



**GODBE RESEARCH**  
Gain Insight

## SURVEY OF BAY AREA RESIDENTS

Conducted for the Central Coast Library System

January 2006

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## INTRODUCTION

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Godbe Research is pleased to present the results of a survey conducted for the Central Coast Library System. This report is organized as follows:

- The *Executive Summary* includes a summary of the *Key Findings, Conclusions* and *Recommendations* for the study.
- A *Methodology* section details the sampling and analytic procedures used in this study, including narrative on how to read charts and tables.
- The section following the *Methodology* section offers a question-by-question analysis of the survey. The discussion includes the following sections:
  - Information Retrieval
  - Effectiveness of Information Providers
  - Library Services and Use
  - Proposed Improvements
  - Library Website
  - Proposed Online Features
  - Additional Demographic Information
  - Appendix A provides the *questionnaire with overall topline results*.
  - Appendix B presents the *complete crosstabulation tables*.

## EXECUTIVE SUMMARY

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### Introduction to the Study

The Central Coast Library System commissioned Godbe Research to conduct a survey of residents in the eight counties served by the Central Coast Library: Alameda, Contra Costa, Monterey, San Benito, San Francisco, San Mateo, Santa Clara, and Santa Cruz. The primary objectives of the research were to shed light on the role of public libraries in the current era of rapidly growing Internet use, what library users value, and the types of services and improvements that public libraries might consider implementing to meet the demands of their users currently and looking forward. Moreover, this study is an update to a 2000 assessment of the role of public libraries in the new millennium. Therefore, some questions from the previous study were preserved to allow for trending analysis between the two studies.

### Key Findings

Based on an analysis of the survey data, Godbe Research offers the following key findings to the Central Coast Library System:

### Information Retrieval

#### Speed of Information Retrieval

The first three substantive questions of the survey were designed to examine individual's perceptions and expectations of information retrieval from nine various sources: "Internet search engines like AOL, Google, and Yahoo," "The public library," "The public library's online resources," "Large chain bookstores," "Independent bookstores," "Online bookstores like Amazon.com and Borders.com," "A school/college library," "A school/college library's online resources," and "Websites that are not search engines." The first of these questions asked respondents to use a scale of 1 to 5, where "1" meant "Not very quickly" and "5" meant "Very quickly," to indicate the speed at which various sources provide requested information.

The order in which each item was read to respondents was randomized to avoid a position order bias. The aggregate responses to each item are presented in the form of a mean, or rank, which is simply a summary figure obtained by taking the overall average of the response codes for the entire sample. Essentially, higher scores represent "quicker" information retrieval.

"Internet search engines" came out as the quickest source from which to retrieve information (4.31). This is followed by three online information sources that garnered the same level of quickness ratings: "School/college library's online resources," (3.65), "Public library's online resources" (3.61) and "Online bookstore" (3.56). To put these means scores into perspective, 79 percent of respondents gave "Internet search engines" a rating of a "4" or "5," whereas only 23 percent of respondents gave "Independent bookstores" a "4" or "5."

Overall, these ratings indicate a broad perception that online sources are quicker than some of the more traditional information sources. In addition, note that the respondents saw different ways of accessing the Internet differently: "Websites that are not search engines" (3.38) received a significantly lower quickness rating than "Internet search engines" (4.31). The public library and large chain bookstores were rated slower in providing information in 2005 than in 2000.

### Accuracy of Information Retrieval

The next question asked respondents to use a scale of 1 to 5, where “1” meant “Not very accurate” and “5” meant “Very accurate,” to indicate the accuracy with which various sources provide requested information. Participants’ responses were coded using the same scale. The aggregate responses to each item are presented in the form of a mean, or rank, which is simply a summary figure obtained by taking the overall average of the response codes for the entire sample. So, higher scores represent “more accurate” information.

The most accurate information sources are the libraries: “School/college library” (4.14), “Public library,” (4.11), “School/college library’s online resources” (4.09) and “Public library’s online resources” (4.00). To put these means scores into perspective, 74 percent of residents gave “School/college library” a rating of ‘4’ or ‘5,’ whereas only 33 percent of respondents gave “Websites that are not search engines” a ‘4’ or ‘5’ rating. Trended data shows that there were no significant changes in perceptions of accuracy attributed to the three information sources between the two surveys.

### Speed vs. Accuracy

In addition to asking respondents to rate both the speed of information delivery and accuracy of the information from the nine different sources, they were also asked which quality was more important. Question 3 addressed this by asking respondents whether it is more important for information to be “Found quickly” or “Accurate” for the majority of research they do.

Three-fourths (77%) of the residents reported that they preferred the information to be accurate, while 10 percent responded “Found quickly.” Thirteen percent replied “Both.” A significantly greater percentage of respondents in 2000 replied that it was important for information to be “Found quickly” compared to 2005. Meanwhile, a significantly greater percentage of surveyed residents in 2005 replied that it was important for the information to be “Accurate” compared to 2000 survey participants.

## Effectiveness of the Public Library and the Internet as Information Providers

### Effectiveness of Library Services

The next two questions in the survey were designed to gain an understanding of the public’s perception of their local libraries, as compared to the Internet, with regards to the services offered. More specifically, Questions 4 and 5 each presented respondents with 12 different areas concerning products and services offered by the two information providers, and asked them to rate the level of effectiveness achieved by each. These questions not only provide insight into the effectiveness of each information provider for a given service, they also provide a relative effectiveness comparison between the two information providers.

The services rated were: “Organizing materials or information so they are easy to find,” “Offering materials or information at a good value,” “Materials or information are located in a comfortable environment,” “Providing friendly and courteous customer service,” “Has experienced staff members to help you find what you are looking for,” “Materials and information can be retrieved online without leaving your home or office,” “Information is guaranteed to be accurate and reliable,” “Materials and information are delivered to you quickly,” “Materials and information can be retrieved at convenient times of the day and week,” “Having what you want available when you need it,” “Materials and information are the most up-to-date available,” and “Answering your questions and concerns quickly.”

Participants' responses were coded using the following scale: "Very ineffective" = -2, "Somewhat ineffective" = -1, "Somewhat effective" = +1 and "Very effective" = +2. The aggregate responses to each item are presented in the form of a mean, or rank, which is simply a summary figure obtained by taking the overall average of the response codes across all respondents. A rank of +1, for example, means that, overall, respondents felt the information provider was 'Somewhat effective' at offering that particular service. The items within the question were rotated between individuals to avoid a systematic question order bias.

All but four items garnered a mean score of at least 1.0, and all items received a positive score. The top rated services in terms of effectiveness were "Offering materials or information at a good value" (1.59), followed by "Providing friendly and courteous customer service" (1.56), "Has experienced staff members to help you find what you are looking for" (1.50) and "Materials or information are located in a comfortable environment" (1.47). Conversely, the items that garnered the lowest mean scores were "Materials and information can be retrieved at convenient times of the day and week" (0.64) and "Having what you want available when you need it" (0.65). To put these means scores into perspective, 87 percent of resident reported that libraries were "Very" or "Somewhat" effective at "Offering materials or information at a good value," whereas only 65 percent reported similarly for "Materials and information can be retrieved at convenient times of the day and week."

The 2005 scores are as good as or better than those in 2000. More specifically, the library services that saw a notable increase in effectiveness ratings are: "Providing good customer service" (1.34 to 1.54) and "Materials and information are delivered quickly" (0.89 to 1.07).

#### Effectiveness of Internet Services

Next, respondents were given the same list of services, but were asked about them in relation to the Internet. Again, participants' responses were coded using the same scale: "Very ineffective" = -2, "Somewhat ineffective" = -1, "Somewhat effective" = +1 and "Very effective" = +2.

The top two rated services in terms of effectiveness were "Materials and information can be retrieved at convenient times of the day and week" (1.74) and "Materials and information can be retrieved online without leaving your home or office" (1.70). Following these top two services, the next group of three services that did not garner statistically different effectiveness ratings are: "Materials and information are delivered to you quickly," (1.58), "Materials and information are located in a comfortable environment" (1.58) and "Having what you want available when you need it" (1.57). The common thread among these services appears to be convenience and having information readily available quickly. Conversely, the lowest rated item was "Has experienced staff members to help you find what you are looking for" (0.17). To put these means scores into perspective, 93 percent of residents reported that the Internet was "Very" or "Somewhat" effective regarding the top rated item, "Materials and information can be retrieved at convenient times of the day and week," whereas only 49 percent responded similarly to the lowest rated item.

Respondents in 2005 rated most services about as effective as the 2000 survey participants. The only statistically significant improvement is in "Answering your questions and concerns quickly" (0.78 in 2000 to 1.10 in 2005).

#### Comparison of the Two Information Providers

Questions 4 and 5 were designed to allow for a comparison of the effectiveness between public libraries and the Internet. The Internet was seen to be considerably

more effective than the library in providing materials and information online, quickly, at convenient times of the day and week, and without requiring information seekers to leave their homes or offices. Not too surprisingly, with the two customer services items – “providing friendly and courteous customer service” and “has experienced staff members to help you find what you are looking for” – the library was seen as more effective. This is logical, since the Internet lacks staff members to interact with users in-person. The public libraries also were rated more effective than the Internet in providing information that is accurate and reliable. This is consistent with earlier findings previously discussed in this report.

## Library Services and Use

### Visited Public Library in the Last Year

The next section of the survey dealt with the reasons why residents had or had not been to the library in the past year, as well as user satisfaction with various library services. Over three-fourths of respondents responded that they had visited their local public library in the last year. Twenty-one percent replied that they had not.

A significantly greater percentage of respondents in 2005 reported having visited a public library in the past year than in 2000.

### Main Reason for Not Visiting (n=264)

The next questions asked respondents to indicate the main reason they had not visited a public library in the last year. This question was only presented to individuals who indicated they had not recently visited the library (n = 264), and was asked in an open-ended manner in which the individual's first response was recorded.

The two most common responses were “Use the Internet” and “No need to use a library” (both 26%), followed by “I don't have time” (9%). In terms of the top reason given, “No need to use a library,” there were no significant differences between the two years. However, a greater percentage of residents in 2000 gave the response, “I don't have time” compared to those in 2005.

### Main Reason for Visiting (n=986)

The next question was a new question added in the 2005 survey, and inquired why people *did* visit a public library in the last year. By a wide margin, the most commonly cited primary purpose reason for visiting the library was to “Pick up books” (33%). This is followed by “Do research for school,” and “Do research for work” (11% and 10%, respectively).

### Satisfaction with Library Services (n=986)

The next question addressed library users' (n=986) satisfaction with products and services provided by their local public library. This question provides insight into the level of overall satisfaction with a given product or service and also provides a relative ranking of satisfaction among the items tested. Participant responses were coded using the following scale: “Very satisfied” = +2, “Somewhat satisfied” = +1, “Somewhat satisfied” = -1 and “Very dissatisfied” = -2. The aggregate responses to each item are presented in the form of a mean, or rank, which is simply a summary figure obtained by taking the overall average of the response codes for the entire sample. A rank of +1, for example, means that, overall, respondents were “Somewhat satisfied” with that particular item.

The services rated were: "Provide Internet assistance for adults and children," "Provide homework help for school-age children and teenagers," "Offer story times and other programs for children," "Provide literacy programs," "Provide an online catalog that can be accessed from the library or your home computer," "Offer online information about branches and programs," "Maintain organized links to other web sites and information sources," "Provide online access to articles on business, health, education and general interests," "Offer video tapes, DVD's, and music CD's for check-out," "Offer audio-books," "Provide book clubs and other special events for adults," "Maintain convenient hours of operation," and "Offer reading clubs and other special events for children and teens."

All but one of the items received a mean score of at least 1.0 ("Somewhat satisfied"). To put these means scores into perspective, 43 percent of residents were "Very satisfied" with the library's efforts to "Offer story times and other programs for children," but only 33 percent were "Very satisfied" with the library's efforts to "Maintain convenient hours of operation."

Compared to respondents in 2000, 2005 survey participants were significantly more satisfied with their local libraries' efforts to "offer online information about branches and programs" (1.31 to 1.51), but less satisfied with existing efforts to "provide book clubs and other special events for adults" (1.37 to 1.13) and to "maintain organized links to other websites" (1.39 to 1.12).

## Proposed Improvements

One of the research objectives of the present study was to investigate what proposed service improvements might increase residents' use of their public libraries. The next question addressed this topic by presenting respondents with a list of proposed service improvements to the public library, and asking if each would make the individual more or less likely to use the library.

Once again, 'no effect on behavior' was not read as a response option, but recorded if cited by a respondent. Responses were coded as +2 = "Much more likely", +1 = "Somewhat more likely", 0 = "No effect", -1 = "Somewhat less likely" and -2 = "Much less likely". The scores are averaged (except those who were unsure of their response or did not give an answer) and presented in the form of mean, or rank. A rank of +1, for example, means that, overall, respondents were "Somewhat more likely" to use the library as a result of the service improvement. Items were rotated between respondents to avoid an order effect.

The highest rated item in terms of increasing the likelihood of library use was "Offered customer service to help you find what you're looking for" (1.13). The next group of potential services that garnered average ratings of 0.82 to 0.97 are not statistically different from each other, suggesting that implementing one service over another would not bring about a different likelihood of increasing library usage. These services are: "Allowed library users to request books via the Internet and have them conveniently delivered to their homes for a small fee," "Offered training sessions for children and adults on how to use the library's electronic resources," "Provided more self-service options, like self-checkout and pick up books on hold," "Provided wireless Internet access at the library facilities," "Allocated space for school-aged children to do homework," "Provided tutoring or homework help at the library," and "Provided real-time online access to homework help via your library login." The lowest rated items were "Provided links to online booksellers such as Amazon.com" (0.35) and "Positioned a greeter at the entrance" (0.45). Providing these services would unlikely increase library patronage.

To put all these means scores into perspective, 77 percent of residents responded that they would be either “Much more” or “Somewhat more likely” to use the library if it “Offered customer service to help you find what you’re looking for,” whereas only 43 percent replied that they would be either “Much more” or “Somewhat more likely” to use the library if it “Provided links to online booksellers such as Amazon.com.”

Offering electronic training sessions on library’s electronic resources and charging a small fee for home delivery of materials requested online both were rated in 2005 as less likely to encourage more public library use than in 2000.

## Library Website

### Use of Local Library Website

Question 11 was the first of three of questions designed to tap respondents’ access to, and use of, their public library’s website. First, respondents were asked whether or not they had ever visited their local library’s website. Forty-four percent reported that they had visited the website and 55 percent had not. A significantly greater percentage of residents in 2005 reported using the local library website compared to those in 2000.

### Uses of Library Website (n=553)

The next question asked about specific use of the library’s website and was presented only to those who replied that they had visited their local library’s website (n=553). “Access online catalog” was the most frequently cited use (22%), followed by “Information about library hours/locations” (15%), “Reserve or request library materials” (14%), “Information about media materials” (13%) and “Renew library materials” (12%). The activity that garnered the lowest percentages of responses was “Comment to library system” (1%).

There were some significant differences between the two surveys. A greater percentage of respondents in 2005 cited “Reserve or request library materials” or “Information about media materials” as one of their top reasons for using their local library’s website, compared to residents in 2000. Conversely, a greater percentage of respondents in 2000 gave the reasons, “Research for work” or “Access online resources/databases/links,” compared to residents in the 2005 survey.

### Satisfaction with Library Website

Respondents who had visited the library’s website (n=553) were presented with the next question, which gauged their satisfaction with resources available on the site.

Eighty-four percent of residents were satisfied with the website (43% “Very satisfied” and 41% “Somewhat satisfied”). Eight percent were “Somewhat dissatisfied,” while three percent replied “Very dissatisfied.” There were no significant differences in satisfaction levels between the two surveys.

## Proposed Online Features

### Proposed Online Services

The next two questions were designed to gauge residents’ opinions about some proposed online features that the libraries might consider implementing. The first question gave respondents a list of proposed features, and asked what their interest would be for each item.

Responses were coded as +3 = “Very interested”, +2 = “Somewhat interested,” +1 = “Not too interested,” and 0 = “Not at all interested.” The scores are averaged (except those who were unsure of their response or did not give an answer) and presented in the form of mean, or rank. A rank of +1, for example, means that, overall, respondents were “Not too interested” in that particular item. Items were rotated between respondents to avoid the question order effect.

The items that were ranked the highest, in terms of interest levels were “Offered reference materials online (e.g., encyclopedia dictionaries, directories, etc.)” (2.36) and “Allowed library card holders to download full-text newspaper, journal and magazine articles for free” (2.35). Conversely, the lowest rated item was “Published online newsletters or blogs” (1.39). To put these means scores into perspective, 86 percent of residents would be either “Very” or “Somewhat interested” in “Offered reference materials online (e.g., encyclopedia dictionaries, directories, etc.),” whereas only 46 percent of residents were either “Very” or “Somewhat interested” in “Published online newsletters or blogs.” No significant difference was observed between 2000 and 2005 ratings of the two common online services questions between the two studies.

#### Offer Personal Information

The next question was included as a “follow-up” to Question 14b, which asked about an individual’s interest in a personalized library account. About two-thirds of the residents (65%) replied that they would give out personal information, while 32 percent replied “No.”

## Conclusions and Recommendations

Findings in this survey point to several overall conclusions:

The public library plays a crucial role in providing accurate information.

As information sources, the public library and the Internet are perceived to have different strengths. In particular, information seekers trust libraries for information accuracy and value the ability to seek experienced staff help, while they see the Internet as a speedy and convenient information source. Despite growth in Internet usage between 2000 and 2005, more Central Coast residents reported having visited their public libraries in the same period. With an increasing emphasis placed on information accuracy over speed, the public library is poised to fill an important role in fulfilling the public’s information needs.

Online library services are wanted and appreciated.

Internet use was cited by residents of the eight counties surveyed as a top reason for not going to the library in the past year. Although not as important as information accuracy, the public does value convenience and speed. From being able to reserve library materials via the library’s website to wanting to have access to reference material online and be able to download full-text articles, Central Coast residents are looking to their local libraries to provide them with information without requiring them to leave home or work. Continuing to invest in implementing and improving high-demand services online would further position the public library to become the information source of choice.

Library users value good customer service.

One thing library users value is the help they can get from trained, experienced staff to find what they need. This is the top-rated element for encouraging library use. Providing customer service is also an area in which the virtual, impersonal Internet cannot compete. Furthermore, while library patrons expressed the desire to have certain traditional services automated, such as self-check out, they are still interested in seeing their libraries offer reading programs and special events, as well as provide space and homework help to students. These relatively high-touch services are again difficult to do well purely over the Internet, thereby providing an opportunity for libraries to serve real needs of the public they serve.

## METHODOLOGY

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### Research Objectives

At the outset of this project, the Central Coast Library System and Godbe Research identified several research objectives for this study. Viewed broadly, the Library System was interested in using the survey research to:

- Determine use of library and online services;
- Assess satisfaction with services;
- Identify effective marketing strategies;
- Investigate the proposed improvements on library use; and,
- Gather additional attitudinal, demographic, and behavioral information to profile the residents served by the Central Coast Library System.

### Survey Methodology

Table 1 briefly outlines the methodology employed in this project. A total of 1250 residents completed the survey, representing a total universe of approximately 4,780,030 residents (based on Census 2000 data) that are in the following eight counties: Alameda, Contra Costa, Monterey, San Benito, San Francisco, San Mateo, Santa Clara, and Santa Cruz. Interviews were conducted between December 2 and December 17, 2005 and each interview typically lasted 17 minutes.

Table 1 Methodology-

Technique	Telephone interviewing in English
Interview Length	17 minutes
Universe	Approximately 4,780,030 residents in Alameda, Contra Costa, Monterey, San Benito, San Francisco, San Mateo, Santa Clara, and Santa Cruz counties
Field Dates	December 2 through December 17, 2005
Sample Size	Total = 1250: 200 each in Alameda, Contra Costa, San Francisco, San Mateo, Santa Clara counties; 100 each in Monterey and Santa Cruz counties; and 50 in San Benito county.

### Sample & Weighting

Respondents were selected using random digit dialing (RDD), which randomly selected phone numbers from the active residential phone exchanges within the following counties: Alameda, Contra Costa, San Benito, San Francisco, San Mateo, Santa Clara, Santa Cruz, and Monterey. Interviewers first asked potential respondents a series of questions, referred to as "Screeners." First, they were asked what their zip code and county of residence was. The next screener was used to correct one of the inherent tendencies of the RDD method to over-sample older residents and women. RDD samples often over-represent women and older residents because they are often more likely to be home in the early evening or on the weekend and are also more likely to answer the telephone. In order to correct for this potential bias, interviewers asked to speak to the youngest adult male that was at least 18 years of age in the household. If an adult male was not available at the time of the call, the interviewer asked to speak to the youngest adult female that was at least 18 years of age in the household.

## Understanding the “Margin of Error”

Because a survey typically interviews a limited number of people who are part of a larger population group, by mere chance alone there will almost always be some differences between a sample and the population from which it was drawn. These differences are known as “sampling error” and they are expected to occur regardless of how scientifically the sample has been selected. The advantage of a scientific sample is that we are able to estimate the amount of sampling error that occurs. Sampling error is determined by four factors: the size of the population, the chosen sample size, a confidence level, and the dispersion of responses to a survey.

The following table shows the possible sampling variation that applies to a percentage result reported from a probability type sample like what is used in this study. If a sample of 1250 residents is drawn from the estimated population of approximately 4,780,030 residents in the eight counties that the Central Coast Library System serves, one can be 95 percent confident that the margin of error due to sampling will not vary, plus or minus, by more than the indicated number of percentage points from the result that would have been obtained if the interviews had been conducted with all persons in the universe represented in the sample.

Table 2 Margin of Error

n	Distribution of Responses				
	90% / 10%	80% / 20%	70% / 30%	60% / 40%	50% / 50%
<b>1250</b>	1.66%	2.22%	2.54%	2.72%	2.77%
<b>1100</b>	1.77%	2.36%	2.71%	2.89%	2.95%
<b>100</b>	5.88%	7.84%	8.98%	9.60%	9.80%
<b>900</b>	1.96%	2.61%	2.99%	3.20%	3.27%
<b>800</b>	2.08%	2.77%	3.18%	3.39%	3.46%
<b>700</b>	2.22%	2.96%	3.39%	3.63%	3.70%
<b>600</b>	2.40%	3.20%	3.67%	3.92%	4.00%
<b>500</b>	2.63%	3.51%	4.02%	4.29%	4.38%
<b>400</b>	2.94%	3.92%	4.49%	4.80%	4.90%
<b>300</b>	3.39%	4.53%	5.19%	5.54%	5.66%
<b>200</b>	4.16%	5.54%	6.35%	6.79%	6.93%
<b>100</b>	5.88%	7.84%	8.98%	9.60%	9.80%

As the table indicates, the maximum margin of error for all aggregate responses is between 1.66 percent and 2.77 percent for the survey. This means that for a given question with dichotomous response options, such as yes/no questions, answered by all 1250 respondents, one can be 95 percent confident that the difference between the percentage breakdowns of the sample population and those of the total population is no greater than 2.77 percent. The percent margin of error applies to both sides of the answer, so that for a question in which 50 percent of respondents said yes, one can be 95 percent confident that the actual percent of the population that would say yes is between 47.23 percent and 52.77 percent.

The actual margin of error for a given question in this survey depends on the distribution of the responses to the question. The 2.77 percent refers to dichotomous questions where opinions are evenly split in the sample with 50 percent of

respondents saying yes and 50 percent saying no. If that same question were to receive a response in which 10 percent of respondents say yes and 90 percent say no, then the margin of error would be no greater than 1.66 percent. As the number of respondents in a particular subgroup (e.g., gender) is smaller than the number of total respondents, the margin of error associated with estimating a given subgroup's response will be higher. Due to the high margin of error, GRA cautions against generalizing the results for subgroups that are composed of 25 or fewer respondents.

## Questionnaire Design

### Randomization of Questions

To avoid the problem of systematic position bias -- where the order in which a series of questions is asked systematically could influence the answers to some of the questions -- several of the questions in this survey were randomized such that respondents were not consistently asked the questions in the same order. The series of items in Questions 1, 2, 4, 5, 9, 10, and 14 were randomized to avoid the systematic position bias.

### Multiple Response Questions

Some questions within the survey were presented as a multiple response format. For this type of question, each respondent is given the opportunity to select more than one response option. For this reason, the response percentages will typically sum to more than 100 and represent the percentage of individuals that mentioned a particular response.

### Subgroup Labels

Appendix B contains a complete set of crosstabulations of the data from the survey. Subgroups identified within the crosstabulations and in the body of this report are presented in the table below.

Table 3 Subgroup Labels

Subgroup Label	Respondents were grouped:
Library Use	Based on how they answered the following question: "Have you visited a public library in person in the last year?" "Yes" (user) or "No" (non-user). (Question 6)
Library Website Use	Based on how they answered the following question: "Now, we're going to switch gears a bit and discuss another topic. Have you ever visited your local library's website?" "Yes" (user) or "No" (non-user). (Question 11)
College Graduate	Based on how they answered following question: "What is the last grade or level you completed in school?" (Question D)
Children	Based on if they have children under 19 living at home or not. (Question G)
Income	Based on their household income for 2004: "\$20,000 or less," "\$20,001-\$40,000," "\$40,001-\$60,000," "\$60,000-\$80,000," "\$80,001-\$100,000," and "\$100,001 and over." (Question I)
Ethnicity	Based on their ethnicity: "Black," "Asian-American," "White," "Latino-Hispanic," or "Other." (Question H)
Gender	Based on their gender: "Male" or "Female."
Employment Status	Based on their employment status: "Employed," "Not employed," "Student," "Homemaker," or "Retired." (Question F)
Age	Based on their age: "18-29," "30-41," "42-55," "56-69," and "70 and above." (Question E)
Internet Access	Based on if they have Internet access at home: "Yes" or "No." (Question A)
PDA	Based on if they or someone in their household owns a PDA: "Yes" (user) or "No" (non-user). (Question B)
County	Based on their county of residence: Alameda, Contra Costa, Monterey, San Benito, San Francisco, San Mateo, Santa Clara, and Santa Cruz. (Question ii)
Locations of Internet Access	Based on where they access the Internet: "Home," "Work," "School," "Pubic library," or "Other." (Question C)

### How to Read a Crosstabulation Table

The questions discussed and analyzed in this report comprise a subset of the various crosstabulation tables available for each question. Only those subgroups that are of particular interest or that illustrate particular insights are included in the discussion. Should readers wish to conduct a closer examination of subgroups for a given question, the complete breakdowns appear in Appendix B. These crosstabulation tables provide detailed information on the responses to each question by all demographic groups that were assessed in the survey. A typical crosstabulation table looks like this:

Table 4 Satisfaction with Library Website Resources by Gender

	Gender		
	A. Overall	B. Male	C. Female
Base	553	253	300
Very satisfied	240 43.4%	94 37.2% C	146 48.7% B
Somewhat satisfied	224 40.5%	109 43.1%	115 38.3%
Somewhat dissatisfied	43 7.8%	23 9.1%	20 6.7%
Very dissatisfied	18 3.3%	10 4.0%	8 2.7%
DK/NA	28 5.1%	17 6.7%	11 3.7%

A short description of the item appears at the top of the table. The sample size (in this case  $n = 553$ ) is presented in the first column of data under "Overall." The results to each possible answer choice of all respondents are also presented in the first column of data under "Overall." The aggregate number of respondents in each answer category is presented as a whole number, and the percentage of the entire sample that this number represents is just below the whole number. For example, among the 553 overall respondents, 240 people responded "Very satisfied" and this number of respondents equals 43.4 percent of the total sample size of 553. Next to the "Overall" column are other columns representing responses from males and females. The data from these columns are read in exactly the same fashion as the data in the "Overall" column, although each group makes up a smaller percentage of the entire sample.

### Subgroup Comparisons

To test whether or not the differences found in percentage results among subgroups are likely due to actual differences in opinions or behaviors – rather than the results of chance due to the random nature of the sampling design – a "z-test" was performed. In the headings of each column are labels, "A," "B," "C," etc. along with a description of the variable. The "z-test" is performed by comparing the percentage in each cell with all other cells in the same row within a given variable (within gender in Table 4, for example).

If the percentage in one cell is statistically different than the percentage in another, the column label will be displayed under the percentage. The letters in the table indicates for which differences one can be 95 percent confident that the results are due to actual differences in opinions or behaviors reported by subgroups of respondents.

For example, in Table 4, the percentage of respondents who responded “Very satisfied” and “Male” (37%) is significantly lower than the percentage of respondents who responded “Very satisfied” and “Female” (49%). This is denoted by a “C” being placed under the percentage of male respondents stating “Very satisfied” and a “B” under the percentage of female respondents indicating “Very satisfied.”

It is important to note that the percentage difference among subgroups is just one piece in the equation to determine whether or not two percentages are significantly different from one another. The variance associated with each data point is integral to determining significance. Therefore, two calculations may be different from one another according to the percentage reported, yet the difference may not be statistically significant according to the “z” statistic.

Understanding a “Mean”

In addition to analysis of response percentages, many results will be discussed with respect to a descriptive “mean.” “Means” can be thought of as “averages.” To derive a mean that represents perceived speed of various sources providing information (Q1), for example, a number value is first assigned to each response category (e.g., “Not very quickly” = +1 to “Very quickly” = +5. The answer of each respondent is then assigned the corresponding number (from +1 to +5 in this example). Finally, all respondents’ answers are averaged to produce a final number that reflects average perceived speed of various sources providing information. The resulting mean makes interpretation of the data considerably easier.

How to Read a “Means” Table

In tables and charts for Questions 1, 2, 4, 5, 9, 10, and 14 of the survey, the reader will find mean scores that represent answers given by respondents. The mean score represents the average response of each group. The table below shows the scales for each corresponding question. Responses of “DK/NA” were not included in calculating the means for any question.

Table 5 Means Questions and Corresponding Scales

Question	Measure	Scale	Values
Q1	Speed Ratings	+1 to +5	+1 = Not very quickly +2 +3 +4 +5 = Very quickly
Q2	Accuracy Ratings	+1 to +5	+1 = Not very accurate +2 +3 +4 +5 = Very accurate
Q4 & 5	Effectiveness Ratings	+2 to -2	+2 = Very effective +1 = Somewhat effective -1 = Somewhat ineffective -2 = Very ineffective
Q9	Satisfaction Ratings	+2 to -2	+2 = Very satisfied +1 = Somewhat satisfied -1 = Somewhat dissatisfied -2 = Very dissatisfied

Q10	Likelihood Ratings	+2 to -2	+2 = Much more likely +1 = Somewhat more likely 0 = No effect -1 = Somewhat less likely -2 = Much less likely
Q14	Interest Ratings	+3 to 0	+3 = Very interested +2 = Somewhat interested +1 = Not too interested 0 = Not at all interested

Only those subgroups that are of particular interest or that illustrate a particular insight are included in the discussion within the report with regard to mean scores. A typical crosstabulation table displaying mean scores is shown in Table 6.

The items in the table are arranged in descending order, from highest mean score to lowest. The aggregate mean score for each item in the question series is presented in the first column of data under “Overall.” For example, among all survey respondents, the speed of “Internet search engines” was assigned a mean score of 4.31. The relative ranking of the item reveals that respondents reported that it was the quickest of all the tested sources in providing information. Next to the “Overall” column are other columns representing the mean scores assigned by respondents grouped by gender. The data from these columns are read in the same fashion as the data in the “Overall” column. In addition, the first row in the table, labeled “Base,” displays the mean score across all the items presented in the table for each subgroup. For example, the “Overall” mean score across the items displayed in Table 6 is 3.40. Without examining the specific mean for each item, the “Base” score gives the reader an idea of a subgroup’s average rating across all items in the table. Thus, looking across “Base” scores we see that male residents had an overall mean score of 3.28, which is lower than the mean assigned by all 1250 respondents (3.40) as well as females (3.52).

Table 6 Speed of Various Information Sources by Gender

	Gender		
	Overall	Male	Female
Base	3.40	3.28	3.52
Q1a Internet search engines	4.31	4.29	4.32
Q1h School/college library's online resources	3.65	3.46	3.82
Q1c Public library's online resources	3.61	3.49	3.72
Q1f Online bookstores	3.56	3.39	3.70
Q1i Websites that are not search engines	3.38	3.29	3.45
Q1b Public library	3.29	3.14	3.42
Q1g School/college library	3.28	3.16	3.38
Q1d Large chain bookstores	2.85	2.68	3.00
Q1e Independent bookstores	2.76	2.61	2.89

#### A Note on the Tables

To facilitate the discussion of results in this report, we display percentage figures to the first decimal point in the tables and figures. For the purposes of discussion, however, conventional rounding rules are applied, with numbers that include .5 or higher rounded to the next highest whole number and numbers that include .4 or lower rounded to the next lowest whole number. Because of this rounding, the reader may notice that percentages in the discussion may not sum to 100 percent. Moreover, the decimal numbers shown in pie charts may vary somewhat from the decimal numbers shown in the tables due to software requirements that pie charts sum to exactly 100 percent. These disparities are confined to the first decimal place.

To display information relevant to a particular analysis in the most efficient manner possible, the sizing of table columns and fonts vary to fit the analytical needs.

#### Trended Data

The figures that show both 2000 and 2005 survey data are based just on the five counties in common between the two studies: Alameda, Contra Costa, San Francisco, San Mateo, and Santa Clara. Moreover, to provide the most accurate analysis of whether perceptions have changed since 2000, the 2005 data was weighted based upon the proportional county representations in the 2000 baseline survey. Only items that had the same wording in both surveys are included in the trending analysis, as any wording change in an item would have altered the measurement, thus rendering it a qualitatively different question. Therefore, the overall 2005 scores and trended numbers might be different. The sample size for the five counties is 1000 in both surveys.

## INFORMATION RETRIEVAL

The first three substantive questions of the survey were designed to examine individual's perceptions and expectations of information retrieval from various sources. The first of these questions asked respondents to use a scale of 1 to 5, where "1" meant "Not very quickly" and "5" meant "Very quickly," to indicate the speed at which various sources provide requested information.

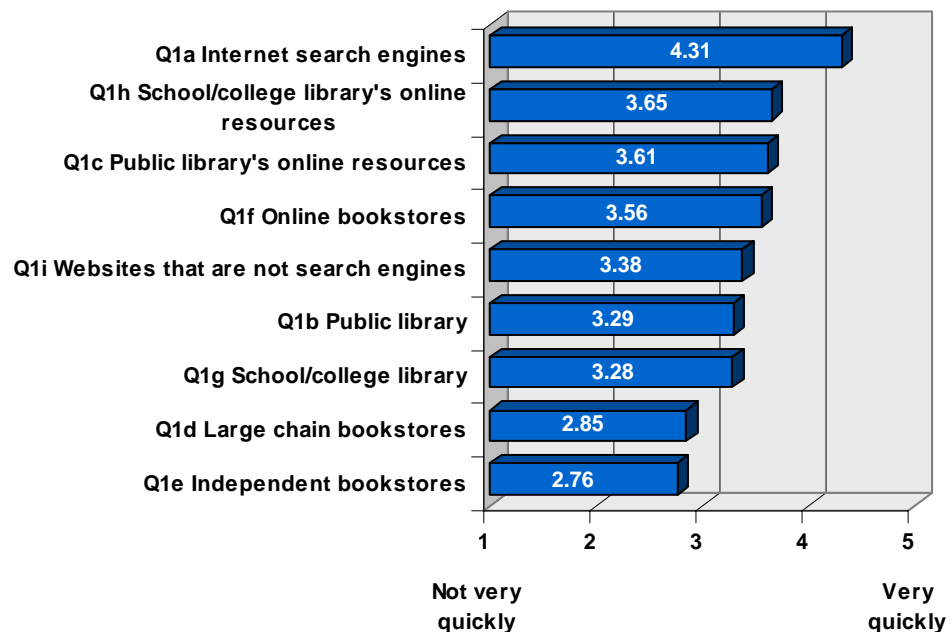
Q1. Let's begin by talking about information sources in your area. Let's say you are doing some research at home or for work for which you need information. I'm going to read some sources you could go to for information, and for each one I'd like your to tell me how quickly you think the source would provide the information.

Using a scale of '1' to '5,' where '1' means not very quickly and '5' means very quickly, how would you rate \_\_\_\_\_.

The order in which each issue was read to respondents was randomized to avoid a position order bias. The aggregate responses to each item are presented in the form of a mean, or rank, which is simply a summary figure obtained by taking the overall average of the response codes for the entire sample. Essentially, higher scores represent "quicker" information retrieval.

As shown in Figure 1, "Internet search engines" came out as the quickest source from which to retrieve information (4.31). This is followed by three online information sources that garnered the same level of quickness ratings: "School/college library's online resources," (3.65), "Public library's online resources" (3.61) and "Online bookstore" (3.56). To put these means scores into perspective, 79 percent of respondents gave "Internet search engines" a rating of a "4" or "5," whereas only 23 percent of respondents gave "Independent bookstores" a "4" or "5."

Figure 1 Speed of Information Retrieval



Overall, these ratings indicate a broad perception that online sources are quicker than some of the more traditional information sources. In addition, note that the respondents saw different ways of accessing the Internet differently: “Websites that are not search engines” (3.38) received a significantly lower quickness rating than “Internet search engines” (4.31).

Figure 2 shows the trended data from the five counties in common across the two studies. The public library and large chain bookstores were rated slower in providing information in 2005 than in 2000.

Figure 2 Trended Data-Speed of Information Retrieval

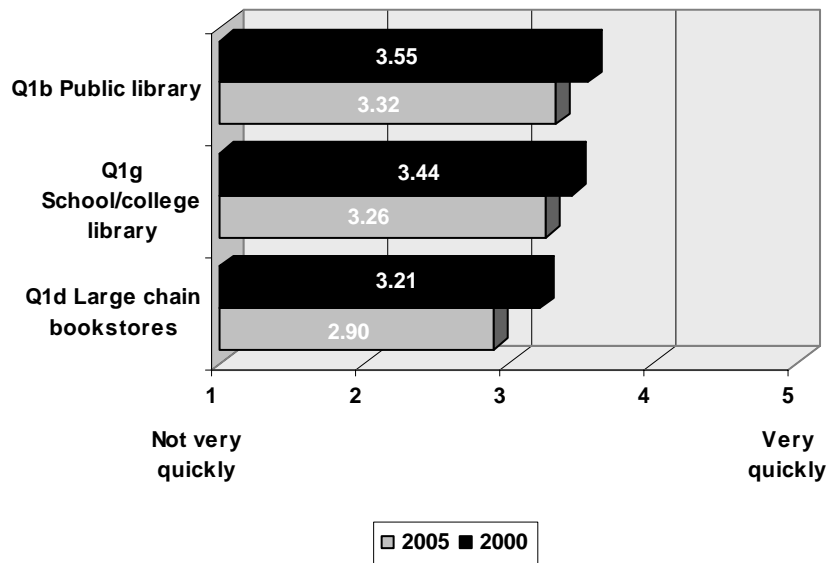


Table 7 shows the speed of information provision ratings by county. As can be seen in the tabulation, the score patterns within each county are quite similar to the overall ratings shown in Figure 1 on the previous page. That is, Internet search engines were considered the fastest information source by a wide margin, followed by the group of three online information sources.

Table 7 Speed of Information Retrieval by County

	Q0ii County of Residence								
	Overall	Alameda	Contra Costa	Monterey	San Benito	San Francisco	San Mateo	Santa Clara	Santa Cruz
Base	3.40	3.50	3.39	3.33	3.40	3.40	3.32	3.43	3.46
Q1a Internet search engines	4.31	4.38	4.28	4.07	4.35	4.34	4.29	4.34	4.29
Q1h School/college library's online resources	3.65	3.85	3.69	3.54	3.71	3.50	3.54	3.66	3.77
Q1c Public library's online resources	3.61	3.71	3.55	3.62	3.59	3.68	3.31	3.72	3.69
Q1f Online bookstores	3.56	3.61	3.53	3.43	3.70	3.55	3.49	3.67	3.49
Q1i Websites that are not search engines	3.38	3.47	3.32	3.26	3.48	3.41	3.37	3.34	3.38
Q1b Public library	3.29	3.36	3.27	3.31	3.09	3.25	3.21	3.38	3.38
Q1g School/college library	3.28	3.40	3.29	3.33	3.26	3.21	3.18	3.17	3.55
Q1d Large chain bookstores	2.85	2.99	2.98	2.89	2.74	2.73	2.78	2.88	2.67
Q1e Independent bookstores	2.76	2.80	2.70	2.66	2.41	2.96	2.66	2.65	3.02

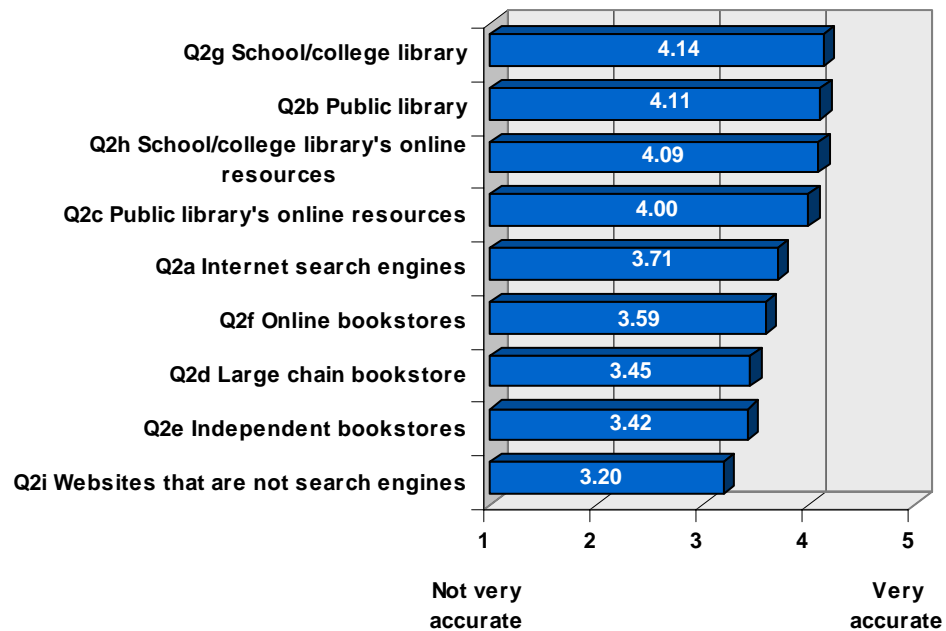
The next question asked respondents to use a scale of 1 to 5, where “1” meant “Not very accurate” and “5” meant “Very accurate,” to indicate the accuracy with which various sources provide requested information. Participants’ responses were coded using the same scale. The aggregate responses to each item are presented in Figure 3, again in the form of a mean, which is a summary figure obtained by taking the overall average of the response codes for the entire sample. So, higher scores represent “more accurate” information.

Q2. In addition to the speed at which information can be provided, many people demand the information they retrieve be accurate. For each of the following sources, I'd like you to tell me how accurate you think the source's information is.

On a scale of 1 to 5, with '1' being not very accurate and '5' being very accurate, how would you rate \_\_\_\_\_.

Figure 3 illustrates that the most accurate information sources are the libraries: “School/college library” (4.14), “Public library,” (4.11), “School/college library’s online resources” (4.09) and “Public library’s online resources” (4.00). To put these means scores into perspective, 74 percent of residents gave “School/college library” a rating of ‘4’ or ‘5,’ whereas only 33 percent of respondents gave “Websites that are not search engines” a ‘4’ or ‘5’ rating.

Figure 3 Accuracy of Information Retrieval



Trended data shows that there was no significant changes in perceptions of accuracy attributed to the three information sources between the two surveys (see Figure 4).

Figure 4 Trended Data-Accuracy of Information Retrieval

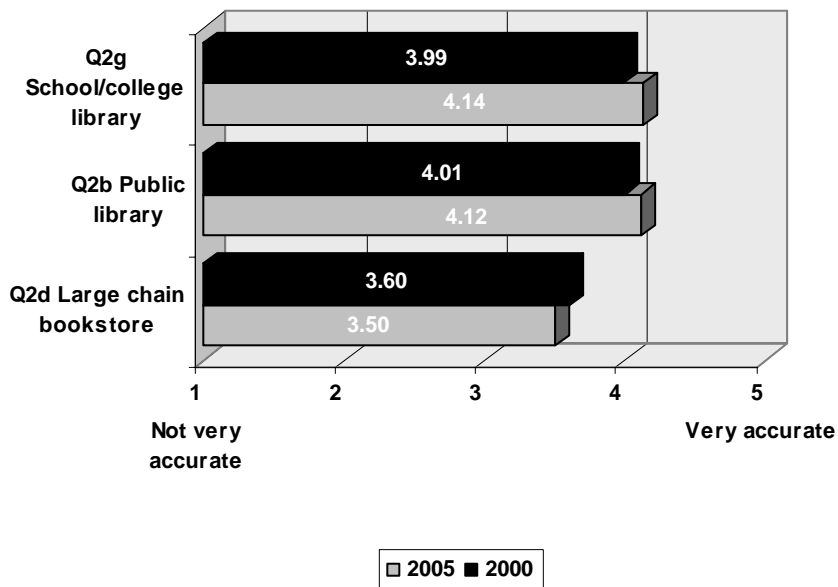


Table 8 illustrates that all counties share the same top four information sources in terms of accuracy ratings as the overall results just discussed. That is, respondents in each county considered the library sources to be the best in providing accurate information, relative to the other information sources tested.

Table 8 Accuracy of Information Retrieval by County

	Q0ii County of Residence								
	Overall	Alameda	Contra Costa	Monterey	San Benito	San Francisco	San Mateo	Santa Clara	Santa Cruz
Base	3.74	3.80	3.73	3.64	3.83	3.75	3.72	3.75	3.76
Q2g School/college library	4.14	4.24	4.04	4.12	4.19	4.13	4.18	4.10	4.20
Q2b Public library	4.11	4.18	4.00	4.08	4.11	4.13	4.16	4.11	4.07
Q2h School/college library's online resources	4.09	4.16	4.03	4.01	4.29	4.16	4.05	4.08	4.04
Q2c Public library's online resources	4.00	4.01	4.01	3.89	4.08	4.09	3.95	3.97	4.00
Q2a Internet search engines	3.71	3.75	3.82	3.49	4.04	3.58	3.68	3.72	3.78
Q2f Online bookstores	3.59	3.64	3.53	3.41	3.56	3.63	3.53	3.70	3.62
Q2d Large chain bookstore	3.45	3.58	3.50	3.38	3.38	3.37	3.40	3.52	3.31
Q2e Independent bookstores	3.42	3.41	3.36	3.37	3.26	3.60	3.39	3.36	3.48
Q2i Websites that are not search engines	3.20	3.25	3.27	3.04	3.52	3.10	3.15	3.16	3.28

In addition to asking respondents to rate both the speed of information delivery and accuracy of the information from the nine different sources, they were also asked which quality was more important. Question 3 addressed this by asking respondents whether it is more important for information to be “Found quickly” or “Accurate” for the majority of research they do.

Q3. For the majority of the research that you do, either for work, school, or something else, is it more important for the information you are looking for to be found quickly or to be accurate?

Figure 5 shows that three-fourths (77%) of the residents reported that they preferred the information to be accurate, while 10 percent responded “Found quickly.” Thirteen percent replied “Both.”

Figure 5 Speed vs. Accuracy

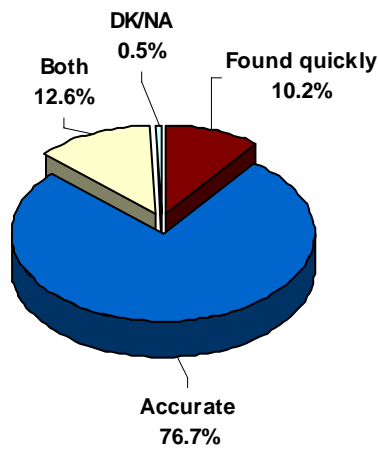


Figure 6 shows that a significantly greater percentage of respondents in 2000 replied that it was important for information to be “Found quickly” compared to 2005. Meanwhile, a significantly greater percentage of surveyed residents in 2005 replied that it was important for the information to be “Accurate” compared to 2000 survey participants.

Figure 6 Trended Data-Speed vs. Accuracy

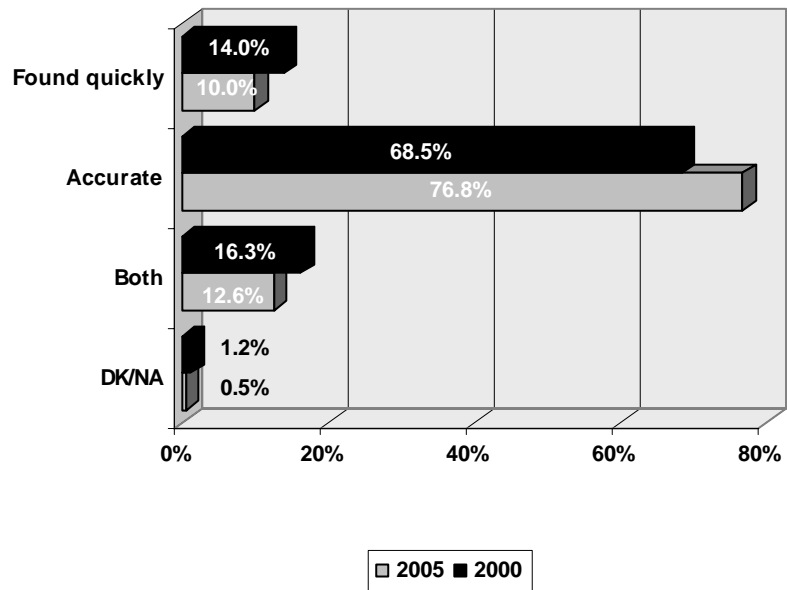


Table 9 on the next page shows that a significantly higher percentage of students and homemakers responded that it was more important to find information quickly compared to retired residents. Also, a significantly higher percentage of retired residents reported that that it was more important that the information be “Accurate” compared to employed respondents and students. Furthermore, compared to college graduates, significantly more respondents without college education reported that it was more important for the information to be “Accurate.”

Table 11 shows an interesting relationship between age and perceived importance of information speed and accuracy. In particular, significantly more of those aged 42 and older valued information accuracy than those aged 30 to 41. In addition, 18 to 29 year-olds reported that speed was more important compared to 42 to 69 year-olds. Furthermore, significantly more of the 30 to 41 year olds reported that both speed and accuracy were important than information seekers 70 and above.

Table 9 Research Priority by Employment Status and College Graduate

	Employment status						College graduate	
	A. Overall	B. Employed	C. Not employed	D. Student	E. Homemaker	F. Retired	G. Yes	H. No
Base	1250	876	50	57	60	189	779	457
Found quickly	127 10.2%	91 10.4%	4 8.0%	10 17.5% F	10 16.7% F	11 5.8% DE	87 11.2%	39 8.5%
Accurate	959 76.7%	660 75.3% F	39 78.0%	39 68.4% F	45 75.0%	162 85.7% BD	583 74.8% H	366 80.1% G
Both	158 12.6%	121 13.8% F	7 14.0%	8 14.0%	5 8.3%	15 7.9% B	105 13.5%	51 11.2%
DK/NA	6 0.5%	4 0.5%	- -	- -	- -	1 0.5%	4 0.5%	1 0.2%

Table 10 Research Priority by County

	Q0ii County of Residence								
	A. Overall	B. Alameda	C. Contra Costa	D. Monterey	E. San Benito	F. San Francisco	G. San Mateo	H. Santa Clara	I. Santa Cruz
Base	1250	200	200	100	50	200	200	200	100
Found quickly	127 10.2%	20 10.0%	20 10.0%	12 12.0%	4 8.0%	18 9.0%	24 12.0%	20 10.0%	9 9.0%
Accurate	959 76.7%	148 74.0%	163 81.5%	77 77.0%	35 70.0%	152 76.0%	153 76.5%	154 77.0%	77 77.0%
Both	158 12.6%	30 15.0% C	17 8.5% BE	11 11.0%	11 22.0% CG	29 14.5%	22 11.0% E	25 12.5%	13 13.0%
DK/NA	6 0.5%	2 1.0%	- -	- -	- -	1 0.5%	1 0.5%	1 0.5%	1 1.0%

Table 11 Research Priority by Age

	Age					
	A. Overall	B. 18-29	C. 30-41	D. 42-55	E. 56-69	F. 70 and above
Base	1250	168	296	421	231	104
Found quickly	127 10.2%	26 15.5% DE	37 12.5%	36 8.6% B	18 7.8% B	9 8.7%
Accurate	959 76.7%	122 72.6% F	206 69.6% DEF	334 79.3% C	186 80.5% C	88 84.6% BC
Both	158 12.6%	20 11.9%	50 16.9% F	50 11.9%	26 11.3%	7 6.7% C
DK/NA	6 0.5%	- -	3 1.0%	1 0.2%	1 0.4%	- -

## EFFECTIVENESS OF INFORMATION PROVIDERS

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The next two questions in the survey were designed to gain an understanding of the public's perception of their local libraries, as compared to the Internet, with regards to the services offered. More specifically, Questions 4 and 5 each presented respondents with 12 different areas concerning products and services offered by the two information providers, and asked them to rate the level of effectiveness achieved by each. These questions not only provide insight into the effectiveness of each information provider for a given service, they also provide a relative effectiveness comparison between the two information providers.

Participants' responses were coded using the following scale: "Very ineffective" = -2, "Somewhat ineffective" = -1, "Somewhat effective" = +1 and "Very effective" = +2. The aggregate responses to each item are presented in the form of a mean, or rank, which is simply a summary figure obtained by taking the overall average of the response codes across all respondents. A rank of +1, for example, means that, overall, respondents felt the information provider was 'Somewhat effective' at offering that particular service.

The items within the question were rotated between individuals to avoid a systematic question order bias. It should again be noted that question and category labels in the figures and tables have often been shortened to fit into the display space.

Q4. I'd like for you to think about your local public library and the services it offers. For the following list, please tell me if you feel your local library is effective or ineffective in each particular area.

Here's the (first/next) one: \_\_\_\_\_: Do you think your local library has been effective or ineffective at accomplishing this? (GET ANSWER, THEN ASK): Is that very (effective/ineffective) or somewhat (effective/ineffective)?

Figure 7 shows that all but four items garnered a mean score of at least 1.0, and all items received a positive score. The top rated services were “Offering materials or information at a good value” (1.59), followed by “Providing friendly and courteous customer service” (1.56), “Has experienced staff members to help you find what you are looking for” (1.50) and “Materials or information are located in a comfortable environment” (1.47). Conversely, the items that garnered the lowest mean scores were “Materials and information can be retrieved at convenient times of the day and week” (0.64) and “Having what you want available when you need it” (0.65). To put these means scores into perspective, 87 percent of resident reported that libraries were “Very” or “Somewhat” effective at “Offering materials or information at a good value,” whereas only 65 percent reported similarly for “Materials and information can be retrieved at convenient times of the day and week.”

Figure 7 Effectiveness of Library Services

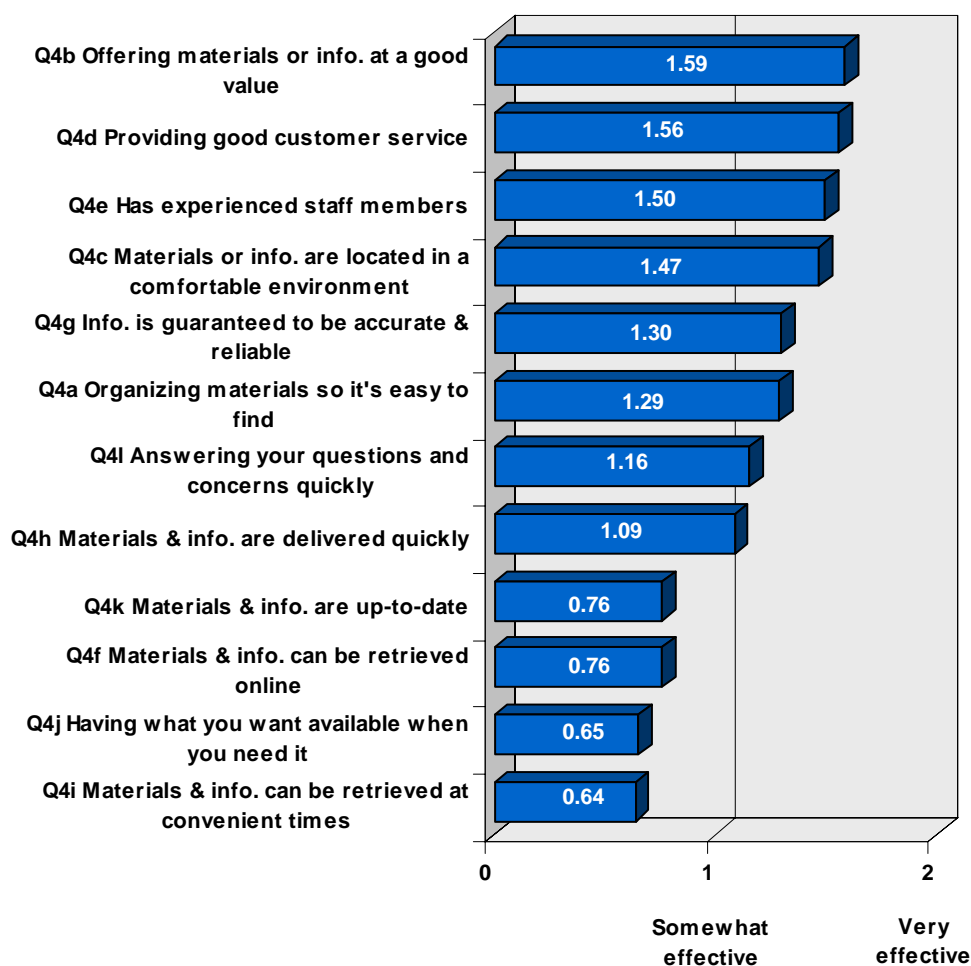


Figure 8 displays the trended data on library services rated by both 2000 and 2005 respondents in the five counties in common across the two studies. As can be readily seen, the 2005 scores are as good or better than those in 2000. More specifically, the library services that saw a notable increase in effectiveness ratings are: "Providing good customer service" (1.34 to 1.54) and "Materials and information are delivered quickly" (0.89 to 1.07).

Figure 8 Trended Data-Effectiveness of Library Services

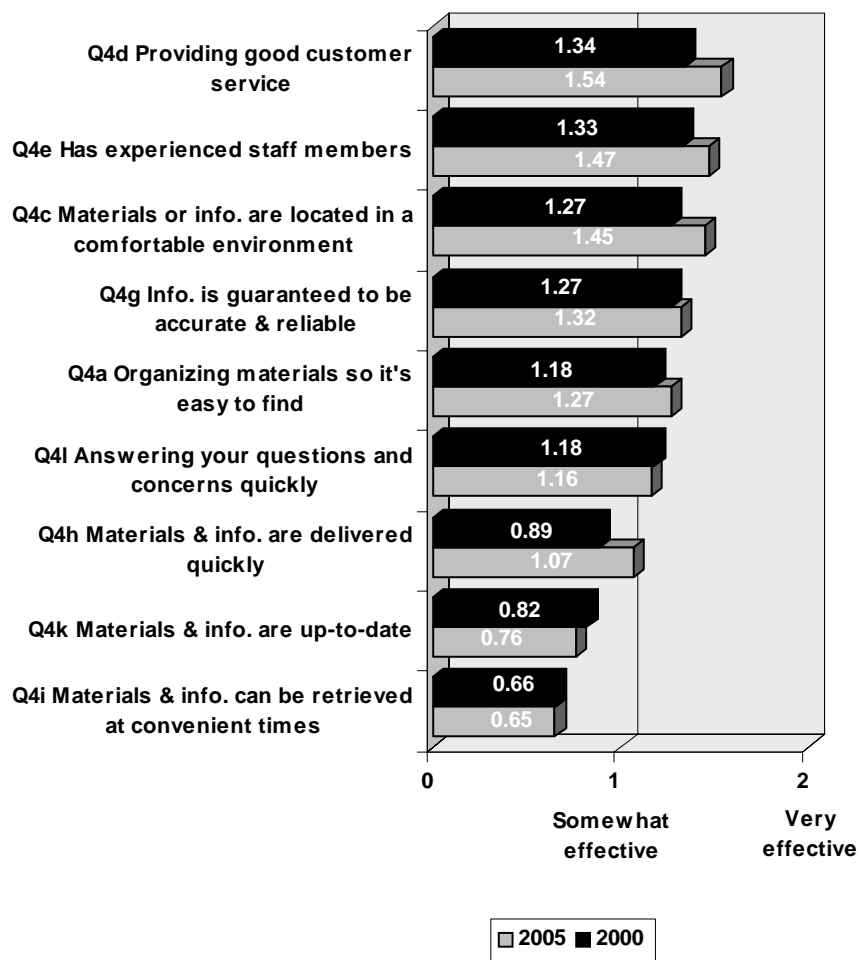


Table 12 illustrates that all counties in general share the same top four rated services in terms of effectiveness. As for specific notables gleaned from the cross-tabulation, in San Francisco, Santa Clara and Santa Cruz counties, “Information is guaranteed to be accurate and reliable” received an effectiveness rating that was commensurate with the top rated services within the county. Also notable in Santa Cruz County is that the public library was lauded for “Organizing materials so it’s easy to find.”

Table 12 Effectiveness of Library Services by County

	Q0ii County of Residence								
	Overall	Alameda	Contra Costa	Monterey	San Benito	San Francisco	San Mateo	Santa Clara	Santa Cruz
Base	1.15	1.20	1.07	1.17	1.12	1.06	1.21	1.17	1.27
Q4b Offering materials or info. at a good value	1.59	1.66	1.50	1.52	1.47	1.69	1.64	1.51	1.67
Q4d Providing good customer service	1.56	1.56	1.50	1.73	1.48	1.46	1.58	1.58	1.64
Q4e Has experienced staff members	1.50	1.55	1.35	1.53	1.51	1.56	1.60	1.39	1.55
Q4c Materials or info. are located in a comfortable environment	1.47	1.45	1.38	1.48	1.52	1.35	1.60	1.49	1.57
Q4g Info. is guaranteed to be accurate & reliable	1.30	1.36	1.17	1.23	0.96	1.32	1.34	1.37	1.46
Q4a Organizing materials so it's easy to find	1.29	1.34	1.21	1.30	1.23	1.12	1.37	1.27	1.53
Q4i Answering your questions and concerns quickly	1.16	1.23	1.08	1.18	1.16	1.00	1.17	1.22	1.30
Q4h Materials & info. are delivered quickly	1.09	1.09	0.99	1.19	1.14	0.99	1.11	1.11	1.20
Q4f Materials & info. can be retrieved online	0.76	0.84	0.74	0.75	0.73	0.70	0.75	0.78	0.76
Q4k Materials & info. are up-to-date	0.76	0.83	0.73	0.74	0.83	0.53	0.78	0.81	0.92
Q4j Having what you want available when you need it	0.65	0.68	0.63	0.70	0.69	0.47	0.67	0.72	0.79
Q4i Materials & info. can be retrieved at convenient times	0.64	0.73	0.48	0.57	0.63	0.46	0.77	0.75	0.73

Next, respondents were given the same list of services, but were asked about them in relation to the Internet. Again, participants' responses were coded using the following scale: "Very ineffective" = -2, "Somewhat ineffective" = -1, "Somewhat effective" = +1 and "Very effective" = +2. The aggregate responses to each item are presented in the form of a mean, or rank, which is simply a summary figure obtained by taking the overall average of the response codes for the entire sample. A rank of +1, for example, means that, overall, respondents felt the information provider was "Somewhat effective" at offering that particular service.

The items within the question were rotated between individuals to avoid a systematic position bias. It should again be noted that question and category labels in the figures and tables have often been shortened.

Q5. Let's discuss the Internet and the information and research resources it offers. By the Internet, we are NOT including the online resources on your local library's website. For the following list, please tell me if you feel that the Internet is effective or ineffective in each particular area.

Here's the (first/next) one: \_\_\_\_\_: Do you think the Internet has been effective or ineffective at accomplishing this? (GET ANSWER, THEN ASK): Is that very (effective/ineffective) or somewhat (effective/ineffective)?

Figure 9 illustrates that the top two rated services in terms of effectiveness were "Materials and information can be retrieved at convenient times of the day and week" (1.74), followed by "Materials and information can be retrieved online without leaving your home or office" (1.70). Following these top two services, the next group of three services that did not garner statistically different effectiveness ratings are: "Materials and information are delivered to you quickly" (1.58), "Materials and information are located in a comfortable environment" (1.58) and "Having what you want available when you need it" (1.57). The common thread among these services appears to be convenience and having information readily available quickly. Conversely, the lowest rated item was "Has experienced staff members to help you find what you are looking for" (0.17). To put these means scores into perspective, 93 percent of residents reported that the Internet was "Very" or "Somewhat" effective regarding the top rated item, "Materials and information can be retrieved at convenient times of the day and week," whereas only 49 percent responded similarly to the lowest rated item.

Figure 9 Effectiveness of Internet Services

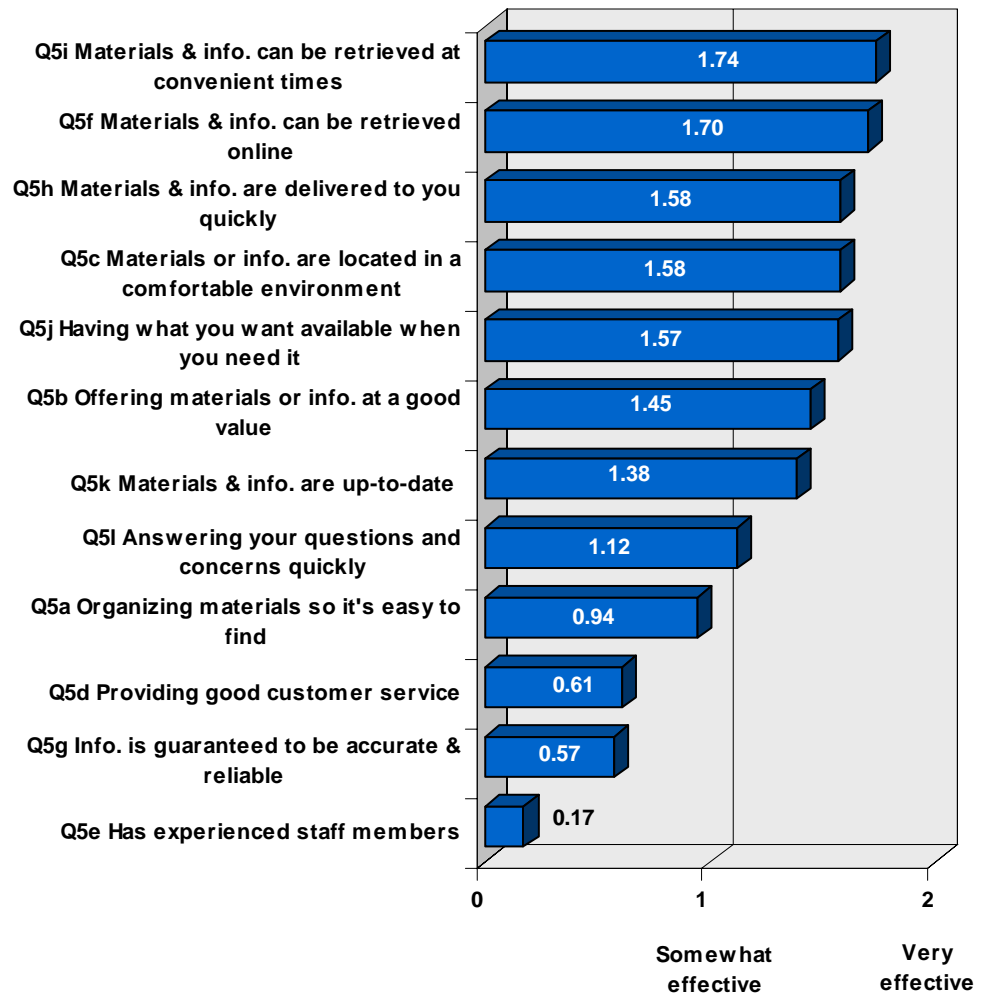


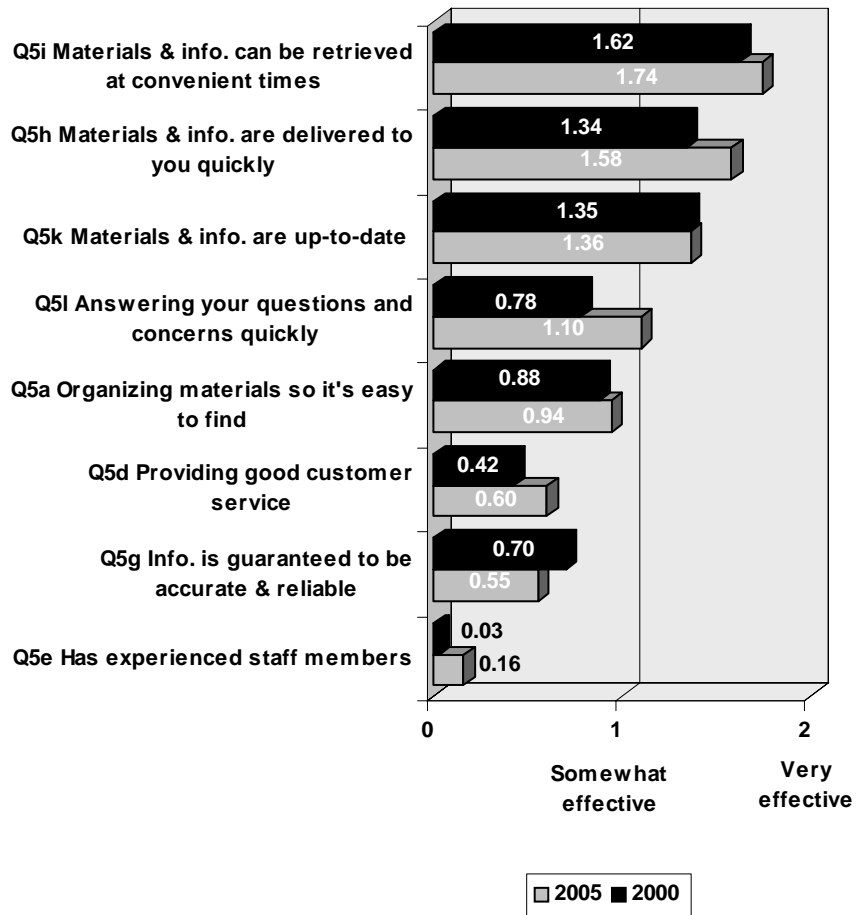
Table 12 **Error! Reference source not found.** illustrates that the results by county show similar patterns as the overall ratings in terms of the relative ranking of effectiveness across the 12 service areas. That is, the top rated services in every county were “Materials and information can be retrieved at convenient times of the day and week” and “Materials and information can be retrieved online without leaving your home or office.” The service area that warrants the most attention for improvement is in having experienced staff to help patrons find what they need.

Table 13 Effectiveness of Internet Services by County

	Overall	County							
		Alameda	Contra Costa	Monterey	San Benito	San Francisco	San Mateo	Santa Clara	Santa Cruz
Base	1.21	1.23	1.30	1.20	1.32	1.15	1.15	1.17	1.31
Q5i Materials & info. can be retrieved at convenient times	1.74	1.73	1.75	1.69	1.60	1.83	1.74	1.72	1.73
Q5f Materials & info. can be retrieved online	1.70	1.79	1.72	1.76	1.66	1.70	1.63	1.62	1.75
Q5c Materials or info. are located in a comfortable environment	1.58	1.61	1.61	1.48	1.65	1.57	1.55	1.59	1.63
Q5h Materials & info. are delivered to you quickly	1.58	1.54	1.55	1.64	1.64	1.63	1.52	1.62	1.57
Q5j Having what you want available when you need it	1.57	1.50	1.62	1.61	1.60	1.58	1.56	1.51	1.65
Q5b Offering materials or info. at a good value	1.45	1.43	1.48	1.34	1.41	1.48	1.44	1.43	1.57
Q5k Materials & info. are up-to-date	1.38	1.45	1.49	1.49	1.43	1.28	1.32	1.26	1.48
Q5l Answering your questions and concerns quickly	1.12	1.14	1.19	1.16	1.13	1.09	1.10	0.99	1.18
Q5a Organizing materials so it's easy to find	0.94	0.96	1.15	0.83	1.28	0.84	0.80	0.89	0.99
Q5d Providing good customer service	0.61	0.60	0.78	0.60	0.89	0.36	0.45	0.66	0.86
Q5g Info. is guaranteed to be accurate & reliable	0.57	0.66	0.74	0.62	0.76	0.36	0.40	0.50	0.83
Q5e Has experienced staff members	0.17	0.23	0.37	0.03	0.66	-0.24	0.15	0.15	0.37

Trended data in Figure 10 shows that respondents in 2005 rated most services about as effective as the 2000 survey participants. The only statistically significant improvement is in “Answering your questions and concerns quickly” (0.78 in 2000 to 1.10 in 2005).

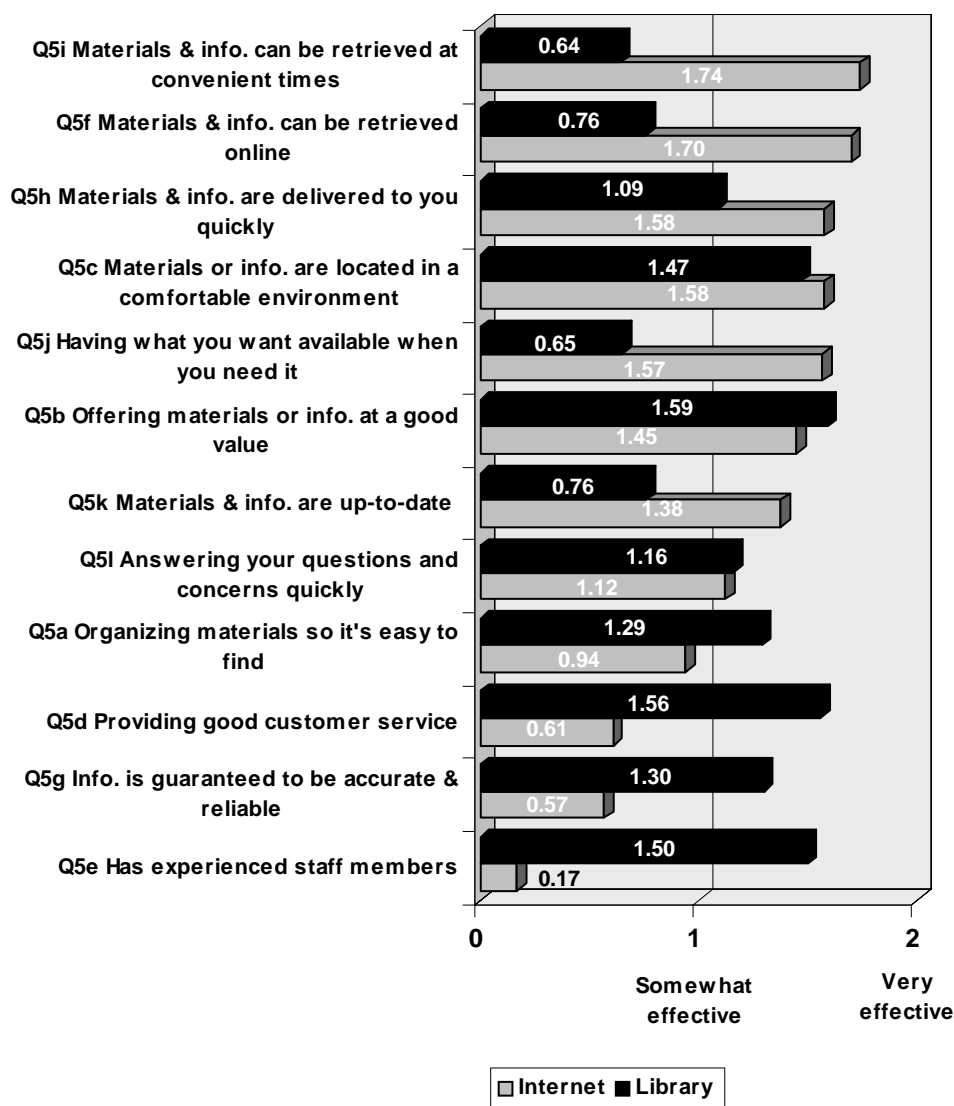
Figure 10 Trended Data-Effectiveness of Internet Services



Questions 4 and 5 were designed to allow for a comparison of the effectiveness between public libraries and the Internet. Figure 11 provides this comparison across the 12 service areas tested.

Specifically, the top three pairs of bars in Figure 11 (Q5i, Q5f and Q5h) show that the Internet was seen to be considerably more effective than the library in providing materials and information online, quickly, at convenient times of the day and week, and without requiring information seekers to leave their homes or offices. Not too surprisingly, with the two customer services items (displayed at the bottom of Figure 11 – Q5d and Q5e), the library was seen as more effective. The public libraries also were rated more effective than the Internet in providing information that is accurate and reliable (Q5g). This is consistent with earlier findings previously discussed in this report.

Figure 11 Comparison of the Two Information Providers



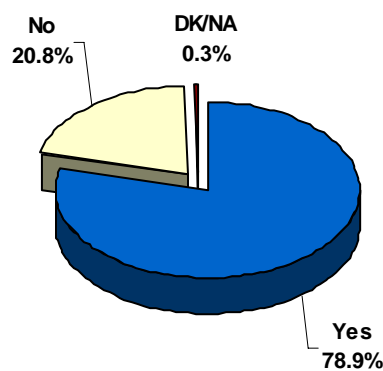
## LIBRARY SERVICES AND USE

The next section of the survey dealt with the reasons why residents had or had not been to the library in the past year, as well as user satisfaction with various library services.

Q6. Have you visited a public library in person in the last year?

Figure 12 illustrates that over three-fourths of respondents responded that they had visited their local public library in the last year. Twenty-one percent replied that they had not.

Figure 12 Visited Public Library in the Last Year



As shown in Figure 13, a significantly greater percentage of respondents in 2005 reported having visited a public library in the past year than in 2000. Again, the comparison is based on the 5 counties surveyed in both waves.

Figure 13 Trended Data-Visited Public Library in the Last Year

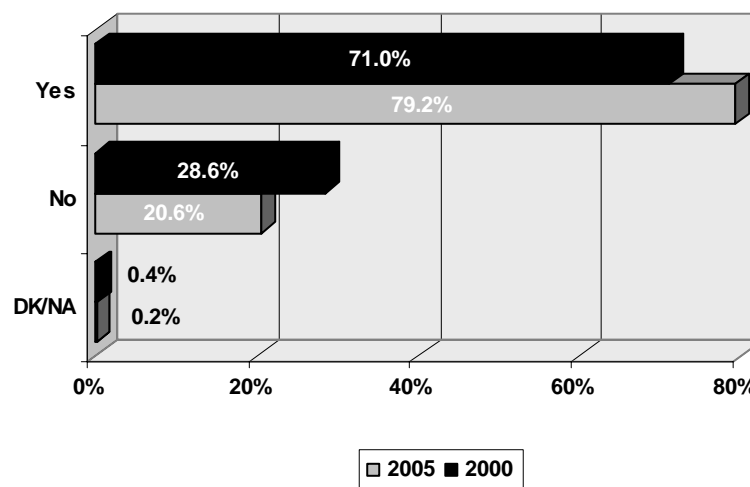


Table 14 shows that those with children at home and are college graduates were significantly more likely to have visited a public library within the past year compared to their counterparts. Also, Table 15 illustrates that Asian-Americans were significantly more likely to have visited a public library compared to African-Americans and Caucasians.

Table 14 Visited Public Library in the Last Year by Children and College Graduate

	A. Overall	Children		College graduate	
		B. Yes	C. No	D. Yes	E. No
Base	1250	387	842	779	457
Yes	986 78.9%	343 88.6% C	629 74.7% B	632 81.1% E	345 75.5% D
No	260 20.8%	43 11.1% C	212 25.2% B	145 18.6% E	112 24.5% D
DK/NA	4 0.3%	1 0.3%	1 0.1%	2 0.3%	- -

Table 15 Visited Public Library in the Last Year by Ethnicity

	A. Overall	Ethnicity				
		B. Black	C. Asian-American	D. White	E. Latino/Hispanic	F. Other
Base	1250	69	96	847	109	43
Yes	986 78.9%	51 73.9% C	86 89.6% BDF	658 77.7% C	90 82.6%	32 74.4% C
No	260 20.8%	18 26.1% C	10 10.4% BDF	187 22.1% C	19 17.4%	11 25.6% C
DK/NA	4 0.3%	- -	- -	2 0.2%	- -	- -

Table 16 shows that those between the ages of 30 and 55 were more likely to have a visited a public library in the past year compared to 56 to 69 year-olds. There were no significant differences between counties.

Table 16 Visited Public Library in the Last Year by Age

	Age					
	A. Overall	B. 18-29	C. 30-41	D. 42-55	E. 56-69	F. 70 and above
Base	1250	168	296	421	231	104
Yes	986 78.9%	133 79.2%	240 81.1% E	340 80.8% E	170 73.6% CD	81 77.9%
No	260 20.8%	35 20.8%	56 18.9%	80 19.0% E	60 26.0% D	23 22.1%
DK/NA	4 0.3%	-	-	1 0.2%	1 0.4%	-

Table 17 Visited Public Library by County

	County								
	A. Overall	B. Alameda	C. Contra Costa	D. Monterey	E. San Benito	F. San Francisco	G. San Mateo	H. Santa Clara	I. Santa Cruz
Base	1250	200	200	100	50	200	200	200	100
Yes	986 78.9%	155 77.5%	152 76.0%	80 80.0%	37 74.0%	160 80.0%	163 81.5%	163 81.5%	76 76.0%
No	260 20.8%	45 22.5%	48 24.0%	19 19.0%	13 26.0%	39 19.5%	37 18.5%	36 18.0%	23 23.0%
DK/NA	4 0.3%	-	-	1 1.0%	-	1 0.5%	-	1 0.5%	1 1.0%

The next questions asked respondents to indicate the main reason they had not visited a public library in the last year. This question was only presented to individuals who indicated they had not recently visited the library (n = 264), and was asked in an open-ended manner in which the individual's first response was recorded.

Q7. What is the main reason you have not used your public library in the last year? (DON'T READ LIST, ONE RESPONSE ONLY)

The two most common responses were "Use the Internet" and "No need to use a library" (both 26%), followed by "I don't have time" (9%).

Figure 14 Main Reason for Not Visiting (n=264)

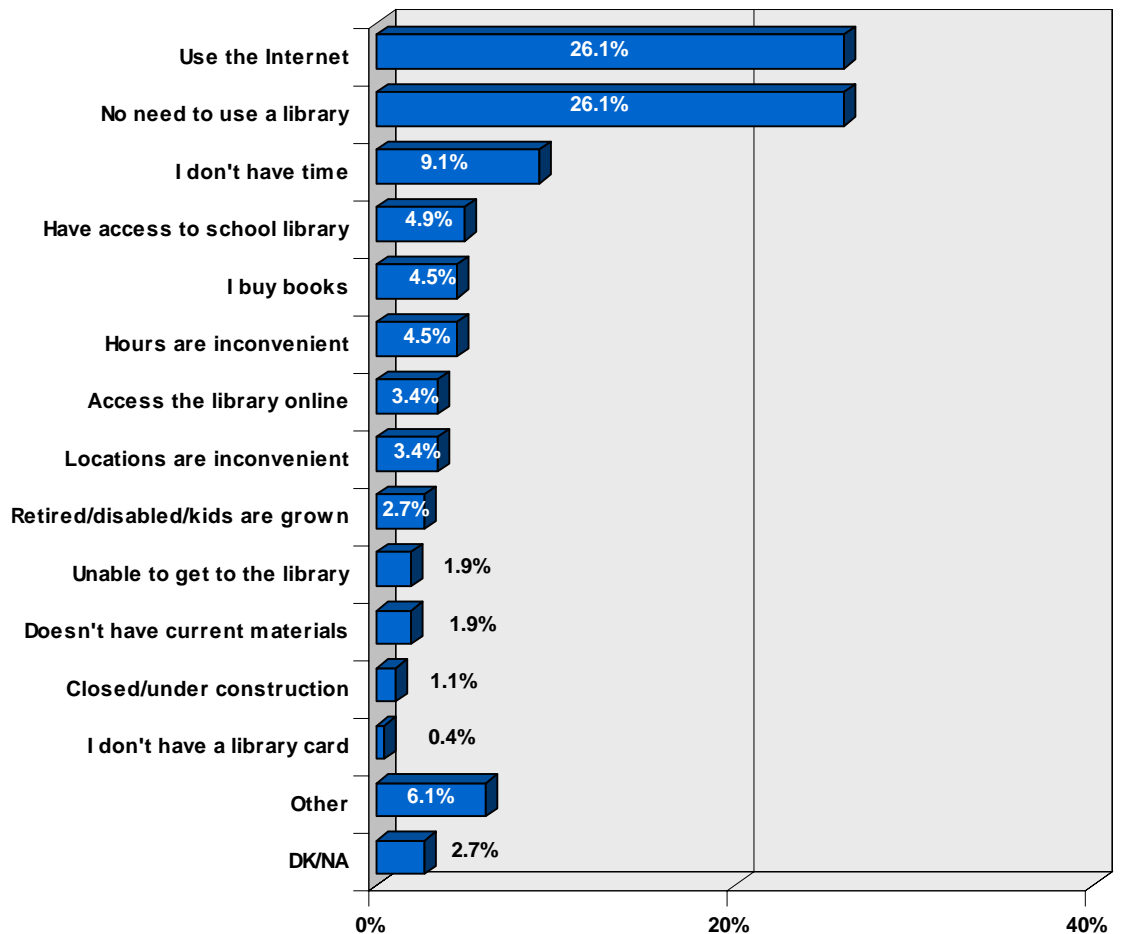
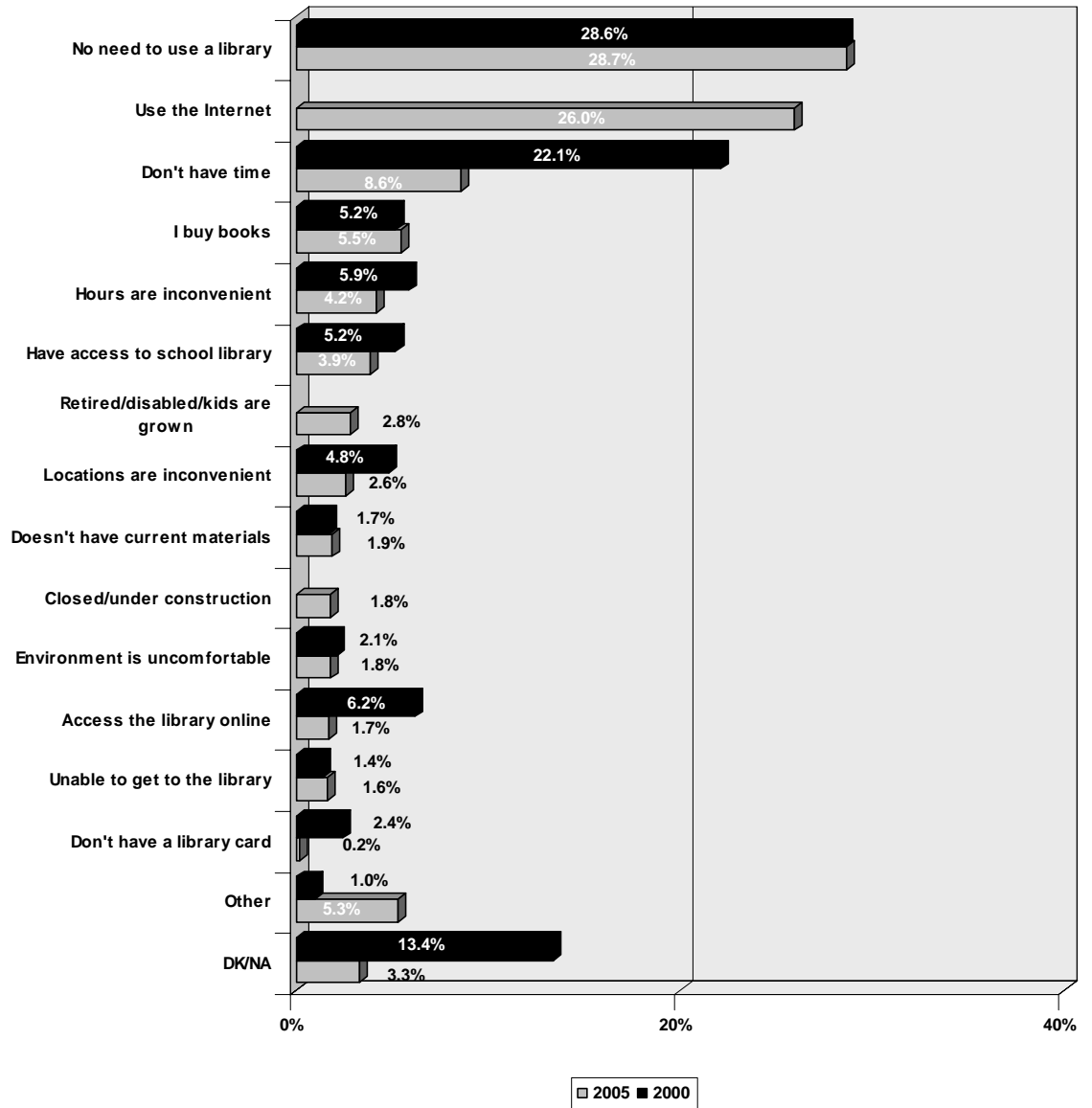


Figure 15 illustrates that in terms of the top reason given, “No need to use a library,” there were no significant differences between the two years. However, a greater percentage of residents in 2000 gave the response, “I don't have time” compared to those in 2005.

Figure 15 Trended Data-Main Reason for Not Visiting



The following tables look at the top two main reasons given for not visiting a public library within the last year by various subgroups. Significantly more residents in San Benito county cited "Use the Internet" as the main reason for not having visited a public library than in Alameda, Contra Costa, Monterey, San Francisco, and Santa Cruz counties (see Table 18). Also, compared to residents whose total 2004 household income were \$20,000 or less, significantly more residents with over \$100,000 reported "Use the Internet" as the main reason for not having visited their public libraries in the past year (see Table 19). In addition, Table 20 shows that more employed respondents cited "Use the Internet" than retired residents. Lastly, Table 21 shows that more of those with 2004 total household incomes over \$60,000 reported that they had "No need to use a library" than those whose incomes are between \$40,000 and \$60,000. There were no differences across counties in regard to "No need to use a library" being named as the reason for not using public libraries.

Table 18 "Use the Internet" by County

	County								
	A. Overall	B. Alameda	C. Contra Costa	D. Monterey	E. San Benito	F. San Francisco	G. San Mateo	H. Santa Clara	I. Santa Cruz
Base	264	45	48	20	13	40	37	37	24
Use the Internet	69 26.1%	11 24.4% E	9 18.8% E	4 20.0% E	7 53.8% BCDFI	8 20.0% E	12 32.4%	13 35.1%	5 20.8% E

Table 19 "Use the Internet" by Income

	Income						
	A. Overall	B. \$20,000 or less	C. \$20,001 - \$40,000	D. \$40,001 - \$60,000	E. \$60,001 - \$80,000	F. \$80,001 - \$100,000	G. \$100,001 and over
Base	264	14	26	28	32	28	71
Use the Internet	69 26.1%	1 7.1% G	6 23.1%	6 21.4%	10 31.3%	8 28.6%	28 39.4% B

Table 20 "Use the Internet" by Employment Status

	Employment Status					
	A. Overall	B. Employed	C. Student	D. Homemaker	E. Retired	F. Not employed
Base	264	187	7	10	40	12
Use the Internet	69 26.1%	60 32.1% DE	-	- B	5 12.5% B	3 25.0%

Table 21 "No need to use a library" by Income

	Income						
	A. Overall	B. \$20,000 or less	C. \$20,001 - \$40,000	D. \$40,001 - \$60,000	E. \$60,001 - \$80,000	F. \$80,001 - \$100,000	G. \$100,001 and over
Base	264	14	26	28	32	28	71
No need to use a library	69 26.1%	3 21.4%	4 15.4%	1 3.6% EFG	9 28.1% D	11 39.3% D	16 22.5% D

Table 22 "No need to use a library" by County

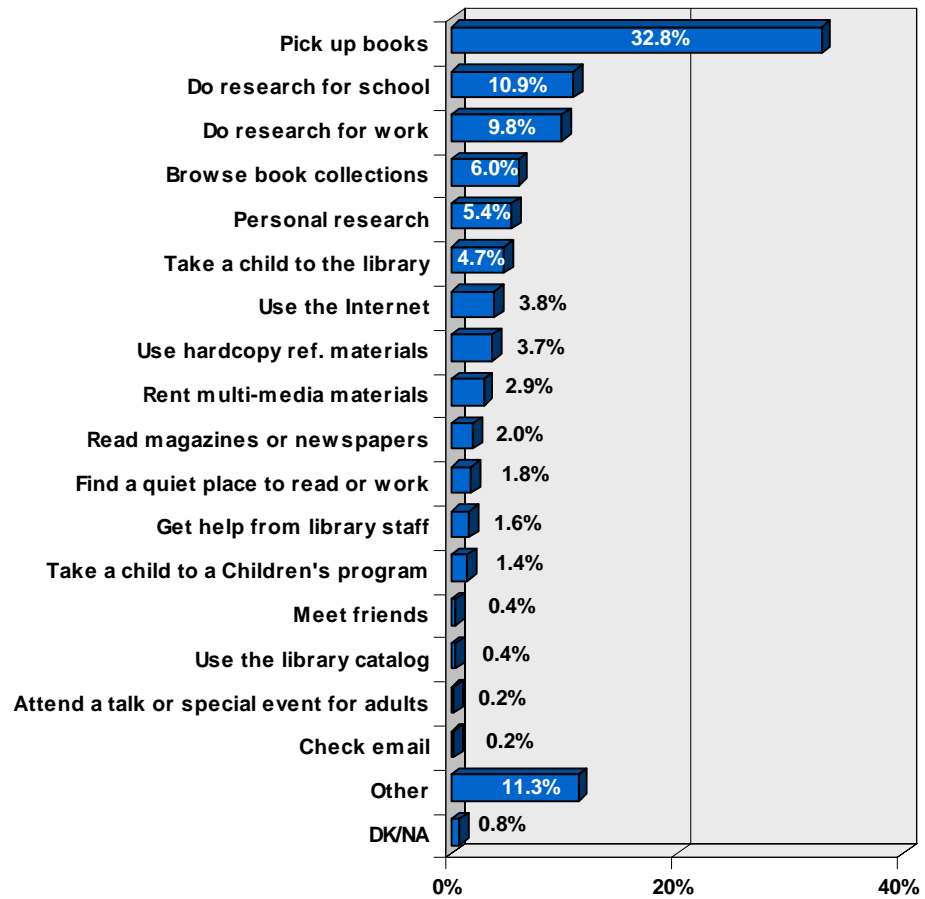
	County								
	A. Overall	B. Alameda	C. Contra Costa	D. Monterey	E. San Benito	F. San Francisco	G. San Mateo	H. Santa Clara	I. Santa Cruz
Base	264	45	48	20	13	40	37	37	24
No need to use a library	69 26.1%	14 31.1%	15 31.3%	3 15.0%	4 30.8%	11 27.5%	8 21.6%	10 27.0%	4 16.7%

The next question was a new question added in the 2005 survey, and inquired why people *did* visit a public library in the last year.

Q8. What was your main purpose for visiting the library? (If more than one visit, ask for the most typical). (DON'T READ LIST, ONE RESPONSE ONLY)

Figure 16 illustrates that, by a wide margin, the most commonly cited primary purpose for visiting the library was to “Pick up books” (33%). This is followed by “Do research for school,” and “Do research for work” (11% and 10%, respectively).

Figure 16 Main Reason for Visiting (n=986)



The following tables look at the top reason for visiting their public libraries overall given by respondents, “Pick up books,” by various subgroups. Residents in San Mateo County gave “Pick up books” as their main purpose significantly more than residents in Contra Costa and Santa Cruz counties (see Table 23). College graduates and females gave that response significantly more than their counterparts (see Table 24). Additionally, Asian-Americans and Caucasians replied “Pick up books” more than African-Americans and Latinos (see Table 25). Finally, as shown in Table 25, employed and retired residents gave that response significantly more so than students.

Table 23 “Pick up books” by County

	County								
	A. Overall	B. Alameda	C. Contra Costa	D. Monterey	E. San Benito	F. San Francisco	G. San Mateo	H. Santa Clara	I. Santa Cruz
Base	986	155	152	80	37	160	163	163	76
Pick up books	323 32.8%	49 31.6%	40 26.3% G	30 37.5%	11 29.7%	53 33.1%	65 39.9% CI	56 34.4%	19 25.0% G

Table 24 “Pick up books” by College Graduate and Gender

	A. Overall	College Graduate		Gender	
		B. Yes	C. No	D. Male	E. Female
Base	986	632	345	451	535
Pick up books	323 32.8%	227 35.9% C	93 27.0% B	126 27.9% E	197 36.8% D

Table 25 “Pick up books” by Ethnicity

	Ethnicity					
	A. Overall	B. Black	C. Asian-American	D. White	E. Latino/Hispanic	F. Other
Base	986	51	86	658	90	32
Pick up books	323 32.8%	9 17.6% CD	36 41.9% BE	228 34.7% BE	20 22.2% CD	8 25.0%

Table 26 “Pick up books” by Employment Status

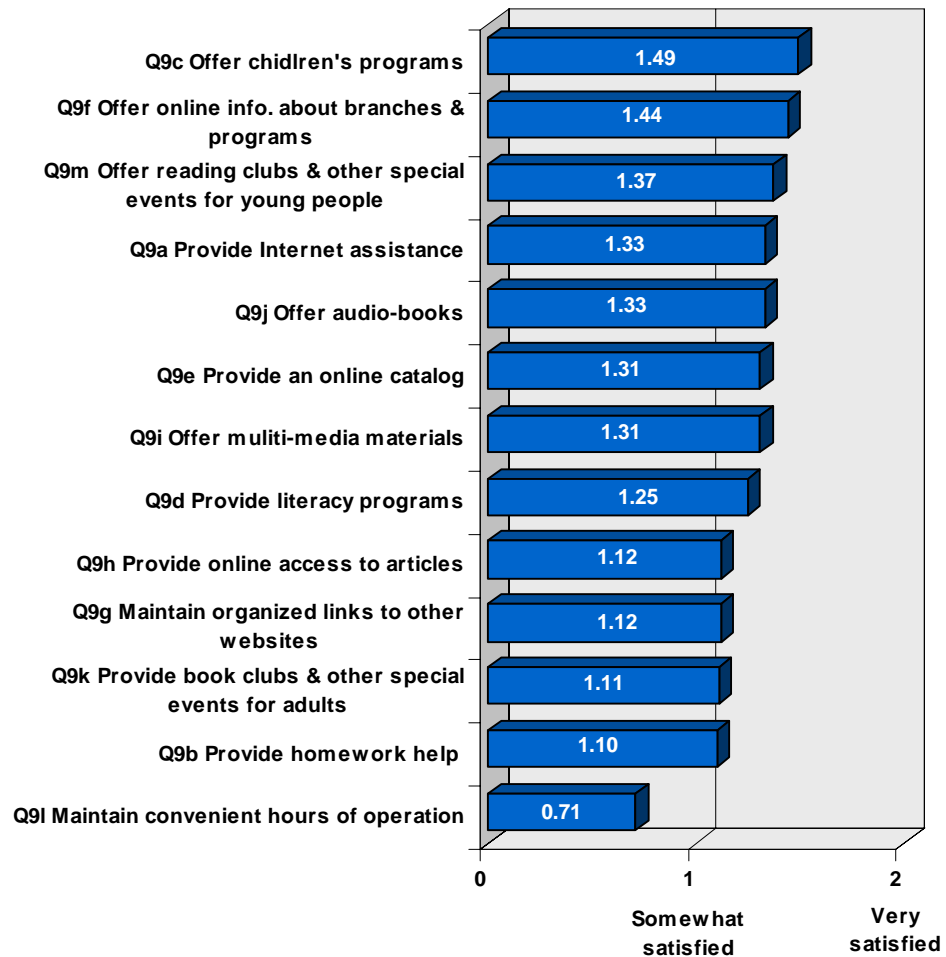
	Employment Status					
	A. Overall	B. Employed	C. Student	D. Homemaker	E. Retired	F. Not employed
Base	986	689	50	50	149	38
Pick up books	323 32.8%	227 32.9% C	8 16.0% BE	16 32.0%	60 40.3% C	9 23.7%

The next question addressed library users' (n=986) satisfaction with products and services provided by their local public library. This question provides insight into the level of overall satisfaction with a given product or service and also provides a relative ranking of satisfaction among the items tested. Participant responses were coded using the following scale: "Very satisfied" = +2, "Somewhat satisfied" = +1, "Somewhat satisfied" = -1 and "Very dissatisfied" = -2. The aggregate responses to each item are presented in the form of a mean, or rank, which is simply a summary figure obtained by taking the overall average of the response codes for the entire sample. A rank of +1, for example, means that, overall, respondents were "Somewhat satisfied" with that particular item.

Q9. Are you satisfied or dissatisfied with your local library's efforts to \_\_\_\_?  
 (GET ANSWER, THEN ASK): Is that very (satisfied/dissatisfied) or  
 somewhat (satisfied /dissatisfied)?

Figure 17 illustrates that all but one of the items received a mean score of at least 1.0 ("Somewhat satisfied"). To put these means scores into perspective, 43 percent of residents were "Very satisfied" with the library's efforts to "Offer story times and other programs for children," but only 33 percent were "Very satisfied" with the library's efforts to "Maintain convenient hours of operation."

Figure 17 Satisfaction with Library Services (n=986)



Compared to respondents in 2000, 2005 survey participants were significantly more satisfied with their local libraries' efforts to "offer online information about branches and programs" (1.31 to 1.51), but less satisfied with "provide book clubs and other special events for adults" (1.37 to 1.13) and to "maintain organized links to other websites" (1.39 to 1.12).

Figure 18 Trended Data-Satisfaction with Library Services

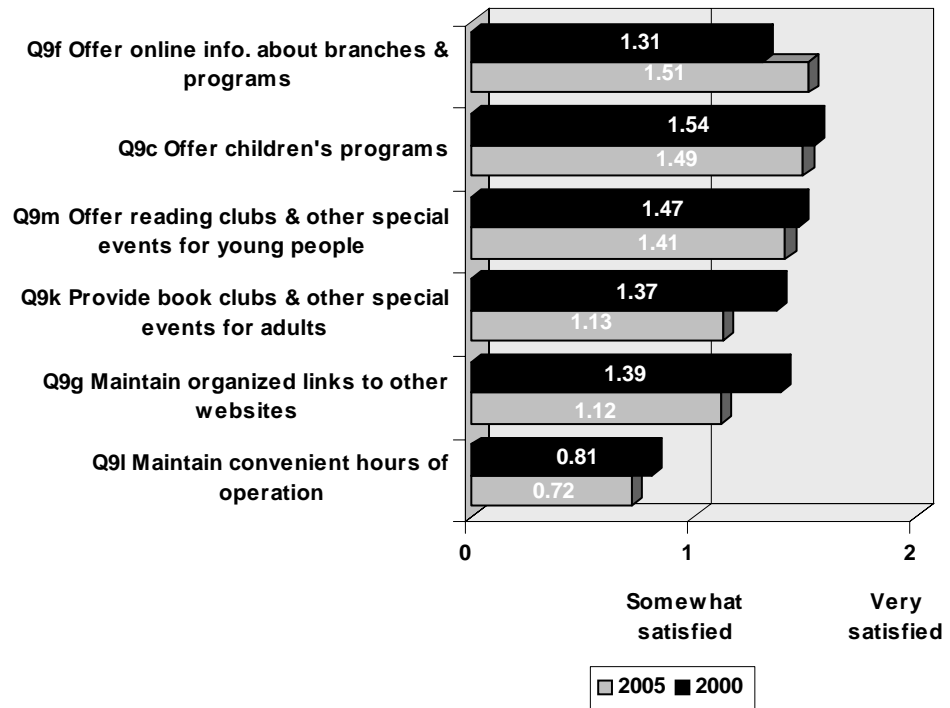


Table 27 shows satisfaction scores by county. Much like the overall results shown earlier, satisfaction ratings across these service areas were very close with few showing differences in ratings that are statistically significant at the county level. Overall, most counties garnered average ratings of at least “somewhat satisfied” in most service areas. “Maintain convenient hours of operation” was the area with which library users were least satisfied in most counties.

Table 27 Satisfaction with Library Services by County

	County								
	Overall	Alameda	Contra Costa	Monterey	San Benito	San Francisco	San Mateo	Santa Clara	Santa Cruz
Base	1.22	1.24	1.12	1.06	0.84	1.20	1.37	1.28	1.32
Q9c Offer children's programs	1.49	1.58	1.24	1.40	1.33	1.50	1.62	1.51	1.63
Q9f Offer online info. about branches & programs	1.44	1.56	1.44	1.09	0.92	1.45	1.45	1.55	1.40
Q9m Offer reading clubs & other special events for young people	1.37	1.38	1.27	1.17	1.04	1.45	1.47	1.48	1.29
Q9j Offer audio-books	1.33	1.24	1.24	1.18	0.80	1.32	1.50	1.40	1.56
Q9a Provide Internet assistance	1.33	1.37	1.22	1.20	1.17	1.24	1.42	1.38	1.51
Q9i Offer multi-media materials	1.31	1.26	1.15	1.14	0.77	1.38	1.43	1.43	1.52
Q9e Provide an online catalog	1.31	1.33	1.42	1.22	0.72	1.21	1.37	1.37	1.33
Q9d Provide literacy programs	1.25	1.35	0.95	1.04	0.91	1.29	1.49	1.37	1.09
Q9g Maintain organized links to other websites	1.12	1.02	1.14	0.96	0.62	1.07	1.35	1.17	1.27
Q9h Provide online access to articles	1.12	1.07	1.20	1.07	0.63	0.98	1.25	1.10	1.42
Q9k Provide book clubs & other special events for adults	1.11	1.20	1.03	1.15	0.65	1.18	1.18	1.08	1.02
Q9b Provide homework help	1.10	1.23	0.82	1.15	0.48	1.12	1.29	1.06	1.41
Q9l Maintain convenient hours of operation	0.71	0.70	0.46	0.31	0.85	0.65	1.04	0.83	0.74

## PROPOSED IMPROVEMENTS

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One of the research objectives of the present study was to investigate what proposed service improvements might increase residents' use of their public libraries. The next question addressed this topic by presenting respondents with a list of proposed service improvements to the public library, and asking if each would make the individual more or less likely to use the library.

Q10. The traditional services offered by your local library could be expanded to include a variety of other services.

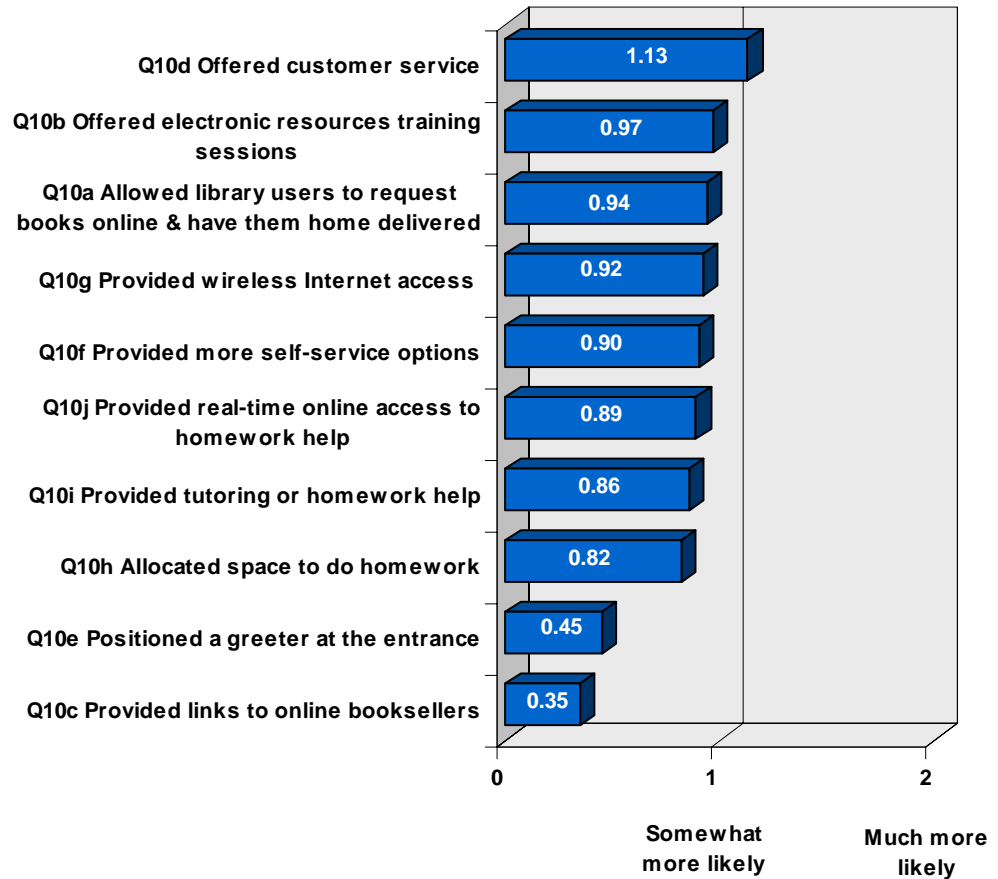
If you library: \_\_\_\_\_, would you be more or less likely to use the library?  
 (GET ANSWER, THEN ASK): Is that much (more/less) likely or somewhat (more/less) likely?

Once again, 'no effect on behavior' was not read as a response option, but recorded if cited by a respondent. Responses were coded as +2 = "Much more likely", +1 = "Somewhat more likely," 0 = "No effect", -1 = "Somewhat less likely" and -2 = "Much less likely". For the figure below, the scores are averaged (except those who were unsure of their response or did not give an answer) and presented in the form of mean, or rank. A rank of +1, for example, means that, overall, respondents were "Somewhat more likely" to use the library as a result of the service improvement. Items were rotated between respondents to avoid an order effect.

Figure 19 on the next page illustrates that the highest rated item in terms of increasing the likelihood of library use was "Offered customer service to help you find what you're looking for" (1.13). The next group of potential services that garnered average ratings of 0.82 to 0.97 are not statistically different from each other, suggesting that implementing one service over another would not bring about a different likelihood of increasing library usage. The lowest rated items were "Provided links to online booksellers such as Amazon.com" (0.35) and "Positioned a greeter at the entrance" (0.45). Providing these services would unlikely increase library patronage.

To put all these means scores into perspective, 77 percent of residents responded that they would be either "Much more" or "Somewhat more likely" to use the library if it "Offered customer service to help you find what you're looking for," whereas only 43 percent replied that they would be either "Much more" or "Somewhat more likely" to use the library if it "Provided links to online booksellers such as Amazon.com."

Figure 19 Proposed Service Improvements



As shown in the figure below, offering electronic training sessions on library's electronic resources and charging a small fee for home delivery of materials requested online both were rated in 2005 as less likely to encourage more public library use than in 2000.

Figure 20 Trended Data-Proposed Service Improvements

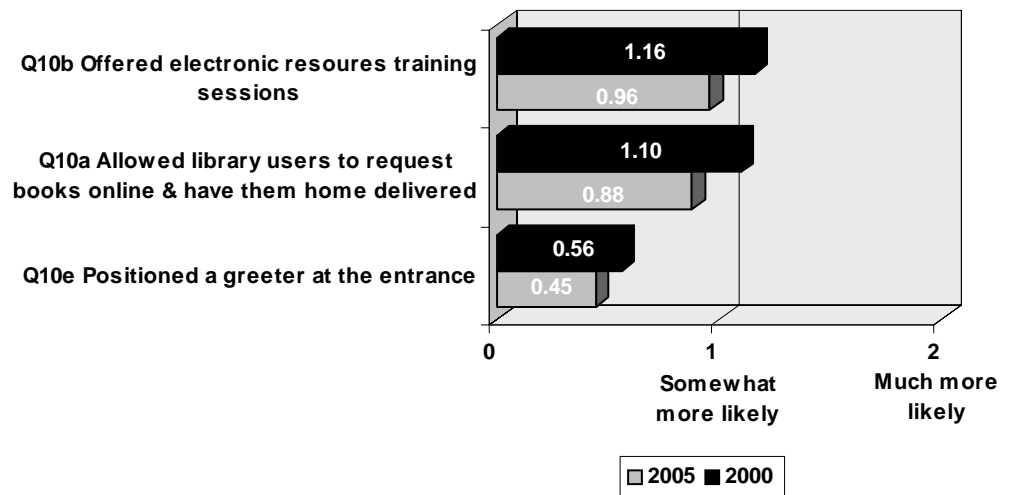


Table 28 shows that, like the overall results, the top service most likely to increase library usage within counties is “Offered customer service to help you find what you’re looking for.” Also similar to the overall findings is that investing in having a greeter and providing links to online booksellers would unlikely encourage increase in library visits.

Table 28 Proposed Service Improvements by County

	County								
	Overall	Alameda	Contra Costa	Monterey	San Benito	San Francisco	San Mateo	Santa Clara	Santa Cruz
Base	0.82	0.85	0.85	0.95	0.80	0.78	0.76	0.80	0.84
Q10d Offered customer service	1.13	1.09	1.11	1.29	1.04	1.21	1.06	1.07	1.16
Q10b Offered electronic resources training sessions	0.97	0.92	1.07	1.15	0.98	0.89	0.93	0.97	0.90
Q10a Allowed library users to request books online & have them home delivered	0.94	0.74	1.03	1.27	0.82	1.08	0.89	0.81	0.93
Q10g Provided wireless Internet access	0.92	0.87	0.80	0.96	0.88	1.02	0.95	1.00	0.87
Q10f Provided more self-service options	0.90	1.03	0.87	0.76	0.90	0.85	0.84	0.95	0.91
Q10j Provided real-time online access to homework help	0.89	0.92	0.87	1.06	0.78	0.88	0.84	0.84	0.96
Q10i Provided tutoring or homework help	0.86	1.00	0.92	0.99	0.70	0.74	0.84	0.85	0.77
Q10h Allocated space to do homework	0.82	0.97	0.81	0.99	0.80	0.62	0.74	0.86	0.82
Q10e Positioned a greeter at the entrance	0.45	0.58	0.56	0.45	0.56	0.35	0.29	0.39	0.56
Q10c Provided links to online booksellers	0.35	0.39	0.49	0.57	0.54	0.17	0.19	0.26	0.52

## LIBRARY WEBSITE

Question 11 was the first of three of questions designed to tap respondents' access to, and use of, their public library's website. First, respondents were asked whether or not they had ever visited their local library's website.

Q11. Now, we're going to switch gears a bit and discuss another topic. Have you ever visited your local library's website?

Figure 21 illustrates that 44 percent reported that they had visited the website and 55 percent had not.

Figure 21 Use of Local Library Website

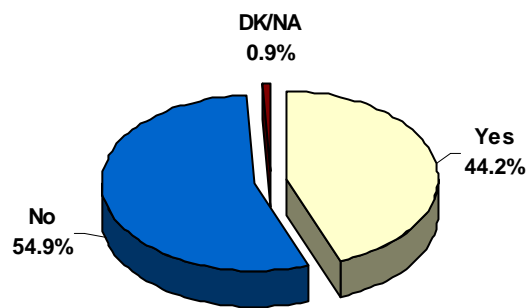


Figure 22 shows that a significantly greater percentage of residents in 2005 reported using the local library website compared to 2000.

Figure 22 Trended Data-Use of Local Library Website

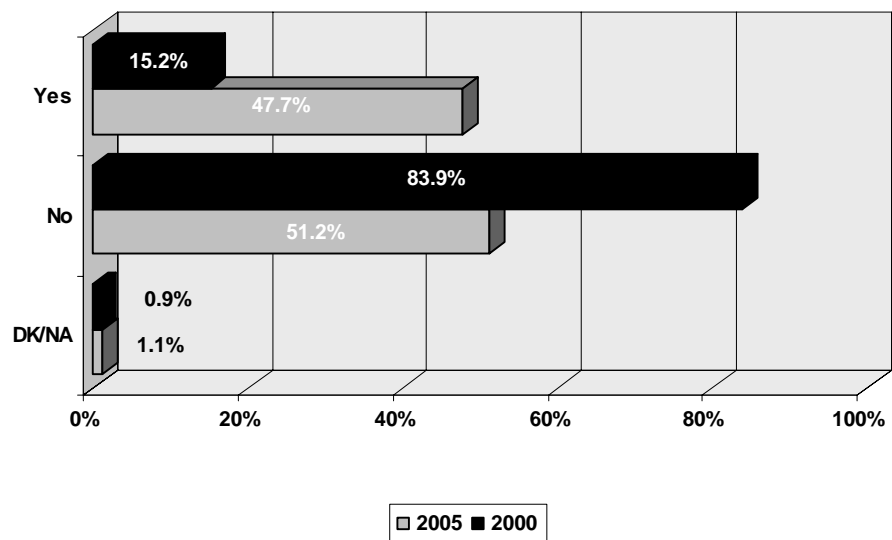


Table 29 illustrates that those who have visited their public libraries in the past year were significantly more likely than non-users to have also used the library’s website as well. Moreover, significantly fewer of those aged 70 and above reported having used their libraries’ websites.

Table 29 Use of Local Library Website by Library Use and Age

	Library Use			Age				
	A. Overall	B. User	C. Non-user	D. 18-29	E. 30-41	F. 42-55	G. 56-69	H. 70 and above
Base	1250	986	260	168	296	421	231	104
Yes	44.2%	52.5% C	13.5% B	47.0% H	50.3% GH	46.8% GH	38.5% EFH	25.0% DEFG
No	54.9%	46.7% C	86.2% B	52.4% H	49.0% GH	52.3% GH	61.5% EFH	73.1% DEFG
DK/NA	0.9%	0.8%	0.4%	0.6%	0.7%	1.0%	- H	1.9% G

Table 30 shows that significantly more Santa Clara County residents have reportedly used their library’s website than respondents from Alameda, Contra Costa, Monterey, San Benito, and San Mateo counties. Also, compared to other ethnic groups and residents without college education, significantly more Asian-Americans and college graduates replied “Yes” to having visited their public library’s website.

Table 30 Use of Local Library Website by County

	County								
	A. Overall	B. Alameda	C. Contra Costa	D. Monterey	E. San Benito	F. San Francisco	G. San Mateo	H. Santa Clara	I. Santa Cruz
Base	1250	200	200	100	50	200	200	200	100
Yes	44.2%	44.0% DEH	42.5% DH	29.0% BCFGHI	28.0% BFH	50.5% DE	41.5% DH	55.0% BCDEG	43.0% D
No	54.9%	55.0% DEH	57.5% DH	71.0% BCFGHI	72.0% BFGH	48.5% DE	56.5% DEH	43.5% BCDEGI	57.0% DH
DK/NA	0.9%	1.0%	- G	-	-	1.0%	2.0% C	1.5%	-

Table 31 Use of Local Library Website by Ethnicity

	Ethnicity					
	A. Overall	B. Black	C. Asian-American	D. White	E. Latino/Hispanic	F. Other
Base	1250	69	96	847	109	43
Yes	44.2%	33.3% C	61.5% BDEF	43.4% C	39.4% C	34.9% C
No	54.9%	65.2% C	38.5% BDEF	55.7% C	60.6% C	65.1% C
DK/NA	0.9%	1.4%	-	0.8%	-	-

Table 32 Use of Local Library Website by College Graduate

	A. Overall	College Graduate	
		B. Yes C	C. No B
Base	1250	779	457
Yes	44.2%	50.4% C	33.9% B
No	54.9%	48.4% C	66.1% B
DK/NA	0.9%	1.2% C	- B

The next question asked about specific use of the library’s website and was presented only to those who replied that they had visited the website (n=553).

Q12. What have you used the website for? (DON'T READ LIST, RECORD TOP TWO RESPONSES)

Since respondents were allowed more than one response, the percentages given in Figure 23 below represent mentions and thus add to more than 100. “Access online catalog” was the most frequently cited use (22%), followed by “Information about library hours/locations” (15%), “Reserve or request library materials” (14%), “Information about media materials” (13%) and “Renew library materials” (12%). The activity that garnered the lowest percentages of responses was “Comment to library system” (1%).

Figure 23 Uses of Library Website (n=553)

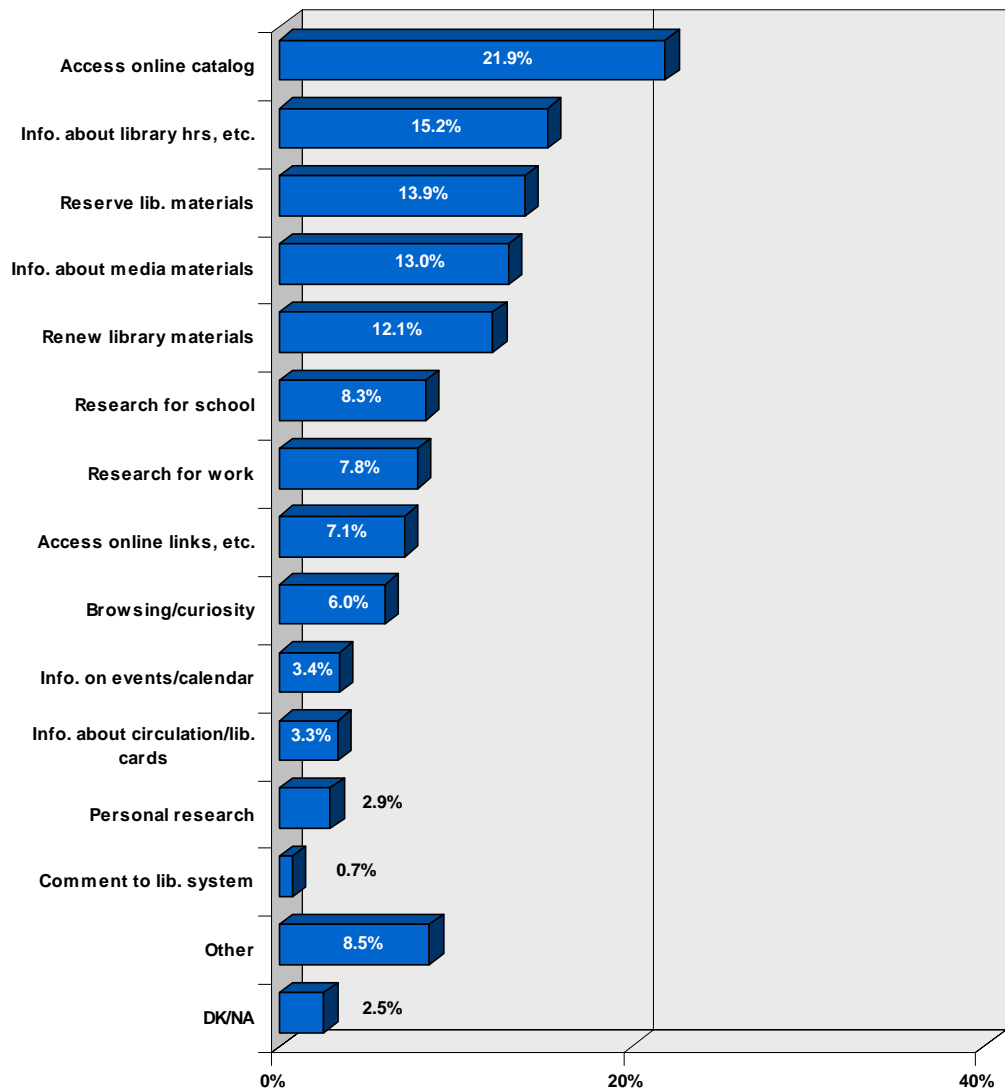
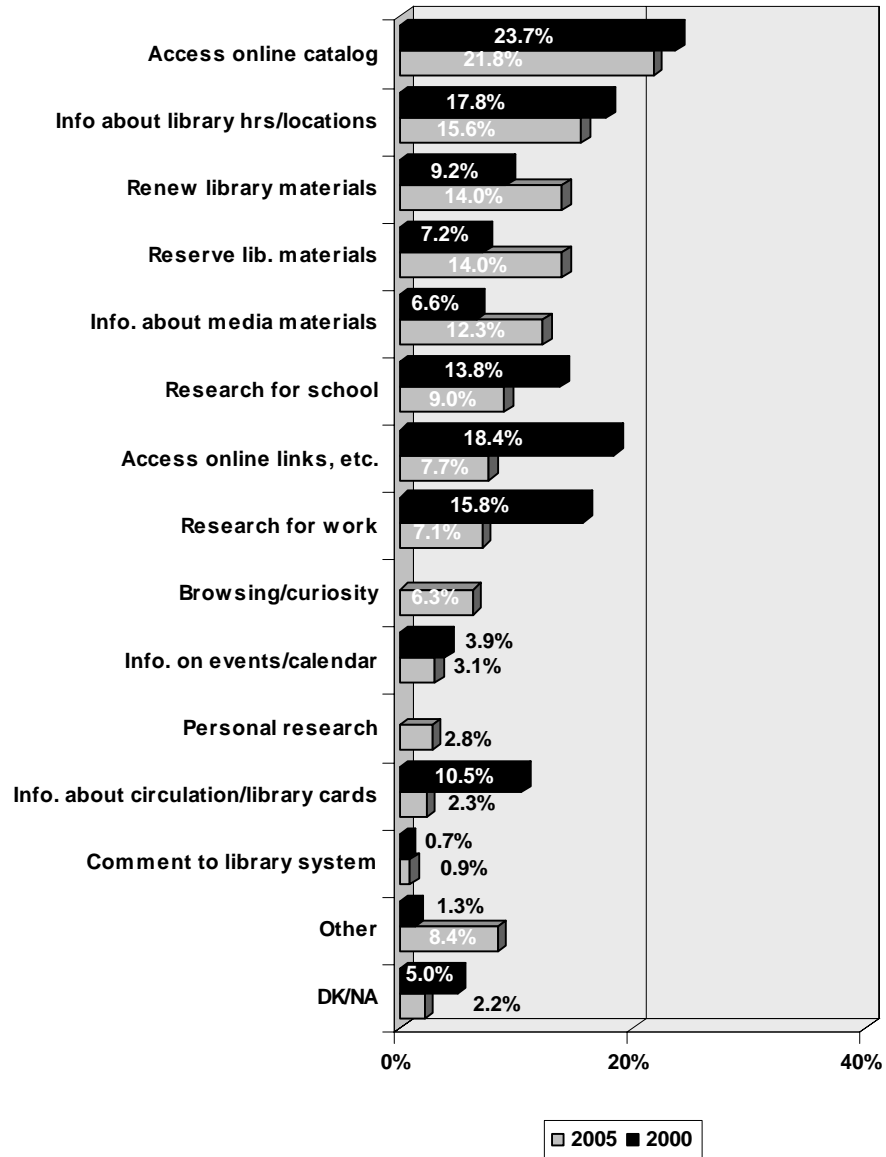


Figure 24 illustrates that there were some significant differences between the two surveys. A greater percentage of respondents in 2005 cited “Reserve or request library materials” or “Information about media materials” as one of their top reasons for using their local library’s website, compared to residents in 2000. Conversely, a greater percentage of respondents in 2000 gave the reasons, “Research for work” or “Access online resources/databases/links,” compared to residents in the 2005 survey.

Figure 24 Trended Data-Uses of Library Website



The following two tables show the top two overall uses by county. Residents in Alameda, Monterey, San Francisco, San Mateo, and Santa Cruz counties were significantly more likely to cite “Access online catalog” as the top reasons for accessing their library’s website, compared to San Benito County residents. Also, Alameda County residents were significantly more likely to use their library’s website for “Information about library hours/locations” than were Contra Costa, Monterey, and Santa Clara county residents.

Table 33 “Access online catalog” by County

	County								
	A. Overall	B. Alameda	C. Contra Costa	D. Monterey	E. San Benito	F. San Francisco	G. San Mateo	H. Santa Clara	I. Santa Cruz
Base	553	88	85	29	14	101	83	110	43
Access online catalog	21.9%	22.7% E	14.1% F	27.6% E	- BDFGI	26.7% CE	24.1% E	21.8%	23.3% E

Table 34 “Information about library hours/locations” by County

	County								
	A. Overall	B. Alameda	C. Contra Costa	D. Monterey	E. San Benito	F. San Francisco	G. San Mateo	H. Santa Clara	I. Santa Cruz
Base	553	88	85	29	14	101	83	110	43
Info. about library hours/locations	15.2%	25.0% CDH	10.6% B	6.9% B	14.3%	15.8%	20.5% H	10.0% BG	11.6%

Respondents who had visited the library's website (n=553) were presented with the next question, which gauged their satisfaction with resources available on the site.

Q13. Are you generally satisfied or dissatisfied with the resources available on the library's website? (GET ANSWER, THEN ASK): Is that very (satisfied/dissatisfied) or somewhat (satisfied/dissatisfied)?

Figure 25 illustrates that 84 percent of residents were satisfied with the website (43% "Very satisfied" and 41% "Somewhat satisfied"). Eight percent were "Somewhat dissatisfied," while three percent replied "Very dissatisfied."

Figure 25 Satisfaction with Library Website (n=553)

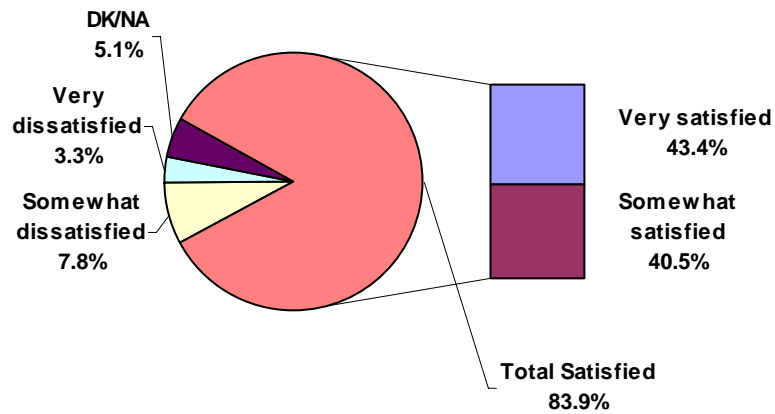


Figure 26 illustrates that there were no significant differences in satisfaction levels between the two surveys.

Figure 26 Trended Data-Satisfaction with Library Website

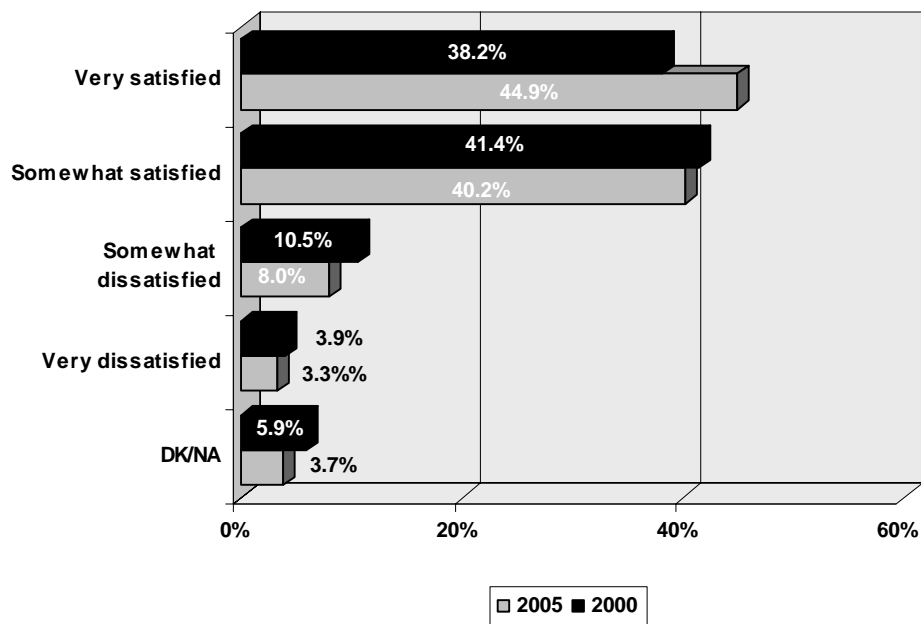


Table 35 illustrates that a greater percentage of residents in Alameda, San Francisco, San Mateo and Santa Clara counties were “Very satisfied” compared to Contra Costa County residents.

Table 35 Satisfaction with Library Website by County

	County								
	A. Overall	B. Alameda	C. Contra Costa	D. Monterey	E. San Benito	F. San Francisco	G. San Mateo	H. Santa Clara	I. Santa Cruz
Base	553	88	85	29	14	101	83	110	43
Very satisfied	43.4%	45.5% C	29.4% BFGH	34.5%	21.4% GH	45.5% C	51.8% CE	50.0% CE	41.9%
Somewhat satisfied	40.5%	44.3%	50.6% FH	44.8%	50.0%	35.6% C	39.8%	34.5% C	34.9%
Somewhat dissatisfied	7.8%	5.7%	10.6% G	6.9%	-	12.9% G	2.4% CF	7.3%	9.3%
Very dissatisfied	3.3%	3.4%	3.5%	6.9% G	7.1% G	2.0%	- DEHI	4.5% G	4.7% G
DK/NA	5.1%	1.1% EI	5.9% E	6.9%	21.4% BCFH	4.0% E	6.0%	3.6% E	9.3% B

A question was included near the end of the survey to identify residents who have access to the Internet, and the locations of access. Analysis of this question is presented here to set the stage for subsequent discussion of results concerning online library features tested in this study. Again, because multiple responses were allowed, the percentages do not add up to 100.

QC. Where do you or the other members of your household access the Internet?  
 Home, work, school or the public library (MULTIPLE RESPONSES PERMITTED)

Figure 27 illustrates that the most common location to access the Internet was “Home” (87%), followed by “Work” (59%), and “School” (24%). Nineteen percent replied “Public library,” three percent responded “Other,” and three percent replied they had “No access to Internet.”

Figure 27 Locations of Internet Access

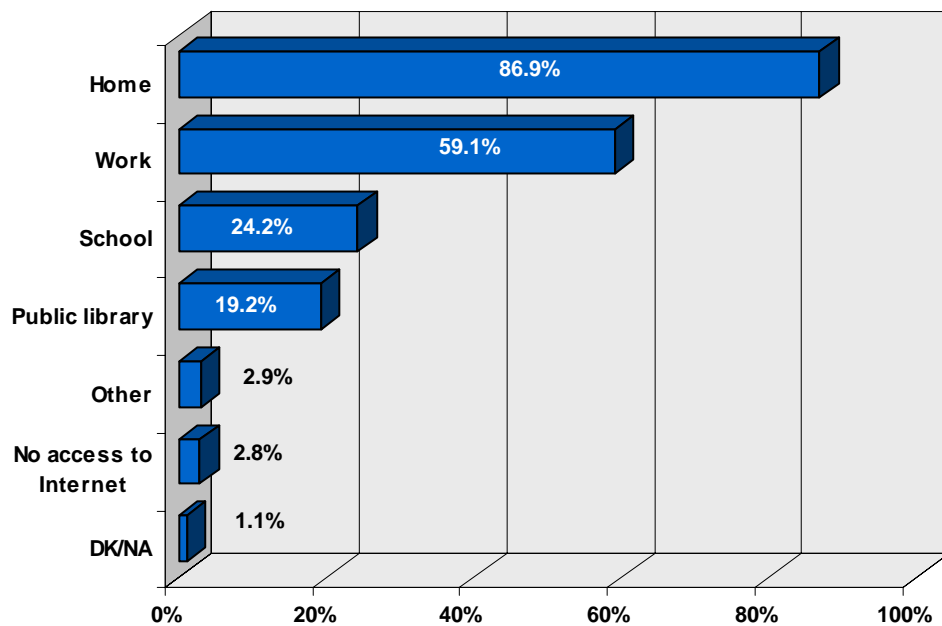


Table 36 illustrates that residents in Santa Cruz County were significantly less likely to access the Internet at “Work” compared to residents in the other counties. There were no significant differences between counties in terms of accessing the Internet at the “Public library.”

Table 36 Locations of Internet Access by County

	County								
	A. Overall	B. Alameda	C. Contra Costa	D. Monterey	E. San Benito	F. San Francisco	G. San Mateo	H. Santa Clara	I. Santa Cruz
Base	1250	200	200	100	50	200	200	200	100
Home	1086 86.9%	175 87.5%	170 85.0%	85 85.0%	45 90.0%	169 84.5%	176 88.0%	181 90.5%	85 85.0%
Work	739 59.1%	116 58.0% I	114 57.0% I	57 57.0% I	34 68.0% I	127 63.5% I	122 61.0% I	130 65.0% I	39 39.0% BCDEFGH
School	302 24.2%	44 22.0%	54 27.0%	27 27.0%	16 32.0%	40 20.0% I	48 24.0%	42 21.0%	31 31.0% F
Public library	240 19.2%	34 17.0%	39 19.5%	17 17.0%	12 24.0%	45 22.5%	33 16.5%	37 18.5%	23 23.0%
Other	36 2.9%	6 3.0%	10 5.0% H	3 3.0%	2 4.0%	5 2.5%	5 2.5%	2 1.0% C	3 3.0%
No access to Internet	35 2.8%	9 4.5% H	5 2.5%	2 2.0%	1 2.0%	6 3.0%	7 3.5% H	1 0.5% BGI	4 4.0% H
DK/NA	14 1.1%	1 0.5%	2 1.0%	2 2.0% G	- -	5 2.5% G	- - DF	3 1.5%	1 1.0%

Table 37 shows that, not surprisingly, significantly fewer residents aged 70 and above accessed the Internet at any location.

Table 37 Locations of Internet Access by Age

	Age					
	A. Overall	B. 18-29	C. 30-41	D. 42-55	E. 56-69	F. 70 and above
Base	1250	168	296	421	231	104
Home	1086 86.9%	150 89.3% EF	269 90.9% EF	384 91.2% EF	189 81.8% BCD	79 76.0% BCD
Work	739 59.1%	92 54.8% CDF	231 78.0% BDEF	278 66.0% BCEF	114 49.4% CDF	13 12.5% BCDE
School	302 24.2%	66 39.3% CDEF	70 23.6% BEF	126 29.9% BEF	29 12.6% BCDF	5 4.8% BCDE
Public library	240 19.2%	40 23.8% F	60 20.3% F	87 20.7% F	37 16.0%	11 10.6% BCD
Other	36 2.9%	6 3.6%	10 3.4%	7 1.7%	8 3.5%	5 4.8%
No access to Internet	35 2.8%	- - EF	1 0.3% EF	3 0.7% EF	13 5.6% BCDF	17 16.3% BCDE
DK/NA	14 1.1%	- -	1 0.3%	- - F	1 0.4%	1 1.0% D

## PROPOSED ONLINE FEATURES

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The next two questions were designed to gauge residents' opinions about some proposed online features that the libraries might consider implementing. The first question gave respondents a list of proposed features, and asked what their interest would be for each item.

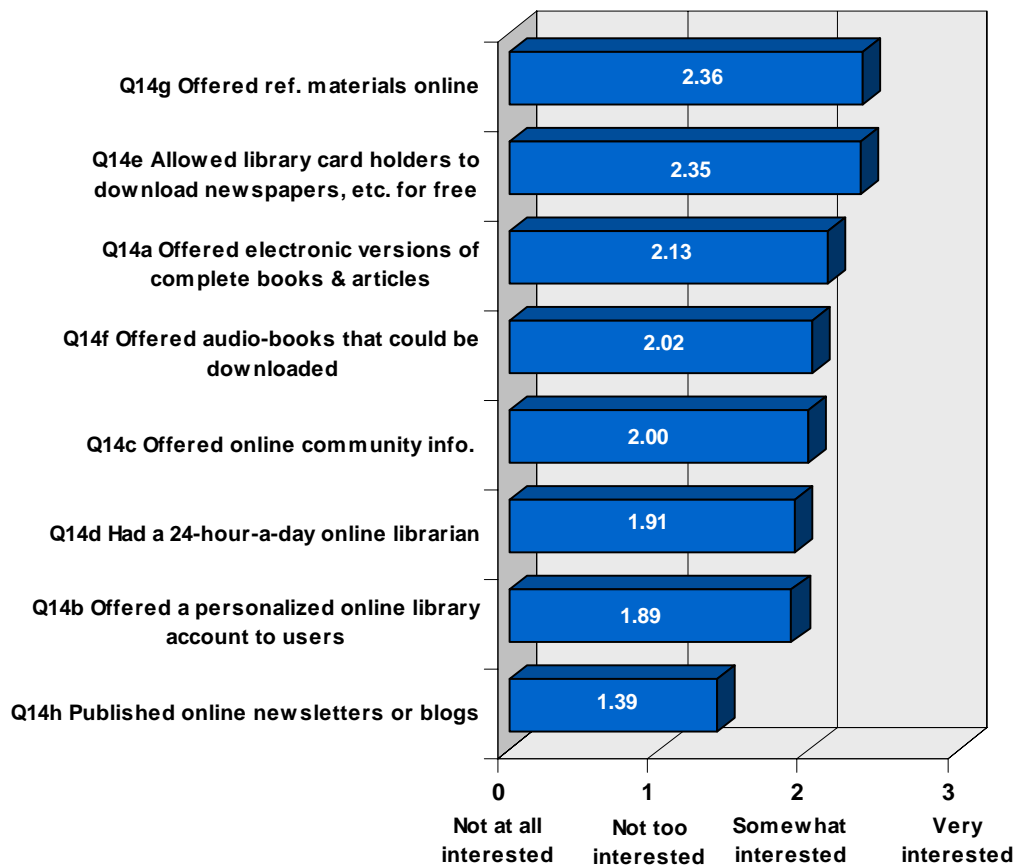
Q14. We've been talking about many new services so far. I'd like to tell you about a few more that might be available for library users with Internet access. As I tell you more about these services, please tell me if you would be very interested, somewhat interested, not too interested, or not at all interested in this service.

If your library \_\_\_\_\_, would you be very interested, somewhat interested, not too interested or not at all interested in this service.

Responses were coded as +3 = "Very interested", +2 = "Somewhat interested," +1 = "Not too interested," and 0 = "Not at all interested." For the figure below, the scores are averaged (except those who were unsure of their response or did not give an answer) and presented in the form of mean, or rank. A rank of +1, for example, means that, overall, respondents were "Not too interested" in that particular item. Items were rotated between respondents to avoid the question order effect.

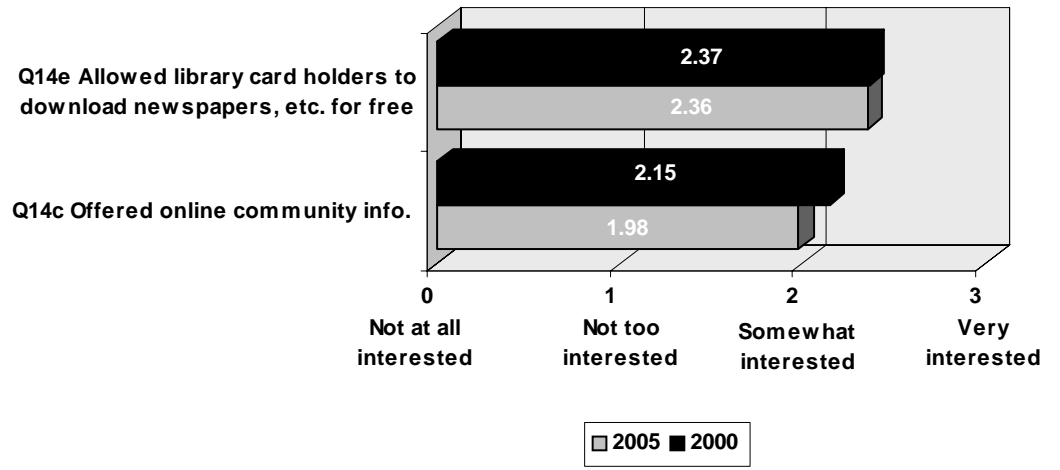
Figure 28 illustrates that the items that were ranked the highest, in terms of interest levels were “Offered reference materials online (e.g., encyclopedia dictionaries, directories, etc.) (2.36) and “Allowed library card holders to download full-text newspaper, journal and magazine articles for free” (2.35). Conversely, the lowest rated item was “Published online newsletters or blogs” (1.39). To put these means scores into perspective, 86 percent of residents would be either “Very” or “Somewhat interested” in “Offered reference materials online (e.g., encyclopedia dictionaries, directories, etc.), whereas only 46 percent of residents were either “Very” or “Somewhat interested” in “Published online newsletters or blogs.”

Figure 28 Proposed Online Services



No significant difference was observed between 2000 and 2005 ratings of the two common online services questions between the two studies.

Figure 29 Trended Data-Proposed Online Services



The following three tables show proposed online services by various subgroups: county (Table 38 ), locations of Internet access (Table 39) and age (Table 40) Across these different segmentations of the data, the relative ratings across the tested online services were similar and mirror the ranking order of the overall results discussed earlier. That is, the strongest interests in potential services were in having reference materials online and being able to download newspapers, journal and magazine articles for free. Conversely, online newsletters and blogs were of the least interest. The only exception is with age: those 70 and above were significantly more interested in seeing their local libraries offer online community information and having a 24-hour-a-day online librarian.

Table 38 Proposed Online Services by County

	County								
	Overall	Alameda	Contra Costa	Monterey	San Benito	San Francisco	San Mateo	Santa Clara	Santa Cruz
Base	2.01	1.96	2.07	2.08	2.08	2.02	1.93	2.01	2.02
Q14g Offered ref. materials online	2.36	2.31	2.41	2.43	2.38	2.39	2.29	2.36	2.39
Q14e Allowed library card holders to download newspapers, journal articles, etc. for free	2.35	2.37	2.38	2.29	2.46	2.41	2.30	2.33	2.30
Q14a Offered electronic versions of complete books & articles	2.13	1.99	2.26	2.09	2.22	2.12	2.06	2.21	2.13
Q14f Offered audio-books that could be downloaded	2.02	2.02	2.01	2.04	2.00	2.04	1.93	2.10	2.05
Q14c Offered online community info.	2.00	1.96	2.06	2.27	2.08	2.03	1.91	1.95	1.94
Q14d Had a 24-hour-a-day online librarian	1.91	1.85	2.02	2.04	2.00	1.90	1.77	1.89	1.98
Q14b Offered a personalized online library account to users	1.89	1.80	1.92	2.04	1.96	1.94	1.90	1.85	1.84
Q14h Published online newsletters or blogs	1.39	1.40	1.52	1.42	1.53	1.29	1.27	1.36	1.49

Table 39 Proposed Online Services by Locations of Internet Access

	Location of Internet Access					
	Overall	Home	Work	School	Public library	Other
Base	2.01	2.04	2.09	2.20	2.22	2.25
Q14g Offered ref. materials online	2.36	2.39	2.44	2.54	2.58	2.50
Q14e Allowed library card holders to download newspapers, journal articles, etc. for free	2.35	2.39	2.48	2.52	2.47	2.65
Q14a Offered electronic versions of complete books & articles	2.13	2.20	2.26	2.35	2.33	2.30
Q14f Offered audiobooks that could be downloaded	2.02	2.08	2.14	2.27	2.21	2.12
Q14c Offered online community info.	2.00	2.03	2.08	2.15	2.22	2.47
Q14d Had a 24-hour-a-day online librarian	1.91	1.92	1.94	2.11	2.19	2.18
Q14b Offered a personalized online library account to users	1.89	1.92	1.98	2.07	2.16	2.13
Q14h Published online newsletters or blogs	1.39	1.40	1.37	1.57	1.63	1.68

Table 40 Proposed Online Services by Age

	Age					
	Overall	18-29	30-41	42-55	56-69	70 and above
Base	2.01	2.14	2.11	2.11	1.88	1.39
Q14g Offered ref. materials online	2.36	2.50	2.42	2.46	2.28	1.77
Q14e Allowed library card holders to download newspapers, journal articles, etc. for free	2.35	2.52	2.46	2.49	2.19	1.58
Q14a Offered electronic versions of complete books & articles	2.13	2.43	2.32	2.24	1.89	1.22
Q14f Offered audiobooks that could be downloaded	2.02	2.33	2.21	2.14	1.74	1.10
Q14c Offered online community info.	2.00	1.96	2.08	2.09	1.98	1.58
Q14d Had a 24-hour-a-day online librarian	1.91	1.98	1.94	2.04	1.81	1.43
Q14b Offered a personalized online library account to users	1.89	1.93	2.02	1.97	1.80	1.39
Q14h Published online newsletters or blogs	1.39	1.46	1.43	1.43	1.32	1.07

The next question was included as a “follow-up” to Question 14b, which asked about an individual’s interest in a personalized library account.

Q15. In order to make a personalized online library account system work, your local library might ask you for information about the books you like to read, the programs and special events you might like to attend or your favorite authors. This information would be used only by the library staff to update your library account. Knowing this, would you offer this type of personalized information to the library so they could create an online account for you?

Figure 30 illustrates that about two-thirds of the residents (65%) replied that they would give out personal information, while 32 percent replied “No.”

Figure 30 Offer Personal Information

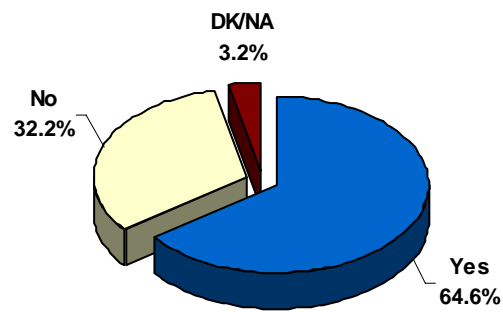


Table 41 illustrates that significantly more residents in San Benito county than in Santa Cruz county were willing to offer their personalized information for a personalized library account. Also, Table 42 shows that, not surprisingly, respondents who were “Not at all interested” in a personalized online library account were significantly less likely to respond “Yes” to offering personalized information to create an online account compared to residents who were relatively more interested in the feature.

Table 41 Offer Personal Information by County

	County								
	A. Overall	B. Alameda	C. Contra Costa	D. Monterey	E. San Benito	F. San Francisco	G. San Mateo	H. Santa Clara	I. Santa Cruz
Base	1250	200	200	100	50	200	200	200	100
Yes	64.6%	65.0%	66.0%	62.0%	74.0% I	62.5%	67.0%	65.5%	57.0% E
No	32.2%	32.0%	31.5%	34.0%	26.0%	32.5%	29.0% I	32.0%	41.0% G
DK/NA	3.2%	3.0%	2.5%	4.0%	-	5.0%	4.0%	2.5%	2.0%

Table 42 Offer Personal Information by Personal Account

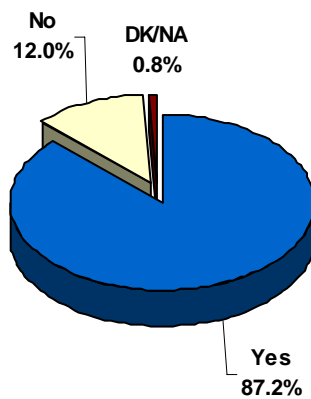
	Q14b Offered a personalized online library account to users					
	A. Overall	B. Very interested	C. Somewhat interested	D. Not too interested	E. Not at all interested	F. DK/NA
Base	1250	405	450	184	175	36
Yes	808 64.6%	330 81.5% CDEF	315 70.0% BDEF	97 52.7% BCEF	54 30.9% BCD	12 33.3% BCD
No	402 32.2%	66 16.3% CDEF	117 26.0% BDEF	84 45.7% BCE	120 68.6% BCDF	15 41.7% BCE
DK/NA	40 3.2%	9 2.2% F	18 4.0% EF	3 1.6% F	1 0.6% CF	9 25.0% BCDE

## ADDITIONAL DEMOGRAPHIC AND BEHAVIORAL INFORMATION

Figures 31 through 39 graphically present the demographic and behavioral information collected in the survey. Although the primary motivation for collecting the demographic and behavioral information was to provide a better insight into how responses to the substantive questions of the survey varied across resident subgroups, the information is also useful for better understanding the profile of residents served by the Central Coast Library System.

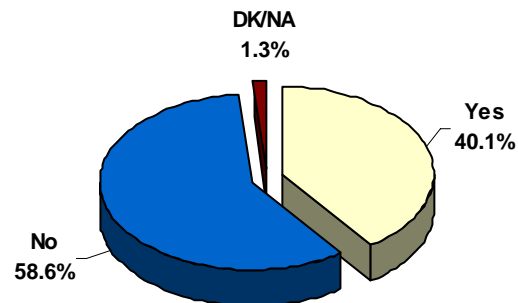
QA. Do you have a computer at home that is connected to the Internet?

Figure 31 Internet at Home



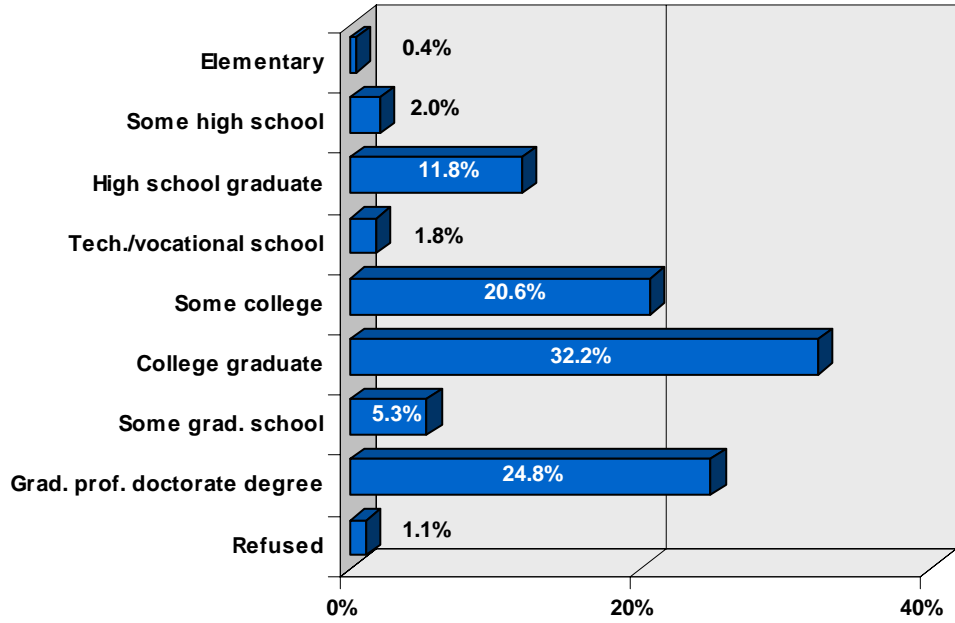
QB. Do you or the other members of your household own a hand-held computer device or personal digital assistant (e.g. a palmOne Handheld, HP Handheld, Sony PDA, etc.)

Figure 32 PDA



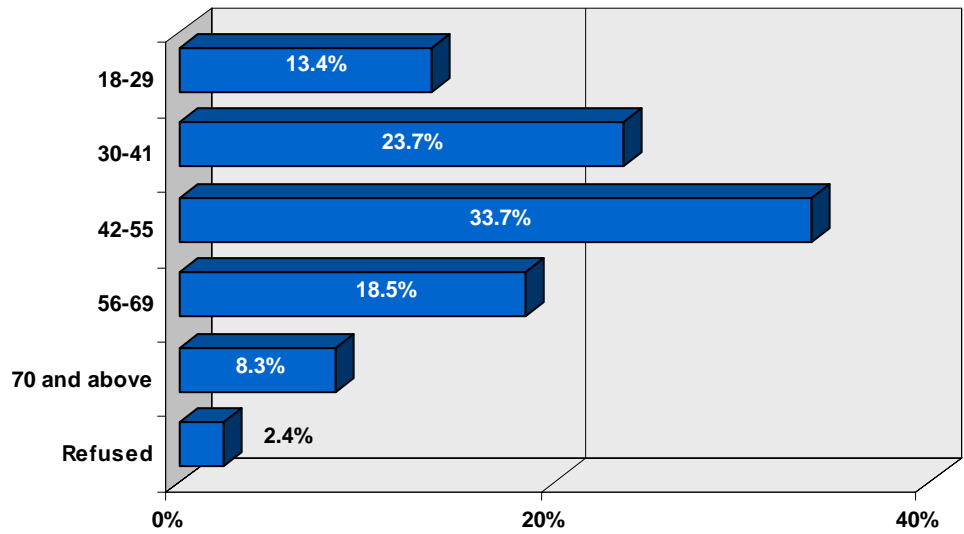
QD. What is the last grade or level you completed in school? (DO NOT READ CHOICES)

Figure 33 Education



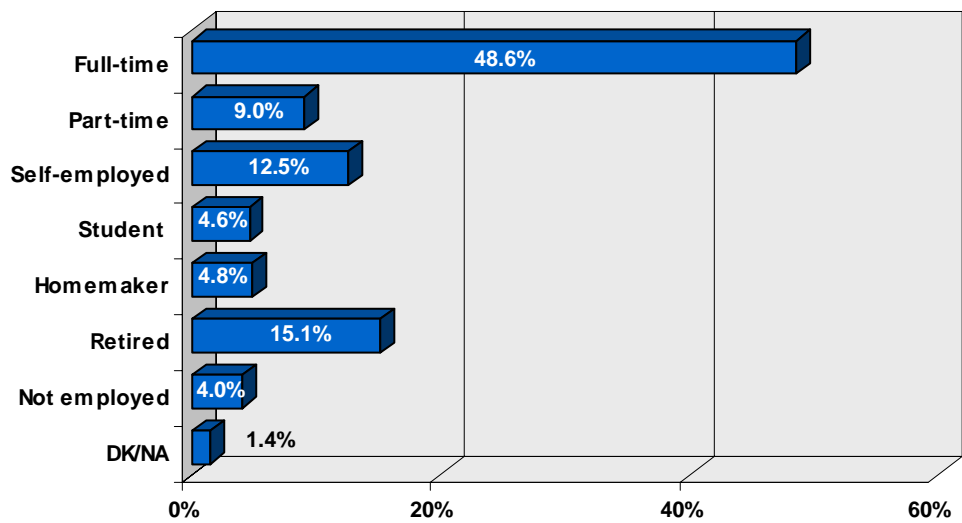
QE In what year were you born? (DO NOT READ CHOICES)

Figure 34 Age



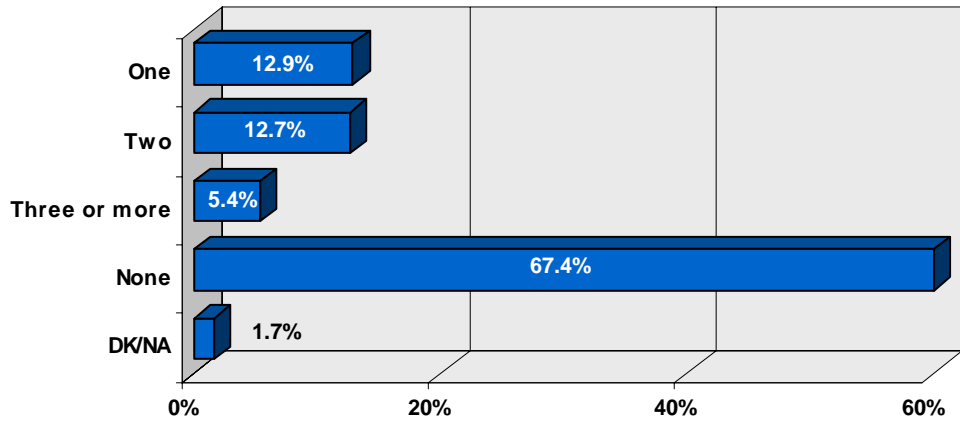
QF. Are you employed full time, employed part time, self-employed, a student, a homemaker, retired or are you not currently employed right now?

Figure 35 Employment Status



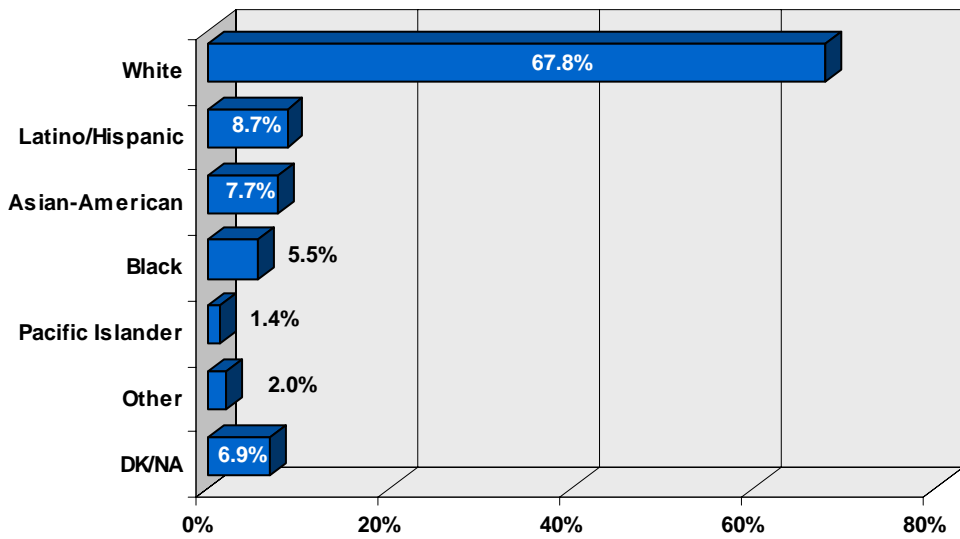
QG. How many school-age children under 19 years of age do you have living at home with you?

Figure 36 Number of Children Living at Home



QH. What ethnic group do you consider yourself a part of or feel closest to?

Figure 37 Ethnicity



Q1. What was your total household income before taxes in 2004?

Figure 38 Income

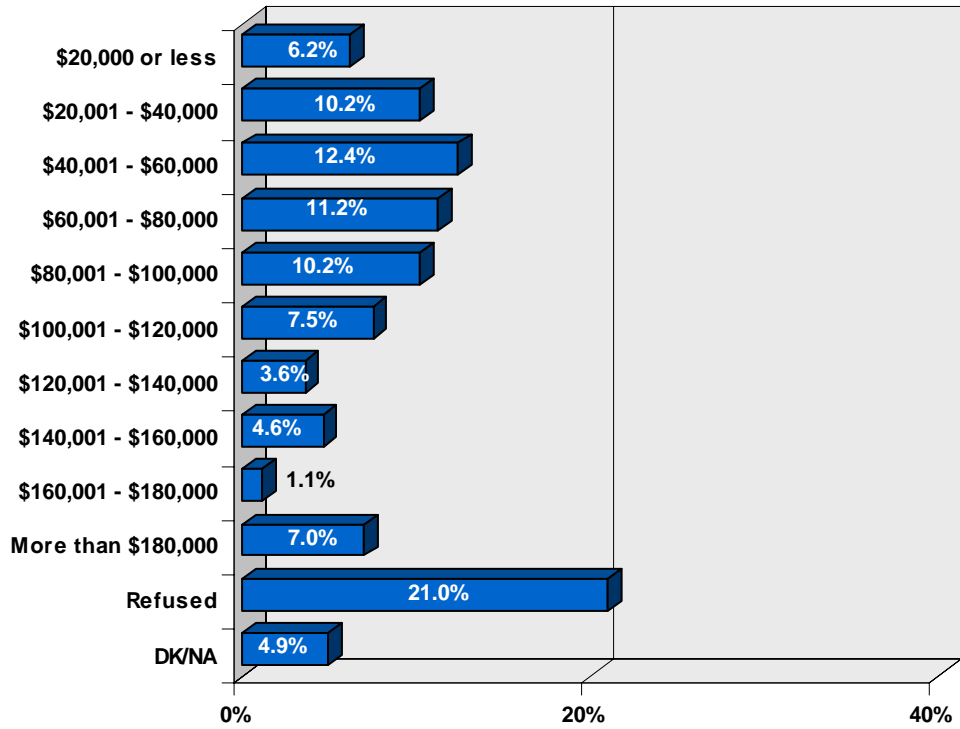
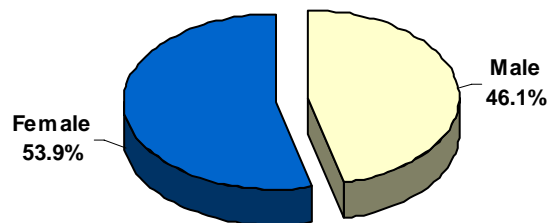


Figure 39 Gender





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