5.0	4 6.9	3 4.0	2 14.3
8) Identified new source of information to search	Number Reporting As Percentage of Total Respondents	31 50.0	78 51.0	47 47.0	31 53.4	30 40.0	8 57.1
9) Met others interested in local history or genealogy	Number Reporting As Percentage of Total Respondents	24 38.7	28 18.3	28 28.0	15 25.9	33 44.0	5 35.7
10) Did research for a school project	Number Reporting As Percentage of Total Respondents	9 14.5	24 15.7	22 22.0	5 8.6	7 9.3	1 7.1

Table 6
Local History & Genealogy Outcomes For All Libraries

Service Response:

**Local History and Genealogy
Outcomes**

	Responses	Library					
		Birmingham	Denver Central	Boulder	Orange County	Cherokee Regional	Robeson
11) Worked on historic preservation, renovation, or real estate	Number Reporting	6	18	32	2	7	3
	As Percentage of Total Respondents	9.7	11.8	32.0	3.4	9.3	21.4
12) Learned about my community/local history	Number Reporting	16	40	60	8	17	3
	As Percentage of Total Respondents	25.8	26.1	60.0	13.8	22.7	21.4
13) Obtained a document or record	Number Reporting	23	72	47	23	32	10
	As Percentage of Total Respondents	37.1	47.1	47.0	39.7	42.7	71.4
Total	Total Respondents	62	153	100	58	75	14
	Percentage	100.0	100.0	100.0	100.0	100.0	100.0

Table 6
Local History & Genealogy Outcomes For All Libraries

Service Response:

Local History and Genealogy Outcomes

	Responses	Library			Total
		Albany	Queens	Round Rock	(n=9)
1) Learned how to use genealogical databases	Number Reporting	2	3	7	117
	As Percentage of Total Respondents	14.3	13.6	15.6	21.5
2) Made progress researching family history	Number Reporting	7	4	31	286
	As Percentage of Total Respondents	50.0	18.2	68.9	52.7
3) Met or was reunited with a family member or friend	Number Reporting	0	0	4	61
	As Percentage of Total Respondents	0.0	0.0	8.9	11.2
4) Learned about family medical history	Number Reporting	1	0	0	22
	As Percentage of Total Respondents	7.1	0.0	0.0	4.1
5) Learned about cultural heritage	Number Reporting	1	5	7	105
	As Percentage of Total Respondents	7.1	22.7	15.6	19.3
6) Shared data with others in person, in print, or online	Number Reporting	2	6	15	189
	As Percentage of Total Respondents	14.3	27.3	33.3	34.8
7) Published family history	Number Reporting	0	1	0	25
	As Percentage of Total Respondents	0.0	4.5	0.0	4.6
8) Identified new source of information to search	Number Reporting	7	10	29	271
	As Percentage of Total Respondents	50.0	45.5	64.4	49.9
9) Met others interested in local history or genealogy	Number Reporting	0	10	10	153
	As Percentage of Total Respondents	0.0	45.5	22.2	28.2
10) Did research for a school project	Number Reporting	2	4	0	74
	As Percentage of Total Respondents	14.3	18.2	0.0	13.6

Table 6
Local History & Genealogy Outcomes For All Libraries

Service Response:

**Local History and Genealogy
Outcomes**

	Responses	Library			Total
		Albany	Queens	Round Rock	(n=9)
11) Worked on historic preservation, renovation, or real estate	Number Reporting	0	7	2	77
	As Percentage of Total Respondents	0.0	31.8	4.4	14.2
12) Learned about my community/local history	Number Reporting	2	9	8	163
	As Percentage of Total Respondents	14.3	40.9	17.8	30.0
13) Obtained a document or record	Number Reporting	2	8	11	228
	As Percentage of Total Respondents	14.3	36.4	24.4	42.0
Total	Total Respondents	14	22	45	543
	Percentage	100.0	100.0	100.0	100.0

Chart 1

Basic Literacy Outcomes For All Libraries

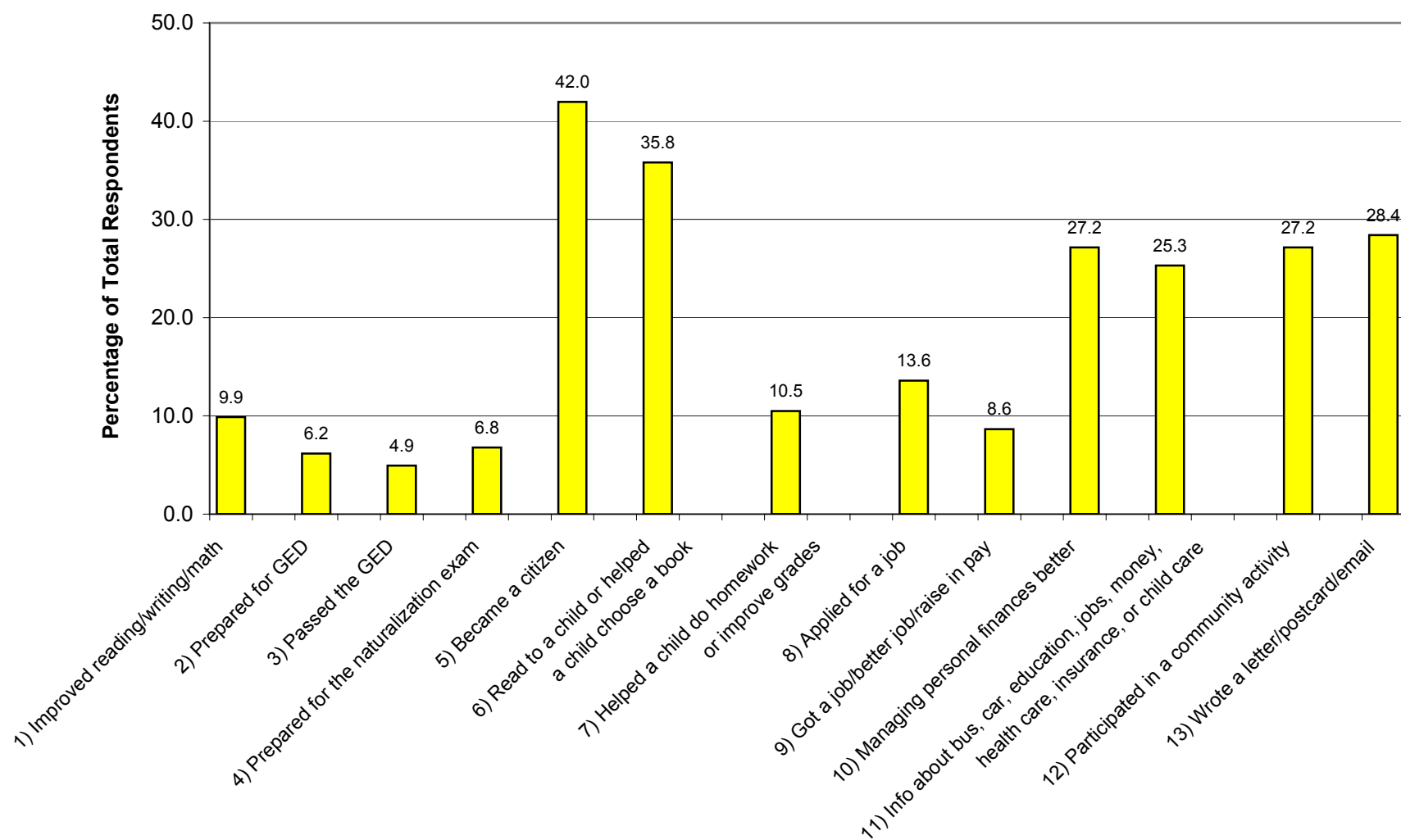


Chart 2
Business & Career Information Outcomes For All Libraries

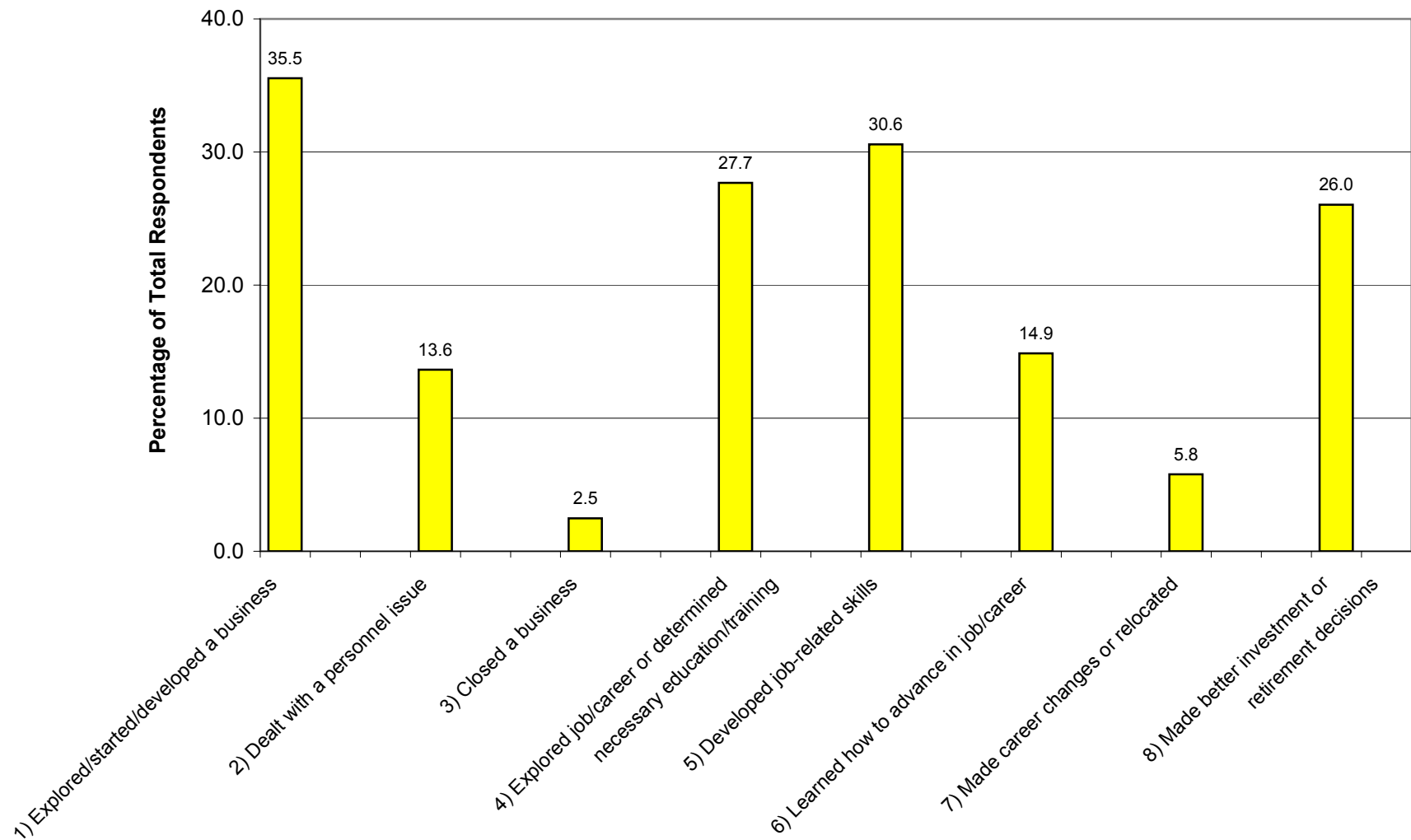


Chart 3
Library As A Place (Commons) Outcomes For All Libraries

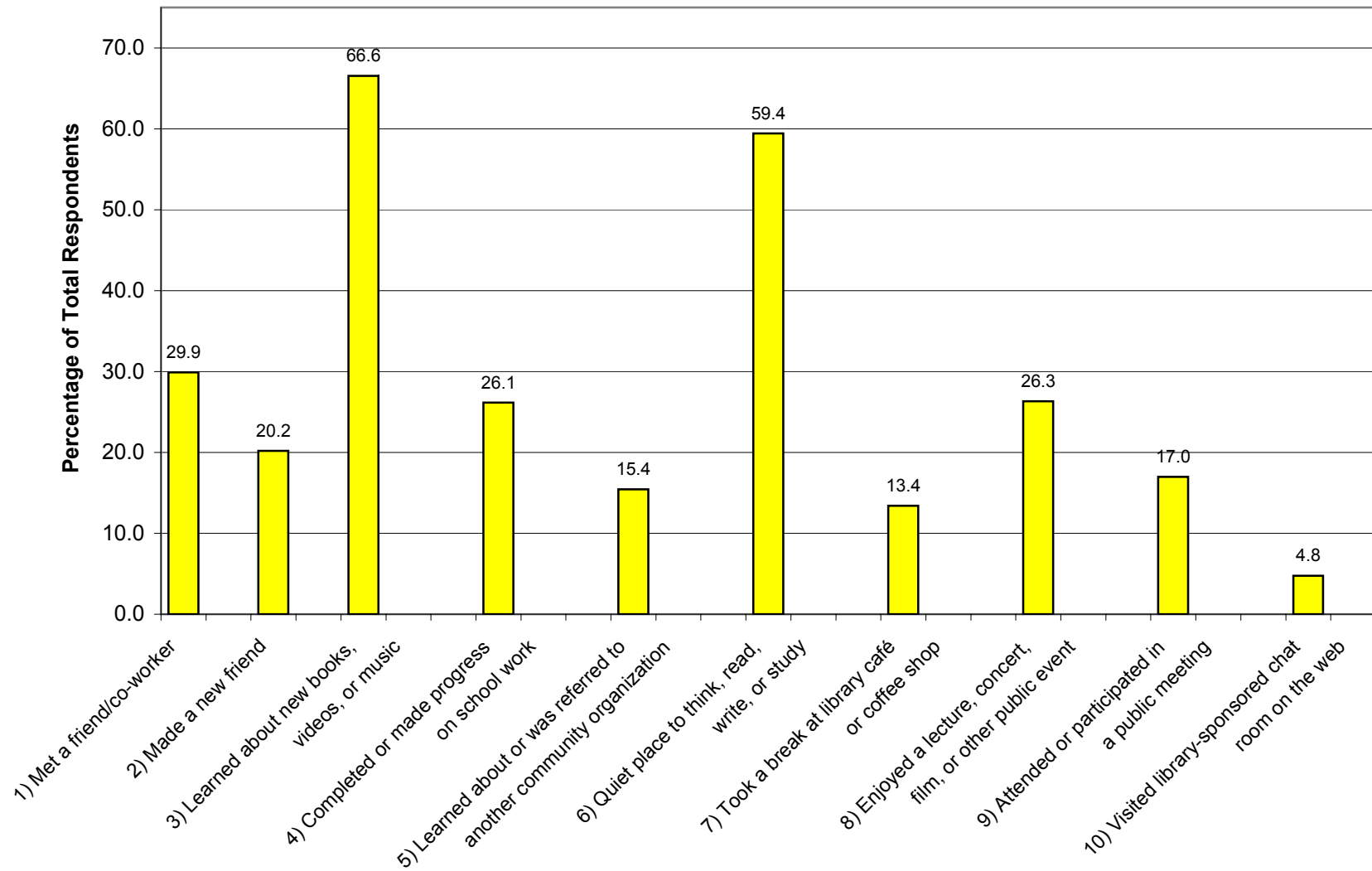


Chart 4
General Information Outcomes For All Libraries

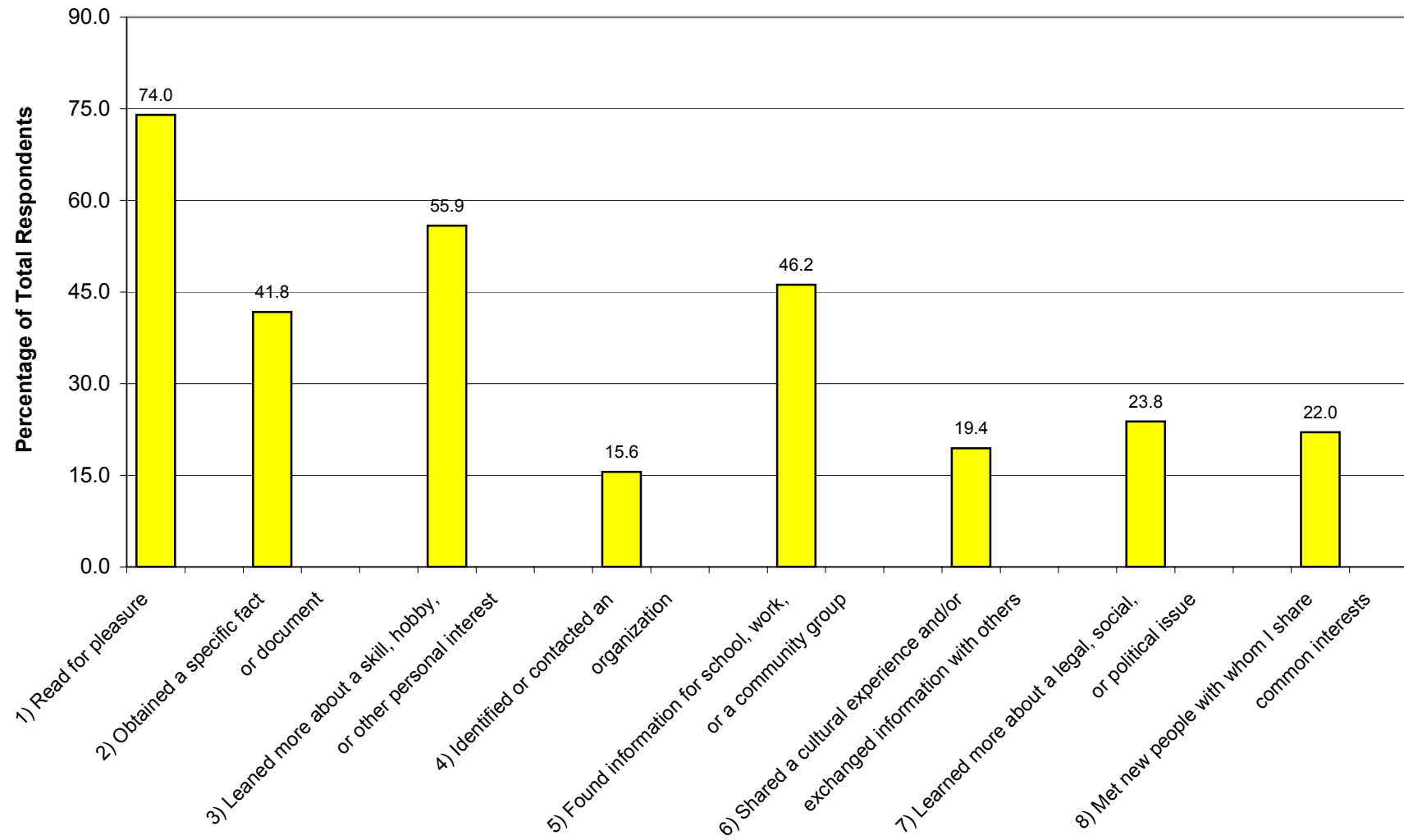


Chart 5
Information Literacy 1 Outcomes For All Libraries

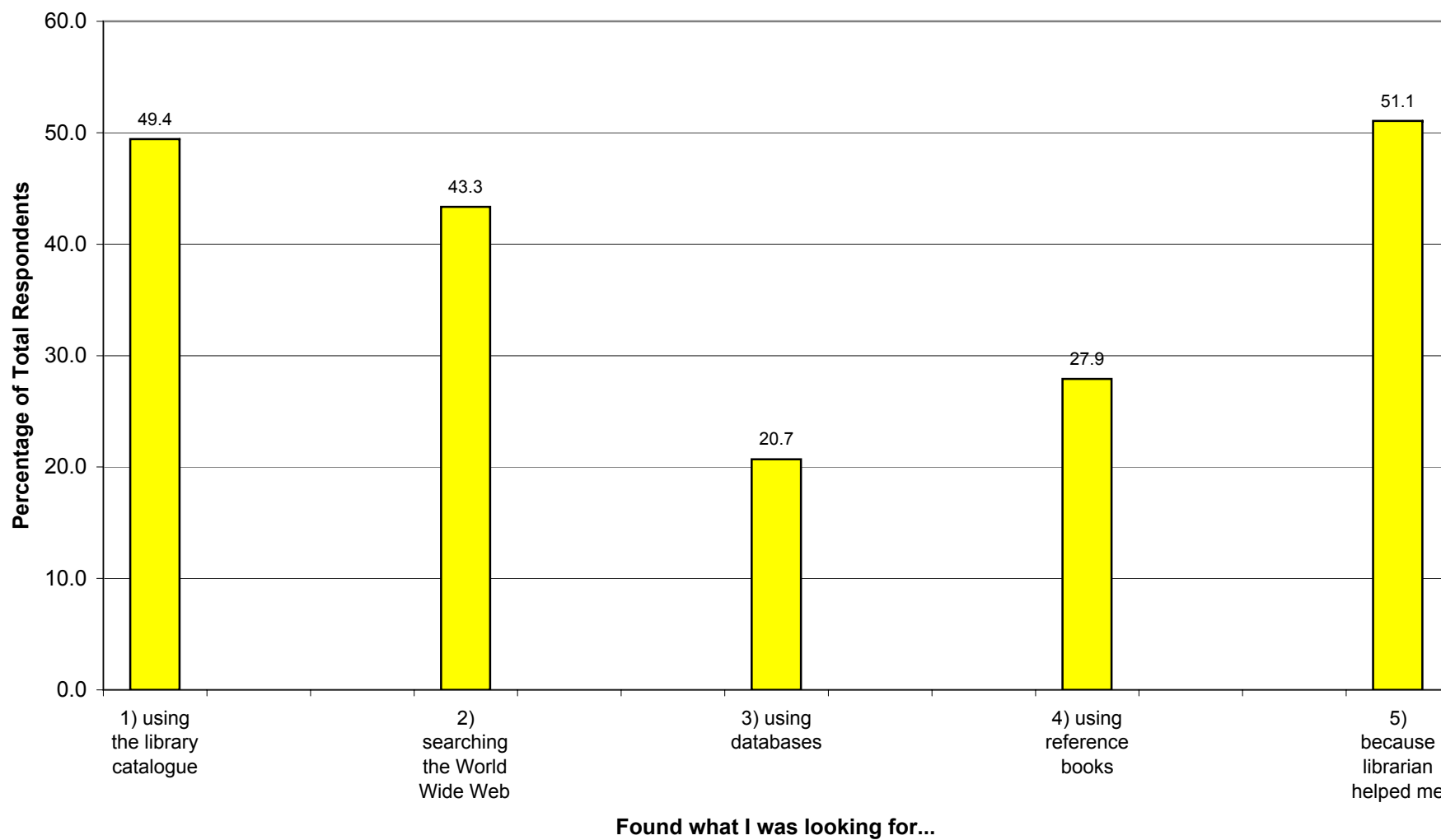


Chart 5
Information Literacy 2 Outcomes For All Libraries

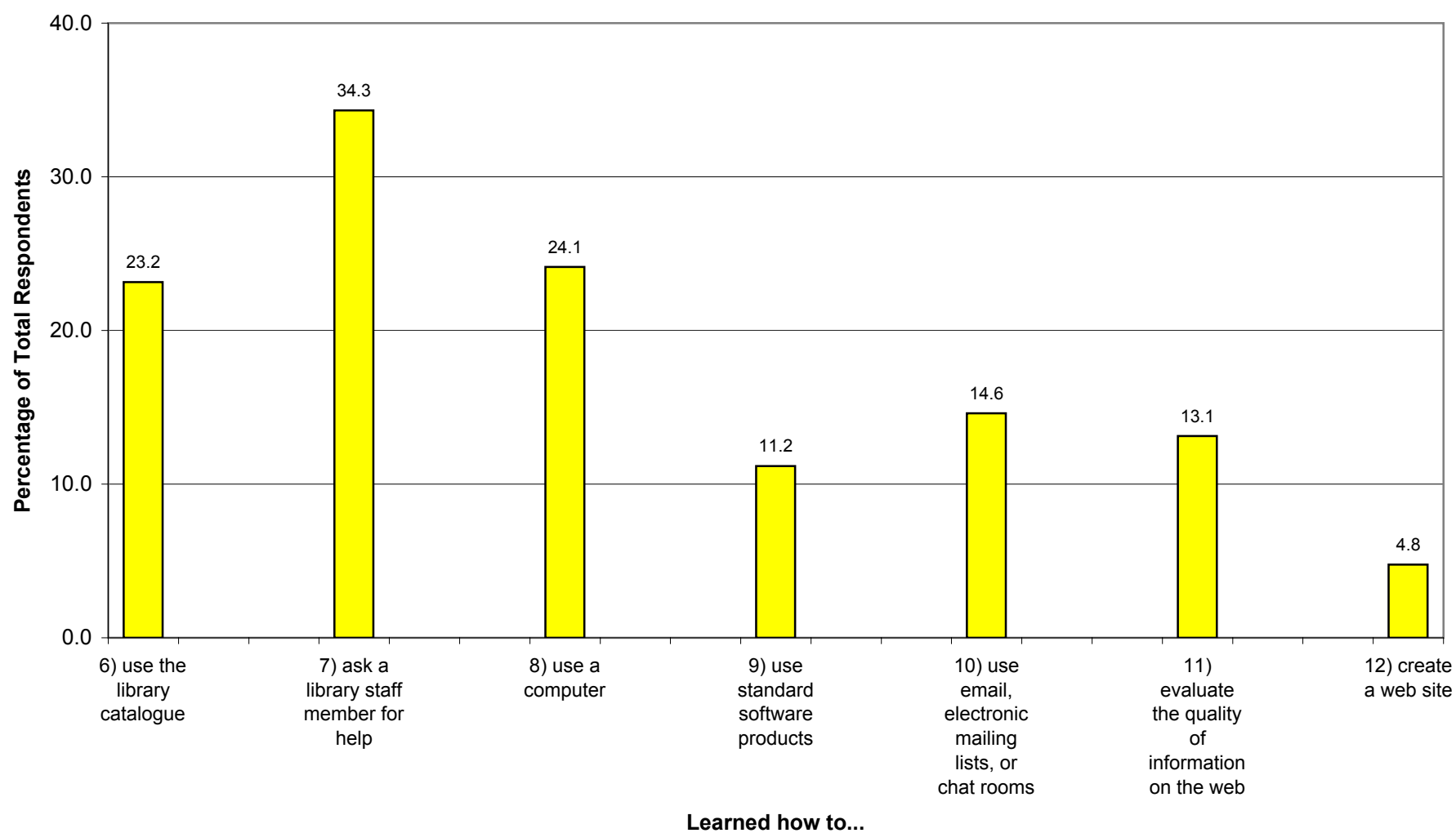


Chart 6

Local History & Genealogy Outcomes For All Libraries

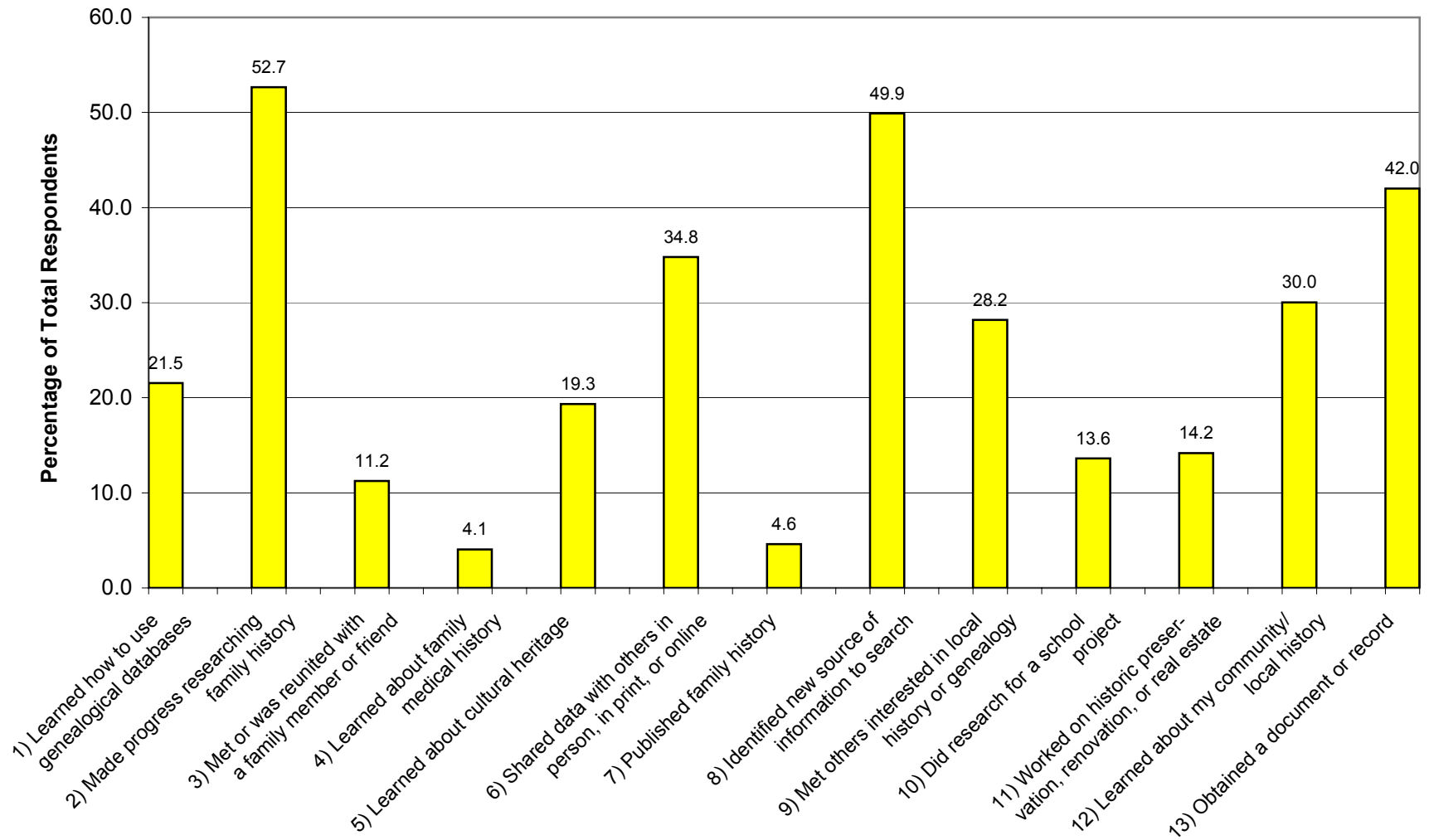


Table 7
Basic Literacy Outcomes For Libraries With 50 or More Responses

Service Response:

**Basic Literacy
Outcomes**

	Responses	Library	Total
		Grand Prairie	(n=1)
1) Improved reading/writing/math	Number Reporting	3	3
	As Percentage of Total Respondents	2.5	2.5%
2) Prepared for GED	Number Reporting	3	3
	As Percentage of Total Respondents	2.5	2.5%
3) Passed the GED	Number Reporting	3	3
	As Percentage of Total Respondents	2.5	2.5%
4) Prepared for the naturalization exam	Number Reporting	6	6
	As Percentage of Total Respondents	5.0	5.0%
5) Became a citizen	Number Reporting	53	53
	As Percentage of Total Respondents	43.8	43.8%
6) Read to a child or helped a child choose a book	Number Reporting	49	49
	As Percentage of Total Respondents	40.5	40.5%
7) Helped a child do homework or improve grades	Number Reporting	9	9
	As Percentage of Total Respondents	7.4	7.4%
8) Applied for a job	Number Reporting	13	13
	As Percentage of Total Respondents	10.7	10.7%
9) Got a job/better job/raise in pay	Number Reporting	10	10
	As Percentage of Total Respondents	8.3	8.3%
10) Managing personal finances better	Number Reporting	35	35
	As Percentage of Total Respondents	28.9	28.9%

Table 7
Basic Literacy Outcomes For Libraries With 50 or More Responses

Service Response:

**Basic Literacy
Outcomes**

	Responses	Library	Total
		Grand Prairie	(n=1)
11) Info about bus, car, education, jobs, money, health care, insurance, or child care	Number Reporting As Percentage of Total Respondents	26 21.5	26 21.5%
12) Participated in a community activity	Number Reporting As Percentage of Total Respondents	31 25.6	31 25.6%
13) Wrote a letter/postcard/email	Number Reporting As Percentage of Total Respondents	32 26.4	32 26.4%
	Total Respondents Percentage	121 100.0	121 100.0

Table 8
Business & Career Information Outcomes For Libraries With 50 or More Responses

Service Response:

**Business and Career Information
Outcomes**

	Responses	Library	Total
		Mesa	(n=1)
1) Explored/started/developed a business	Number Reporting	51	51
	As Percentage of Total Respondents	43.2	43.2
2) Dealt with a personnel issue	Number Reporting	16	16
	As Percentage of Total Respondents	13.6	13.6
3) Closed a business	Number Reporting	3	3
	As Percentage of Total Respondents	2.5	2.5
4) Explored job/career or determined necessary education/training	Number Reporting	29	29
	As Percentage of Total Respondents	24.6	24.6
5) Developed job-related skills	Number Reporting	30	30
	As Percentage of Total Respondents	25.4	25.4
6) Learned how to advance in job/career	Number Reporting	21	21
	As Percentage of Total Respondents	17.8	17.8
7) Made career changes or relocated	Number Reporting	7	7
	As Percentage of Total Respondents	5.9	5.9
8) Made better investment or retirement decisions	Number Reporting	38	38
	As Percentage of Total Respondents	32.2	32.2
Total	Total Respondents	118	118
	Percentage	100.0	100.0

Table 9**Library As A Place (Commons) Outcomes For Libraries With 50 or More Responses**

Service Response:

Library As A Place (Commons)

Outcomes	Responses	Library				Total
		Riverside	Council Bluffs	NW Reno	Albany	(n=4)
1) Met a friend/co-worker	Number Reporting	24	40	40	40	144
	As Percentage of Total Respondents	20.3	24.5	37.7	29.0	27.4%
2) Made a new friend	Number Reporting	26	27	29	27	109
	As Percentage of Total Respondents	22.0	16.6	27.4	19.6	20.8%
3) Learned about new books, videos, or music	Number Reporting	69	100	71	114	354
	As Percentage of Total Respondents	58.5	61.3	67.0	82.6	67.4%
4) Completed or made progress on school work	Number Reporting	42	39	35	25	141
	As Percentage of Total Respondents	35.6	23.9	33.0	18.1	26.9%
5) Learned about or was referred to another community organization	Number Reporting	7	29	16	29	81
	As Percentage of Total Respondents	5.9	17.8	15.1	21.0	15.4%
6) Quiet place to think, read, write, or study	Number Reporting	66	113	67	76	322
	As Percentage of Total Respondents	55.9	69.3	63.2	55.1	61.3%
7) Took a break at library café or coffee shop	Number Reporting	8	8	36	16	68
	As Percentage of Total Respondents	6.8	4.9	34.0	11.6	13.0%
8) Enjoyed a lecture, concert, film, or other public event	Number Reporting	13	35	43	41	132
	As Percentage of Total Respondents	11.0	21.5	40.6	29.7	25.1%
9) Attended or participated in a public meeting	Number Reporting	5	45	16	28	94
	As Percentage of Total Respondents	4.2	27.6	15.1	20.3	17.9%
10) Visited library-sponsored chat room on the web	Number Reporting	13	5	4	6	28
	As Percentage of Total Respondents	11.0	3.1	3.8	4.3	5.3%
Total Respondents		118	163	106	138	525
Percentage		100.0	100.0	100.0	100.0	100.0

Table 10
General Information Outcomes For Libraries With 50 or More Responses

Service Response:

General Information

Outcomes

	Responses	Library							
		Mesa	Riverside	Ross-Barnum	Woodruff	Sunnyside	Bruton	Columbia County	Sioux City
1) Read for pleasure	Number Reporting	87	62	55	87	379	74	146	129
	As Percentage of Total Respondents	54.0	52.1	46.6	87.0	72.6	63.8	80.2	83.2
2) Obtained a specific fact or document	Number Reporting	77	40	32	40	216	41	95	67
	As Percentage of Total Respondents	47.8	33.6	27.1	40.0	41.4	35.3	52.2	43.2
3) Learned more about a skill, hobby, or other personal interest	Number Reporting	96	58	62	65	256	76	102	87
	As Percentage of Total Respondents	59.6	48.7	52.5	65.0	49.0	65.5	56.0	56.1
4) Identified or contacted an organization	Number Reporting	30	21	11	10	92	16	41	31
	As Percentage of Total Respondents	18.6	17.6	9.3	10.0	17.6	13.8	22.5	20.0
5) Found information for school, work, or a community group	Number Reporting	83	55	62	52	272	40	85	75
	As Percentage of Total Respondents	51.6	46.2	52.5	52.0	52.1	34.5	46.7	48.4
6) Shared a cultural experience and/or exchanged information with others	Number Reporting	21	13	43	18	98	20	49	30
	As Percentage of Total Respondents	13.0	10.9	36.4	18.0	18.8	17.2	26.9	19.4
7) Learned more about a legal, social, or political issue	Number Reporting	43	30	14	29	132	25	57	38
	As Percentage of Total Respondents	26.7	25.2	11.9	29.0	25.3	21.6	31.3	24.5
8) Met new people with whom I share common interests	Number Reporting	20	25	34	18	109	41	73	26
	As Percentage of Total Respondents	12.4	21.0	28.8	18.0	20.9	35.3	40.1	16.8
Total	Total Respondents	161	119	118	100	522	116	182	155
	Percentage	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 10
General Information Outcomes For Libraries With 50 or More Responses

Service Response:

General Information

Outcomes	Responses	Library						
		Council Bluffs	St. Martin	Lewistown	Bozeman	Queens	Multnomah Central	Multnomah Gresham
1) Read for pleasure	Number Reporting	132	55	111	141	62	46	90
	As Percentage of Total Respondents	77.6	78.6	91.0	92.2	59.0	32.9	62.5
2) Obtained a specific fact or document	Number Reporting	71	27	54	81	49	82	42
	As Percentage of Total Respondents	41.8	38.6	44.3	52.9	46.7	58.6	29.2
3) Learned more about a skill, hobby, or other personal interest	Number Reporting	109	38	76	108	54	41	67
	As Percentage of Total Respondents	64.1	54.3	62.3	70.6	51.4	29.3	46.5
4) Identified or contacted an organization	Number Reporting	18	9	15	26	31	22	22
	As Percentage of Total Respondents	10.6	12.9	12.3	17.0	29.5	15.7	15.3
5) Found information for school, work, or a community group	Number Reporting	76	30	37	71	63	75	47
	As Percentage of Total Respondents	44.7	42.9	30.3	46.4	60.0	53.6	32.6
6) Shared a cultural experience and/or exchanged information with others	Number Reporting	31	18	24	50	32	8	22
	As Percentage of Total Respondents	18.2	25.7	19.7	32.7	30.5	5.7	15.3
7) Learned more about a legal, social, or political issue	Number Reporting	35	17	27	40	31	32	22
	As Percentage of Total Respondents	20.6	24.3	22.1	26.1	29.5	22.9	15.3
8) Met new people with whom I share common interests	Number Reporting	32	23	33	42	24	6	18
	As Percentage of Total Respondents	18.8	32.9	27.0	27.5	22.9	4.3	12.5
Total	Total Respondents	170	70	122	153	105	140	144
	Percentage	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 10
General Information Outcomes For Libraries With 50 or More Responses

Service Response:

General Information

Outcomes	Responses	Library					
		Eccles- Leshner	Norwin	Altoona	Adams	Hurst Adult	Kitsap
1) Read for pleasure	Number Reporting	50	46	109	80	196	106
	As Percentage of Total Respondents	80.6	67.6	93.2	83.3	87.1	84.8
2) Obtained a specific fact or document	Number Reporting	26	20	47	40	74	63
	As Percentage of Total Respondents	41.9	29.4	40.2	41.7	32.9	50.4
3) Learned more about a skill, hobby, or other personal interest	Number Reporting	38	31	83	54	106	94
	As Percentage of Total Respondents	61.3	45.6	70.9	56.3	47.1	75.2
4) Identified or contacted an organization	Number Reporting	10	7	11	17	22	22
	As Percentage of Total Respondents	16.1	10.3	9.4	17.7	9.8	17.6
5) Found information for school, work, or a community group	Number Reporting	35	17	47	44	84	56
	As Percentage of Total Respondents	56.5	25.0	40.2	45.8	37.3	44.8
6) Shared a cultural experience and/or exchanged information with others	Number Reporting	14	14	23	30	29	21
	As Percentage of Total Respondents	22.6	20.6	19.7	31.3	12.9	16.8
7) Learned more about a legal, social, or political issue	Number Reporting	17	7	28	17	49	38
	As Percentage of Total Respondents	27.4	10.3	23.9	17.7	21.8	30.4
8) Met new people with whom I share common interests	Number Reporting	25	17	26	39	29	17
	As Percentage of Total Respondents	40.3	25.0	22.2	40.6	12.9	13.6
Total	Total Respondents	62	68	117	96	225	125
	Percentage	100.0	100.0	100.0	100.0	100.0	100.0

Table 10
General Information Outcomes For Libraries With 50 or More Responses

Service Response:

General Information

Outcomes	Responses	Library		Total
		Mukwonago	Menomonee Falls	(n=23)
1) Read for pleasure	Number Reporting	131	98	2472
	As Percentage of Total Respondents	87.9	83.8	74.1%
2) Obtained a specific fact or document	Number Reporting	54	53	1391
	As Percentage of Total Respondents	36.2	45.3	41.7%
3) Learned more about a skill, hobby, or other personal interest	Number Reporting	93	71	1865
	As Percentage of Total Respondents	62.4	60.7	55.9%
4) Identified or contacted an organization	Number Reporting	16	18	518
	As Percentage of Total Respondents	10.7	15.4	15.5%
5) Found information for school, work, or a community group	Number Reporting	79	58	1543
	As Percentage of Total Respondents	53.0	49.6	46.3%
6) Shared a cultural experience and/or exchanged information with others	Number Reporting	18	21	647
	As Percentage of Total Respondents	12.1	17.9	19.4%
7) Learned more about a legal, social, or political issue	Number Reporting	30	36	794
	As Percentage of Total Respondents	20.1	30.8	23.8%
8) Met new people with whom I share common interests	Number Reporting	33	27	737
	As Percentage of Total Respondents	22.1	23.1	22.1%
Total	Total Respondents	149	117	3336
	Percentage	100.0	100.0	100.0

Table 11
Information Literacy Outcomes For Libraries With 50 or More Responses

Service Response:

Information Literacy
Outcomes

	Responses	Library						Total
		Orange County	Bozeman	North Portland	Nazareth	Adams	Round Rock	(n=6)
Found what I was looking for...								
1) using the library catalogue	Number Reporting	18	95	31	75	41	22	282
	As Percentage of Total Respondents	35.3	81.2	32.0	43.1	47.7	43.1	49.0%
2) searching the World Wide Web	Number Reporting	33	41	47	73	42	12	248
	As Percentage of Total Respondents	64.7	35.0	48.5	42.0	48.8	23.5	43.1%
3) using databases	Number Reporting	14	37	17	23	18	8	117
	As Percentage of Total Respondents	27.5	31.6	17.5	13.2	20.9	15.7	20.3%
4) using reference books	Number Reporting	14	36	12	67	22	11	162
	As Percentage of Total Respondents	27.5	30.8	12.4	38.5	25.6	21.6	28.1%
5) because librarian helped me	Number Reporting	29	59	42	99	42	26	297
	As Percentage of Total Respondents	56.9	50.4	43.3	56.9	48.8	51.0	51.6%

Table 11
Information Literacy Outcomes For Libraries With 50 or More Responses

Service Response:

Information Literacy
Outcomes

Outcomes	Responses	Library						Total
		Orange County	Bozeman	North Portland	Nazareth	Adams	Round Rock	
Learned how to...								(n=6)
6) use the library catalogue	Number Reporting	8	31	13	54	14	13	133
	As Percentage of Total Respondents	15.7	26.5	13.4	31.0	16.3	25.5	23.1%
7) ask a library staff member for help	Number Reporting	19	31	29	89	18	12	198
	As Percentage of Total Respondents	37.3	26.5	29.9	51.1	20.9	23.5	34.4%
8) use a computer	Number Reporting	19	20	32	36	27	8	142
	As Percentage of Total Respondents	37.3	17.1	33.0	20.7	31.4	15.7	24.7%
9) use standard software products	Number Reporting	12	10	28	10	1	2	63
	As Percentage of Total Respondents	23.5	8.5	28.9	5.7	1.2	3.9	10.9%
10) use email, electronic mailing lists, or chat rooms	Number Reporting	22	12	25	16	8	3	86
	As Percentage of Total Respondents	43.1	10.3	25.8	9.2	9.3	5.9	14.9%
11) evaluate the quality of information on the web	Number Reporting	14	9	11	27	15	0	76
	As Percentage of Total Respondents	27.5	7.7	11.3	15.5	17.4	0.0	13.2%
12) create a web site	Number Reporting	8	2	7	8	4	0	29
	As Percentage of Total Respondents	15.7	1.7	7.2	4.6	4.7	0.0	5.0%
Total	Total Respondents	51	117	97	174	86	51	576
	Percentage	100	100	100	100	100	100	100

Table 12
Local History & Genealogy Outcomes For Libraries With 50 or More Responses

Service Response:

**Local History and Genealogy
Outcomes**

	Responses	Library					Total
		Birmingham	Denver Central	Boulder	Orange County	Cherokee Regional	(n=5)
1) Learned how to use genealogical databases	Number Reporting	16	32	15	20	18	101
	As Percentage of Total Respondents	25.8	20.9	15.0	34.5	24.0	22.5%
2) Made progress researching family history	Number Reporting	41	87	18	36	50	232
	As Percentage of Total Respondents	66.1	56.9	18.0	62.1	66.7	51.8%
3) Met or was reunited with a family member or friend	Number Reporting	12	11	7	6	14	50
	As Percentage of Total Respondents	19.4	7.2	7.0	10.3	18.7	11.2%
4) Learned about family medical history	Number Reporting	3	5	2	2	6	18
	As Percentage of Total Respondents	4.8	3.3	2.0	3.4	8.0	4.0%
5) Learned about cultural heritage	Number Reporting	15	28	26	14	7	90
	As Percentage of Total Respondents	24.2	18.3	26.0	24.1	9.3	20.1%
6) Shared data with others in person, in print, or online	Number Reporting	25	50	33	20	33	161
	As Percentage of Total Respondents	40.3	32.7	33.0	34.5	44.0	35.9%
7) Published family history	Number Reporting	4	6	5	4	3	22
	As Percentage of Total Respondents	6.5	3.9	5.0	6.9	4.0	4.9%
8) Identified new source of information to search	Number Reporting	31	78	47	31	30	217
	As Percentage of Total Respondents	50.0	51.0	47.0	53.4	40.0	48.4%
9) Met others interested in local history or genealogy	Number Reporting	24	28	28	15	33	128
	As Percentage of Total Respondents	38.7	18.3	28.0	25.9	44.0	28.6%
10) Did research for a school project	Number Reporting	9	24	22	5	7	67
	As Percentage of Total Respondents	14.5	15.7	22.0	8.6	9.3	15.0%

Table 12**Local History & Genealogy Outcomes For Libraries With 50 or More Responses****Service Response:****Local History and Genealogy
Outcomes**

	Responses	Library					Total
		Birmingham	Denver Central	Boulder	Orange County	Cherokee Regional	(n=5)
11) Worked on historic preservation, renovation, or real estate	Number Reporting	6	18	32	2	7	65
	As Percentage of Total Respondents	9.7	11.8	32.0	3.4	9.3	14.5%
12) Learned about my community/local history	Number Reporting	16	40	60	8	17	141
	As Percentage of Total Respondents	25.8	26.1	60.0	13.8	22.7	31.5%
13) Obtained a document or record	Number Reporting	23	72	47	23	32	197
	As Percentage of Total Respondents	37.1	47.1	47.0	39.7	42.7	44.0%
Total	Total Respondents	62	153	100	58	75	448
	Percentage	100.0	100.0	100.0	100.0	100.0	100.0

Chart 7
Basic Literacy Outcomes For Libraries With 50 or More Responses

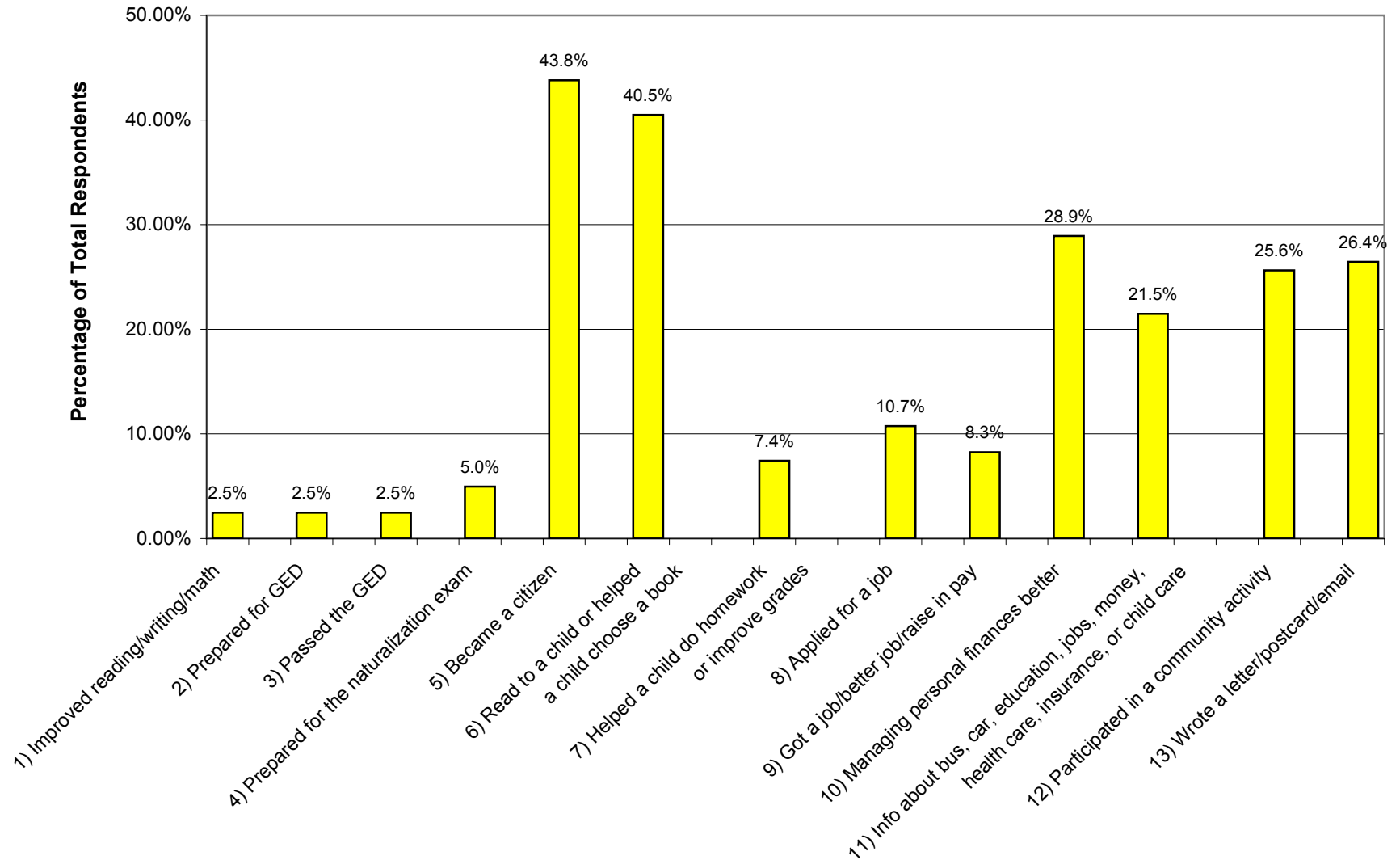


Chart 8
Business & Career Information For Libraries With 50 or More Responses

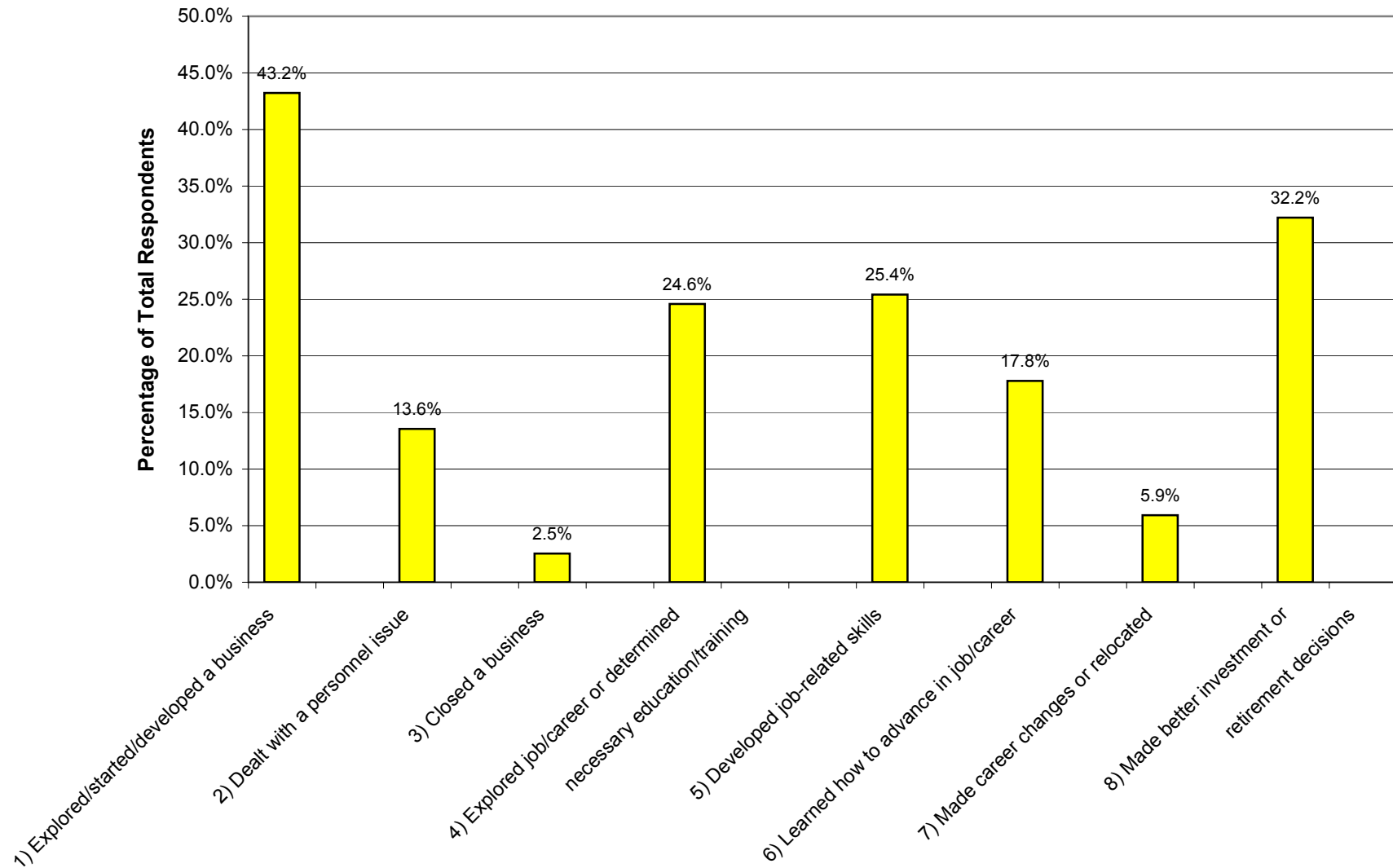


Chart 9
Library As A Place Outcomes For Libraries With 50 or More Responses

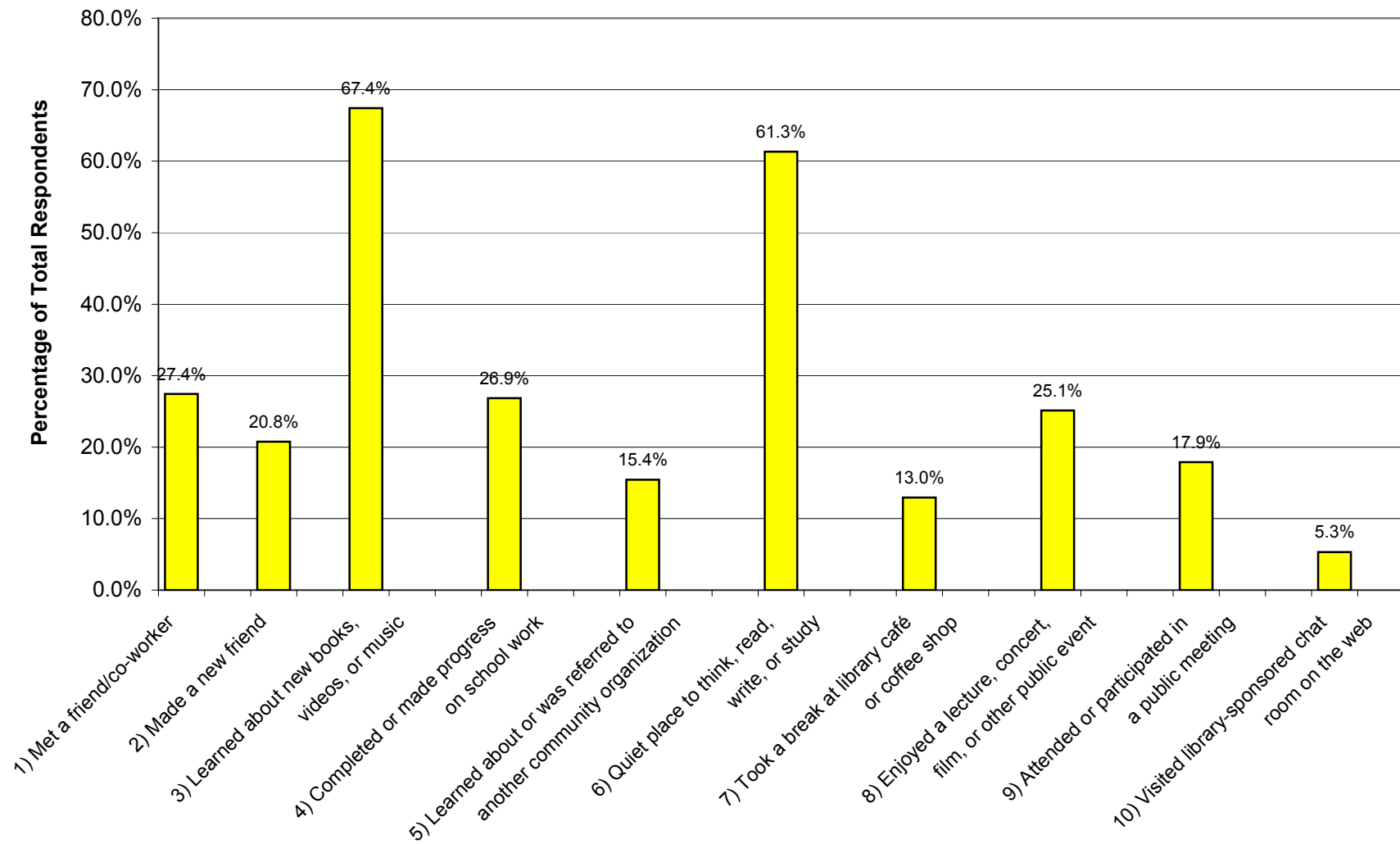


Chart 10
General Information Outcomes For Libraries With 50 or More Responses

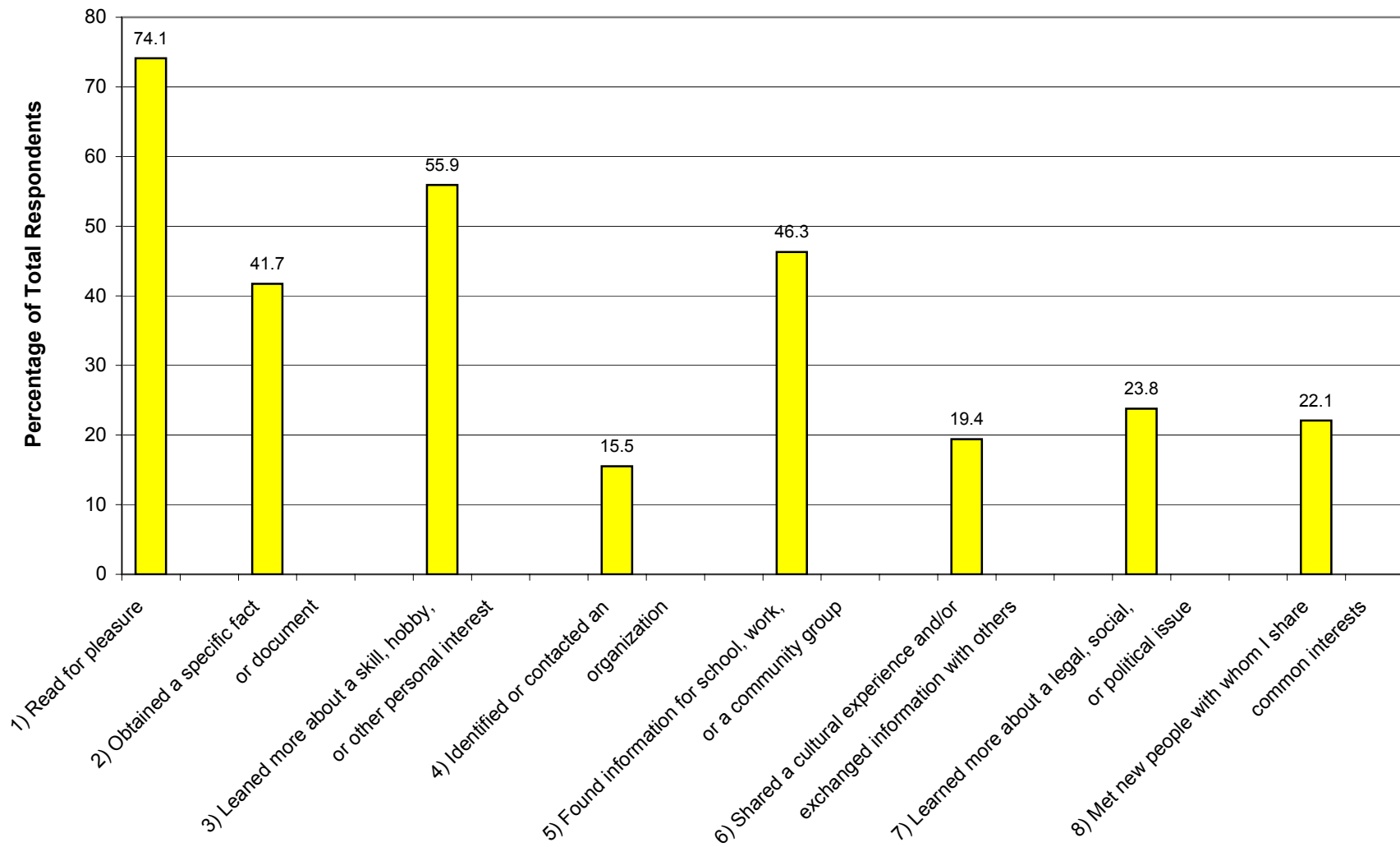


Chart 11
Information Literacy 1 Outcomes For Libraries With 50 or More Responses

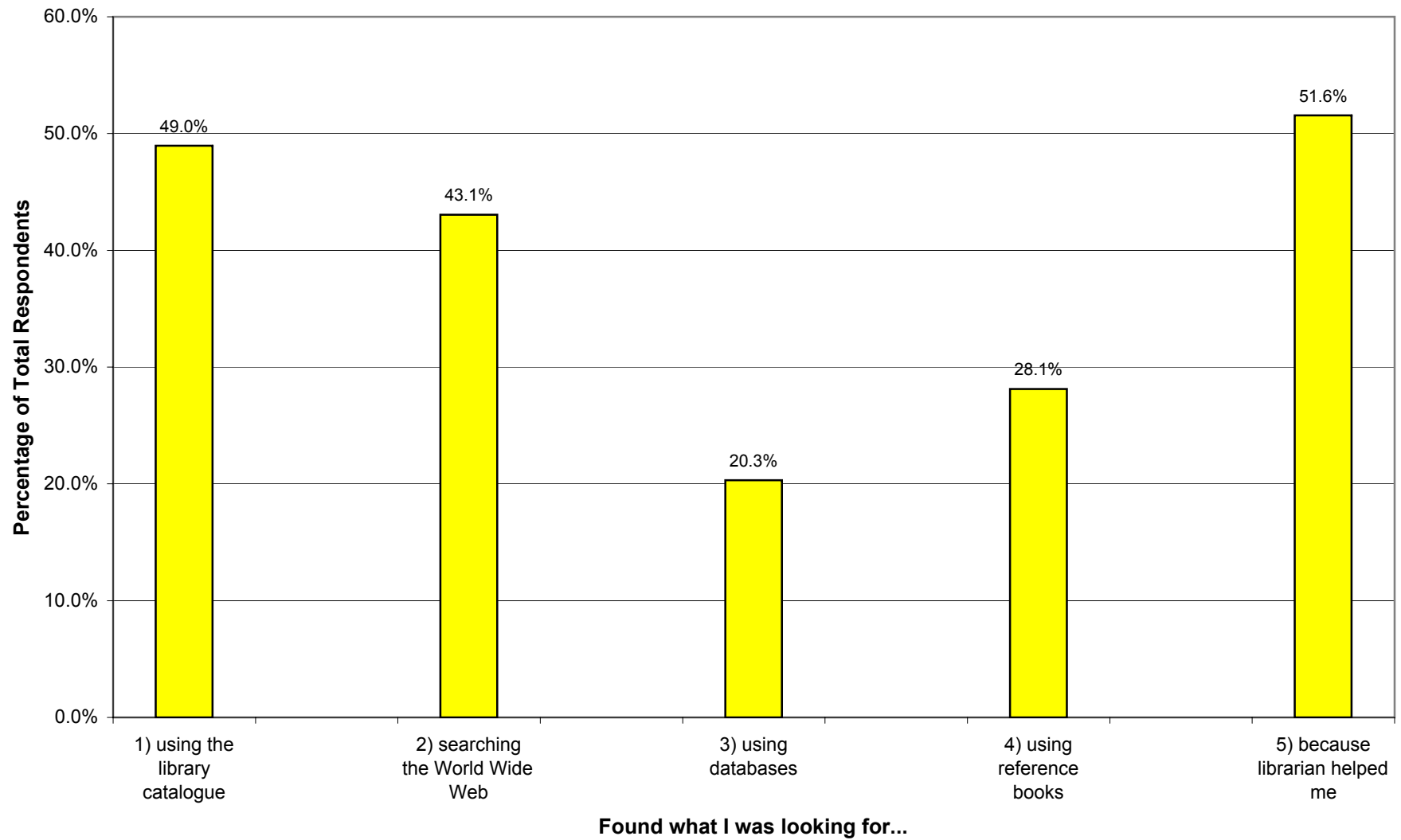


Chart 11
Information Literacy 2 Outcomes For Libraries With 50 or More Responses

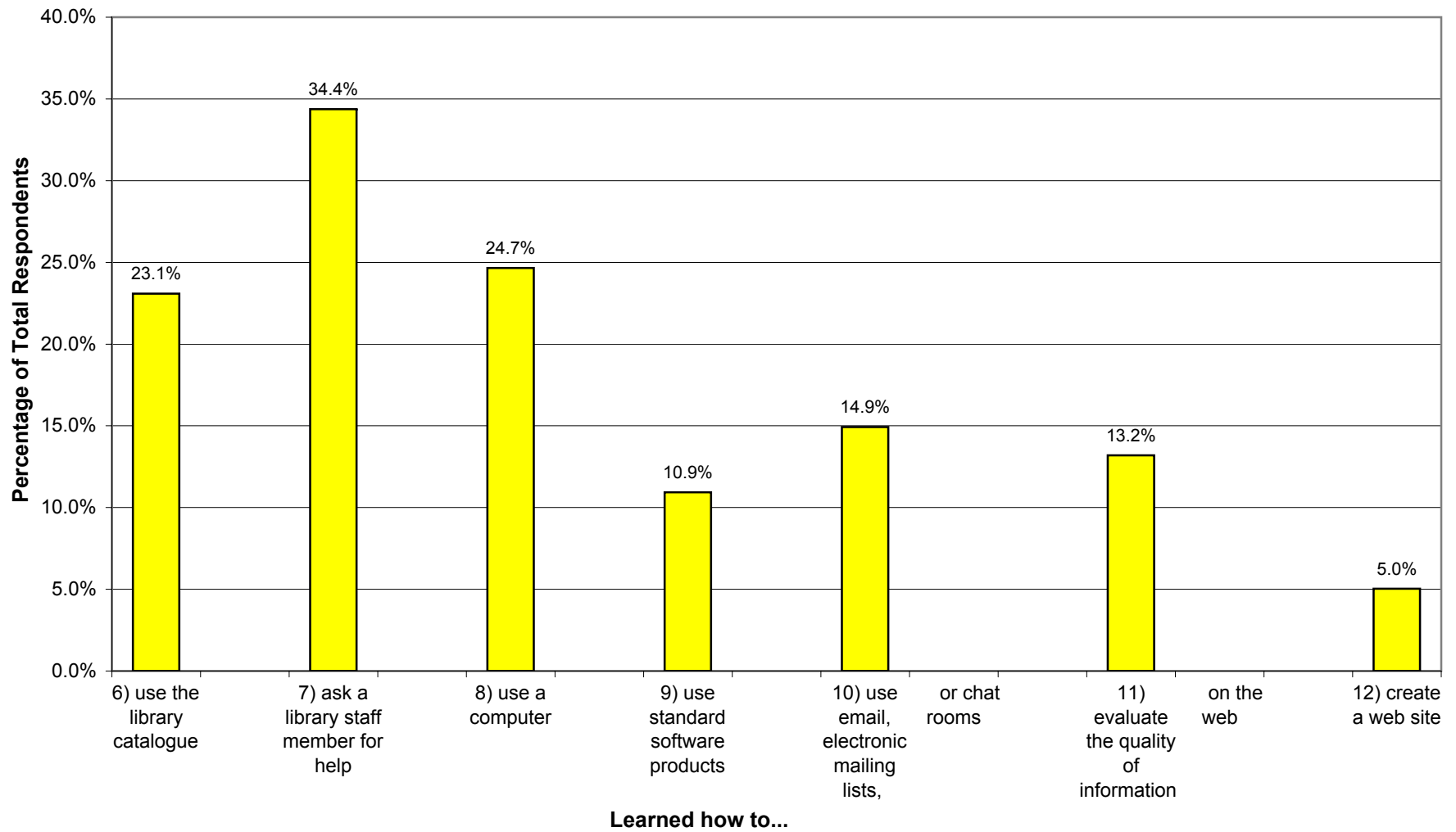


Chart 12
Local History & Genealogy Outcomes For Libraries With 50 or More Responses

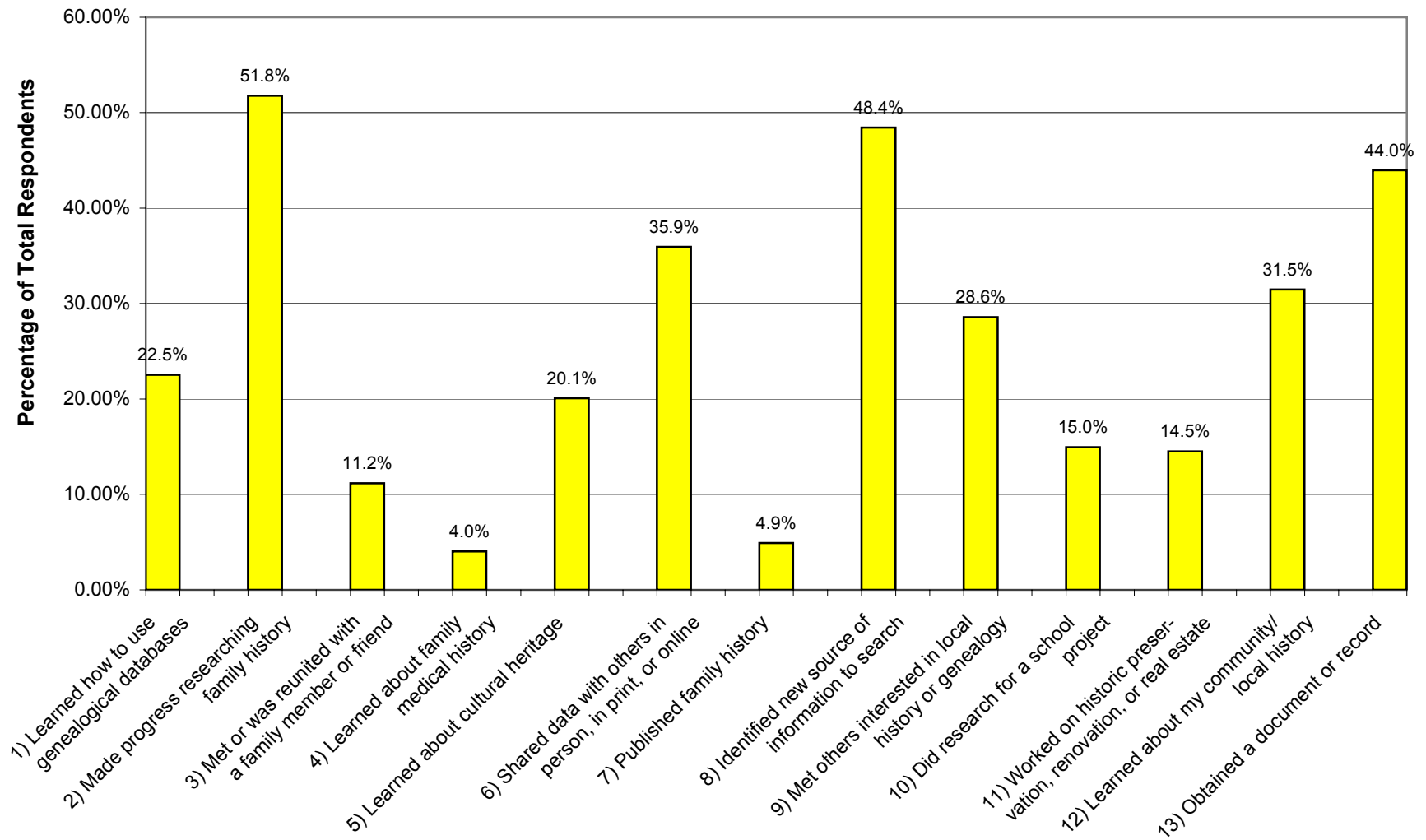


Table 13
Basic Literacy Outcomes and Demographic Factors For All Libraries

Service Response:
Basic Literacy
Outcomes

	Responses	Demographic Factors										
		Gender			Age					Education		
		Female	Male	All	≤ 24	25-39	40-59	≥ 60	All	< College Degree	College Degree	All
1) Improved reading/writing/math	% within Demographic	6.1	10.5	7.2	10.1	0.0	5.6	44.4	9.0	8.5	5.4	7.7
2) Prepared for GED	% within Demographic	2.6	10.5	4.6	8.9	0.0	0.0	22.2	5.8	6.6	2.7	5.6
3) Passed the GED	% within Demographic	0.9	15.8	4.6	7.6	0.0	2.8	0.0	4.5	4.7	2.7	4.2
4) Prepared for the naturalization exam	% within Demographic	2.6	13.2	5.2	10.1	3.1	0.0	22.2	7.1	9.4	0.0	7.0
5) Became a citizen	% within Demographic	50.4	26.3	44.4	34.2	75.0	41.7	11.1	42.9	45.3	45.9	45.5
6) Read to a child or helped a child choose a book	% within Demographic	40.0	28.9	37.3	31.6	46.9	41.7	33.3	37.2	38.7	37.8	38.5
7) Helped a child do homework or improve grades	% within Demographic	7.0	21.1	10.5	8.9	12.5	11.1	11.1	10.3	6.6	21.6	10.5
8) Applied for a job	% within Demographic	9.6	26.3	13.7	12.7	12.5	19.4	0.0	13.5	11.3	18.9	13.3
9) Got a job/better job/raise in pay	% within Demographic	7.0	10.5	7.8	7.6	9.4	8.3	0.0	7.7	5.7	10.8	7.0
10) Managing personal finances better	% within Demographic	27.8	28.9	28.1	22.8	37.5	33.3	11.1	27.6	27.4	37.8	30.1
11) Info about bus, car, education, jobs, money, health care, insurance, or child care	% within Demographic	27.8	23.7	26.8	20.3	37.5	30.6	22.2	26.3	25.5	29.7	26.6
12) Participated in a community activity	% within Demographic	20.9	39.5	25.5	30.4	15.6	25.0	55.6	27.6	26.4	32.4	28.0
13) Wrote a letter/postcard/email	% within Demographic	24.3	42.1	28.8	40.5	18.8	13.9	11.1	28.2	33.0	16.2	28.7

Note: Percentages in shaded areas are statistically significant

Table 14

Business & Career Information Outcomes and Demographic Factors For All Libraries

Service Response:

Business and Career Information

Outcomes

Responses

Demographic Factors

		Gender			Age					Education		
		Female	Male	All	≤ 24	25-39	40-59	≥ 60	All	< College Degree	College Degree	All
1) Explored/started/developed a business	% within Demographic	30.3	44.7	35.4	23.5	53.6	35.3	19.6	35.4	30.7	40.3	35.6
2) Dealt with a personnel issue	% within Demographic	14.2	11.8	13.3	5.9	10.7	19.0	5.9	13.3	12.3	15.1	13.7
3) Closed a business	% within Demographic	1.3	3.5	2.1	0.0	3.6	2.6	0.0	2.1	2.6	1.7	2.1
4) Explored job/career or determined necessary education/training	% within Demographic	27.1	28.2	27.5	52.9	30.4	28.4	13.7	27.5	33.3	21.8	27.5
5) Developed job-related skills	% within Demographic	31.6	28.2	30.4	35.3	25.0	33.6	27.5	30.4	36.8	24.4	30.5
6) Learned how to advance in job/career	% within Demographic	14.8	14.1	14.6	11.8	12.5	19.0	7.8	14.6	16.7	11.8	14.2
7) Made career changes or relocated	% within Demographic	5.2	5.9	5.4	0.0	5.4	7.8	2.0	5.4	3.5	6.7	5.2
8) Made better investment or retirement decisions	% within Demographic	22.6	30.6	25.4	11.8	8.9	27.6	45.1	25.8	23.7	26.1	24.9

Note: Percentages in shaded areas are statistically significant

Table 15

Library As A Place (Commons) Outcomes and Demographic Factors For All Libraries

Service Response:

Library As A Place (Commons)

Outcomes	Responses	Demographic Factors										
		Gender			Age					Education		
		Female	Male	All	≤ 24	25-39	40-59	≥ 60	All	< College Degree	College Degree	All
1) Met a friend/co-worker	% within Demographic	28.3	30.9	29.1	27.0	26.1	33.2	30.9	29.8	25.6	34.2	29.4
2) Made a new friend	% within Demographic	18.5	21.1	19.3	19.7	20.2	17.9	22.7	19.8	18.7	21.6	20.0
3) Learned about new books, videos, or music	% within Demographic	68.5	61.1	66.1	62.3	67.2	74.7	57.3	66.7	64.7	68.4	66.3
4) Completed or made progress on school work	% within Demographic	29.1	22.3	26.9	52.5	30.3	21.6	3.6	26.8	31.5	19.9	26.3
5) Learned about or was referred to another community organization	% within Demographic	15.5	14.3	15.1	9.0	11.8	18.9	19.1	15.2	11.8	19.9	15.4
6) Quiet place to think, read, write, or study	% within Demographic	61.4	55.4	59.5	59.0	63.9	62.1	51.8	59.7	63.3	55.8	60.0
7) Took a break at library café or coffee shop	% within Demographic	14.4	10.3	13.1	10.7	9.2	16.8	16.4	13.7	11.8	16.0	13.7
8) Enjoyed a lecture, concert, film, or other public event	% within Demographic	24.7	28.6	26.0	12.3	17.6	27.4	49.1	26.2	17.6	36.8	26.2
9) Attended or participated in a public meeting	% within Demographic	15.2	17.1	15.8	3.3	13.4	16.8	31.8	16.1	9.7	25.5	16.7
10) Visited library-sponsored chat room on the web	% within Demographic	3.0	8.6	4.8	9.8	5.9	3.7	0.0	4.8	5.2	4.8	5.0

Note: Percentages in shaded areas are statistically significant

Table 16
General Information Outcomes and Demographic Factors For All Libraries

Service Response:
General Information
Outcomes

	Responses	Demographic Factors										
		Gender			Age					Education		
		Female	Male	All	≤ 24	25-39	40-59	≥ 60	All	< College Degree	College Degree	All
1) Read for pleasure	% within Demographic	79.3	63.1	74.4	62.6	71.6	77.0	84.6	74.3	71.9	78.5	74.5
2) Obtained a specific fact or document	% within Demographic	40.2	45.5	41.8	36.9	41.9	44.1	41.7	41.6	39.4	46.5	42.1
3) Learned more about a skill, hobby, or other personal interest	% within Demographic	56.1	55.9	56.0	51.4	57.1	58.9	54.4	56.0	56.3	56.3	56.3
4) Identified or contacted an organization	% within Demographic	14.8	17.3	15.6	17.0	18.9	14.0	12.5	15.5	14.1	17.5	15.4
5) Found information for school, work, or a community group	% within Demographic	49.3	40.3	46.6	67.7	50.3	42.9	25.1	46.2	44.9	48.1	46.1
6) Shared a cultural experience and/or exchanged information with others	% within Demographic	20.3	17.3	19.4	22.2	15.8	17.9	23.4	19.4	18.3	21.8	19.6
7) Learned more about a legal, social, or political issue	% within Demographic	21.0	29.9	23.7	24.8	21.5	23.9	25.4	23.8	23.3	25.4	24.1
8) Met new people with whom I share common interests	% within Demographic	22.5	21.2	22.1	28.5	20.4	17.7	25.1	22.0	23.8	19.2	22.0

Note: Percentages in shaded areas are statistically significant

Table 17
Information Literacy Outcomes and Demographic Factors For All Libraries

Service Response:
Information Literacy
Outcomes

Outcomes	Responses	Demographic Factors										
		Gender			Age					Education		
		Female	Male	All	≤ 24	25-39	40-59	≥ 60	All	< College Degree	College Degree	All
Found what I was looking for...												
1) using the library catalogue	% within Demographic	57.1	36.9	50.0	47.2	56.9	52.9	37.8	50.3	46.8	58.5	51.2
2) searching the World Wide Web	% within Demographic	37.4	55.3	43.7	47.2	42.4	40.2	43.2	43.3	45.6	39.6	43.4
3) using databases	% within Demographic	18.9	23.3	20.5	22.2	18.1	23.3	14.9	20.6	19.6	24.2	21.3
4) using reference books	% within Demographic	27.1	30.1	28.2	42.2	20.1	23.8	23.0	28.4	28.1	29.5	28.6
5) because librarian helped me	% within Demographic	51.6	48.5	50.5	50.0	50.0	47.6	64.9	51.1	51.5	51.2	51.4
Learned how to...												
6) use the library catalogue	% within Demographic	24.5	20.9	23.2	28.3	18.8	21.7	25.7	23.5	28.1	16.4	23.7
7) ask a library staff member for help	% within Demographic	33.4	35.0	34.0	42.2	29.2	29.1	40.5	34.6	38.3	28.0	34.4
8) use a computer	% within Demographic	23.7	23.3	23.5	16.7	17.4	27.0	45.9	23.9	26.0	21.3	24.2
9) use standard software products	% within Demographic	10.5	10.7	10.6	11.1	11.8	9.5	10.8	10.7	12.3	8.2	10.7
10) use email, electronic mailing lists, or chat rooms	% within Demographic	11.8	18.4	14.2	16.1	12.5	11.6	16.2	13.8	17.8	6.8	13.7
11) evaluate the quality of information on the web	% within Demographic	11.1	17.0	13.1	11.7	14.6	12.2	16.2	13.1	15.2	11.1	13.7
12) create a web site	% within Demographic	3.9	5.8	4.6	8.9	2.8	3.2	1.4	4.6	7.0	1.0	4.7

Note: Percentages in shaded areas are statistically significant

Table 18

Local History & Genealogy Outcomes and Demographic Factors For All Libraries

Service Response:

Local History and Genealogy

Outcomes

Outcomes	Responses	Demographic Factors										
		Gender			Age					Education		
		Female	Male	All	≤ 24	25-39	40-59	≥ 60	All	< College Degree	College Degree	All
1) Learned how to use genealogical databases	% within Demographic	23.0	19.4	21.5	24.1	15.5	23.2	21.1	21.6	25.9	18.2	21.8
2) Made progress researching family history	% within Demographic	56.3	47.5	52.7	16.7	42.3	56.5	63.2	52.7	58.6	47.5	52.6
3) Met or was reunited with a family member or friend	% within Demographic	12.6	9.7	11.4	3.7	5.6	13.5	13.5	11.4	14.2	9.3	11.6
4) Learned about family medical history	% within Demographic	4.2	3.7	4.0	1.9	1.4	5.5	4.1	4.1	5.4	2.9	4.0
5) Learned about cultural heritage	% within Demographic	21.0	17.5	19.6	5.6	15.5	21.1	22.8	19.3	15.1	23.2	19.5
6) Shared data with others in person, in print, or online	% within Demographic	38.2	30.9	35.2	24.1	25.4	37.1	39.8	35.1	38.9	32.9	35.6
7) Published family history	% within Demographic	3.9	5.5	4.6	1.9	4.2	3.8	7.0	4.7	5.0	4.6	4.8
8) Identified new source of information to search	% within Demographic	51.1	50.2	50.8	31.5	43.7	55.3	52.6	50.5	48.5	51.8	50.3
9) Met others interested in local history or genealogy	% within Demographic	32.4	23.5	28.7	3.7	31.0	31.2	31.0	28.3	31.4	26.8	28.9
10) Did research for a school project	% within Demographic	15.2	11.1	13.5	66.7	15.5	9.3	1.2	13.3	15.1	11.1	12.9

Table 18

Local History & Genealogy Outcomes and Demographic Factors For All Libraries

Service Response:

Local History and Genealogy

Outcomes

Responses

Demographic Factors

		Gender			Age					Education			
		Female	Male	All	≤ 24	25-39	40-59	≥ 60	All	< College Degree	College Degree	All	
11) Worked on historic preservation, renovation, or real estate	% within Demographic	13.6	15.7	14.4	11.1	19.7	16.5	10.5	14.4	7.9	20.0	14.5	
12) Learned about my community/ local history	% within Demographic	29.4	30.9	30.0	29.6	35.2	32.5	24.6	30.0	27.2	33.2	30.4	
13) Obtained a document or record	% within Demographic	43.7	40.1	42.2	20.4	42.3	44.3	45.6	42.0	37.7	46.4	42.4	

Note: Percentages in shaded areas are statistically significant

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

Appendix K

Success Stories by CoR
Service Response

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

Basic Literacy (learning to read and write)

Grand Prairie

"We have had wonderful success with home education because of Grande Prairie Library. They have co-operated with us. We have held classes here. The library has always purchased books for circulation that we need in our curriculum."

"My children love to read and I could not have accomplished this without my public library. Our read alouds, history books and readers all come from the library. Now my 8 yr olds dream is to become a librarian someday - she has such a love for books!"

"Last quarter I had a D in reading. I brought it up to an A; had a C- in math - brought it up to a B."

"Coming to library has helped me meet many new people and to find playmates for my children. As a new immigrant to the U.S., I've been able to feel more comfortable because of the help of the library staff."

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

Business & Career Information

Mesa PL

"I discovered the computer classes and they are so good for someone that has no knowledge of the computer. It is a good starting place to learn computers."

"I was able to meet with representatives from SBA and SCORE. I was given access to several SCORE people in my field via e-mail and given a wealth of information by the reference librarian. From this information we were able to expand our customer base."

"Research at the library has helped us increase sales for our manufacturer's representative agency."

Boulder

"Belong to an investment club - use the library for all investment information"

Dickinson

"From 1987 through 1991, I relied extensively on the library's interlibrary loan services. These services enabled me to access material which allowed me to complete my PhD thesis, which in turn led to licensure in my profession."

Cleveland

"I have learned to use the computer. I am 67 years senior, never touched a computer or typed until March 2001. My grandchildren, 7 & 9, also help. You people are great in everything. I hope you stay that way."

Monessen

"In my work with at-risk youth and their families, the Monessen Public Library has been a valuable resource for our career development projects. Program Coordinator, Carol Sepesky, has guided these youth as they are searching for information."

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

The Library As A Place (Commons)

Riverside

"I really love watching my learning-disabled 12 yr old enjoy reading whether on the internet or books I bring home for him. He gets bored easily and I feel I am teaching him a great skill for the rest of his life!"

Council Bluffs

"I use the Value Line books and on-line documents. They are wonderful. Since I started using Value Line, our losses are only -6%. Good for this year, considering the market."

Reno

"Attended a cooking class"

"I have very much enjoyed the multitude of jazz CD's - a great variety. I use the word processor constantly and check my e-mail weekly. Going to the library is a great family activity. We go as a family at least once a week - often more."

"Participated in "Lifescapes" program of writing memoirs - something which has been on my "to do" list since I retired 6 years ago."

"While my computer was on the mend, I used downtown & Northwest branches to supplement my business as a music promoter. Everyone is helpful to meet my deadlines, very invaluable access."

"I attended a writing class for the elderly and completed a short book of stories about my life. My husband and I participated in a public discussion on foreign policy. We also enjoy the cooking demonstrations given at the library."

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

Albany

"The Library helped me stay alive, when I was a child I was abused the library helped me forget and be someone else for a little while."

Erie

"Held our garden club meeting. Very successful."

New Berlin

"New Berlin library has the best librarians. They call my kids by name & know which authors we like and tell us about new books. Always help kids find books for school reports. They're helpful & do a great job. We are lucky to have them at our library."

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

General Public Library Survey

Mesa PL

"Being a "travel junkie" I rely on this library's many travel magazines and guidebooks to help plan my trips. This includes purchasing outdated travel guides for trips to Europe. The week-end travel sections of various U.S. city newspapers are also very helpful."

"I loved the adult reading program and prizes. When I got my Ph.D, your library got books from Arizona State University I could not obtain."

Ross Barnum

"Learn how to email my family and to retrieve information from two housewives websites on saving at the grocery store."

"Barnum Library has been very helpful, kind and patient with my multiage class most of whom are special needs children. They have also helped me obtain a wide range of material on the subject areas we are using in class in the various age appropriate reading materials."

"Barnum Library has been very helpful, kind and patient with my multiage class most of whom are special needs children. They have also helped me obtain a wide range of material on the subject areas we are using in class in the various age appropriate reading materials."

"As a person with limited standing/walking ability, I find this library perfect for me. Even more, find this library's librarians the most helpful of any library I've visited anywhere - and I've lived in many states! Through their help (especially Hillary's) I've gotten an email address and now weekly stay in touch with my out-of-state family. I'm also able to use other parts of the internet, which I could never before figure out. If I'm stuck, a smiling, helpful librarian is always willing to rescue me."

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

Riverside

"I am so glad we have our public library here as my son is an avid 9 yr old reader. He enjoys finding books here to read for accelerated reader points at school. My 17 yr old daughter enjoys it too."

"Not having a computer, I previously had to travel 30 mi to access a computer. Now I only have to go 6 mi."

Sunnyside

"Found accommodations in San Francisco to visit new grandchild."

"I got an A++ on my report."

"By checking out sewing books, I have advanced on my sewing skills"

"Have used library references on auto repair with great success for years."

"Returned to college at 47. Took 18-24 units per semester and made Dean's list all semesters thru heavy library research in entomology and botany."

"I discovered that new books can be obtained from the library, so I first borrow them and if they're keepers, I purchase them."

"Got a great job - info was obtained on line thru computer at my library

The employees at the Sunnyside branch are always very knowledgeable and friendly. They should get recognition for their superior job."

Woodruff

"The large print section has been very valuable to my spouse, a stroke victim who has always been an avid reader."

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

Woodruff (continued)

"My 87 yr old father is going blind and cannot read. The library staff has been very helpful by suggesting taped books and has requested books from other libraries that he is interested in. He now enjoys an evening listening to these books."

Bruton

"When I was buying my new car, I used the library for information with helped me make my decision. The library is a warm comforting place I love to go for just me or with my daughter."

"My oldest son loves to come with me. We check out huge numbers of books for him and he loves reading. He's in kindergarten. Everyone is so helpful and nice. I also use the rooms available for tutoring I do twice a week. We are here constantly."

"This morning at 6 am, my 3 yr old son started asking me questions about bats. When I couldn't answer his question, he said we needed to go to the library to get a bat book. Wesley and I shared two hours together at our library exploring the world of bats."

Columbia County

"Above research gave me the information to select the best vehicle for me and how to negotiate price. Bought a new car with information from various sources; i. e., internet, magazines, etc."

"As a result of viewing a recent art exhibit at the library, I was able to identify and purchase a valuable work of art at a local thrift shop for a nominal fee."

"By the use of your computers, I was able to find out about my father's, father and my grandmother, who died before I was born. This then enabled me to learn more about my family and I have since spoken to two cousins that I didn't know I had."

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

St Martin

"I read for the pure pleasure of it."

Sioux City

"I very seldom read a book more than once. Think of all the \$\$ I've saved over the years borrowing instead of buying!"

"I learned the names of several ancestors that I had not been able to find at the LDS library in Salt Lake City."

"I am tutoring a man from Vietnam in one of the study rooms at my library. We have found the library the perfect place to learn English. Keep up the good work."

Council Bluffs

"I was at a loss on what to do for a new and different window treatment - interior decorating. Your supply of "window books" was terrific! I used one of the ideas featured in one of your many wonderful books."

"Frequently have found non-fiction resources to help me prepare more thoroughly for the humanities courses I teach at the community college, as well as source for conference presentations."

Bozeman

"I spend hours on the road. I check out audio-cassette books that help keep me awake."

"Our son learned to read in school but didn't like to read. Our library offered a prize (a rock he wanted) for reading 10 books during the summer reading program. He discovered non-fiction books and has been reading them ever since."

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

Bozeman (continued)

"I live 30 miles from my library. It's very helpful to me to conduct library business (renewals, placing holds, etc.) over the phone. It's also a pleasant place to come in, sit down, read a magazine during a long day in town running errands."

"Our family of 4 frequents the library! We obtain materials for homework, pick up best sellers, and delve into the beginning readers as well as research topics such as camping. We attend most of the children's events as well as the junior reader group."

"I listen to books on tape while I commute three hours/day. They keep me sane and healthy. Plus nothing is more true than libraries will get you through times of no money better than money will get you through times of no libraries."

"We are just starting a book group for girls and moms. Some girls cannot afford to buy the books. The library is invaluable!"

Lewistown

"I am bed bound and my care giver goes to the library for me. I couldn't make it without books."

"I spend one hour every day of the week driving to and from work. I really like the books on tape, makes me feel like I am reading voraciously. The best books are the unabridged readings. The library keeps their collection fresh."

"Public libraries are a very important part of life for everyone, but especially for teens and children who would otherwise be on the streets. Parents can be assured that their children will be safe and will most likely be learning something."

"Our children look upon a visit to the library as a real treat! We have a handicapped daughter who struggles at school. One of the things she can do at grade level is read. We have taken her to the library for armloads of books since she was a baby."

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

Lewistown (continued)

"I travel a great deal and find the "books on tape" section a great asset. It helps to fill the windshield time with knowledge and pleasure."

"I was working on my master's degree and was able to use interlibrary loan. This helped my research a lot. I received my master's degree."

"Probably the biggest success is because of my interest in and love of reading I passed on to my children and grandchildren (not all!) the same interest and they enjoy a good book over a meaningless TV show most of the time."

"I didn't even know how to turn on a computer, much less operate it. But after taking the adult education class for computers, I can operate it and looking forward to learning more and using it for different purposes. Very thankful to public libraries everywhere."

Queens

"Able to get job with the help of Job Center. They helped me revise my resume, and develop interview tools."

"When I came to USA (Flushing Queens Library), I learned better English (speaking & writing also some math). The libraries are all great and interesting."

Multnomah Central

"Being able to go and sit at the library for research and study, allowed me to eventually go back to school and obtain a University of Oregon BA degree."

"I brought my dad here who never uses computers and we researched an obscure film he had acted in over 30 years ago. The many librarians who assisted us were wonderful: sharp, insightful, and sharing in the fun. My father was able to find out much needed information."

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

Multnomah Central (continued)

"Discovered a book for prostate cancer that gives statistics on an organization in George that has the highest published prostate cancer rate in the US. Thank you for saving my life."

"I've been working on my dissertation for my PhD and I've been pleased with amount of work I've been able to accomplish here - both using the library's resources and taking advantage of its quiet atmosphere."

"It's so satisfying to come to the library with "burning" questions and to head home with appropriate information. I feel like a modern day hunter."

"I happen to be downtown today but really appreciate your access on the computer. I have had books mailed to my home when I didn't have time to come down & pick it up myself. Glad you are keeping up with the times!"

Multnomah Gresham

"Started reading library books at age 4. PL has been great source of research through HS, college & graduate school & very enriching experience now that I am retired."

Adams

"Adams Memorial Library has helped me find doctors, hospitals and other health related items. My children have used their computers until we bought one. The staff here is wonderful. I do not know what I would do without their valuable help and friendliness."

"The library is a great resource. I don't know what I would do without it!
My daughter improved her reading in the second grade by using the summer reading program. At the end when she could have picked one of a variety of gifts, she chose a book. I was delighted."

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

Adams (continued)

"Interlibrary loan service has enabled me to learn many things & alternative health care, healthful cooking, gardening, pet care, etc. I couldn't afford to buy the numerous books I borrow this way."

Altoona

"By using the internet, I have found a source to find cheaper motel prices when traveling. Also so many useful websites that I pass on to friends with internet access."

"Ever since the terrorist crash of Pam Am Flight 103, I had the uneasy feeling that a soldier with whom I'd served had died in that Lockerbie crash. Finally, I asked a reference librarian if she could produce a passenger list - and she did (from microfilm)."

"I was able to easily find monologues that helped me prepare for my audition for theatre school."

Eccles-Lesher

"Using both public and academic libraries, with zero class work, I added over several years 170 college credits, after elimination of any overlap, as evaluated by New York State, all by cold examinations."

Hurst Adult

"Saved our collective hides in preparing to run a summer camp."

"Husband at 64 got library card for first time and uses it weekly."

"Have discovered more about good nutrition through your books. As a result I have a much healthier family!"

"Attended first story time & was wonderful. Signed up daughter for Summer Reading Club. Excited that library has so much to offer my children."

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

Kitsap

"Son is not a self-motivated reader although he reads well. I checked out a audiocassette (books on tape) which he has enjoyed thoroughly. We are listening to them in the car as we go places. We are on our 5th books now. It's great fun."

"As an elementary school teacher, I frequently use the library and appreciate all the available resources"

"Love my library. As a newcomer to this big country, I've enhanced my knowledge of American History and geography & the great coverage of the women who helped to "settle the west". I appreciate the musical library of CD's too."

"Found out about my house, how many families lived in my house from 1936 to 1957."

Menomonee

"Because of home instructing, the children's librarian saves me literally 4 hours a week looking up and pulling the books for me. My instructional time would not be as effective without this service."

"I'm a stay-at-home mom and the library has made a major impact on our lives. We have a limited income and are able to borrow movies, books & CD Roms for free plus my daughter loves story time!"

Mukwonago

"Our library has story time for 4 & 5 year olds - really encourages excitement about reading. Also, this has been a great way for us to meet other families with young children. We like internet access & computer learning programs, too."

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

Mukwonago (continued)

"As a home schooling mother, I often use the library to search out books that would enhance our children's education. When reading a textbook dealing with WWII, we will search out books by people who actually lived through the experience."

"Since moving to Mukwonago, WI, my family has grown up with our library. It has connected us with the community. In the old days, it may have been the general store; but now it's truly the public library where it all happens!"

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

Information Literacy (knowing how to find what you want)

Bozeman

"Found alternative web sites with librarian resourcefulness"

"Love the big print program! We visit weekly to use it. Also the large print books and the books on tape are great! We wouldn't be able to read as much as we do without these resources. Thank you."

"The library's great! Great staff; like being able to search catalog online and put books on hold from home (can't always get to library during hours)."

"I personally like to use computers to narrow down what I am looking for and then read it in print. That's why it is nice to maintain a print reference and maybe have an abstract on computer."

"I am still computer phobic at times especially when they aren't going well. I love having my e-mail at the library because I know help is very close by. The librarians are awesome."

"The library is my school. When I don't know something or if I want to learn about a new interest, this is where I go first."

"Bozeman library is much more than books, journals and staff. It's a magnet for the community, meetings, lectures and instructional programs held here; also attracts many folks whose only point of contact with one another is this library."

Multnomah - North Portland

"I had a difficult topic to research. We had to go to unusual sources for answers. I would not have been able to do it without you."

"I don't have a computer at home and my teachers always want my papers typed. The computer lab really helps me get that done. When I don't have my work typed, my grade goes down. The computer lab helps a lot when I can't get the typing done at school."

"Library e-mail helps me search for employment at my labor union hiring hall."

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

Multnomah - North Portland (continued)

"As a home schooling mother of 6, I spend a lot of time at the library both alone and with the kids. The ability to place holds, review items and check on the items we have out from our home computer has saved us a lot of time & money."

"Have had a library card in Portland since age of 4. My son & grandson also go to library regularly. We are black and love the children's books which include blacks and black faces in the books. We have a wonderful black resource library at the North Portland Library."

Adams

"I was able to find vacation information for our trip to Williamsburg, VA and to visit Virginia Beach and the USS Wisconsin(a retired battleship)."

Nazareth

"We are visiting your lovely country, on our holiday. We come from Denmark and came here to send a mail to our family. Since we had this hot mail address, we at the same time received an important message, that we could answer right away."

Moreau

"Used the library catalog, and searched the web, but couldn't find a short story that I remembered as a child. The librarian helped find the story by using her resources. I was absolutely delighted."

"My daughter and I use the library as a great summer reading source. We also take advantage of the wonderful librarians to help find material for school reports."

"Believe free internet access provided by library helps bridge "digital divide". Since I can't afford computer or internet access, I rely on the library's computers. I have been able to locate and develop free internet web pages for a non-profit association."

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

Local History & Genealogy

Boulder

"Used R.E. Polk Directories and Assessors' Records to do an economic history of downtown Boulder."

"We were happy to discover the home we just purchased had a historical photo so we are able to see the home's history. It is also helping us to restore the home to its original state."

"I am using the Library's information to trace back the previous owners of my historic home."

"Will be interning here for my PhD project through the Union Institute
Saw photographic prints I made for an elderly friend nearly 10 years ago. Documenting a black woman and a white man who were married in 1905 - lived a secluded life up Lefthand Canyon. Was glad to see data included in the file that I was unaware of at the time."

"As a result of the information and photos I have found, the new Boulder County Agricultural Heritage Center's volunteers will be able to tell a richer story to the public."

Denver

"Using the genealogy dept.'s newspaper collection and indexes, I helped a friend locate an obituary for her uncle's long-lost mother, from whom he was separated at an early age. He had not known anything of her whereabouts, her last married name, etc."

"Using film of passenger lists found my grandparents, the name of the ship. Using books with assistance of volunteer, found & copied picture and description of the ship. Great addition to my note book."

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

Denver (continued)

"I am in the initial stages of a large research project on early Denver original records, and have made extremely rapid progress thanks to the knowledge, interest, and helpfulness of the Reference Desk staff."

"I am in the initial stages of a large research project on early Denver original records, and have made extremely rapid progress thanks to the knowledge, interest, and helpfulness of the Reference Desk staff."

"DPL WH sources and staff were indispensable in researching neighborhood histories."

"Typically have great success locating information used to write national register nominations throughout the State of Colorado."

"Able to research a house on Arapahoe St, (Denver) and eventually get it on the National Register of Historic Places. House had been condemned & was due to be raised."

"Located story in Denver Post of grand father winning house in Bonnie Brae for being friendliest street car driver Aug. 17, 1927."

Orange County

"Found book (an index to Indiana marriages) & it listed names of great grandparents, the date and place of their marriage. With this info, able to write to Rush County, IN and secure copy of their 1872 license."

Cherokee

"Through a volunteer, I located a man in the community who had ledgers from a store written in the 1860's. These ledgers contained the name of my ancestor and information about him. It also proved that he was still in this locality during that time period."

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

Robeson

"Was able to identify an ancestor that was only know by her nickname. This allowed me to confirm her husband and marriage record. Was also able to identify the name of person in an unmarked grave (2nd wife) in family cemetery."

Queens

"Just being able to review all of the newspapers published in Queens greatly enabled me to advance my research."

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

Appendix L

Sample Presentation: What
can #'s tell us?

What Can Numbers Tell Us?

Findings of the
Counting on Results Project for
Sunnyside Regional Library
Fresno County Public Library

Planning for Results

- Resource allocation model
- Connects library outputs and outcomes
- Encourages collection of data on outputs and outcomes of library services

Counting on Results

- Based on Planning for Results service responses
- Palm-based software for collecting data on observed activities of patrons
- Postcard and web-based user surveys on library outcomes

The Value of CoR Data

- The data you are about to see should stimulate library decision-makers
 - to examine the library's operations
 - to consider how and why patrons use their library
 - to evaluate how well the library meets community needs
 - to raise questions that might not otherwise have been asked.

General Outputs for Sunnyside

Output	Weekly number	As % of GI average
Reference questions	846	.84
Total circulation	3,286	.33
Fiction circulation	313	.15
Hold requests	205	.16
In-library use of materials	333	.19
On-site programs	14	.84
On-site program attendance	215	.95
Website user sessions	382	.52

What are the service strengths of Sunnyside RL?

- SRL is close to the norm for all General Information libraries on
 - Reference questions
 - On-site programming (number and attendance)
- SRL users seem to rely more upon services that are more labor-intensive for the library

- ☛ Services provided significantly less often by SRL than other General Information libraries are:
 - Circulation (total and fiction)
 - In-library use
 - Website sessions
- ☛ SRL users seem to rely less on library services that are less likely to be staff-mediated

General Activities for Sunnyside

Observed Activity	SRL	Total
Using a computer	33%	22%
At service desk	30%	12%
In stacks	16%	22%
Reading/writing	10%	16%
Attending event	5%	15%
<i>Interacting with others</i>	5%	6%

What do Sunnysiders do at the library?

- ☛ Sunnyside library patrons were more often observed consulting staff and online information.
 - "Got a great job. Info obtained online thru computer at my library. The employees at Sunnyside branch are always very knowledgeable and friendly. They should get recognition for their superior job."
- a Sunnysider

- ☛ They were less often observed
 - browsing in the stacks,
 - studying alone, and
 - attending events.

How do various age groups use the library differently?

- ☛ Younger adults show an observable preference for computer resources over print sources.
- ☛ Children and seniors are more likely to spend time at the library browsing the collection and reading.
- ☛ Due to the popularity of storytimes, young children are the age group most often observed attending library events.

General Outcomes for Sunnyside

Outcome	SRL	Total
Read for pleasure	73%	74%
Found info for school, work, etc	52%	46%
Learned more about interest	49%	56%
Obtained fact or document	41%	42%
Learned more about issue	25%	24%
Met new people	21%	22%
Shared cultural experience	19%	19%
Identified, contacted organization	18%	16%

What do Sunnysiders want?

- ☛ Like most library patrons, they rely on their library primarily for
 - Pleasure reading
 - Information needed for school, work or a community group
 - Information about hobbies and personal interests
 - Facts and documents

How are Sunnysiders different from patrons of other libraries?

- ☛ Sunnyside patrons are slightly more likely to use their library in connection with school, their jobs, or a local group.

- “I got an A++ on my report.”
- “Returned to college at 47... & made Dean’s list.”

--Sunnysiders

- ☛ Nationwide, library users are somewhat more likely to use their libraries to pursue individual interests.

- “Have used library references on auto repair with great success for years.”
- “By checking out sewing books, I have advanced my sewing skills.”

--Sunnysiders

How are Sunnysiders different from each other?

- ☛ Women, seniors and the college-educated more often report reading for pleasure.
- ☛ Men are more likely to seek information about a personal interest or social issue.
- ☛ Younger people are more likely to find information needed for school.

What is the library doing well?

- ☛ Leisure reading selections are popular.
- ☛ Reader’s advisory services help to match readers and books.
- ☛ Library resources--staff, collections, and technology--meet patron needs related to school and work.
- ☛ Sunnyside patrons find library staff approachable and helpful.
- ☛ They also find electronic resources useful.

What questions should we be asking?

- ☛ The library may not provide adequate space for quiet reading and studying.
 - Is there enough such space, the right kind of space?
 - Is this a tradeoff to have space for staff and computers?

- Why do women tend to report reading for pleasure, while men tend to report seeking information on an issue or interest?
 - Are the genders' reading habits really that different, or are their self-perceptions merely reflecting their cultural roles?
 - Is there a danger of the library's collection development and marketing strategies being misled by the internalized gender bias of patrons?

Where do we go from here?

- Decide what output and outcome data to collect for the next year.
- Schedule its collection on a quarterly basis.
- Schedule reports and meetings that will encourage library staff to continue to examine and reflect upon the data.
- Make data-based decisions that improve library services to Sunnyside patrons.

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

Appendix M

CoR Evaluation Survey

Counting On Results

Evaluation Survey SECOND REQUEST

DUE DATE:

October 3, 2001

Instructions: On September 30, 2001, the Counting On Results project will be concluded formally. The participation of all of the volunteer libraries and the individual staff members who worked on the project is appreciated greatly. To help us evaluate our own performance during this project, please take a few minutes to complete this brief survey. If someone at your library would like us to contact you about specific issues or concerns or questions about its future, please give the name of that individual's name and their contact information, in addition to your library's name. Please respond by fax or e-mail no later than August 31, 2001. Direct questions about this survey to Keith Lance at 303 866 6737 or keithlance@earthlink.net.

Response Options: To respond by e-mail, address a message to keithlance@earthlink.net, re: COR survey, and simply enter into the body of the message each question number (or number and letter combination) and the letter or number representing your response. There is no need to restate the question or spell out the response. OR fax completed questionnaires to 303 866 6940 (no cover sheet necessary).

Library Name _____

Library Contact _____

Telephone (_____) _____ E-mail _____

1. While participating in the Counting On Results project, did your library experience any of the following difficulties with the Palm-based data collection?. Mark all that apply.

- ☐ a. Using the Palm Operating System
- ☐ b. Installing the Counting On Results Palm software on your computer
- ☐ c. Uploading data from the Palm organizer to our computer
- ☐ d. Transmitting data files to GeoMarketing International (the FL consultants)
- ☐ e. Collecting recorded output statistics using the Palm organizer
- ☐ f. Collecting observed activities data using the Palm organizer
- ☐ g. Other—please specify: _____

2. While participating in the Counting On Results project, did your library experience any of the following difficulties with the user outcome surveys? Mark all that apply.

- ☐ a. Issues around distributing the postcard version of the user outcome survey
- ☐ b. Issues around collecting or returning postcard surveys
- ☐ c. Ran out of postcard surveys (wish we had more)
- ☐ d. Problems linking to the web-based surveys
- ☐ e. User difficulties navigating the web versions of the surveys
- ☐ f. User difficulties submitting completed outcome surveys via the web
- ☐ g. Other—please specify: _____

3. If your library received an interim data report for either the Palm-based data collection or the user outcome surveys (web or postcard), how useful do you expect the final data report for your library to be? Mark one in each column.

	a. Output report (Palm-based)	b. Outcome report (postcard or web)
1. Very useful	<input type="radio"/>	<input type="radio"/>
2. Somewhat useful	<input type="radio"/>	<input type="radio"/>
3. Not useful	<input type="radio"/>	<input type="radio"/>
4. Not applicable (did not receive report)	<input type="radio"/>	<input type="radio"/>

4. How likely is it that your library will continue to collect data for specific service responses in these or similar ways? *Mark one in each column.*

	a. Output data (Palm-based)	b. Outcome surveys (postcard or web)
1. Very likely	<u>0</u>	<u>0</u>
2. Somewhat likely	<u>0</u>	<u>0</u>
3. Unlikely	<u>0</u>	<u>0</u>
4. Very unlikely	<u>0</u>	<u>0</u>
5. Don't know/undecided	<u>0</u>	<u>0</u>

5. Do you have any specific recommendations for how to improve either the Palm-based output data collection or the user outcome surveys?

Palm-based output data:

User outcome surveys:

6. How helpful were the project staff and consultants in addressing concerns that you raised with them during the course of this project? Consider their timeliness, courtesy, knowledge, and effectiveness. *Mark one in each column.*

	a. GMI consultants (FL)—Palm organizers	b. LRS project staff (CO)—user outcome surveys
1. Very helpful	<u>0</u>	<u>0</u>
2. Somewhat helpful	<u>0</u>	<u>0</u>
3. Unhelpful	<u>0</u>	<u>0</u>
4. Unresponsive	<u>0</u>	<u>0</u>
5. Not applicable	<u>0</u>	<u>0</u>

7. If your library had the decision to make over again, how likely is it that you would decide to participate in this type of project? *Mark one in each column.*

	a. Output data collection (Palm)	b. Outcome surveys (postcard &/or web)
1. Very likely	<u>0</u>	<u>0</u>
2. Somewhat likely	<u>0</u>	<u>0</u>
3. Unlikely	<u>0</u>	<u>0</u>
4. Very unlikely	<u>0</u>	<u>0</u>
5. Don't know/undecided	<u>0</u>	<u>0</u>

Counting on Results

New Tools for Outcome-Based Evaluation of Public Libraries

Appendix N

Bibliography

Counting On Results

Evaluation Survey SECOND REQUEST

DUE DATE:

October 3, 2001

Instructions: On September 30, 2001, the Counting On Results project will be concluded formally. The participation of all of the volunteer libraries and the individual staff members who worked on the project is appreciated greatly. To help us evaluate our own performance during this project, please take a few minutes to complete this brief survey. If someone at your library would like us to contact you about specific issues or concerns or questions about its future, please give the name of that individual's name and their contact information, in addition to your library's name. Please respond by fax or e-mail no later than August 31, 2001. Direct questions about this survey to Keith Lance at 303 866 6737 or keithlance@earthlink.net.

Response Options: To respond by e-mail, address a message to keithlance@earthlink.net, re: COR survey, and simply enter into the body of the message each question number (or number and letter combination) and the letter or number representing your response. There is no need to restate the question or spell out the response. OR fax completed questionnaires to 303 866 6940 (no cover sheet necessary).

Library Name _____

Library Contact _____

Telephone (_____) _____ E-mail _____

1. While participating in the Counting On Results project, did your library experience any of the following difficulties with the Palm-based data collection?. Mark all that apply.

- ☐ a. Using the Palm Operating System
- ☐ b. Installing the Counting On Results Palm software on your computer
- ☐ c. Uploading data from the Palm organizer to our computer
- ☐ d. Transmitting data files to GeoMarketing International (the FL consultants)
- ☐ e. Collecting recorded output statistics using the Palm organizer
- ☐ f. Collecting observed activities data using the Palm organizer
- ☐ g. Other—please specify: _____

2. While participating in the Counting On Results project, did your library experience any of the following difficulties with the user outcome surveys? Mark all that apply.

- ☐ a. Issues around distributing the postcard version of the user outcome survey
- ☐ b. Issues around collecting or returning postcard surveys
- ☐ c. Ran out of postcard surveys (wish we had more)
- ☐ d. Problems linking to the web-based surveys
- ☐ e. User difficulties navigating the web versions of the surveys
- ☐ f. User difficulties submitting completed outcome surveys via the web
- ☐ g. Other—please specify: _____

3. If your library received an interim data report for either the Palm-based data collection or the user outcome surveys (web or postcard), how useful do you expect the final data report for your library to be? Mark one in each column.

	a. Output report (Palm-based)	b. Outcome report (postcard or web)
1. Very useful	<input type="radio"/>	<input type="radio"/>
2. Somewhat useful	<input type="radio"/>	<input type="radio"/>
3. Not useful	<input type="radio"/>	<input type="radio"/>
4. Not applicable (did not receive report)	<input type="radio"/>	<input type="radio"/>

4. How likely is it that your library will continue to collect data for specific service responses in these or similar ways? *Mark one in each column.*

	a. Output data (Palm-based)	b. Outcome surveys (postcard or web)
1. Very likely	<u>0</u>	<u>0</u>
2. Somewhat likely	<u>0</u>	<u>0</u>
3. Unlikely	<u>0</u>	<u>0</u>
4. Very unlikely	<u>0</u>	<u>0</u>
5. Don't know/undecided	<u>0</u>	<u>0</u>

5. Do you have any specific recommendations for how to improve either the Palm-based output data collection or the user outcome surveys?

Palm-based output data:

User outcome surveys:

6. How helpful were the project staff and consultants in addressing concerns that you raised with them during the course of this project? Consider their timeliness, courtesy, knowledge, and effectiveness. *Mark one in each column.*

	a. GMI consultants (FL)—Palm organizers	b. LRS project staff (CO)—user outcome surveys
1. Very helpful	<u>0</u>	<u>0</u>
2. Somewhat helpful	<u>0</u>	<u>0</u>
3. Unhelpful	<u>0</u>	<u>0</u>
4. Unresponsive	<u>0</u>	<u>0</u>
5. Not applicable	<u>0</u>	<u>0</u>

7. If your library had the decision to make over again, how likely is it that you would decide to participate in this type of project? *Mark one in each column.*

	a. Output data collection (Palm)	b. Outcome surveys (postcard &/or web)
1. Very likely	<u>0</u>	<u>0</u>
2. Somewhat likely	<u>0</u>	<u>0</u>
3. Unlikely	<u>0</u>	<u>0</u>
4. Very unlikely	<u>0</u>	<u>0</u>
5. Don't know/undecided	<u>0</u>	<u>0</u>