QUARTERLY REPORT
April 4, 2017

The Hawaii State Public Library System (HSPLS) is dedicated to supporting each community we serve. Our energy is focused on: a literate Hawaii, 21st Century Skills, information connections, cultural heritage, community connections, learning opportunities, and spaces for people to gather. The following report is designed to provide highlights from January to March 2017.

CELEBRATION OF ACHIEVEMENTS

20th Anniversary of the Korean Library Foundation

In 1997, due to severe budget reductions, HSPLS was forced to cut funds used to purchase foreign language materials. Honolulu residents **Mr.** and **Mrs. Eugene** and **Sook Ki Moon** could not accept the idea that there would be no materials in Korean to support those who read and speak Korean. The Moons created the Korean Library Foundation and dedicated their time and energy into raising funds from the community and other partners to establish a premier Korean language

Eugene and Sook Ki Moon with Governor Ige

collection at the McCully-Moiliili Public Library. On January 27, 2017, **Governor David Ige** presented a special proclamation to the Moons to commemorate the 20th Anniversary of the Korean Library Foundation. Additionally, through the efforts of **Senator Brickwood Galuteria**, the Moons were honored and presented with a Senate Congratulatory Certificate. In celebration of the Korean language collection's milestone achievement, the Moons presented a $1 million pledge to HSPLS and the Korean Library Foundation. It is an extremely generous gesture that will support the continuation of access to materials and sustain this important legacy for the community.

(l-r) Stacey Kaneshige, Baron Baroza, Susan Werner, Stacey Aldrich

HSPLS Award Winners

This year the Hawaii State Public Library System (HSPLS) recognized the following employees for their exceptional service as a part of the 2017 State Incentive & Service Awards Program:
- Manager of the Year – **Susan Werner,** Branch Manager, Wailuku Public Library
- Employee of the Year – **Curt Fukumoto**, Children's Librarian, Kaneohe Public Library
- Team of the Year – **Kahuku Public & School Library**

HSPLS Award Winners continued

Susan Werner, Wailuku's Branch Manager for more than 10 years, substantially increased the quality of Maui's library services and staff development. She accomplished this through outstanding efforts as a leader and mentor, and was exceptional in planning and organizational skills. Susan was also effective in advocacy and coordination of innovative services – including the recently – launched *Holoholo* Bookmobile.

*(l-r) Don Ramos, Debra Ann Yoshizu, Lea Domingo, Curt Fukumoto, Tamara King, Jolene Peapealalo*

Curt Fukumoto, Kaneohe Children's Librarian since 2011, makes his weekly preschool storytime programs come alive with music, shadowbox plays, crafts, and puppets! Curt regularly attracts crowds of 80 to 100 children, including some families who travel from Ewa Beach to Kaneohe. This is Curt's second Employee of the Year honor; first time was in 2010 as Salt Lake-Moanalua Library's Children's Librarian.

Team Kahuku Public & School Library made their community more aware of the library through innovative programs and partnerships. This dedicated staff of 6 renovated space to create the Kahuku Cool Lab (Library's Makerspace). More than 1,800 Kahuku kids learned STEAM (Science, Technology, Engineering, Arts & Math) concepts last year in programs at the Cool Lab. Staff members include: **Branch Manager Lea Domingo, Tamara King, Debra Ann Yoshizu, Jolene Peapealalo, Don Ramos** and **Presentacion Galicinao.**

Sustained Superior Performance Award recipients were also surprised and honored at the Hawaii Island and Oahu Library Institute Day Workshops: **Samuel Toler, Jr.**, Janitor II of Hilo Public Library and **Susan Nakagawa**, Library Assistant IV of Library Development Services Section.

Friends of the Library of Hawaii Honor Librarian of the Year and Excellence in Service

HSPLS is grateful to the Friends of the Library of Hawaii for annually recognizing staff who have demonstrated outstanding service in their community. Those who are recognized are nominated by members of their community and for 2016, **Vicky Bowie**, manager of the Pearl City Public Library was

awarded Librarian of the Year and **Carleen Corpuz**, manager of the Mountain View Public & School Library was awarded for her Excellence in Service.
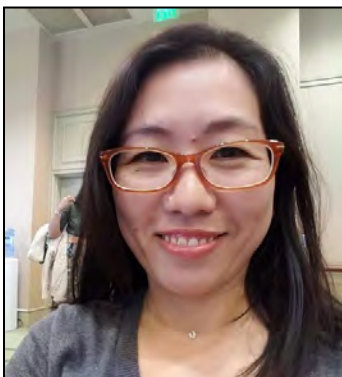
Vicky Bowie, Branch Manager at Pearl City Public Library is committed to serving her community. Under her leadership Pearl City Library has averaged an annual circulation of over 200,000 items, more than 23,000 annual internet sessions, and hosted library programs for keiki to kupuna. She and her staff have worked hard to make the Pearl City Public Library a vibrant community gathering place that serves 37,000 registered library card users in the area. At the same time she has coordinated library improvement projects

to reroof the facility, repair the air conditioning, replace the flooring and provide a general update to the interior of the library, all to ensure visitors would feel welcome and comfortable. Her selection as Librarian of the Year recognizes Vicky's dedicated efforts which resulted in increased information access for the people of Pearl City and West Oahu, and which enriched the services the Hawaii State Public Library System is able to provide the community.

An HSPLS employee since 1980, **Carleen Corpuz** became Branch Manager, Mountain View Public and School Library in 2012. Well known for her dedication to providing library services and helping out patrons, she has worked tirelessly to build a collection that best meets the needs of all her community. Carleen started out as a library assistant and subsequently worked with school children, blind and disabled patrons, and a wide range of community members from across the Big Island, always providing service in a welcoming, hospitable manner. Her work to support the needs of the collocated school while also fulfilling responsibilities to public users has been exemplary. Her award for Excellence in Service is a direct reflection of the positive impact she has made on the cultural understanding and awareness of people across the Mountain View area.

LEGISLATIVE BREAKFAST

Each year, the Friends of the Library of Hawaii (FLH) hold a special Legislative Breakfast to celebrate public libraries and those special legislators that support them. On January 10, 2017 at Washington Place, **State Rep. Della Au Belatti** (D-24), was recognized as Legislator of the Year 2016 by the Friends of the Library of Hawaii (FLH), **First Lady Dawn Amano Ige**, fellow legislators, **State Librarian Stacey Aldrich**, FLH officials and invited guests.

FLH 2016 Legislator of the Year Rep. Della Au Belatti is congratulated by (l-r) First Lady Dawn Amano Ige, State Librarian Stacey Aldrich and FLH officials.

Rep. Belatti received the Friends' Mahalo Award for her dedicated work and long-standing support of Hawaii's public library services. As an active Board member of the Friends of Makiki Community Library, she is working closely with HSPLS Administrators to obtain funding for adding Makiki Community Library to the Library System.

"I am honored to be recognized by the Friends of the Library of Hawaii," said Rep. Belatti. "Libraries are places where imaginations are ignited. This honor means so much to me."

FLH Executive **Director Nainoa Mau** praised the Representative saying, "Rep. Belatti is a wonderful choice for the FLH Mahalo Award because of her dedication to extending library services to her community."

COMING SOON!

Come Read with us!

HAWAII STATE PUBLIC LIBRARY SYSTEM PRESENTS

BUILD a Better WORLD

Sponsored by the Friends of the Library of Hawai'i & the 2017 Summer Reading Sponsors

**Summer Reading Program
June 4 - July 15**
Registration begins May 30
at your public library

For Children, Teens, and Adults
FREE PROGRAMS • ACTIVITIES • PRIZE DRAWINGS

KAPIOLANI GRANT

From January through March, HSPLS conducted a literacy project on Oahu to benefit immigrant Micronesian families and encourage reading, library use and healthy living. For this effort, HSPLS partnered with Kapiolani Medical Center for Women and Children's Pediatric Clinic, and received a $32,236.60 grant from the National Network of Libraries of Medicine, Pacific Southwest Region.

Patients and their families visiting the clinic, especially immigrant Micronesians, were invited to get a library card and go to their local branch to receive a free book. In nine weeks, over 300 library card applications were issued and two branches, Salt Lake-Moanalua and Liliha, welcomed the first five new card holders with free fun books on health, nutrition and exercise. The grant also provided libraries with opportunities to host health resources orientation sessions for our patrons. Kalihi-Palama and Waipahu Public Libraries hosted orientations in February and March and introduced patrons to the library's diverse and authoritative resources accessible through our website.

An important lesson learned was that we had richer engagement and higher attendance with our targeted Micronesian families by meeting them in their community. During an outreach visit hosted by Linapuni Elementary School's Parent Community Network Center, 22 Micronesian children and their families attended. The children and their parents were curious and attentive while listening to stories, creating crafts, book swapping and learning about the library's programs, services and health resources.

We are heartened by the small, yet promising successes in this pilot project and while this grant ends in April, two more health orientation sessions are being planned at Waianae and Pearl City Public Libraries this summer. Moreover, future outreach events at schools, churches and community centers supporting Micronesian families, will be planned in order to continue efforts to encourage reading, library use and accessibility to health resources.

KAIMUKI AC REPLACEMENT

The Kaimuki Public Library will be temporarily closed for a long overdue air conditioning replacement starting Saturday, March 25, 2017. All book drops will be closed starting at 4:00 pm on Friday, March 24. Please return borrowed items to other public libraries during the closure. If you have pending requests on your account, call or visit any open library to designate an alternate pick up library. You may pick up your requested items already on the hold shelf by 4:00 pm. on March 24 or when the library re-opens. The anticipated reopening will be in May, and further details will be available as soon as they are available. For more information, please call Kaimuki Public Library at 733-8422 or check our website at **https://www.librarieshawaii.org**.

NEW SERVICES

Horizon

The name of our automation system is Horizon. In March, we upgraded our system to support new features that will help us to be more efficient and effective. Some of the features include:

- ability for patrons to renew DVDs online,
- ability for staff to email a list of the checked out items,
- a new user friendly interface for managing library accounts,
- and the ability to more effectively manage the loan of materials across multiple islands.

While the upgrade was mostly smooth, we are still experiencing a few issues with changes that were made to our automation system and our patron interface with the online catalog. We are working closely with our vendor to address them as soon as possible. We appreciate the public's patience as we transition.

Pre-Notifications

We are pleased to announce that for patrons who have given us their email address as a primary form of communication, they will now receive reminders of due dates for books five days before they are due.

This is a feature that many patrons have been asking for, and we are very happy to now be able to provide this support.

New Services continued

NEW – PRESSREADER

HSPLS has a new service! PressReader offers access to more than 6,000 newspapers and magazines from over 120 countries in 60 languages, and even includes the Hawaii Tribune-Herald and West Hawaii Today. It has amazing features for managing news intake and even offers the ability to translate foreign publications into English. In a world where we are trying to figure out what is fake news or alternative facts, having the ability to access newspapers and magazines from around the world enables people to read information from multiple viewpoints, see trends, and make up their own minds. With just an HSPLS library card, anyone can access PressReader via http://www.librarieshawaii.org.

COMING SOON – BOOKFLIX

In an effort to support growing readers, HSPLS will launch a new service called Bookflix in April. Bookflix is an online literacy tool for grades Pre-K to 3rd grade that pairs classic video storybooks from Weston Woods with related nonfiction ebooks from Scholastic to support the love of reading and learning. Bookflix offers more than 120 animated stories with built-in literacy support tools that include read aloud and word highlighting that build key literacy skills and support beginning and ELL readers, and build fluency, vocabulary, as well as comprehension.

HAWAII BOOK AND MUSIC FESTIVAL

Bank of Hawaii Presents

2017 Hawai'i Book & Music Festival

Saturday and Sunday, May 6-7
FREE Admission and Parking | GREAT Family Fun
@hawaiibookmusic   #HBMF2017

The Hawaii Book and Music Festival is an amazing event that is open to the public and offers access to authors, musicians, and Hawaiian culture from May 6-7, 2017. This year HSPLS is actively participating in three ways:

- Having a booth to promote the upcoming Summer Reading Program and demonstrations of the valuable resources that are available at your favorite branch of the Hawaii State Public Library System.
- Celebrating the Nene Awards, which is presented to the favorite fiction book based on a vote by the children of Hawaii in grades 4 to 6. This year, 5,590 students from 62 public libraries, private and public schools statewide voted. The awards will be held on Saturday and will celebrate the work of students who have taken the time to create a variety of interpretations and learnings from "**Smile**" by **Raina Telgemeier**, the 2016 Nene Award winner.
- Working with the **Kristi Yamaguchi** Always Dream Foundation to coordinate the Kristi Yamaguchi Reading Corner, where keiki can listen to a variety of readers share their favorite books. **Kristi Yamaguchi** and other local readers will be in the Reading Corner throughout the two days of the Festival.

TAX CHECK-OFF BOX PROGRAM

It's Tax Season and HSPLS is promoting a tax donation opportunity that benefits all 50 public libraries across the state. Through Act 193 (2004), a check off box on State Individual Tax Returns allows taxpayers an effortless way to make a token donation--$2.00 of their refund or $4.00 for a joint return for the Hawaii Public Libraries Fund on forms N-11 or N-15. Last year, generous tax payers donated $68,786.00 through this tax donation program, and since its launch in 2005, $915,830.00 has been collected! Funds raised have been used to purchase children's books, Hawaiiana, best sellers and new releases of DVDs.

LSTA FIVE-YEAR PLAN EVALUATION

The Grants to States program of the Library Services and Technology Act (LSTA) provides federal dollars to State Library Administrative Agencies to support library services and programming to local communities. Each state must write a LSTA Five-Year Plan which describes how the funding will be spent in relationship to the priorities of the act. At the end of 5 years, an evaluation is required to review the accomplishments and learnings of the plan. In March, the evaluation of our plan was completed.

As part of the evaluation, two surveys were conducted by the evaluator, **Nancy Bolt and Associates**. Key findings of the evaluation results show:

- Hawaii's "…public are highly supportive of the HSPLS libraries."
- "The public indicated they were unaware, or did not know how to use some of the library's services, particularly in the area of eResources. HSPLS should consider additional publicity for the public and additional training for staff to promote more use of these services."
- "There is a substantial increase in use of the libraries' internet use by the public. This is clearly seen as a valuable service provided by the Hawaii libraries."

Hawaii primarily uses the annual IMLS grant to maintain and upgrade HSPLS' technological infrastructure—allowing for self service options such as online holds and renewals, self-checkout, and computer reservations--and to offer electronic resources such as subject databases, Overdrive eBooks and eAudio books, Zinio, Gale Courses, Microsoft Imagine Academy, Mango Languages, PressReader, etc. A pilot project of loaning netbooks proved useful for patrons who used them, but costly in terms of internet usage fees, and is therefore being reevaluated.

 For further information, please see the attached LSTA Five-Year Plan Evaluation.

CONCERNS FOR FEDERAL FUNDING

The President's budget plan calls for the elimination of the Institute of Museum and Library Services (IMLS), which is the federal agency that provides and manages the LSTA program, which includes the Grants to States program. It is an effective program that requires Maintenance of Effort and Matching requirements for a state to receive funding. The Hawaii State Public Library System receives about $1,200,000 each year. This funding is used to create equity of access to the internet, information and digital resources across all 6 islands. It is also used to provide access to free learning opportunities for the public to improve their knowledge and skills in a variety of areas from language to business to computers.

The Hawaii Library Association has cited the grants administered by IMLS that have benefited our Hawaii community, including promotion of Kanaka Maoli traditions, dedication to research, and the emphasis of ecological sustainability. In 2016, funding from IMLS was used to standardize data for the

Concerns for Federal Funding continued

Lyon Arboretum-Hawaiian Rare Plant Program (HRPP), create virtual access to artifacts and documents pertaining to Kaho'olawe, preserve the wisdom of hula through the digitization of oral histories, produce hands-on education for watershed and environmental conservation, and provide culturally relevant academic resources to Native Hawaiian students.

We encourage people to support IMLS and contact your local elected officials in Congress to vote in favor of keeping IMLS, so that our communities can continue to grow and support access to information, ideas, inspiration and culture. For more information on what you can do, please visit https://votelibraries.nationbuilder.com/nextstepstosaveimls.

OLELO FILMING

Olelo filmed their most recent Island Focus program at the Hawaii State Library. **State Librarian Stacey Aldrich** was interviewed and spoke of the value of public libraries in the 21st Century. Hawaii State Library staff member **Colette Young** also provided a tour of the library and the services that we provide. We are grateful to **Sanford Inouye**, President and CEO of Olelo Community Media, for the opportunity to share the Hawaii State Library with viewers.

LIBRARY INSTITUTE DAYS

With the generous support of the Friends of the Library of Hawaii, HSPLS held Library Institute Days in February on Maui, Hawaii Island, Oahu and Kauai for the staff and friends of our 50 branches. The agenda focused on new strategies for more effectively working with patrons and leadership. HSPLS was honored to have **Felton Thomas**, UH Graduate, President of the Public Library Association and Director of the Cleveland Public Library, as the keynote speaker. He focused on how to build positive library organizations and thoughts about leadership that help us to provide better services to the public. We are grateful to Vice Chair, **Brian DeLima** and board member **Bruce Voss** for stopping by and sharing thoughts with our staff on the Big Island and also Oahu.

STORY FROM WEBSITE

The new HSPLS website invites patrons to share their stories about the library. Here is Cherry's story.

When Cherry borrows ebooks and audiobooks from the library, she saves time and money!

I stumbled upon the Hawaii State Public Library System's Overdrive app a few years ago. The app allows me to borrow ebooks and audiobooks for 3 weeks, which makes it easy for me to read and listen on the go. Nowadays, I'd rather listen to audiobooks than listen to music on long drives. I also love that I can read ebooks on my phone, ipad, or computer. In addition, I like that I am able to recommend new books to the Overdrive system and I can easily place myself on the waiting list so I can be one of the first ones to read or listen to these books. Using this app has saved me money by not buying as much books as I did when I was younger. In fact, if I am look-ing for a book, I first look through Overdrive to see if it has it so I can borrow it for free. Finally, I am currently trying to improve our finances, save for retirement, etc., so I've been borrowing lots of books on personal finance. I've been learning a lot of tips and strategies that I've never thought about before so I've been working on incorporating what I read into our finances.
– Cherry

Find more stories from library patrons about the importance of HSPLS at http://www.librarieshawai.org.

HAWAII

Evaluation of the 2013-2017 LSTA Five-Year Plan Hawaii State Public Library System

Stacey Aldrich, State Librarian

SUBMITTED March 7, 2017

NB& A

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Evaluation Summary

Introduction

The Institute of Museum and Library Services (IMLS), the federal agency responsible for implementing the Library Services and Technology Act (LSTA), requires state grant recipients to conduct an independent evaluation of programs funded with grant funds as delineated in the 2013-2017 LSTA Five-Year Plan (Plan). The Hawaii State Public Library System (hereafter, HSPLS) engaged Nancy Bolt & Associates to conduct the evaluation.

Study Background:

Users and use of the evaluation process: HSPLS intends to use the information in this report for two purposes:

- To meet the IMLS requirements specified in Guidelines for Five-Year Evaluation
- To inform the development of the new Five-Year LSTA Plan

The Hawaii State Public Library System is the state library agency for Hawaii. It differs from other state library agencies in that it is one system with one administrative agency and 50 local branches spread across six islands. HSPLS is a public library system; however, it cooperates with other types of libraries.

HSPLS' mission statement is: "The Hawaii Public Library System nurtures a lifelong love of reading and learning through its staff, collections, programs, services, and physical and virtual spaces." The vision is: "The Hawaii State Public Library System is the educational, informational, and cultural heart of Hawaii's communities." A major resource assisting HSPLS in fulfilling its mission and vision is LSTA funding provided by IMLS.

Key Findings

- *Public support:* The survey responses showed interest in the future of HSPLS. The public are highly supportive of the HSPLS libraries. With only a two-week window to reply, 512 members of the public completed the survey, both online and on paper. The staff survey was responded by 50% of the staff, a high percentage for such a survey.
- *Program awareness*: The public indicated they were unaware, or did not know how to use some of the library's services, particularly in the area of eResources. HSPLS should consider additional publicity for the public and additional training for staff to promote more use of these services.
- *Funding*: The State of Hawaii has a complex budgeting process. While the Hawaii State Public Library System receives a budget every year, a percentage of that budget is restricted along with other agencies so that the State can ensure it can meet financial obligations. If funding is available, each agency can request to have the restrictions

lifted. The timing varies on when the funding will be made available and influences how the library makes decisions about how to fund programs and projects. While HSPLS must be flexible, HSPLS should consider building strategic LSTA budgets that may help them easily align with their LSTA 5 Year Plan.

Observations

- *Outcome evaluation:* HSPLS is to be commended for establishing measurable outcome targets for their projects for both the public and staff. The choice of projects to focus on with LSTA funding has proven successful with the public; both resources made available and services to make it easier for the public to use the library.
- *Use of administrative funds:* HSPLS should also be commended for not using its administrative funds, but applying those funds to projects that benefit the public and support the staff.

Retrospective Questions

A-1. To what extent did your Five-Year Plan activities make progress toward each goal? Where progress was not achieved as anticipated, discuss what factors contributed:

- *Organize findings around each goal of the state's 2013-2017 Five-Year Plan*
- *Categorize each goal as either 1) achieved, 2) partly achieved, or 3) not achieved*

HSPLS has nine goals and 16 outcomes under these goals. All of the outcomes are measurable and outcome/impact oriented. To determine whether these goals had been met, two surveys were conducted in the fall of 2016. One survey went to all library staff in all 50 branches and support staff offices, and one went to the general public. Fifty percent of the HSPLS staff, 274, responded to the survey. The public survey had 512 total responses but not all respondents answered all questions.

The full report includes a chart that shows the goal, outcome, focal areas, and whether the goal and outcome was achieved. In summary, four of the eight goals were fully achieved (one with non-LSTA funds), four were partially achieved, and one was not achieved. The chart below summarizes this by goal, focal areas, and achievement level.

Goal	Focal Areas	Achievement
Goal #1: Maintain and upgrade HSPLS technological infrastructure	Lifelong Learning Information Access Institutional Capacity	Partially Achieved
Goal #2: Online Databases and other eResources for *24/7* virtual collections	Institutional Capacity Information Access Lifelong Learning	Achieved

	Human Services	
Goal #3: Foster love of reading and lifelong learning	Lifelong Learning	Not Achieved with LSTA funds. Other funds were used.
Goal #4: Expand self-service, privacy-enhancing, and personalized service options	Information Access Institutional Capacity	Achieved
Goal #5: Timely, efficient, user-friendly materials delivery	Information Access Institutional Capacity	Achieved
Goal #6: Library services and collections to underserved and LEP patrons	Lifelong Learning Information Access Human Services Civic Engagement	Partially Achieved
Goal #7: Staff intranet and other productivity tools	Institutional Capacity	Partially Achieved
Goal #8: Digitization of unique resources	Information Access Institutional Capacity	Not Achieved, Funding used for other purposes.
Goal #9: Continuing Education for staff	Institutional Capacity	Partially Achieved

A-2. Did any of the following groups represent a substantial focus for your Five-Year Plan activities?

Question A-3 on the IMLS Guidelines asks if any of the LSTA money went to provide a "substantial focus" to help certain priority groups. The definition of priority focus is 10% of the total over the three years. The total LSTA allocation to Hawaii over the three years of the evaluation is $3,588,176. Ten percent of this amount is $358,817. Using that number, both connectivity/access and databases represent over 10%. The chart below shows the allocation of LSTA funds to Hawaii programs:

Expense	FY 2013-2014	FY 2014-2015	FY 2015-2016	Total
Connectivity and access	$714,707	$642,390.76	$597,789.48	$1,954,887.24
Access to library resources, databases	$462,434	$280,351.89	$417,615.58	$1,160,401.47
Educational resources		$140,645.94	$ 84,469.08	$225,115.02
Net-books		$141,833.41	$103,400.48	$245,233,89
Continuing education			$ 2,538.38	$ 2,538.38
Total	$1,177,141	$1,205,222	$1,205,813	$3,588,176

The HSPLS program Connectivity and Access has outcomes covering the following services: the Integrated Library System (ILS), Internet access, online holds, computer reserves, online renewal, self-checkout, SharePoint intranet communication system. This program serves both HSPLS staff and the general public in multiple ways. It provides services that make it easier for the user to access library services and easier for staff to deliver these services effectively. Because it is used by users to access all of the library's service indirectly, it can meet all of the LSTA priorities.

The Database program more directly meets the LSTA priorities. The Database program includes general databases, eBooks, and audio books. The public survey asked what kind of information users were looking for in the databases. The results, discussed in the Detailed Program Description below, show users of the databases sought information on health, personal or family finances, college or career planning, finding a job, starting or improving a business, and parenting.

B. Process Questions
B-1. How has the State Library used data from the old and new State Program Report (SPR) and elsewhere to guide activities included in the Five-Year Plan?

Depending on the program, data was used in various ways. Overall, reports are made to the Hawaii Legislature and the key stakeholders that highlight the value and use of public libraries. Data collected in individual programs is shared with administrative staff, branch staff, and other program experts. Each program is covered in the Detailed Description of Projects, below. In summary, the major decisions made, based on data, was evaluating if some databases should be expanded or the subscription cancelled; switching from PowerSpeak to Mango; and suspending the Netbook Program.

B-2. Specify any changes made to the Five-Year Plan, and why this occurred.
In April 2014, HSPLS added a new goal to Foster Love of Reading. This change was submitted to IMLS and approved. No other official changes were made in the Five-Year Plan. Goal #8, however, to implement digitization, was not implemented because there was insufficient infrastructure in place.

B-3: How and with whom has the State Library shared data from the old and new SPR and from other evaluation resources?
All plans and reports are on the HSPLS website. Annual reports are submitted to the State Legislature, the Board of Education, and other stakeholders.

C. Methodology Questions

C-1. Identify how the State Library implemented an independent Five-Year Evaluation.

The HSPLS developed a Request for Proposals containing details of the project and requirements for the evaluators. The staff reviewed each submission to judge the evaluators' abilities to carry out the requirements of the evaluation as stipulated in IMLS guidelines. The State Library selected Nancy Bolt & Associates to do the evaluation. NB&A engaged Dr. Karen Strege to plan and conduct two surveys and analyze the results.

C-2. Describe the types of statistical and qualitative methods (including administrative records) used in conducting the Five-Year Evaluation. Assess their validity and reliability.

This project used multiple data-collection methods, including document review, interviews, and two surveys, one with the general public, and one with library staff. Evaluators selected these particular methods because they were most likely to answer the research questions, and because evaluators have expertise in planning and implementing surveys and analyzing the results using these methods. Triangulating data from multiple sources is a primary strength of this multi-method design.

SPRs from all three years, as well as other documentation, reports, and data were reviewed by the consultants. Seven key staff were interviewed. The consultant offered to conduct focus groups but the decision was made to conduct a second survey of the general public in addition to the planned survey of library staff.

Survey validity and reliability: Consultants ensured that the surveys' questions, answers, and format possessed both face and content validity by working with State Library staff to determine if the surveys would measure what they intended to measure. In addition, consultants tested the surveys with a select group of typical survey recipients to avoid problems with internal validity. These testers provided feedback on any confusing aspects of the survey. We used the results of this test to change, when necessary, the original survey language and format. To further help meet face and content validity standards, we provided survey recipients with contact information should they have questions or concerns about the survey. We received no questions from survey recipients.

Ethical considerations: We maintained confidentiality of the identities of our survey respondents. The State Library knows the names of interview participants, but not the content of the interviews.

C-3. Describe the stakeholders involved in the various stages of the Five-Year Evaluation and how you engaged them.

Three groups of stakeholders were engaged. First, the constituent survey asked the opinion of the Hawaii residents about library services. Second, the staff survey was sent to all library staff

and they had the opportunity to provide their opinion of library services. Both surveys were anonymous, and the questions asked were taken specifically from the desired outcomes in the Plan. The survey instruments are included in Appendix E and F and sent as separate attachments. Seven HSPLS administrative staff were interviewed by telephone (Appendix B). Administrative staff were also asked to review the evaluation to verify that factual information and documentation was accurate.

C-4. Discuss how you will share the key findings and recommendations with others.
The HSPLS will make the evaluation report widely available to Hawaii's library community by announcing its availability in posts to Listservs and by posting on the State Library's website. HSPLS will also share the report as they develop the 2018-2022 LSTA Five-Year Plan. The State Librarian also makes an annual report to the Legislature, the State Board of Education, and other stakeholders. HSPLS is committed to involving library staff in the implementation of the 2018-2022 Five-Year Plan and plans to discuss Plan implementation at staff meetings.

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- *Organize findings around each goal of the state's 2013-2017 Five-Year Plan*
- *Categorize each goal as either 1) achieved, 2) partly achieved, or 3) not achieved*

HSPLS has nine goals and 16 outcomes under these goals. All of the outcomes are measurable and outcome/impact oriented. To determine whether these goals had been met, two surveys were conducted in the fall of 2016. One survey went to all library staff in all 50 branches and support staff offices, and one went to the general public. Fifty percent of the HSPLS staff, 274, responded to the survey. The public survey had 512 total responses, but not all respondents answered all questions.

This chart summarizes the goals and their achievement level based on the two surveys and discussion with staff. A detailed discussion of each program will describe the extent to which each goal and outcome was achieved.

Goals, Outcomes, Focal Areas, and Achievement

Goal	Outcome	Focal Areas	Achieved/ Partially Achieved/ Not-achieved
Hawaii Goal #1: Maintain and upgrade HSPLS technological infrastructure.	Outcome 1: staff assessment of network capacity and speed: 1) ILS operations and 2) accessing online database and other resources. At least 75% of the staff will report improvement in network speed for both categories. At least 80% of the staff will report satisfaction with network speed.	Lifelong Learning Information Access Institutional Capacity	Partially achieved
Hawaii Goal #2: Online Databases and other eResources for *24/7* virtual	Outcome 2.1: At the end of this 5-Year LSTA period, 100% of our reference service staff will know how to access our collection of online resources, can easily identify appropriate resources for subject searches, and can instruct a customer to use these	Institutional Capacity Information Access	Achieved

collections.	databases.		
	Outcome 2.2: At the end of this 5-Year LSTA period, 70% of our reference service staff will report high satisfaction with the collection of online resources in terms of ease of use, authoritativeness, and ability to complement physical collections in meeting their customers' reference and reading needs.	Institutional Capacity	Partially Achieved
	Outcome 2.3: At the end of this 5-Year LSTA period, 25% of patrons surveyed will be familiar with one or more of our online resources, will be able to locate and access the resources, and will be able to search and obtain information of interest to them.	Lifelong Learning Information Access Human Services	Achieved
	Outcome 2.4: At the end of this 5-Year LSTA period, 25% of patrons surveyed will report high satisfaction with the collection of online resources in terms of ease of use, convenience, and appropriateness for their information and reading interests.	Lifelong Learning Information Access Human Services	Achieved
Hawaii Goal #3: Foster love of reading and lifelong learning.	Outcome 3: Annual Summer Reading Program evaluations will report 80% satisfaction rate among participants.	Lifelong Learning	Not achieved with LSTA funds; achieved using other funds.
Hawaii Goal #4: Expand self-service, privacy-enhancing and personalized service options.	Outcome 4: familiarity and satisfaction with self-service options. At least 50% of patrons will report familiarity with self-service options. At least 75% of knowledgeable patrons will report satisfaction with self-service options.	Information Access Institutional Capacity	Achieved
Hawaii Goal #5: Timely, efficient, user-friendly materials	Outcome 5: familiarity and satisfaction with holds and delivery operations. At least 50% of patrons will report familiarity with holds and delivery operations. At least 75% of	Information Access Institutional Capacity	Achieved

delivery	knowledgeable patrons will report satisfaction with holds and delivery operations.		
Hawaii Goal #6: Library services and collections to underserved and LEP patrons	Outcome 6.1: patron satisfaction of patrons using the pilot or demonstration projects and their suggestions for improvements. The outcome target will be at the 75% satisfaction level for these patrons using the pilot or demonstration project, with the understanding that these projects are alternatives to a full-service public library.	Lifelong Learning Information Access	Partially Achieved
	Outcome 6.2: at least 50% of the patrons will indicate awareness and use of the foreign language desktops option on the HSPLS website, and at least 75% of the knowledgeable patrons will report satisfaction with its use.	Lifelong Learning Information Access Human Services Civic Engagement	Not Achieved No data collected. Translation application not on current website.
Hawaii Goal #7: Staff intranet and other productivity tools	Outcome 7: staff satisfaction with SharePoint and any other staff productivity systems implemented, with at least 75% satisfaction rating after at least 2 years of use.	Institutional Capacity	Partially Achieved
Hawaii Goal #8: Digitization of unique resources	Outcome 8.1: staff satisfaction with inputting into Portfolio with at least 75% satisfaction rating.	Information Access Institutional Capacity	Not achieved. Infrastructure not in place to implement.
	Outcome 8.2: staff satisfaction with use of Portfolio to access digitized material with at least 75% satisfaction rating.	Information Access Institutional Capacity	Not achieved. Infrastructure not in place to implement.
	Outcome 8.3: staff satisfaction with digitization project with at least 75% satisfaction rating.	Information Access Institutional Capacity	Not achieved. Infrastructure not in place to

			implement.
	Outcome 8.4: patron awareness and use of Portfolio to access digitized material with 25% of surveyed patrons aware of this resource and 25% having high satisfaction with its use.	Information Access Institutional Capacity	Not achieved. Infrastructure not in place to implement.
Hawaii Goal #9: Continuing Education for staff	Outcome 9: staff satisfaction of the training provided with at least a 75% satisfaction rating.	Institutional Capacity	Partially achieved.

A-2. Did any of the following groups represent a substantial focus for your Five-Year Plan activities?

Question A-2 on the IMLS Guidelines asks if any of the LSTA money went to provide a "substantial focus" to help certain priority groups. The definition of priority focus is 10% of the total over the three years. The total LSTA allocation to Hawaii over the three years of the evaluation is $3,588,176. Ten percent of this amount is $358,817. Using that number, both connectivity/access and databases represent over 10%. The chart below shows the allocation of LSTA funds to Hawaii programs:

Hawaii LSTA Allocations

Expense	FY 2013-2014	FY 2014-2015	FY 2015-2016	Total
Connectivity and access	$714,707	$642,390.76	$597,789.48	$1,954,887.24
Access to library resources, databases	$462,434	$280,351.89	$417,615.58	$1,160,401.47
Educational resources		$140,645.94	$ 84,469.08	$225,115.02
Net-books		$141,833.41	$103,400.48	$245,233,89
Continuing education			$ 2,538.38	$ 2,538.38
Total	$1,177,141	$1,205,222	$1,205,813	$3,588,176

The HSPLS program Connectivity and Access has outcomes that cover the following services: the Integrated Library Service (ILS), Internet access, online holds, computer reserves, online renewal, self-checkout, and SharePoint intranet communication system. This program serves both HSPLS staff and the general public in multiple ways. It provides services that make it easier for the user to access library services and easier for staff to deliver these services effectively. Because it is used by users to access all of the library's service indirectly, it can meet all of the LSTA priorities.

The Database program more directly meets the LSTA priorities. The Database program includes general databases, eBooks, and audio books. The public survey asked what kind of information users were looking for in the databases. The answers below relate to the different LSTA priorities:

Use	Percentage
Health information	30.7%
Personal or family finances	18.3%
College or career planning	17.9%
Finding a job	11.7%
To start or improve my business	8.2%
Parenting	5.8%

While it is not possible to indicate specifically the intentions of the user, these declared uses relate to the LSTA priorities individuals that are unemployed/underemployed; families; and school-aged youth 6-17.

B. Process Questions

B-1. How has the State Library used data from the old and new State Program Report (SPR) and elsewhere to guide activities included in the Five-Year Plan?
Depending on the program, data was used in various ways. Overall, reports are made to the Hawaii Legislature and the key stakeholders that highlight the value and use of public libraries. Staff reported that it is "hard to determine" the impact. "Providing them with information about results of our services and partnerships results in an overall sense about the value of the library."

Connectivity and access: Most of the data collected is informal and deals with the condition of hardware at the branches. Network speed is tracked as well as data on network usage. Only informal decisions are made based on these data. Circulation data is analyzed by topic and decisions made on how to allocate acquisition funds. For example, circulation data on graphic novels and their popularity resulted in acquisition of a larger collection.

Databases: Data is collected on the usage of various databases. These data are used to make decisions about whether individual databases should be renewed and which databases should be added. They also monitor the use of eBooks and eAudio. The public survey showed that the public are satisfied/very satisfied with the two services (66% and 57% respectively) but wish the collection was larger (50% and 44%).

Educational resources: HSPLS has invested in eLearning resources including Gale courses, Mango languages, Microsoft Imagine Academy, which provide college preparation exams, professional certification, and computer skills. Data on the use of the eLearning resources was used to decide to move from PowerSpeak to Mango language courses. Mango has a broader range of languages, including Hawaiian.

Net-books: Beginning in 2014, HSPLS began investing in computers with Internet connectivity that could be checked out by users. They were intended to give people without a computer at home the ability to access library services like databases, and learn to use a computer, and then purchase one for themselves. The slogan was, "HSPLS mobile: take the library with you anywhere." The hope was that they would be circulated among many users. In reality, they were borrowed by a limited number of people (only 11.9% of respondents to the survey had checked them out). They tended to be viewed as personal computers by the users who renewed them often.   Another issue is the cost per capita to maintain connectivity, which is not a sustainable or effective use of funding, so the library is modifying the program to be Wi-Fi based check-outs.

Continuing education: Data is currently being collected on the need for staff training.

B-2. Specify any changes made to the Five-Plan, and why this occurred.
In April 2014, HSPLS added a new goal to Foster Love of Reading. This change was submitted to IMLS and approved. No other official changes were made in the Five-Year Plan. Goal #8, however, to implement digitization, was not implemented because there was insufficient infrastructure in place. On the positive side, the Summer Reading Program, to implement the new Goal #3 to Foster the Love of Reading, was fully funded by another source and so was implemented without LSTA funding.

B-3: How and with whom has the State Library shared data from the old and new SPR and from other evaluation resources?

All plans and reports are on the HSPLS website. Annual reports are submitted to the State Legislature, the Board of Education, and other stakeholders

C. Methodology Questions

C-1. Identify how the State Library implemented an independent Five-Year Evaluation.
The HSPLS developed a Request for Proposals containing details of the project and requirements for the evaluators. The staff reviewed each submission to judge the evaluators' abilities to carry out the requirements of the evaluation as stipulated in IMLS guidelines. The State Library

selected Nancy Bolt & Associates to do the evaluation. NB&A engaged Dr. Karen Strege to plan and implement two surveys and analyze the results.

C-2. Describe the types of statistical and qualitative methods (including administrative records) used in conducting the Five-Year Evaluation. Assess their validity and reliability.
This project used multiple data-collection methods, including document review, interviews, and two surveys, one with the general public, and one with library staff. Evaluators selected these particular methods because they were most likely to answer the research questions, and because evaluators have expertise in planning and implementing surveys and analyzing the results using these methods. Triangulating data from multiple sources is a primary strength of this multi-method design.

SPRs from all three years, as well as other documentation, reports, and data were reviewed by the consultants. Seven key staff were interviewed. The consultant offered to conduct focus groups, but the decision was made to conduct a second survey of the general public in addition to the planned survey of library staff.

Survey validity and reliability: Consultants insured that the surveys' questions, answers, and format possessed both face and content validity by working with State Library staff to determine if the surveys would measure what they intended to measure. In addition, consultants tested the surveys with a select group of typical survey recipients to avoid problems with internal validity. These testers provided feedback on any confusing aspects of the survey. We used the results of this test to change, when necessary, the original survey language and format. To further help meet face and content validity standards, we provided survey recipients with contact information should they have questions or concerns about the survey. We received no questions from survey recipients.

Because the surveys did not use a random, stratified sample of HSPLS library employees and trustees or Hawaii residents we cannot say that the surveys' findings are true of or can be generalized to all library employees and trustees or Hawaii residents. Therefore, the surveys lack external validity.

We assume that other researchers could use our surveys in Hawaii and would receive the same general results and the same statistical significance findings. Therefore, the surveys are assumed to have reliability.

Ethical considerations: We maintained confidentiality of the identities of our survey respondents. The State Library knows the names of interview participants, but content of the reports was kept confidential.

C-3. Describe the stakeholders involved in the various stages of the Five-Year Evaluation and how you engaged them.

Three groups of stakeholders were engaged. First, the constituent survey asked the opinion of the Hawaii residents about library services. Second, the staff survey was sent to all library staff that had the opportunity to provide their opinion of library services. Both surveys were anonymous and the questions asked were taken specifically from the desired outcomes in the Plan. The survey instruments are included in Appendix E and F sent in separate attachments. Seven HSPLS administrative staff were interviewed by telephone. Their names and titles are included in Appendix B. Administrative staff were also asked to review the evaluation to verify that factual information and documentation was accurate.

C-4. Discuss how you will share the key findings and recommendations with others.

The HSPLS will make the evaluation report widely available to Hawaii's library community by announcing its availability in posts to Listservs and by posting on the State Library's website. HSPLS will also share the report as they develop the 2018-2022 LSTA Five-Year Plan. The State Librarian also makes an annual report to the Legislature, the Board of Education, and other stakeholders. HSPLS is committed to involving library staff in the implementation of the 2018-2022 Five-Year Plan and plans to discuss Plan implementation at staff meetings.

Key Findings
- *Public support:* The survey responses showed interest in the future of HSPLS. The public are highly supportive of the HSPLS libraries. With only a two-week window to reply, 512 members of the public completed the survey, both online and on paper. The staff survey was responded to by 50% of the staff, a high percentage for such a survey.
- *Program awareness*: The public indicated they were unaware or did not know how to use some of the library's services, particularly in the area of eResources.   HSPLS should consider additional publicity for the public and additional training for staff to promote more use of these services.
- *Funding*: The State of Hawaii has a complex budgeting process. While the Hawaii State Public Library System receives a budget every year, a percentage of that budget is restricted along with other agencies, so that the State can ensure it can meet financial obligations. If funding is available, each agency can request to have the restrictions lifted. The timing varies on when the funding will be made available, and influences how the library makes decisions about how to fund programs and projects based on timing restrictions. While HSPLS must be flexible, HSPLS should consider building strategic LSTA budgets that may help them easily align with their LSTA 5-Year Plan.

Observations
- *Outcome evaluation:* HSPLS is to be commended for establishing measurable outcome targets for their projects for both the public and staff. The choice of projects to focus on with LSTA funding has proven successful with the public; both resources made available and services to make it easier for the public to use the library.
- *Use of administrative funds:* HSPLS should also be commended for not using its administrative funds, but applying those funds to projects that benefit staff and the public.

Detailed Description of Projects

Connectivity and Access

Program description
The Connectivity and Access Project provides the ILS and Internet to all 50 of the HSPLS branches and all the services that are connected to the Internet. It includes the ILS Internet speed, the online holds, computer reserves, online renewal, self-checkout and SharePoint. HSPLS describes the program as: "HSPLS is dedicated to ensuring equitable access to information on each of the islands, and a robust technological infrastructure is imperative to provide access to the resources people need to be successful. HSPLS' technological infrastructure is made up of technologies providing Internet connectivity, public access computers, management of our physical collection through our ILS, and the tools that staff need to manage our connectivity, collections, and communication."

In 2013-2014, the Net-book program was begun and became its own project the following year. It is discussed in its own section.

IMLS focal areas
This project provides access to all of the library's collection and services related to accessing these resources. Thus, it could relate to all of the focal areas. Below are the ones most related to this project.
- Lifelong Learning: Improve users' general knowledge and skills
- Information Access: Improve users' ability to discover information resources; Improve users' ability to obtain and/or use information resources
- Institutional Capacity: Improve the library workforce; Improve the library's physical and technological infrastructure; Improve library operations
- Human Resources

Relation to goals and outcomes
- Goal #1: Outcome 1; Goal #4: Outcome 4; Goal #5: Outcome 5; Goal #7; Outcome 7

IMLS process questions

Extensive data is collected on the performance of the ILS, Internet, and related services. The data is collected on a regular basis and shared with library administration, Branch staff, and subject experts. The data is used to make decisions about the collection, what to acquire, and what to de-emphasize.

Usage data

The chart below shows the usage of the network in key areas:

Activity	2013-14	2014-2015	2015-2016
Circulation	6,519,688	6,445,931	6,343,038
Website visits	1,594,822	2,171,463	1,924,734
Internet sessions	723,305	729,658	845,485
Wi-Fi sessions	177, 357	322,173	555,812
Mobile app hits	111,848	223,464	305,744
eReference queries	3,399	3,857	3,030
Online resources presentations	7,964	29,991	35,355
Self-checkout	139,148	105,749	136,154
Online renewals	384,434	406,810	415,247

Budget

FY 2013-2014	FY 2014-2015	FY 2015-2016	Total
$714,707	$642,390.76	$597,789.48	$1,954,887.24

Findings

Overall, library circulation declined slightly, while at the same time, use of electronic resources, both the library's and personal computers increased substantially. Internet sessions increased 15.9% between 2014-15 and 2015-2016; Wi-Fi sessions increased 72.5%; and mobile app hits increased 36.9%. Staff providing online resource presentations increased 38.2%. At the same time, eReference questions declined 21.4%. Self-checkout declined 24% in 2013-2014 but then bounced back in 2014-2015 (28.8%). Online renewals, on the other hand, steadily increased in 2013-2014 by 5.8% and then in 2014-2015 by 2.1%.

The Connectivity and Access (also called Ensuring Access to Library Resources) Project is managed by the Electronic Services Support Services (ESSS). This project can be called "partially achieved" based on the results of the surveys. From the public's point of view, the library achieved its outcomes; from the staff's point of view, only partially achieved.

When queried about the online hold option, 82.9% of public respondents had used the service, and 91.3% agreed or strongly agreed that it was easy to use. The desired outcome was 75%. The opportunity to reserve a computer to use in the library was used by 72.3% of the public response and 85.4% agreed or strongly agreed that it was easy to use. Again, the desired outcome was 75%.

Staff were more critical on the services that most directly impacted them. The target for network speed was 75% of staff see an improvement in network speed, and 80% satisfaction with that speed. The staff survey showed only 48.9% of staff reporting they saw an increase in network speed, and only 57.3% satisfied with the speed.

On the staff survey, 75.5% of staff agreed or strongly agreed that they were satisfied with the online renewal system; 74.2% were satisfied with the email notification system; and 50.3% were satisfied with the overdue notice system. When asked about SharePoint, the satisfaction declined. The staff survey showed that 44.7% felt SharePoint had the files that were needed; 39.4% were satisfied with SharePoint; and 33.9% used SharePoint daily. Comments included:

- "SharePoint is obstructive, clunky, frustrating, and counter-productive. Furthermore, several forms one would think would be available for quick administrative access to get work done faster are not present, and searching for them is near impossible if the metadata isn't complete. It's unintuitive and outdated."

- "Poorly organized and does not seem to be kept updated. It seems slow and cumbersome to navigate. I find the search feature unhelpful. "

Administration staff reported that the SharePoint system was originally programmed by a consultant to include more than SharePoint typically covers such as acquisition of resources.

Over the years, the programming has not been updated, and, as seen, in the quotes above, users have found it difficult to use. The custom programming has made it hard to maintain the system. Future plans include breaking out some of the applications, such as acquisitions, to simplify the system.

Key findings
There is a substantial increase in use of the libraries' Internet use by the public. This is clearly seen as a valuable service provided by the Hawaii libraries.

Observations

Key functions of the library operation such as the ILS and Internet connectivity are paid for by LSTA funds.   This could be problematic if there is a substantial decrease in the availability of LSTA funding. Contingency plans should be in place for how library services will be delivered if a decrease becomes a reality.

Administration should pursue the intended review of SharePoint and develop alternatives to the current system.

Access to Library Resources – Databases

Program description

HSPLS subscribes to over 107 eResources including databases, eBooks, and eAudio.   In 2013-14, the SPR described the purpose of the Project.

> HSPLS will provide 24/7 virtual collections to anyone with an HSPLS library card and Internet access, and provide access to online resources for workforce development and lifelong learning by developing and promoting an appropriate collection of online databases and other resources for HSPLS to complement or supplement its physical library collections, especially in small branch libraries. Due to mostly level, or even declining budgets, to staff vacancies and turnover, and to the high cost of [maintaining 50 facilities], we have developed a collection of virtual library resources which is intended to complement and enhance the best features and strengths of traditional public library services and collections.

The databases support a wide range of subjects including research, self-help, youth, genealogy, magazines from Zinio, eBooks from Overdrive, and eAudio books, a Korean database, and both Gale and EBSCO.   HSPLS is part of the Hawaii Library Consortium composed of public and private academic, private schools, and special libraries. The Consortium supports the EBSCO suite of databases and a limited number of other databases.   The consortium has a formula to determine the cost to each member. HSPLS pays approximately 50% of the EBSCO subscription, making those databases available through all public library branches in the state.   In addition, HSPLS subscribes to additional databases for access in the public libraries.

ELearning was begun in this project in 2013 and expanded to its own project the following year. It is discussed elsewhere in this report.

IMLS focal areas
- Lifelong Learning: Improve users' formal education; Improve users' ability to discover information resources

- Information Access: Improve users' ability to discover information resources; Improve users' ability to obtain and/or use information
- Institutional Capacity: Improve the library workforce; Improve the library's physical and technological infrastructure
- Human Services: Improve users' ability to apply information that furthers their personal, family, or household finances; Improve users' ability to apply information that furthers their personal or family health & wellness; Improve users' ability to apply information that furthers their parenting and family skills

While the four focal areas above are the most relevant, it is impossible to know the intent of the user in accessing the databases, it is possible, if not likely, that Economic and Employment Development, Human Services, and Civic Engagement are also purposes for which users sought information from the databases. Based on the public survey, 30.7% used databases to look for health information, 18.3% for personal or family finances, 17.9% for college or career planning, 11.7% for finding a job, 8.2% to start or improve a business, and 5.8% for parenting.

IMLS process questions
Data from the databases has been used to determine whether specific databases should be expanded or the subscription cancelled. The increase in the use of databases shows that, overall, the database suite is appreciated and used by the public. No changes were made in the Five-Year Plan in respect to the databases. Data about the use of databases is collected by ESSS and shared with library administration, library branch staff, and the Hawaii Library Consortium.

Relation to goals and outcomes
- Goal #2: Outcome 2.1, Outcome 2.2

Usage Data

Activity	2013-2014	2014-2015	2015-2016
Number of e-Resource subscriptions	91	93	107
Number of eBooks and eAudio resources	44,777	54,466	81,047
Downloads of eBooks, eAudio, and eMagazines	356,120	475,652	635,464

Budget

FY 2013-2014	FY 2014-2015	FY 2015-2016	Total
$462,434	$280,351.89	$417,615.58	$1,160,401.

The fluctuation in expenses is due to an influx of funds from the State in 2014-2015. These funds had been withheld in the original budget allocation and released late in the year.

Findings

There has been a substantial increase of use in electronic resources and these are reflected in the survey responses.

EBooks were used by 48.6% of respondents to the public survey, and 66.6% were satisfied with them. EAudio was used by 27% of respondents to the public survey, and 57% were satisfied with them. For those who used eBooks and eAudio, this exceeds the target outcome of 25%.

Databases were used by 53.1% of the respondents on the public survey. Over 70% said they benefited from the databases; they found the information they needed; and the databases were easy and convenient to use. Again, this exceeded the target of 25%. The public respondents also indicated they wanted a larger collection of both eBooks and eAudio.

The public survey also asked the benefit respondents found in using databases and these data are reported under process questions above.

The staff survey showed that 88% of the staff respondents know how to teach library users how to access and use the online databases, and 84.3% could identify the appropriate database for the user. The target was 100% of the reference staff; however, the survey did not ask staff to indicate their duties in the library, therefore, there is no data to determine the percentage of reference librarians that could teach users how to use the databases. However, the high percentage of all library staff who feel comfortable with databases is very positive. When asked their opinion of the collection of databases, 65.1% felt the collection of databases was authoritative, 66% felt they complemented the print collection, and 61.3% felt they met user needs. The outcome target was 70% and the results were close to this target.

Observations
The eResources are clearly popular for users; however, note should be taken of the reasons why users do not access the databases. The main reasons reflect a lack of knowledge of the databases and how to use them: 28.6% didn't know the library offered them; 19.7% said they don't know enough about what is in them; and 12% indicated they don't know how to use them. The responses were very similar for the use of eBooks and eAudio.

HSPLS should consider increased efforts to both train staff and publicize the resources to increase use.

ELearning

Program description
The eLearning resources are considered "a vital component of the educational ecosystem of Hawaii."

In 2013-2014, eLearning was part of Access to Library Resources – Databases. Beginning in 2014-2015, this was separated into its own Project.

The eLearning resources included the Gale Courses using a virtual classroom and instructor, Microsoft Imagine Academy of workforce development and certification courses, and PowerSpeak programs teaching foreign languages. In 2015-2016 PowerSpeak was phased out and replaced with Mango language courses because Mango had a broader selection and included the Hawaiian language.

IMLS focal areas
- Lifelong Learning: Improve users' formal education; Improve users' general knowledge and skills
- Information Access: Improve users' ability to discover information resources; Improve users' ability to obtain and/or use information resources
- Economic & Employment Development: Improve users' ability to use resources and apply information for employment support; Improve users' ability to use and apply business resources

IMLS process questions
Data was used to decide which eLearning resources had the most to offer users, and thus, which resources to expand, and which to end the subscription. ELearning is included in Goal 2, but no outcome was established for it because it was separated from the general database program in 2014-2015. Data was shared with administrative staff and branch staff.

Relation to goals and outcomes
- Goal #2: There was no specific outcome for eLearning.

Usage data

Activity	2013-2014	2014-2015	2015-2016
Hi Tech Academy/MS Imagine Academy (registered users)	1,920	2,303	2,564
Gale courses enrollments	1,984	2,257	2,045

PowerSpeak and Mango (sessions)	3,942	4,776	5,625

Budget

FY 2013-2014	FY 2014-2015	FY 2015-2016	Total
	$140,645.94	$ 84,469.08	$225,115.02

Findings

While use of Gale Courses declined, the Hi Tech Academy and language courses increased.

The public showed that 23.2% of respondents used eLearning resources. No question asked about their satisfaction with the eLearning offerings. As with other databases, many potential users didn't know the library had eLearning resources (34.6%), didn't know enough about them (25.1); did not know how to search for them (7%).

Observations

According to the Hawaii State Department of Business, Economic Development & Tourism in 2014, Hawaii had the following educational levels: less than high school, 9.5%; high school, 28.1%; some college or an associate degree, 32.1%, a bachelor's degree, 20.2%, and some graduate school, 10.3%. According to the US Bureau of Labor Statistics, Hawaii's unemployment rate was 4.5%. However, when the number of people holding multiple jobs; seeking a higher paying job; and not actively looking but wanting a job are included, the effective rate is 11%. This would lead one to believe that the eLearning courses would be valuable to people seeking a job or a better job. The US Census Bureau indicates that in 2015, there were four main ethnic groups: Asian (37.3%); white (26.7%); two or more races (23%); and Native Hawaiian (9.9%). This might also indicate that there might be interest in learning a language used by other ethnic groups living in Hawaii. The number of people unaware of or not comfortable using language databases would call for additional publicity about the eLearning resources.

Mobile Netbook Loan Program

Program description

The purpose of the Netbook program was described as two-fold: 1) to extend library services beyond the branches' public service hours; and 2) to provide patrons, especially those without technological devices, the opportunity to experience using computers, Internet connectivity, and the electronic resources the HSPLS offers. While the US Census Bureau 2013 American Community Survey's Highlights for the State of Hawaii indicated that 86.4% of Hawaii's

households had a computer or smart phone of some sort in the home; that still leaves 14% without technological access to resources. HSPLS indicates they are committed to bridging the digital divide and the experimental use of Netbooks was an attempt to do this. Evidence of the need was determined by an analysis of the library's computer use in 2013-2014.

In 2013-2014, the Netbook program was an experimental program and part of the Ensuring Access to Library Resources Project. In 2014-2015, it was given its own budget. Each Netbook is equipped with mobile Internet services as well as Microsoft Office 2010 programs (Word, Excel, PowerPoint and OneNote). The Netbooks were made available to branches that requested them; 37 of the 50 branches chose to participate. The slogan was "HSPLS mobile: Take the library with you anywhere." To obtain the Netbooks, HSPLS issued a request for a quote for Internet connectivity. The winning bidder (T-Mobile) donated 300 Netbooks. During the time the Netbooks were in circulation, not all 300 were made available at the same time. Some were kept for back-up and some were out of circulation because they were being cleaned, had been damaged, had not been returned, or were lost.

In analysis of the usage data and cost to provide Internet connectivity, which is at or above $12,000 per month depending on data usage, HSPLS found that the cost per capita to provide Internet connectivity for the Netbooks cost more than average in-home cost of Internet connectivity. HSPLS recognizes the need to still provide access to the Netbooks and has decided to modify the program. The Netbooks have been recalled for cleaning and servicing, and will be set up to provide access to Wi-Fi services that are offered at the library and other public spaces.

IMLS focal area
- Information Access: Improve uses' ability to discover information resources; Improve users' ability to obtain and/or use information resources.

IMLS process questions
The Netbook program was intended to help people with little technological knowledge and without technology at home to learn how to use this technology and to access HSPLS resources when branches were closed. Over time, the cost of Internet connectivity became too expensive for the library to support. The program was put on hold while the machines are serviced. The program will be reinstituted, asking borrowers of the Netbooks to access the Internet through local Wi-Fi options. This program was not established when the 2013-2017 Five-Year Plan was written. It is included under Goal #6.

Relation to goals and outcomes
- Goal #6: No outcome was established except a general one that new programs would have a 75% satisfaction level.

Usage data

Circulation of Netbooks	2013-2014	2014-2015	2015-2016
	1,599	1,976	1,714

Budget

Budget	FY 2013-2014	FY 2014-2015	FY 2015-2016
	$141,833.41	$103,400.48	$245,233,89

Findings
Netbook users provided the following comments about the program to HSPLS:
- Great program for people without Internet and a computer. This was a great service for me and the community!
- Thank you ever so much—this was a much-needed resource and to have Internet wherever you go such a wonderful blessing. I am humbled! Please keep it going!
- Very appreciative that we can borrow it (netbook) for free—and for 3 weeks!
- Very grateful I got to try (the netbook) out! Thanks so much! It's wonderful to have access finally.

According to the public survey, 11.9%, or 57, of the respondents had used a Netbook. When asked about their satisfaction with the Netbooks, 74.5% of respondents said they found the Netbook easy to use. However, 30.3% found that they could not check one out whenever they wanted one. When asked what information they searched for on the Netbook, 55.4% said to explore their interests; 28.6% for health and wellness; 19.6% for personal or family finances; and 17.9% for community events. Staff felt that most of the users did not use the Netbooks to access library resources but to have their own personal computers.

Observations
The Netbook program's original purpose was to provide equipment for circulation that allowed the public to access the Internet, and thus, library resources. Over time, the cost of the Internet connectivity has increased beyond the amount the library can support comfortably. The decision to temporarily suspend the program and redesign it so that the equipment will be

available but Internet connectivity will be the responsibility of the borrower is a creative way to continue the service.

Continuing Education

Program description
HSPLS has over 500 staff spread over 50 branches on six islands. Face-to-face training involves air travel, land transportation, and per diem costs. Because of this, CE has been limited. In FY 2015-2016, LSTA funds were used to purchase the Adobe Connect 9 Meeting platform to be able to conduct webinars and online meetings, providing CE to more staff, more frequently. Training has focused on use of databases and preparing for the Summer Reading Program.

IMLS focal area

- Institutional Capacity: Improving the library work force; Improve the library's physical and technological infrastructure.

IMLS process questions
This program is very new and not enough data has been collected to use in evaluation.

Relation to goals and outcomes
- Goal #9: Outcome 9

Usage data

Activity	2013-2014	2014-2015	2015-2016
Continuing Education events			7
Continuing Education participation			385

Budget

FY 2013-2014	FY 2014-2015	FY 2015-2016	Total
		$ 2,538.38	$ 2,538.38

Findings
The cost of in-person training is prohibitive for Hawaii.   Online webinars are the most efficient way to deliver continuing education. Staff were asked their opinion of the continuing education offerings provided. Total participation of respondents was 76.3%. When asked if they were satisfied, 65.6% were satisfied with Overdrive training; and 55.9% with database training. The lowest satisfaction rate was with SkillSoft (39.8%). When asked about Adobe Connect as a

delivery system for CE, 63.3% were satisfied or very satisfied. The target outcome was 75% satisfaction and this was close to being met in most categories.

Appendices

Appendix A: List of Acronyms

ESSS   Electronic Services Support Services

HSPLS   Hawaii State Public Library System

ILS   Integrated Library System

Appendix B: List of People Interviewed

Stacey Aldrich, Hawaii State Librarian

Ann Fujioka, Manager, Technical Service Section

Stacie Kaneshige, Director, Public Libraries Branch

Lynn Masumoto, LSTA Coordinator

Derek Miyasato, Information Technology Specialist, Electronic Services Support Section

Carol Suzui, State Data Coordinator

Marya Zoller, Director, Hawaii State Library

Appendix C: Resources Consulted

Statistical Activities Report for 2014

Statistical Activities Report for 2015

Total activities by island and by age group, 2016

Hawaii State Public Library System, Notable Statistics for 2015

Hawaii State Public Library System, Notable Statistics for 2016

Hawaii State Program Report (SPR) for 2013-2014

Hawaii State Program Report for 2014-2015

Hawaii State Program Report for 2015-2016

Hawaii LSTA Five-Year Plan, 2013-2017, Revised

2013 Staff Satisfaction Survey

2013 Customer Satisfaction Survey

HSPLS Netbook Circulation Statistics, FY2016

Hawaii State Public Library System Mobile Netbook Loan Program Briefing Sheet

Hawaii State Public Library System, previous version
>   HSPLS Mobile Netbook Loan
>   ELearning at your library
>   EBooks, Audiobooks, eMagazines
>   All licensed collections

Hawaii State Public Library System, current version

Appendix D: Copies of research instruments used for surveying, interviewing, and /or use of focus groups.

Discussion Guide for Staff Interviews

1. *Please provide a brief overview of your program.*
2. *Review the current Five-Year Plan to better understand what has been done and the perspective of the branch staff on these activities.*
3. IMLS Questions
    o How was data used to guide the program?
    o What changes, if any were made in the most recent Five-Year Program?
    o How was data shared?
4. Review the aspects of the current Five-Year Plan that relate to the program.
   Which LSTA Goals in the 2013-2017 Five-Year Plan did your program help implement?
   Which LSTA Outcomes in the 2013-2017 Five-Year Plan did your program help implement?
   Which LSTA focal areas in the LSTA Evaluation Guidelines did your program address?
5. Review survey questions?
6. Is there anything else you want to share?

Appendix E and F consist of multiple documents and follow page 30 in the following order:

Appendix E: Constituent Survey Report and Comments

Welcome to My Survey: Constituent Survey Questions

Hawaii State Public Library System: Results of Constituent Survey

Appendix A: HSPLS Constituent Survey Comments

Appendix F: Staff Survey Report and Comments

Survey of Hawaii State Public Library System Staff

Hawaii State Public Library System: Results of Staff Survey

Appendix A: HSPLS Staff Survey Comments

APPENDIX E

1. Welcome to My Survey

Aloha!

Please help us improve library service by completing this survey about your use of and satisfaction with the Hawaii State Public System's (HSPLS) online resources. A federal grant provides funding for these services and we will use your responses to continue to improve services and to complete a required report.

The survey will be open until Wednesday, November 23, 2016.

The information that you provide in this survey will remain completely confidential. You can complete the survey in multiple sessions. You will see an icon in the upper right hand corner of the screen to "exit the survey". To exit and reenter the survey, you must enable cookies on your browser to allow SurveyMonkey to track your response. To return to the survey, you must use the same device and browser.

If you have any questions about the survey, please contact Lynn Masumoto at 808-586-3704.

Mahalo for your kokua! Stacey A. Aldrich, Hawaii State Librarian

2. E-Books

The libraries offer a variety of electronic versions of books, called e-books, that can be read on a computer or other devices.

* 1. Have you used the library's e-Book collection?

◯ Yes

◯ No

3. E-Books

* 2. Which of the following reasons best describes why you have not used the library's e-Book collection? (Select all that apply.)

- [ ] I didn't know the library had an e-Book collection
- [ ] I don't know enough about what is in this collection
- [ ] The downloading process is too difficult
- [ ] I don't know how to search for e-Books
- [ ] I prefer paper books
- [ ] Other (please specify)

  [   ]

4. E-Books

* 3. Please indicate your level of agreement with the following statements:

	Strongly disagree	Disagree	Neither agree or degree	Agree	Strongly agree
I am satisfied with the e-Book collection.	○	○	○	○	○
The e-Book collection is large enough to meet my needs	○	○	○	○	○

5. E-Audio

The libraries offer audio online books though Overdrive or One-Click Digital that can be downloaded onto computers or other devices.

* 4. Have you used the library's e-Audio collection?

- ○ Yes
- ○ No

6. E-Audio

* 5. Which of the following reasons best describes why you have not used the library's e-Audio collection? (Select all that apply.)

- ☐ I didn't know the library had an e-Audio collection

- ☐ I don't know enough about what is in this collection

- ☐ The downloading process is too difficult

- ☐ I don't know how to search for e-Audios

- ☐ I have no need for e-Audios

- ☐ Other (please specify)

---

7. E-Audio

* 6. Please indicate your level of agreement with the following statements:

	Strongly disagree	Disagree	Neither agree or degree	Agree	Strongly agree
I am satisfied with the e-Audio collection.	○	○	○	○	○
The e-Audio collection is large enough to meet my needs	○	○	○	○	○

---

8. Online Databases

The libraries pay for licenses for online research tools for various purposes, such as access to magazine articles, encyclopedias, and legal and health information, just to name a few. The library calls these types of resources "online databases" or "licensed collections".

* 7. Have you used the public library's online databases?

- ○ Yes

- ○ No

---

9. Online Databases

* 8. Which of the following reasons best describes why you have not used these databases? (Select all that apply.)

☐ I didn't know the library offered these databases

☐ I don't know enough about what is in them

☐ They are too difficult to use

☐ I don't know how to search them

☐ I don't have any need to use them

☐ The information I need is not in these databases

☐ Other (please specify)

[   ]

10. Online Databases

* 9. Did you use online databases to find information on: (Select all that apply)

☐ Finding a job

☐ Health

☐ To find out more about my interest(s)

☐ To start or improve my business

☐ Parenting

☐ Personal or family finances

☐ College or career planning

☐ Recreational reading suggestions

☐ Other (please specify)

[   ]

10. Please indicate your level of agreement with the following statements:

	Strongly disagree	Disagree	Neither agree or degree	Agree	Strongly agree
The databases are easy to use	○	○	○	○	○
The databases are convenient to use	○	○	○	○	○
The databases have information that I need	○	○	○	○	○
I benefit from using the databases	○	○	○	○	○

11. E-Learning Resources

The libraries offer a number of online resources, such as self-paced courses in a wide variety of topics through Gale Courses, Microsoft Imagine Academy, or Mango.

* 11. Do you use the library's e-Learning Resources?

○ Yes

○ No

12. E-learning Resources

* 12. Which of the following reasons best describes why you have not used the e-Learning resources? (Select all that apply.)

☐ I didn't know the library had e-Learning resources

☐ I don't know enough about what is in them

☐ They are too difficult to use

☐ I don't know how to search them

☐ I don't have any need to use them

☐ The information I need is not in the e-Learning resources

☐ I don't have enough time to take a course

☐ Other (please specify)

[   ]

13. E-learning Resources

* 13. Have you used the e-Learning resources to find information about? (Select all that apply.)

☐ Job searching, including resume preparation

☐ College planning

☐ Improving my job skills

☐ Researching types of jobs or careers

☐ For school or college assignments

☐ Learning a language

☐ Learning more about my interest(s)

☐ Other (please specify)

[   ]

* 14. Please indicate your agreement with the following statements:

	Strongly disagree	Disagree	Neither disagree or agree	Agree	Strongly agree
The e-Learning resources are easy to use	☐	☐	☐	☐	☐
The e-Learning resources are convenient to use	☐	☐	☐	☐	☐
The e-Learning resources provide information I need	☐	☐	☐	☐	☐
I learned a skill that helped me prepare for a job	☐	☐	☐	☐	☐
I learned a skill that helped me get a job	☐	☐	☐	☐	☐
I learned more about my interest(s)	☐	☐	☐	☐	☐

14. Netbooks

6

* 15. Have you used the public library's netbooks (computers that you can take out of the library)?

○ Yes

○ No

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15. Netbooks

</div>

* 16. Which of the following reasons best describes why you have not used a netbook? (Select all that apply.)

☐ I have my own computer or tablet

☐ I didn't know that that the library offered netbooks

☐ I tried to use them, but the netbook was too difficult to use.

☐ The library's computers meet my needs

☐ Other (please specify)

[   ]

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16. Netbooks

</div>

* 17. Did you use a netbook to find information about: (Select all that apply)

- [ ] Job openings
- [ ] Health and wellness
- [ ] Starting or improving abusiness
- [ ] Parenting
- [ ] Personal or family finances
- [ ] College or career planning
- [ ] Recreational reading suggestions
- [ ] Community events
- [ ] Applying for a job
- [ ] Applying for social services
- [ ] Exploring my interests
- [ ] Other (please specify)

[   ]

* 18. Please indicate your agreement with the following statements:

	Strongly disagree	Disagree	Neither disagree or agree	Agree	Strongly agree
I found the netbook easy to use	◯	◯	◯	◯	◯
I could check out a netbook whenever I needed one	◯	◯	◯	◯	◯

17. Online Services

The libraries offer many online services designed to make it easy for you to use the library. These service include online holds, online computer reservations, and online renewals of library items.

* 19. You can go online to reserve or hold library items. Have you used online holds?

- ◯ Yes
- ◯ No

18. OnLine Holds

* 20. Which of the following reasons best describes why you have not used the online hold system? (Select all that apply.)

☐ I didn't know that that the library offered online holds

☐ The online hold system was too difficult to use

☐ I do not put holds on library items

☐ Other (please specify)

[   ]

19. Online holds

* 21. Please indicate your agreement with the following statements:

	Strongly disagree	Disagree	Neither disagree or agree	Agree	Strongly agree
I found the online hold system easy to use	○	○	○	○	○

20. Online Computer Reservations

* 22. Have you used the online library system that allows you to reserve a computer to use **in** the library?

○ Yes

○ No

21. Online Computer Reservations

* 23. Which of the following reasons best describes why you have not used the online computer reservation system? (Select all that apply.)

☐ I didn't know that that the library offered this service

☐ The online computer reservation system was too difficult to use

☐ I do not use the library's computers

☐ Other (please specify)

[   ]

22. Online Computer Reservations

* 24. Please indicate your agreement with the following statement:

	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
The computer online reservation system is easy to use	○	○	○	○	○

23. Online Renewal

* 25. You can use an online renewal system to renew library items. Have you used this system?

○ Yes

○ No

24. Online Renewal

* 26. Which of the following reasons best describes why you have not used the online renewal system? (Select all that apply.)

☐ I didn't know that that the library offered this service

☐ The online renewal system was too difficult to use.

☐ I prefer visiting the library

☐ I prefer calling the library

☐ Other (please specify)

[   ]

25. Online Renewal

* 27. Please indicate your agreement with the following statements:

	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
The online renewal system is easy to use	○	○	○	○	○

26. Self-Checkout Machines

* 28. Have you used a self-checkout machine at the library?

○ Yes

○ No

27. Self-checkout Machines

* 29. Which of the following reasons best describes why you have not used self checkout machines? (Select all that apply.)

○ My library does not have a self-checkout machine

○ The self-checkout machines are too difficult to use

○ I prefer to have library staff check out my items

○ I did not know about these machines

○ Other (please specify)

[   ]

28. Self-checkout Machines

* 30. Please indicate your agreement with the following statements:

	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
The self-checkout machines are easy to use.	○	○	○	○	○
I prefer to use the machines rather than have library staff check out my items.	○	○	○	○	○

29. Priorities for the Future

* 31. Thinking about the future of the Hawaii State Public Library System, what do you think the library should focus on in the next five years to support you and your community? Please select your three priorities.

☐ Keep up to date with new technology

☐ Provide educational resources for children

☐ Provide educational resources for high school students

☐ Provide educational resources for college students

☐ Provide educational resources for adults

☐ Provide health information

☐ Provide information for business people

☐ Provide information for parents

☐ Be a place where I can come and be with my friends

☐ Be a safe place for me and my family

☐ Provide information on what's happening in the community

☐ Provide educational and recreational programs on a variety of topics

☐ Other (please specify)

_____

30. Age Range

* 32. Please indicate your age.

◯ 18-24

◯ 26-39

◯ 40-59

◯ 60-79

◯ 80+

31. All Libraries

* 33. On what island do you visit libraries?

○ Hawaii

○ Kauai

○ Lanai

○ Maui

○ Molokai

○ Oahu

32. Hawaii Libraries

* 34. What library on Hawaii do you use most often?

[   ]

33. Kauai Libraries

* 35. What library on Kauai do you most often use?

[   ]

34. Oahu Libraries

* 36. What library on Oahu do you most often use?

[   ]

35. Maui Libraries

* 37. What library on Maui do you most often use?

[   ]

Hawaii State Public Library System
Results of Constituent Survey
December 15, 2016

This report summarizes the responses to the user survey conducted by Karen Strege on behalf of Nancy Bolt and Associates (NBA) for the evaluation of the Hawaii State Public Library System's (HSPLS) Library Services and Technology Act (LSTA) program. The survey was administered online using Survey Monkey for approximately two weeks, November 11 - 29, 2016.

NBA consultants provided an initial draft of this survey to staff members from HSPLS' Library Support and Development Services, who provided comments and feedback that NBA incorporated into the final survey. The survey contained questions that directly assessed outcome targets in HSPLS' 2013 to 2017 five-year plan. The survey also included opportunities for respondents to add additional information or comments to specific questions.

Potential responders could choose between completing a survey on paper or online. All branch libraries made paper surveys available, and a link to the online version was placed predominately on HSPLS' website. The paper version of the survey was necessary for those without online access. HSPLS administrative personnel entered the paper copy results into the Survey Monkey database.

This report does not interpret survey results. NBA consultants will combine those results with the information from interviews, the HSLPS staff survey results, and document review in the final evaluation report. This survey report will be attached to that final report.

Contents

Section 1: Survey Analysis Information

In each section, a table summarizes all responses to all questions. These tables are preceded by additional information if those responses **differed** by groups. These differences are shown in two ways. First, a small number of differences are expressed in a sentence. Second, many differences between groups are presented in a table.

The two groups tested for statistically significant differences include the following (for convenience, these groups are abbreviated in this report by the word in bold):

By respondent's age (**Age**), groups included:
1. 18-25
2. 26-39
3. 40-59
4. 60-79
5. 80+

By the location of the respondent's library **(Island)**

1. Hawaii
2. Kauai
3. Lanai
4. Maui
5. Molokai
6. Oahu

Statistical significance does not refer to the magnitude of a difference between groups of respondents, but to the certainty that the difference is not from sampling error or random. The test used to find statistical significance results in confidence (95% certainty) that an observed difference is real. These results also have an error margin of under 5%.

Statistical significance does not reveal the reasons behind or the meaning of the observed difference. To find the meaning behind these differences and draw conclusions, survey results must be interpreted with all the other evaluation information gathered in this project.

This analysis for statistical significance follows a guideline that recommends disregarding an answer with only ten or fewer respondents when testing for significance. With such small number of responders to one answer, the final calculation may overstate the level of probability. Therefore, this report only contains results for those answers with ten or more respondents.

In addition, the results of this survey can only be used to draw conclusions about those who answered survey questions. Because this survey did not use a stratified, random survey of all Hawaii residents, we cannot say that the survey's findings are true for all those who live in Hawaii.

Some survey questions asked respondents to choose one response from a five-point Likert scale. "Very dissatisfied" or "Strongly disagree," are assigned a value of "1". On the other side of the

scale, "Strongly agree" or "Very satisfied" have a value of "5". The average score is calculated for each of the Likert scale responses.

Table 1: Approximate meaning for numerical rankings	
4.20 to 5.00	Excellent
3. 51 to 4.19	Good
2.71 to 3.50	Fair
1.90 -2.70	Poor
1.00 -1.80	Very Poor

Appendix A contains the comments received to specific survey questions. Some of these responses were non-responsive, defined as a response that is not related to the question, and, therefore, not included in this Appendix. The Appendix clusters comments under the same categories. This report contains a few comments for explanatory purposes.

Section 2: Observations

1. Hawaii's islands have unique geographical, economic, and social differences. This diversity presents state agencies with a challenge to adopt policies and programs that meet the needs of these different areas. This survey, however, found much uniformity among the responses from the six Hawaiian Islands. Typically, respondents from across Hawaii agree with each other about HSPLS' resources and services.

    However, respondents from different age groups showed signification variations in their responses. For example, those from the youngest age groups, 18 to 39, were more likely than other age groups to report that they are unaware of the libraries' e-Audio collection. Pointing out these differences may help HSPLS plan for policies or practices to reach certain age groups.

2. Respondents are overall satisfied with HSPLS services and resources funded by LSTA funds. The table below contains results from the questions about satisfaction with resources (e-Books, e-Audio, databases, e-Learning, and Netbook collections) funded by LSTA, and online services (holds, online computer reservation, and renewal systems and the self-checkout machines).

    Most scores for resource impact statements are "Good" or "Fair". The three statements with the lowest scores show the library users would like more resources in those categories, not that they are dissatisfied with that resource.

Table 2.1 Resources Impact Statements	Average Rating
I benefit from using the databases	4.10
I found the netbook easy to use	3.98
The databases have information that I need	3.94
The databases are easy to use	3.79
The databases are convenient to use	3.79
I am satisfied with the e-Book collection.	3.67
I am satisfied with the e-Audio collection.	3.55
The e-Audio collection is large enough to meet my needs	3.26
The e-Book collection is large enough to meet my needs	3.25
I could check out a netbook whenever I needed one	2.71

HSPLS' online services for users received high rating. The lowest rated item, "prefer to use the (self-checkout) machines rather than have library staff check out my items," garnered a lower agreement response, indicating that users use the machines for other reasons other than a preference to avoid staff members' assistance.

Table 2.2 Services Impact Statements	Average Rating
I found the online hold system easy to use	4.45
The online renewal system is easy to use	4.45
The self-checkout machines are easy to use.	4.28
The computer online reservation system is easy to use	4.22
I prefer to use the machines rather than have library staff check out my items.	3.17

3. Respondents also showed uniformity when selecting priority for future library services.

Table 2.2 Thinking about the future of the Hawaii State Public Library System, what do you think the library should focus on in the next five years to support you and your community? Please select your three priorities.		
Answer Options	**Response Percent**	**Response Count**
Keep up to date with new technology	59.2%	276
Provide educational and recreational programs on a variety of topics	56.9%	265
Provide educational resources for children	48.1%	224
Provide educational resources for adults	42.7%	199
Be a safe place for me and my family	39.1%	182
Provide information on what's happening in the community	36.9%	172
Provide educational resources for high school students	35.6%	166
Other (please specify)	24.2%	113
Provide educational resources for college students	20.2%	94
Be a place where I can come and be with my friends	20.0%	93
Provide health information	17.0%	79
Provide information for parents	15.7%	73
Provide information for business people	12.7%	59
Answered question		**466**

Section 3: Respondents' Demographics

The survey received 512 responses. The rate of completion was lower; the last survey question, except for the demographic questions, received 465 responses.

Island: Oahu residents were the predominant responders to the survey. All responses are included in the overall results. However, because of the low number of responses from Molokai, these responses are not included in the tests for significance.

Table 3.1 On what island do you visit libraries?		
Answer Options	**Response Percent**	**Response Count**

Oahu	71.4%	332
Maui	9.7%	45
Hawaii	8.2%	38
Kauai	4.9%	23
Lanai	4.7%	22
Molokai	1.1%	5
Answered question		**465**

Age: Those 40 years to 79 were the predominant responders to the survey. Those in the lower range of the age group (18-25), and those at the highest range (80+) were least likely to be survey respondents. All responses are included in the overall results. However, because of the low number of responses from those respondents 80 years and older, these responses are not included in the tests for significance.

Table 3.2 Please indicate your age.		
Answer Options	**Response Percent**	**Response Count**
60-79	35.9%	167
40-59	34.6%	161
26-39	18.7%	87
18-25	7.7%	36
80+	3.0%	14
Answered question		**465**

Individual Resources and Services

The survey contained a number of questions about individual statewide resources and services funded through LSTA funds. These questions asked respondents about their use, satisfaction, and the impacts of these programs. Respondents were also asked why, if they did not use a resource or service

Section 4: E-Books Resources

Use: About one-half of all responders used the e-Book collection.

> **Age:** Those ages 18–25 and 60-79 are significantly less likely to have used e-Books than those in age groups 26-39 and 40-59.

Table 4.1 Have you used the library's e-Book collection?		
Answer Options	**Response Percent**	**Response Count**
No	51.4%	263
Yes	48.6%	249

Table 4.1 Have you used the library's e-Book collection?	
Answered question	**512**

Reasons for not using: The majority of those who do not use e-Books stated a preference for paper books. Responders to the "other" option also reported that the lack of a device prevented them from using e-Books and that they had problems with or did not know how to download e-Books.

> **Age:** Those respondents ages 40-59 and 60-79 were more likely to answer, "I prefer paper books" than those ages 26-39

Table 4.2 Which of the following reasons best describes why you have not used the library's e-Book collection? (Select all that apply.)		
Answer Options	**Response Percent**	**Response Count**
I prefer paper books	53.3%	139
I didn't know the library had an e-Book collection	22.2%	58
I don't know how to search for e-Books	14.6%	38
Other (please specify)	17.2%	45
I don't know enough about what is in this collection	13.8%	36
The downloading process is too difficult	10.0%	26
Answered question		**261**

Satisfaction: Overall, respondents are satisfied with the e-Book collection; respondents are somewhat less satisfied with the collection's size.

> **Age:** Those ages 26-39 are more likely to agree that they are satisfied with e-Books and that the collection is large enough than those respondents' ages 60-79.

Table 4.3 Please indicate your level of agreement with the following statements:							
Answer Options	**Strongly disagree**	**Disagree**	**Neither agree or degree**	**Agree**	**Strongly agree**	**Rating Average**	**Response Count**
I am satisfied with the e-Book collection.	5	32	44	119	43	3.67	243
The e-Book collection is large enough to meet my needs	14	63	43	93	29	3.25	242
Answered question							**247**

<div align="center">**Section 5: E-Audio Collection**</div>

Use: About three-quarters of all respondents have not used this collection.

> **Age:** Those ages 26-39 are more likely to have used the collection than those 18-25 or 60-79 years of age.

Table 5.1 Have you used the library's e-Audio collection?		
Answer Options	**Response Percent**	**Response Count**
No	73.0%	367
Yes	27.0%	136
Answered question		**503**

Reasons for not using: Responders to the "other" option often specified that the lack of a device prevented them from using the e-Audio collection. Others said that they preferred reading or listening to audio books on CD.

> **Age:** Those ranging in age from 18 to 39 were more likely than other age groups to report that they unaware of the libraries e-Audio collection.

> **Island**: Respondents from Maui were more likely to select "I have no need" then those from Oahu.

Table 5.2 Which of the following reasons best describes why you have not used the library's e-Audio collection? (Select all that apply.)	Response Percent	Response Count
I have no need for e-Audios	44.8%	163
I didn't know the library had an e-Audio collection	22.5%	82
Other (please specify)	18.1%	66
I don't know enough about what is in this collection	16.2%	59
I don't know how to search for e-Audios	10.2%	37
The downloading process is too difficult	6.6%	24
Answered question		**98**

Satisfaction: Overall, respondents are satisfied with the e-Audio collection; respondents are somewhat less satisfied with the collection's size.

Table 5.3 Please indicate your level of agreement with the following statements:							
Answer Options	Strongly disagree	Disagree	Neither agree or degree	Agree	Strongly agree	Rating Average	Response Count
I am satisfied with the e-Audio collection.	3	13	42	61	16	3.55	135
The collection is large enough to meet my needs	3	28	41	46	11	3.26	129
					Answered question		**135**

Section 6: Online Databases

Use: More than one-half of respondents have used the online databases.

Table 6.1 Have you used the public library's online databases?		
Answer Options	Response Percent	Response Count
Yes	53.1%	265
No	46.9%	234
	Answered question	**499**

Reasons for not using: The two top answers to this question were "no need" and "not aware" of the database resources.

Table 6.2 Which of the following reasons best describes why you have not used these databases? (Select all that apply.)		
Answer Options	Response Percent	Response Count
I don't have any need to use them	39.7%	93
I didn't know the library offered these databases	28.6%	67
I don't know enough about what is in them	19.7%	46
Other (please specify)	15.4%	36
I don't know how to search them	12.0%	28
The information I need is not in these databases	9.0%	21
They are too difficult to use	4.7%	11
	Answered question	**234**

Purpose for using databases: Finding out more about their interests and seeking reading suggestions were the most cited reasons for using the database resources. Responders to the "other" option added the reasons, "genealogy" and "school assignments or research."

Table 6.3 Did you use online databases to find information on: (Select all that apply)		
Answer Options	**Response Percent**	**Response Count**
To find out more about my interest(s)	59.1%	152
Recreational reading suggestions	49.8%	128
Health	30.7%	79
Other (please specify)	26.5%	68
Personal or family finances	18.3%	47
College or career planning	17.9%	46
Finding a job	11.7%	30
To start or improve my business	8.2%	21
Parenting	5.8%	15
Answered question		**257**

Satisfaction: Respondents mostly chose "agree" or "strongly agree" to the statements of satisfaction.

Table 6.4 Please indicate your level of agreement with the following statements:							
Answer Options	**Strongly disagree**	**Disagree**	**Neither agree or degree**	**Agree**	**Strongly agree**	**Rating Average**	**Response Count**
I benefit from using the databases	4	4	27	141	72	4.10	248
The databases have information that I need	5	7	41	142	55	3.94	250
The databases are easy to use	3	20	51	131	47	3.79	252
The databases are convenient to use	5	27	36	128	52	3.79	248
Answered question							**254**

Section7: Online E-Learning Resources

Use: Over 75% of respondents did not use these resources.

Age: Those ages 26 to 59 were more likely to use the e-libraries resources than those in age groups 18-25 and 60-79.

Table 7.1 Do you use the library's e-Learning Resources?		
Answer Options	**Response Percent**	**Response Count**
No	76.8%	371
Yes	23.2%	112
Answered question		**483**

Reasons for Not Using: The two top answers to this question were "no need" and "not aware" of the e-Learning resources.

Age: Younger respondents ages 18-25 were less likely to have heard about e-Learning resources.

Those ages 60-79 were more likely to say that they have no need for these resources.

Those in the age group 26-39 are more likely to say they did not have enough time to take a course.

Island: Those from Maui are more likely to choose "I have no need" than those from Oahu.

Table 7.2 Which of the following reasons best describes why you have not used the e-Learning resources? (Select all that apply.)		
Answer Options	**Response Percent**	**Response Count**
I didn't know the library had e-Learning resources	34.6%	128
I don't have any need to use them	27.3%	101
I don't know enough about what is in them	25.1%	93
I don't have enough time to take a course	20.8%	77
Other (please specify)	9.7%	36
I don't know how to search them	7.0%	26
The information I need is not in the e-Learning resources	4.1%	15
They are too difficult to use	2.4%	9
answered question		**370**

Section 8: Library Netbooks:

Use: Only 12 percent of respondents have used a netbook.

Table 8.1 Have you used the public library's netbooks (computers that you can take out of the library)?		
Answer Options	Response Percent	Response Count
No	88.1%	421
Yes	11.9%	57
Answered question		478

Reasons for Not Using: Most often respondents said that they own their own computer or tablet.

Age: Those 26-39 are more likely to reply, "I have my own computer" than those ages 18-25 and 40-59.

Those between the ages of 60-79 were more likely to have their own device than those ages 40-59.

Island: Those from Maui were more likely to select, "I have no need," than those from Oahu

Table 8.2 Which of the following reasons best describes why you have not used a netbook? (Select all that apply.)		
Answer Options	Response Percent	Response Count
I have my own computer or tablet	76.6%	321
I didn't know that that the library offered netbooks	31.5%	132
The library's computers meet my needs	7.9%	33
Other (please specify)	4.8%	20
I tried to use them, but the netbook was too difficult to use.	1.7%	7
Answered question		419

Purpose for using Netbooks: Finding out more about their interests was the most cited reason for using a netbook.

Table 8.3 Did you use a netbook to find information about: (Select all that apply)		
Answer Options	Response Percent	Response Count
Exploring my interests	55.4%	31
Other (please specify)	33.9%	19
Health and wellness	28.6%	16
Personal or family finances	19.6%	11
Recreational reading suggestions	19.6%	11
Applying for a job	19.6%	11

Table 8.3 Did you use a netbook to find information about: (Select all that apply)		
Community events	17.9%	10
Job openings	14.3%	8
Starting or improving a business	12.5%	7
Parenting	12.5%	7
College or career planning	8.9%	5
Applying for social services	1.8%	1
answered question		**56**

Netbook Satisfaction: Responders gave a high rating to the statement about ease of use. However, they gave a low rating to the availability of netbooks.

Table 8.4 Please indicate your agreement with the following statements:							
Answer Options	Strongly disagree	Disagree	Neither disagree or agree	Agree	Strongly agree	Rating Average	Response Count
I found the netbook easy to use	2	3	9	21	20	3.98	55
I could check out a netbook whenever I needed one	10	20	9	10	7	2.71	56
answered question							**56**

Section 9: Online Hold System

Use: Most responders used the online hold system.

Age: Those ages 18-25 were less likely to report using online holds than any other age group.

Island: Those from Maui are more likely to use online holds than those from Oahu.

Table 9.1 You can go online to reserve or hold library items. Have you used online holds?		
	Response Percent	Response Count
Yes	82.9%	393
No	17.1%	81
Answered question		**474**

Reasons for Not Using: Responders reported no need to use the holds system or did not know about it.

Table 9.2 Which of the following reasons best describes why you have not used the online hold system? (Select all that apply.)		
Answer Options	**Response Percent**	**Response Count**
I do not put holds on library items	38.3%	31
I didn't know that that the library offered online holds	34.6%	28
Other (please specify)	32.1%	26
The online hold system was too difficult to use	1.2%	1
	Answered question	**81**

Satisfaction: Responders gave a high rating to the holds systems ease of use.

Table 9.3 Please indicate your agreement with the following statements:							
Answer Options	**Strongly disagree**	**Disagree**	**Neither disagree or agree**	**Agree**	**Strongly agree**	**Rating Average**	**Response Count**
I found the online hold system easy to use	8	9	17	122	236	4.45	392
						answered question	**392**

Section 10: Computer Reserves

Use: Most responders do not use the computer reservation system.

Table 10.1 Have you used the online library system that allows you to reserve a computer to use in the library?		
Answer Options	**Response Percent**	**Response Count**
No	72.3%	342
Yes	27.7%	131
	Answered question	**473**

Reasons for Not Using:

Age: Those 26-39 were more likely to be aware that the library offered the reserve system for computers than those 60-79. Responders to the "other" option said that the library computers were generally available without having to use the reservation system.

Those ages 40-59 were more likely to report use of the reserve system for computers than those ages 60-79.

Island: Those from Maui are more likely to choose, "I do not use the library's computers," than those from Oahu.

Table 10.2 Which of the following reasons best describes why you have not used the online computer reservation system? (Select all that apply.)		
Answer Options	Response Percent	Response Count
I do not use the library's computers	63.5%	217
I didn't know that that the library offered this service	21.1%	72
Other (please specify)	17.5%	60
The online computer reservation system was too difficult to use	2.3%	8
answered question		**342**

Satisfaction: Those who do use the reservation system find it easy to use.

Table 10.3 Please indicate your agreement with the following statement:							
Answer Options	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree	Rating Average	Response Count
The computer online reservation system is easy to use	4	2	13	54	57	4.22	130
Answered question							**130**

Section 11: Online Renewal System

Use: Most respondents (75.8%) have used this service.

Age: Those ages 18-25 are less likely to have used the online renewal system than those in other age groups.

Table 11.1 You can use an online renewal system to renew library items. Have you used this system?		
Answer Options	Response Percent	Response Count

Yes	75.8%	357
No	24.2%	114
	Answered question	**471**

Reasons for Not Using: Respondents were unaware of this service. Responders to the "other" option said that they have "no need" to use this service as they return items before they are due.

Table 11.2 Which of the following reasons best describes why you have not used the online renewal system? (Select all that apply.)		
Answer Options	**Response Percent**	**Response Count**
I didn't know that that the library offered this service	37.7%	43
I prefer visiting the library	30.7%	35
Other (please specify)	28.9%	33
I prefer calling the library	12.3%	14
The online renewal system was too difficult to use.	2.6%	3
	Answered question	**114**

Satisfaction: Responders rated the online renewal system very easy to use.

Table 11.3 Please indicate your agreement with the following statements:							
Answer Options	**Strongly disagree**	**Disagree**	**Neither agree or disagree**	**Agree**	**Strongly agree**	**Rating Average**	**Response Count**
The online renewal system is easy to use	8	9	15	109	216	4.45	357
					Answered question		**357**

Section 12: Self-checkout machines

Use: Most respondents have not used a self-checkout machine. Only seven libraries: Hilo, Kihei, Lahaina, Aiea, Kapolei, and Manoa offer these machines.

Age: Those ages 60-79 are less likely to have used a machine than those ages 26-59.

Table 12.1 Have you used a self-checkout machine at the library?		
Answer Options	**Response Percent**	**Response Count**
No	73.1%	261
Yes	26.9%	96
	Answered question	**357**

Reasons for Not Using: As noted above, most libraries do not have self-checkout machines.

Table 12.3 Which of the following reasons best describes why you have not used self-checkout machines? (Select all that apply.)		
Answer Options	**Response Percent**	**Response Count**
My library does not have a self-checkout machine	61.7%	161
I did not know about these machines	21.1%	55
I prefer to have library staff check out my items	9.2%	24
Other (please specify)	7.7%	20
The self-checkout machines are too difficult to use	0.4%	1
	Answered question	**261**

Satisfaction: Users report that the machines are very easy to use.

Table 12.3 Please indicate your agreement with the following statements:							
Answer Options	**Strongly disagree**	**Disagree**	**Neither agree or disagree**	**Agree**	**Strongly agree**	**Rating Average**	**Response Count**
The self-checkout machines are easy to use.	1	4	5	43	43	4.28	96
I prefer to use the machines rather than have library staff check out my items.	6	14	47	10	16	3.17	93
						Answered question	**96**

Section 13: Future Priorities

Top three priorities by age: Overall, respondents from all age groups, spanning ages 18 to 59, agreed that the first three priorities in the table below were priorities. Those from the age group, 60-79, who are less likely to have children in their household, chose "educational resources for adults," as a priority rather than "educational resources for children."

Table 13.1 Thinking about the future of the Hawaii State Public Library System, what do you think the library should focus on in the next five years to support you and your community? Please select your three priorities.					
Answer Options	**18-25**	**26-39**	**40-59**	**60-79**	**80 +**

Keep up to date with new technology	61.11%	59.77%	54.04%	64.67%	*42.86%
Provide educational and recreational programs on a variety of topics	63.89%	65.62%	54.66%	54.49%	*42.86%
Provide educational resources for children	52.78%	55.17%	49.69%		57.14%
Provide educational resources for adults				49.10%	50.00%
Provide educational resources for high school students					*42.86%

* Tie response

Priorities by Age - differences: The group 80+ is omitted from this table because of few responses.

These differences are open to various interpretations. For example, those in the youngest age groups selected "a place to hang out with friends" more than those from older age groups, who might prefer to stay at home or do not view the library as a social gathering place.

Those respondents 60-79 displayed the most differences in selection of priorities from the other age groups. This group is less interested in providing educational resources for children, young adults, and college students and more likely to choose, "educational resources for adults", reflecting a focus on their own needs. Likewise, this older group is less likely to select, "a safe place for me and my family", a choice which reflects a de-emphasis on familial needs.

Respondents in this same age group, 60-79, more often chose "keep up to date with new technology," than those from the next lower age group, 40-59. This difference could signify a lower percentage of computing devices in the older group's homes, a lack of formal technology education, and a request for help with understanding and using new technology.

The age group most likely to contain those with small children at home, those ages 26-39, selected "educational resources for children" more than those aged 60-79.

Table 13. 2 Answer Options	18-25	26-39	40-59	60-79
Keep up to date with new technology				More likely than 40-59
Provide educational resources for children		More likely than 60-79		
Provide educational resources for adults				More likely than 26-39
Be a safe place for me and my family				Less likely than 18-25 &

Table 13. 2 Answer Options	18-25	26-39	40-59	60-79
				26-39
Provide educational resources for high school students				Less likely than 18-25 & 40-59
Provide educational resources for college students				Less likely than 18-25 & 26-39
Be a place where I can come and be with my friends	More likely than 40-59 & 60-79	More likely than 40-59 & 60-79		

Priorities by Island: Responders from five Islands agreed that that the first two priorities in the table below are top priorities. Respondents from four Islands agree that the third priority in this table is a priority.

Table 13.3 Thinking about the future of the Hawaii State Public Library System, what do you think the library should focus on in the next five years to support you and your community? Please select your three priorities.						
Answer Options	Hawaii	Kauai	Lanai	Maui	Molokai	Oahu
Keep up to date with new technology		69.57%	77.27%	64.44%	60.00%	58.43%
Provide educational and recreational programs	71.05%	60.87%		48.89%	80.00%	57.23%
Provide educational resources for children	55.26%		54.55%	51.11%		46.99%
Provide educational resources for adults					60.00%	
Provide educational resources for high school students			63.64%			
Provide community information	47.37%					
Safe place for me & my family		52.17%				

Priorities by Island – Differences:

Those from Hawaii are more likely to select, "Provide education and recreational program," and, "Keep up to date with new technology," than those from Maui.

Comments: Respondents provided many comments to the "other" choice. Some of these comments echoed priorities that were provided, such as "provide educational and recreational programs", but many amended their choice with suggestions for specific programs. Likewise, many respondents said they wanted more books or more library resources, and some provided specific examples. These comments, available in Appendix A, provide diverse and thoughtful views about the libraries' future.

The statistical information about library users provided through the survey analysis gives HPSLS a picture of their users' views about resources and online service funded by LSTA funds. Some resources are used more than others, i.e. online databases are used much more than e-Learning resources. The same is true for online services, i.e. the online hold and renewal systems are used more than the computer reservation system. Respondents, who use these resources and systems, are overall satisfied with that use, and, when asked, report a benefit from doing so.

Appendix A: HSPLS Constituent Survey Comments

This appendix contains all the comments received to the 2016 HSPLS User Survey. The comments are arranged by question number and then by category. These categories were derived from the content of the comments. Punctuation and spelling was standardized for such terms as e-Book, but no other changes were made to preserve the meaning of the comments. All non-responsive comments were omitted; these were   primarily, "yes", "no", or n/a".

2. Which of the following reasons best describes why you have not used the library's e-book collection? Responses to "other" answer.

No device

I do not own the machine needed to use e-books
No computer or other devices to read e-Books.
I don't have an e - reader thingy
Don't own a home computer
I don't have a computer or laptop.
I don't have a portable electronic device that allows the downloading.
I don't have an e reader.
Also lack a computer is the biggest reason
Nothing to read them on outside library
I don't use a computer

Prefer paper or audio books
I prefer hardback books
I use audio books or real books
I prefer audio books and do not have a device to download and play e-Books

Don't meet my needs
Personal interests aren't present!
I prefer coming into the library

Unaware
Don't know what an e-book is.
I have no frickin idea what that is, and I'm sure I have no use for it!
What the hell is an e-book (collection)?
Paper: not sure what tools needed for start-up

Use other sources for e-books
I usually buy e-Books for kindle rather than borrow.
I have access to other collections
The selection is insufficient. I buy kindle-Books through Amazon all the time, but there aren't enough science fiction and supernatural books available through HSPLS.

Too busy
Too busy

Didn't make time, yet
Haven't had a chance to utilize it yet.

Visiting
We are visiting from ocean shores, WA and spent 2 hours at the Wailuku library where we found some old favorites.
I'm a visitor

Downloading
Don't know how to download e-books
In attempting to use the e-Books in my previous state, I had too much difficulty checking out what I wanted but certainly want it as an option.
I have a mac and some difficulty with downloading.
Don't know how to download
I tried and it always gives an error.
I tried and I got lost in the process. I thought of stopping by to ask at the library. Also, it seemed when I did get to the point where I found something, it was not available
Do you have a tech help desk I can bring my device & you can show me how

Other reasons
Mango Languages
There aren't enough of a selection by my favorite British mystery writers
Don't have the e-Books I want
I have not thought about looking for non-fiction e-Books.
Is it for only an hour a week?
Just haven't browse them yet
Format to be worth using it.
Only have a limited amount of data usage
Need computer skills
I will wait when will be for free

5. Which of the following reasons best describes why you have not used the library's e-audio collection? Answers to "other" option.

No device or internet
 No computer or other devices
Have no monthly paid internet service at home; don't want to pay the $600 annual cost
Nothing to listen to them on
This is not a media form that I use at this time
I don't have a computer or laptop. Would overload my I-phone
No compatible device at the moment to download to
I don't have an electronic device that allows downloading of any e-audio material
I don't think I have the correct devices to use with e-autos.
Need a computer.
Too busy no home computer
Don't have easy access devise to listen to audio

Prefer paper or cd audio books

Prefer paper books
I check out cd audio books
Again, I prefer audio books as I love to hear the actor's portrayal of the stories.
Prefer paper books
I prefer to read
Would rather listen on my stereo, not my computer
Just prefer reading
I prefer to read books/text
I prefer reading a book.
Would rather read
Prefer hardcover bookstores
Not my style love to read. If I had to listen to it, my mind would probably wander and I'd have to rewind to listen again.
At this point in time I would rather read. Maybe later I will use it.
Use audio books on discs at library

Don't know how to use
I'm very interested in audio e-Books and have
Looked into it repeatedly but need to figure out how to use it with my phone and computer
No compute

Don't need or like
I don't like them
Not interested (I don't really like audio books)
I don't want a download virus
Don't want to
Great idea, but I haven't had the need or desire -- yet!
I currently have a subscription with audible through amazon. I would be open to trying the library's system if it was easy to use.
No current need
None of the-Books I was looking for were available.
I don't listen much to audio books anyhow
I use another library system's e-audio collection

Unaware
Don't know what that is.
Don't know enough about e-audios
What is this?
I don't know how to use it.
What does that even "mean"???
I'm sure I have no need for this stuff -- whatever the hell it is!
I don't know enough on what e-audios are and how to access them. What is required to get started?

No time
Primarily time considerations
No time but I will
Busy
Haven't had the time to utilize this service

Other comments
I am afraid of disturbing others reading.
Just reopened my library account.
Too lazy to figure it out
Just haven't gotten around to it yet
Haven't gotten around to it yet
I forgot to use this resource! I will now I'll be traveling soon, so I may look into it!
Just never used them, maybe someday if you offer podcasts
Got lost in the process again.
I'm worried it will use a lot of data since audiobooks are long

8. Which of the following reasons best describes why you have not used these databases? Responses to "other" answer

No need
Use my own computer
Can find most info online at home
Use my computer at home
I haven't had any need or desire to use them -- yet! I am thankful that they are available.
Use internet google
Use uh databases
I have access to an academic online library through my school
I do my research using my own laptop
Have access at UHM
Have own Wi-Fi
Have access at home
No need for searching
Have not needed to use serials database but glad to know they are available
Google is better

Difficulty using
Neither I or the Kahului librarian could do it
Having a hard time going thru them to find what I am trying to locate.
Could not find the databases and holding of serials.

Visitor
We were just visiting from the mainland.
Visitor

No device
No computer
No computer or other devices
I don't have a computer or laptop.

Other comments
I need to recline more often than sitting at a desk/online station due to health reasons
Not interested

I did family history search I think
No time
I am planning on using them.
Too lazy to figure it out
The databases are not advertised so the public unaware
But too many of the databases only have abstracts, not full text (especially true for journals).

Unaware
I'm not interested in magazines did not know you had anything on health
What types are there?
What is it???

9. Did you use online databases to find information on (responses to "other" answer)?

Legal information
Law research, downloads,
Law
Law/Hawaii statutes
Election rules

School or education
School assignments
Research for school papers
Research for school
School research assignment
Schoolwork
College class
School research
Research for school projects
Research for school,
Education
Research paper

Reader's advisory
Book reviews, biographies
Find reading material
Books to read
Find books and dvd
Leisure reading

Genealogy
Genealogy
Ancestry
Genealogy
Genealogical research
Genealogy
Genealogy
Genealogical research

Other comments
Many
Research
Mortgage
Hawaiian resources
Music sheets
Background research
Internet
Library catalogue collection
Browsing
Research
To request items
Election info
Travel planning
Mango languages / Spanish
Travel guides
To reserve-Books
Corporate updates

Automobile information
Automobile info
Car repair
Auto/ancestry

**12. Which of the following reasons best describes why you have not used e-Learning resources?
Responses to "other" answer**

Unaware of e-Learning resources
Don't know what that is.
Do I use my computer? Is it anti-virus?
Are these the outside courses because I am not aware of the library provide any training for its users
No idea what you are talking about!
I just learned they were there, great! Will check them out
Don't know anything about it and how to use it.

Plan to use
I will be using I just haven't yet
I don't have access to the program I want to learn about
Maybe in the future, I'll try either the language or Microsoft tutorial.
Haven't gotten around to it yet but I would like to take some of the courses

No device
No computer or other devices.
Our library doesn't have earphones
No computer
My devise will not support the course data
I don't have a computer or laptop

No time
Once again, neither the need or desire -- or time -- yet!
I have not made the time to use them (as opposed to not having the time)
Haven't made the time. Maybe library needs to have "classes" to show us how to use with the tech I have
No time
I haven't dedicated the time to learning about what each resource is about and what it offers.

Not interested
They are beneath my level of interest and abilities.
Not interested

Difficulty with use
When I tried it, your program screws up
Microsoft imagine academy is cumbersome!

No need
Nothing I need available
I am a teacher not a student

Other comments
Just have not considered it
Just opened account
Visitor

13. Have you used the e-Learning resources to find information about? Responses to "other" answer.

Comments
They are too difficult to use.
For the sure fun of it and I'm so happy that you have it. I have been telling my friends about it.
Computer training
Blogging
Exploring what you have
To improve my writing skills
Would like to use for language learning soon.

15. Which of the following reasons best describes why you have not used a netbook? Responses to "other" answer.

Not available
Other reasons
Not always available
My library doesn't have them.
I tried but they said no more.
Our library's netbooks were lost, stolen or broken

Unaware

What is this?
Net what???

Other comments
I don't have access to Wi-Fi in my neighborhood
Staff is extremely helpful in setting up needed computer assignments
Don't know how
Visitor
No computer or other devices.
I do not compute
My fines are too big- I was sick & am unemployed
Haven't had the time
I have shared this program with many folks who love it! Thank you!
I'm afraid it will get dirty or broken at home.

17. Did you use a netbook to find information about (responses to "other" answer)?

Checking things out
Catalog and email
Internet access
Factory five on Facebook.
Social media
Homework
Type report
For training purposes
Research, business, organized photos
Schoolwork, homework aid
Schoolwork
Research
Documentaries, news, research
For email when on business trip
Everything, love the net books, need more of them
You tube
I love it!! Glad you have it available

20. Which of the following reasons best describes why you have not used the online hold system? Responses to option, "other."

No need
Have not had a need yet
I use the app to search the catalog and make requests that way I just go to ref or circ desk.
I usually can use what is already there.
No need to yet
I live so close, I just walk over.
I like to browse in person more than look for a specific book. When it is out, I can wait for it.
I do it physically at the library when they don't have what I want
Many times I read the summary if available but otherwise I want to browse the book before I borrow it.
Come in person to library

Reading through the stacks first

No device
No home computer
I did not have a computer
No computer or other devices.

Other comments
Hawaii is the only place I've ever heard of that charges for holds. Poor practice.
Am planning on using this.
Just haven't tried it yet
Don't want to put it in transit only to go and say not what I thought.
I do not compute
Never explained
Visitor
Do not know how

23. Which of the following reasons best describes why you have not used the online computer reservation system? Responses to "other" answer

No need to
I call in my reservations
I use netbook
No computer or other devices.
I do not compute
I do not care to do so.
I don't need to reservation and simply brief not important.
I don't need to borrow a computer
I have no need for this.
No need
I just didn't need to use this service
I simply felt no need to use them.
Don't need.

Use own device
I often bring my own, so I didn't want to take resources away from others.
Have own computer
Not sure what you are referring to. I have used the in-library system to look up where-Books are in the shelves but I have my own computer at home.
Use my own device
I did not need to do that. I have a laptop
I have my own computers & would prefer that library computers remain available to those (especially the homeless) who don't have access to computers any other way.

Library computer available
There's usually empty computers if I need to use one
There was no need; there was always a computer when I needed one
Usually when I go to the library to use the computers, there is always a spot open. If not, I leave.

The library's computers are sufficient for my needs and there's one always available.
I use the computer if needed and available
There's usually open computers available at my local branch
I only need to use the library's computers for catalog searches
I usually walk in
I have been able to use computers at the library without a reservation.
I usually get computer when I go
Easy enough to just walk in and use
Just read & wait until one becomes available
Computers mostly available - no need to reserve
Computer was available
Computers are readily available at Kapolei without reservation
I use it all the time.

Other comments
In person at site
Visitor
What is?
My library fines are too big-was sick and now unemployed
Temporarily in islands on vacation from mainland
I do use them often
If I did reserve a computer, I may not make that time that I reserved it for.
I rarely can keep to a schedule.
Waiting is ok
Unsanitary with usage
I would wait patiently for a computer to become available; I wish we had more computers
Planning on using this.
I would use it more, except many times it takes to long for a borrowed item to be forwarded to requesting branch.

23. Which of the following reasons best describes why you have not used the online renewal system? Responses to "other" answer.

No need
Didn't need to renew
I do not compute
Most of the-Books I borrow are hot picks, I can't renew them online
I returned my books before due date
I renewed when I checked out my books
Didn't need it
I just started using the library system, never did before, ever
Same
Didn't need to
I've try to return on time. Will look at it in the future
I read the book within the allotted time - it takes priority.
No need.
Did not need to renew
I renew my books using the app

No need to use. Am a fast reader. Or the-Books could not be renewed on-line because other requests prohibited renewal
Always finish before the due date
Haven't needed to
Had no purpose to

No device
No computer or other devices.
No computer of my own to do so
I did not have a computer
I don't have a computer or laptop

Other comments
Visitor
Could be better
Don't know what that is.
Still new to the online process
How does it work?
Planning on using this
Not allowed on dvds
I would like to be able to renew even if overdue
But, I dislike that I can only renew one time.

29. Which of the following reasons best describes why you have not used self-checkout machines?

I would really like a self-checkout machine option at all libraries. Sometimes people want to check things out that are sensitive in nature and it protects your security.
I prefer to borrow e-Books
My fines too big was sick & now unemployed-can pay them now
I prefer to check out e-Books and have not visited a library in years due to limited hours.
Which library has them? How do you prevent theft?
I go to the checkout desk to get the books or audiobks reserved
I enjoy the staff at the Aiea Library and prefer interacting with them rather than a machine
Don't have in our library
The libraries do not have.
I always reserve books via online. When I arrive to pick up the book library staff immediately recognizes me. They immediately retrieve the book(s).
I haven't used a self-checkout machine at HSPLS because my library doesn't have one, but I have used them at mainland libraries and found them generally easy to use
The library personnel are very informative and friendly and i enjoy the interaction with them.
As far as I know my Library doesn't have self checkout machines but I'd be more than happy to use one.
Not sure if my library (Kailua-Kona) has them, but still prefer to confirm that they've been checked in by the staff.
Rarely check out books anymore
I am well aware of self checkout but do not know where they are
I mostly use library on line. Last time I was in the library, they didn't have self checkout. They might now.

31. Thinking about the future of the Hawaii state public library system, what do you think the library should focus on in the next five years to support you and your community? Please select your three priorities

More Books
Buy more graphic novels, please not marvel. Thank you
Have current and classic books available to patrons to check out.
Provide Books by 1) local authors 2) books that we tell you we want to read but that may not be on the lists you pick from 3) place for discussions on impt topics in the news and in recent books- i.e. Climate change, etc.
More Books
Acquire new books and have book sales
Books on a variety of topics.
Provide new books
Buy more-Books. And improve the computers so they work properly!!!
Provide lots of nonfiction books
Continue investing in newly released best-sellers
Continue getting books of interest
Provide more Books and better library hours (evenings, weekends)
Buy more-Books!
I use the library almost solely for print books and I couldn't be happier with the selection. Will continue to use!

Educational resources
Provide educational resources for adults
Provide educational resources and information for all
Provide educational resources for everyone.
Provide education resources for all ages
Provide information and educational resources for all people, regardless of age level!
Provide educational resources all age groups above mentioned
Provide educational resources for middle schoolers
Homework resources

Other resources
Provide the daily star advertiser access online
Continue to provide recreational reading/listening (audiobooks and music)/viewing (dvds) materials
Expand + continue the netbook laptop-borrowing program for elders like me
Continue a wide variety of reading materials
Improve and continue to keep updated the Hawaiian resources. Get more and provide storytellers in Hawaiian.
Provide more audiobooks for the elderly & visually handicapped
Makerspace, renting out tools and instruments for different purposes
Keep providing audio book discs
Buy more-Books. And improve the computers so they work properly!!!
Have more online-Books available for the community.
Provide leisure-reading resources for adults - books & e-Books

Add more online copies of e-Books. Do not clutter collection with useless versions in the Flemish language; i.e. Tom Clancy's "teeth of the tiger." how many people in Hawaii are going to read this version of this book?

Increase the number of books in the collections, and increase the e-Book and audiobook collections, particularly in breadth. Titles that appeal to the majority are fine, but would like to see more that may not be of interest to the, um, masses. :) thanks!

Provide wide range of read materials

More foreign dvds, especially from Austria, eastern Europe

Expand e-Books catalog

New books and resources on current topics and interests

Provide recreational reading (more fiction please!) For all patrons

Add video games as items that can be checked out (in a similar sense to dvds) in order to attract younger people to the library. Libraries on the mainland that I have been to do this

Building suggestions

Homeless people are becoming an issue.

Provide needing space for small groups that are not a non-profit, but are not meeting to sell things - such as a chess club - at no cost. Manoa has space, but charges a rental fee for the room.

Preserve the atmosphere of quiet study, thought & tranquility, which constitutes a true library.

Have you had any discussion or method to reduce the situation of homeless people use libraries as their daytime shelters? Some libraries have this situation so bad I avoid going there.

Expanding space a bigger library for Waianae community; more comfortable chairs!

This place looks like "Motel 6"

Computer usage should be more private, not like cell phone use in public

Be a place for homeless to stay connected online, charge batteries, use bathroom, take a shower, and safely relax. Be a place for children, teens, and adults to discover the joy of learning, especially through reading.

Get rid of homeless/substance abusers

Would not take children to the library with the homeless problem

Offer meeting spaces for nonprofit groups.

All of the above

All of the above

Other

All

Only checked "provide info for business people" but also wrote in "all of the above, but especially create spaces for small businesses"

Much all of the above.

Basically, the entire list! Have checked some as top priorities finding place and space to use most important

All of the above

Other services

Provide better descriptions of movie and book topics on catalog entries - very sparse- should be more like amazon

Offer debit or credit payment

Continue to provide charging stations...excellent addition and needed.

Calling people when book are overdue instead of collection when people are out of town and unaware! We need new policy.
Make it easier to renew online items like dvds
Provide check out machines at all branches

Promotion or programs
Consider programs to target specific age groups or interest groups so that all members of the community will feel included.
Book clubs and activities that are for adults
Programs, especially in remote libraries that don't have nearby resources.
Television: programs to introduce library services; programs to contribute to book reviews by local residents; programs to watch book reviews by local residents
Provide educational programs about finances such as the stock market or 401k programs
How to use library tech services with my device.
Provide training for users and staff on using library resources. When you introduced e-Books, the staff could not help the users. Use libguidess; my third choice is that you should be presenting information for all your target audiences but I was forced for a third choice
Inform community on all those new things to use
Provide tour of library & training on various tools to get started on use of various services (i.e. E-books, etc.)
Display information about neighborhood history.
Offer free educational community events on the various cultures in our community/continue building your resources on Hawaii, particularly history of place names.
Collaborate with schools so children can visit libraries and realize how extensive the offerings are - especially elementary schoolchildren

Technology
Allow more computer time. 1 hour once a week seems ridiculous especially when there are computers available & no one using them.
Update browsers (google chrome, Firefox, etc) on your computers
Offer the use/loan of portable laptops in the library, not to be removed from premises
Keep browsers on the library computers up to date.
Just being available and able to provide any resource and information available to the public.
Stop changing the website so often
Update the browsers on the library computers.
Show titles of hot picks not show cover of book. Put them on line early.
With technology continuously evolving it would be helpful to have classes on usages of these new devices

Hours
Be open more days of the week
Provide regular hours to serve dual-earner households, especially on 3-day weekends

Other comments
I love the library. Keep doing what you're doing!
Index files from all Oahu libraries to enhance inter-library loans.
Move to a digital library that would enable substantial cost savings
Act like a unified statewide system instead of individual stovepipes.

Require all librarians to be just as welcoming, friendly as the rest of the staff.

Annoying that I have to make up three priorities when none of them match me so now I got to randomly choose three--that is scientific

New library system

Come up to date with libraries from the rest of the world. Interlibrary loans, better operating hours, open on weekends/holidays/after school for studying.

Be a place where general knowledge and information is available to the public

Hire more staff to support requests from patrons and improve employee morale. Encourage diversity and equity in communities with programs and library materials

Survey users for suggestions for book/dvd/music titles to purchase for the library system.

Replace lost or missing books! Update reserve system so missing books can be reported to you.

(The following is one comment) Lania's both a public school library in an isolated community needs the services to meet the needs of all demographics from birth to death. Add additional computer stations for both adults and students; ensure safe hot spots within library as adults use computers for air and other travel reservations; cyber security is an issue for all; integrate some learning systems with the university of Hawaii; students on Lana'i should be able to take college courses through the entire system through the public library also...for free at some point; using electronic e-readers and audio readers could be advanced if the public schools, colleges integrate services and promote the use of devices for youth and adults with accommodations for handicapped seniors with vision issues; move forward in expanding technology to the isolated communities and services throughout the state. Thank you.

APPENDIX F

Dear HSPLS Library Staff,

As you may know, the HSPLS is partially funded by federal funds from the Library Services and Technology Act (LSTA). Every five years, the Institute of Museum of Library Services, the administrator of LSTA, asks the state libraries to evaluate the use of the funds based on the state library's Five-Year Plan. This survey is part of that evaluation. In early November, you were asked to administer a survey to your users as part of this evaluation effort as well.

The survey asks you questions about your opinion and satisfaction with some of the programs and processes developed or improved by HSPLS in the last five years. It also asks your opinion of the direction and program emphasis HSPLS should take in the next five years.

Network Speed

* 1. In the last five years, HSPLS has tried to increase the network speed to improve both ILS operations and access to online databases and other resources. Please indicate your level of agreement with the following statements regarding network speed during the past five years:

	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
I saw an increase in network speed in our ILS.	○	○	○	○	○
I saw an increase in network speed in accessing online databases.	○	○	○	○	○
I am satisfied with the network speed in my library at this time.	○	○	○	○	○

* 2. Do you help library users access information in the library's online databases?

○ Yes

○ No

Online Databases

* 3. Over the last five years, HSPLS emphasized making online databases available to library users and encouraging users to access and use these databases. Please indicate your level of agreement with the following statements.

	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
I can identify databases by subject using the library's website to assist user searches.	○	○	○	○	○
I know how to teach library users how to access and use the online databases.	○	○	○	○	○
The current collection of online databases compliments our print collection.	○	○	○	○	○
The current collection of online databases meets our users' needs.	○	○	○	○	○
The current collection of online databases is easy to use.	○	○	○	○	○
The current collection of online databases is authoritative.	○	○	○	○	○

SharePoint and other productivity systems

* 4. In the last five years, HSPLS has implemented SharePoint and other productivity systems, (print management, email notification of holds, overdue notice and online renewal systems) to help library staff do their job and help our users. Do you use SharePoint or at least one of these other systems?

○ Yes

○ No

SharePoint and other Productivity Systems Satisfaction

* 5. Please indicate your level of agreement with the following statements:

	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree	N/A
I am satisfied with SharePoint.	○	○	○	○	○	○
I use SharePoint daily.	○	○	○	○	○	○
SharePoint contains the files that I need.	○	○	○	○	○	○
I am satisfied with our print management system.	○	○	○	○	○	○
I am satisfied with the email notification of holds.	○	○	○	○	○	○
I am satisfied with the overdue notice system.	○	○	○	○	○	○
I am satisfied with the online renewal system.	○	○	○	○	○	○

6. Do you have any comments about SharePoint or the other productivity systems?

SharePoint

* 7. Which of the following reasons best describes why you do not use SharePoint? (Select all that apply)

○ I didn't know that HSPLS has SharePoint.

○ I don't know enough about SharePoint to use it.

○ SharePoint is too difficult to use.

○ SharePoint does not have the information that I need.

○ Other (please specify)

Self Check-Out

* 8. My library has a self check-out system.

○ Yes

○ No

○ I don't know.

Self check-out

* 9. Please indicate your level of overall satisfaction with the self check-out system.

Not satisfied	Somewhat satisfied	Neither satisfied or dissatisfied	Satisfied	Very satisfied
○	○	○	○	○

* 10. Please indicate your level of agreement with the following statements.

	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
The self check-out system is useful for library users.	○	○	○	○	○
The self check-out system is useful for library staff.	○	○	○	○	○

Training

* 11. During the past five years, as HSPLS has added new technology and databases, staff had the opportunities to attend training to update their knowledge to improve user services. Have you participated in any of these training opportunities?

- Overdrive
- Database training
- SkillSoft from WebJunction
- Adobe Connect webinars
- Other training

○ Yes

○ No

○ I don't know

Training Satisfaction

12. Please indicate your level of satisfaction with the training that you attended. Please select N/A if you did not attend that training.

	Not satisfied	Somewhat satisfied	Neither satisfied or dissatisfied	Satisfied	Very satisfied	N/A
Overdrive	○	○	○	○	○	○
Database training	○	○	○	○	○	○
SkillSoft from WebJunction	○	○	○	○	○	○
Adobe Connect webinars	○	○	○	○	○	○
Other training	○	○	○	○	○	○

Future Roles

* 13. What do you see as the five most important roles of the public library in the next five years?

☐ Help users keep up to date with new technology.

☐ Provide educational sources for children.

☐ Provide educational resources for high school students.

☐ Provide educational resources for college students.

☐ Provide educational resources for adults.

☐ Provide health information.

☐ Provide information for business people.

☐ Provide information for parents.

☐ Be a place where people can come and be with friends.

☐ Be a safe place for users and their families.

☐ Provide information about what is happening in the community.

☐ Provide educational and recreational programs on a variety of topics.

☐ Support recreational reading.

☐ Other (please specify)

[   ]

* 14. On what island or county do you work?

- ◯ Hawaii
- ◯ Kauai
- ◯ Maui County
- ◯ Oahu

Hawaii State Public Library System
Results of Staff Survey
January 5, 2017

This report summarizes the responses to the staff survey conducted by Dr. Karen Strege on behalf of Nancy Bolt and Associates (NBA) for the evaluation of the Hawaii State Public Library System's (HSPLS) Library Services and Technology Act (LSTA) program. The survey was administered online using Survey Monkey from November 28 to December 12, 2016.

NBA consultants provided an initial draft of this survey to staff members from HSPLS' Library support and development services who provided comments and feedback that NBA incorporated into the final survey. The survey contained questions that directly assessed outcome targets in HSPLS' LSTA 2013-2017 Five-Year Plan. The survey also included opportunities for staff to add additional information or comments to specific questions.

This report does not interpret survey results. NBA consultants will combine those results with the information from interviews, the constituent survey results, and document review in the final evaluation report. This survey report will be attached to that final report.

Contents

Section 1: Survey Analysis Information

In each of this report's sections, a table summarizes responses to all questions. These tables are preceded by additional information if those responses **differed** by the location of the respondents. This was the only group tested for statistically significant differences. For convenience, this group is abbreviated by the bolded word, "l**ocation**," and includes respondents from the following areas:

1. Hawaii
2. Kauai
3. Maui County
4. Oahu

Statistical significance does not refer to the magnitude of a difference between groups of respondents, but to the certainty that the difference is not from sampling error or random. The test used to find statistical significance results in confidence (95% certainty) that an observed difference is real. These results also have an error margin of under 5%.

Statistical significance does not reveal the reasons behind or the meaning of the observed difference. To find the meaning behind these differences and draw conclusions, survey results must be interpreted with all the other evaluation information gathered in this project.

This analysis for statistical significance follows a guideline that recommends disregarding an answer with ten or fewer respondents when testing for significance. With such small number of responders to one answer, the final calculation may overstate the level of probability. Therefore, this report only contains results for those answers with ten or more respondents.

In addition, the results of this survey can only be used to draw conclusions about those who answered survey questions. Because this survey did not use a stratified, random survey of all HSPLS staff, we cannot say that the survey's findings are true for all those who work in HSPLS libraries.

Some survey questions asked respondents to choose one response from a five-point Likert scale. "Very dissatisfied" or "Strongly disagree," are assigned a value of "1". On the other side of the scale, "Strongly agree" or "Very satisfied" have a value of "5". The average score is calculated for each of the Likert scale responses.

Table 1.1: Approximately meaning for numerical rankings	
4.20 to 5.00	Excellent
3. 51 to 4.19	Good
2.71 to 3.50	Fair
1.90 -2.70	Poor
1.00 -1.80	Very Poor

Appendix A contains the comments received to specific survey questions. Some of these responses were non-responsive, defined as a response that is not related to the question, and,

therefore, not included in this Appendix. The Appendix is organized by question and under each question; the comments are organized into broad categories. This report contains a few comments for explanatory purposes.

Section 2: Observations

1. Hawaii's islands have unique geographical, economic, and social differences. This survey, however, found much uniformity among the respondents across the Hawaiian Islands. Typically, HSPLS staff members agree with each other about HSPLS' resources and services.

2. Respondents are overall satisfied with HSPLS services and resources funded by LSTA funds. The table below contains results from the questions about satisfaction with database resources, online services (holds, online computer reservation and renewal systems, and self-checkout machines.) The survey also asked respondents to identify their level of satisfaction with training opportunities funded by LSTA.

   The numerical ratings range from a high of 4.27 to a low of 2.94, or roughly in the "fair" to "good" range. Dividing this range into approximately thirds gives a more detailed look at these results.

   In general, the top tier of this range, (4.27 to 3.7) contains statements about the self-checkout system, online databases, and three-of-the-four management systems. The middle tier (3.64 to 3.48) contains three-of-the-four specific training opportunities, and the "other" training. The third tier (3.39 to 2.94) includes statements about network speed, SharePoint, the overdue notice system, and the database's ease of use.

1st Tier Average Ratings

Table 2.1 Satisfaction or Agreement Statements	Average Rating
The self-checkout system is useful for library users	4.27
The self-checkout system is useful for library staff	4.11
I know how to teach library users how to access and use the online databases	4.08
I can identify databases by subject using the library's website	3.98
Satisfaction with the online renewal system	3.85
Satisfaction with the email notification of holds	3.81
The current collection of online databases is authoritative	3.77
Satisfaction with the self-checkout system	3.76
Online databases complement our print collection	3.70

2nd Tier Average Ratings

Online databases meet our users' needs	3.64
Overdrive training	3.55
Other training	3.55
Adobe Connect webinars	3.53
Database training	3.48

3rd Tier Average Ratings

I saw an increase in network speed in our ILS	3.39
I am satisfied with the network speed in my library at this time	3.37
I saw an increase in network speed in accessing online databases	3.35
Satisfaction with Overdue notice system	3.33
Online databases are easy to use	3.33
SharePoint contains the files that I need	3.22
SkillSoft from WebJunction	3.03
I am satisfied with SharePoint	3.02
Satisfaction with Print Management system	2.94

Respondents from different areas selected approximately the same priorities for future Library Services. Respondents from Oahu and Hawaii differed on two selections, but those priorities were not among the overall top five.

Table 2.2. What do you see as the five most important roles of the public library in the next five years? Please select your five priorities.		
Answer Options	**Response Percent**	**Response Count**
Be a safe place for users and their families	67.9%	186
Provide educational and recreational programs on a variety of topics	66.1%	181
Support recreational reading	66.1%	181
Provide educational sources for children	65.7%	180
Help users keep up to date with new technology	59.1%	162

Section 3: Respondents Demographics

The survey received 298 responses, 24 of those respondents did not complete the survey. Staff members from Oahu's libraries were the predominant responders.

Table 3.1 On what island or county do you work?		
Answer Options	**Response Percent**	**Response Count**
Hawaii	15.3%	42
Kauai	5.8%	16
Maui County	9.9%	27

Table 3.1 On what island or county do you work?		
Oahu	69.0%	189
Answered question		**274**

Section 4: Network Speed

Overall, respondents gave a "fair" rating to statements concerning network speed. However, many respondents, almost one-third, chose "neither agree nor disagree (NAD)" to the first two statements. The NAD choice can mean many things, including unsure, do not care, neutral, or do not know. The large number of the NAD choice, which is given the weight of "three" in analysis, also pulls the rating's average to the center. However, if we look at the two ends of the scale, the higher end, which includes the categories, "agree", and "strongly agree", has many more responses then the lower end, which includes the categories "strongly disagree," and "disagree."

A reasonable conclusion is that the large number of NAD responses reflected many respondents who are "unsure "or "do not know" if the network speed increased over the past five years. Many respondents hired within that time span, may not have a reference point by which to judge if HSPLS' network increased. Support for this conclusion is apparent in responses to the last statement, which drew less "NAD" responses. This statement asks for the respondent's satisfaction with the network at this time, not in the past.

Table1: In the last five years, HSPLS has tried to increase the network speed to improve both ILS operations and access to online databases and other resources. Please indicate your level of agreement with the following statements regarding network speed during the past five years:							
Answer Options	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree	Rating Average	Response Count
I saw an increase in network speed in our ILS.	7	36	108	125	20	3.39	296
I saw an increase in network speed in accessing online databases.	10	30	117	122	16	3.35	295
I am satisfied with the network speed in my library at this time.	13	57	56	147	22	3.37	295
Answered question							**298**

Section 5: Online Databases

Use: The first question in this section asked responders if they used the database to help library users. Almost three out of four respondents answered "yes".

Table 5.1 Do you help library users access information in the library's online databases?		
Answer Options	**Response Percent**	**Response Count**
Yes	75.8%	226
No	24.2%	72
Answered question		**298**

Satisfaction: The first two statements in this question, which asks respondents to self-assess their skills, received some of the highest ratings in this survey. The ratings decreased when the questions turned to other questions about the database, culminating in a "fair" score about their ease of use. Again, the large number of "neither agree nor disagree" statements may indicate that the respondents had no knowledge in which to answer the question.

Table 5.2 Over the last five years, HSPLS emphasized making online databases available to library users and encouraging users to access and use these databases. Please indicate your level of agreement with the following statements.							
Answer Options	**Strongly disagree**	**Disagree**	**Neither agree or disagree**	**Agree**	**Strongly agree**	**Rating Average**	**Response Count**
I know how to teach library users how to access and use the online databases.	1	5	20	142	50	4.08	218
I can identify databases by subject using the library's website.	1	9	24	142	40	3.98	216
The current collection of online databases is authoritative.	0	7	69	110	32	3.77	218
Online databases complement our print collection.	2	11	60	123	22	3.70	218
Online databases meet our users' needs.	1	10	73	116	17	3.64	217
Online databases are easy to use.	1	43	77	83	14	3.30	218
Answered question							**218**

Section 6: SharePoint and other Productivity Systems

Use: Most respondents used these systems.

Section 6.1. In the last five years, HSPLS has implemented SharePoint and other productivity systems, (print management, email notification of holds, overdue notice, and online renewal systems) to help library staff do their job and help our users. Do you use SharePoint or at least one of these other systems?		
Answer Options	**Response Percent**	**Response Count**
Yes	90.0%	260
No	10.0%	29
Answered question		**289**

Reasons for not using: Most respondents to this question answered that they did not know enough about SharePoint, or, in comments, said that their job did not require its use.

Section 6.2 Which of the following reasons best describes why you do not use SharePoint?		
Answer Options	**Response Percent**	**Response Count**
I don't know enough about SharePoint to use it.	36.7%	11
Other (please specify)	36.7%	11
SharePoint does not have the information that I need.	16.7%	5
SharePoint is too difficult to use.	6.7%	2
I didn't know that HSPLS has SharePoint.	3.3%	1
Answered question		**30**

Satisfaction: Respondents gave the survey's lowest ratings to the SharePoint and the Print Management systems. The online renewal and the hold notifications received higher ratings.

Table 6.3 Please indicate your level of agreement with the following statements.							
Answer Options	**Strongly disagree**	**Disagree**	**Neither agree or disagree**	**Agree**	**Strongly agree**	**N/A**	**Rating Average**
Satisfaction with the online renewal system.	5	17	33	147	46	8	3.85
Satisfaction with the email notification of holds.	4	15	39	155	35	8	3.81
Satisfaction	8	52	58	108	21	9	3.33

Table 6.3 Please indicate your level of agreement with the following statements.							
with the overdue notice system							
SharePoint contains the files that I need	10	52	71	101	13	8	3.22
I am satisfied with SharePoint	29	49	70	89	12	7	3.02
Satisfaction with the print management system	25	49	78	67	9	27	2.94
I use SharePoint daily	16	100	40	65	22	13	2.91
						Answered question	*256*

Comments about SharePoint or other productivity systems: This open-ended question received 121 responses, all of which are included in Appendix A. Many of these comments were negative statements about SharePoint and exemplified by the following (in order of level of criticism).

> "SharePoint is obstructive, clunky, frustrating and counter-productive. Furthermore, several forms one would think would be available for quick administrative access to get work done faster are not present, and searching for them is near impossible if the metadata isn't complete. It's unintuitive and outdated."

> "Poorly organized and does not seem to be kept updated. It seems slow and cumbersome to navigate. I find the search feature unhelpful. "

> "It would be nice if it was reorganized and updated. "

In addition to those comments about SharePoint, a number of responders gave their opinions about other productivity systems. The Print Management System received many suggestions for improvement, as did the overdue, holds, and renewal systems. The following comments typify these opinions.

Print Management System: "Print Management for the public printers needs improvement. Looking forward to upgrading SAM so that patrons pay ahead for print jobs."

Renewals: "I would love it if myself and our patrons could renew our items on the day the items are due or overdue, but definitely the day the items are due."

Overdues: This system received the most comments excluding those about SharePoint. "Patrons have expressed their concerns about their due dates. Why can't the library notify them before the items are due instead of only after?"

Holds: "Hold print notices can be received AFTER they hold has expired on the shelf."

Section 7: Self-Check-out System

Use: These machines are only available in six libraries, Hilo, Kihei, Lahaina, Aiea, Kapolei, and Manoa. Only 45 respondents said that they had used these machines.

Table 7.1 My library has a self-checkout system.		
Answer Options	Response Percent	Response Count
No	82.0%	233
Yes	15.8%	45
I don't know.	2.1%	6
	Answered question	**284**

Satisfaction: Respondents mostly chose "agree" or "strongly agree" to the statements of satisfaction.

Table 7.2 Please indicate your level of agreement with the following statements.							
Answer Options	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree	Rating Average	Response Count
The self-checkout system is useful for library users	0	1	3	24	17	4.27	45
The self-checkout system is useful for library staff	0	1	8	21	15	4.11	45
					Answered question		**45**

Section 8: Training

Participation: Over 75 percent of respondents reported that they participated in training.

Table 8.1 During the past five years, as HSPLS has added new technology and databases, staff had the opportunities to attend training to update their knowledge to improve user services. Have you participated in any of these training opportunities? Overdrive Database training SkillSoft from WebJunction Adobe Connect Webinars Other training

Answer Options	Response Percent	Response Count
Yes	76.3%	216
No	21.6%	61
I don't know	2.1%	6
Answered question		**283**

Satisfaction: Respondents gave an average of "fair" to "good" rating for all training, except for SkillSoft. (Respondents were not asked to specify what training they reported as "other.")

Table 8.2 Please indicate your level of agreement with the following statements.							
Answer Options	**Not satisfied**	**Somewhat satisfied**	**Neither satisfied or dissatisfied**	**Satisfied**	**Very satisfied**	**N/A**	**Rating Average**
Overdrive	4	24	25	85	16	48	3.55
Other training	4	13	41	81	11	47	3.55
Adobe Connect webinars	4	19	32	84	11	52	3.53
Database training	2	13	33	53	8	92	3.48
SkillSoft from WebJunction	14	20	37	42	5	84	3.03

Section 9: Future Priorities

Overall: About two-thirds of the respondents chose the four priorities listed in the following table.

Priorities by Island: Hawaii and Oahu respondents' choices of priorities differed significantly. Those from Oahu were more likely to select, "provide educational resources for adults," and "provide educational resources for high school students", than those from Hawaii.

Comments: Respondents identified other priorities in their answers to the "other" option. The additional priorities included "provided education resources for all". The point of these comments was that the library should not limit the provision of education resources to a certain group, such as children. A number of other responders suggested specific improvements in buildings, such as, "provide space for creating, learning and exploration for patrons of all ages." All responses are available in Appendix A.

Table 9.1 What do you see as the five most important roles of the public library in the next five years?		
Answer Options	**Response Percent**	**Response Count**
Be a safe place for users and their families	67.9%	186
Provide educational and recreational programs on a variety of topics	66.1%	181
Support recreational reading	66.1%	181
Provide educational sources for children	65.7%	180
Help users keep up to date with new technology	59.1%	162
Provide educational resources for adults	54.4%	149
Provide educational resources for high school students	45.3%	124
Provide information about what is happening in the community	38.0%	104
Provide educational resources for college students	25.2%	69
Provide information for parents	18.6%	51
Be a place where people can come and be with friends	18.6%	51
Provide health information	17.5%	48
Other (please specify)	15.0%	41
Provide information for business people	12.0%	33
	Answered question	**274**

Conclusion: The statistical information about HSPLS' library staff provided through the survey analysis gives a picture of their opinions about resources, training, and online services funded by LSTA funds. Regardless of where they work, respondents' answers were consistently uniform throughout the survey. They agree on the priorities for the future and in their opinions about LSTA funded services in the last five years.

Appendix A: HSPLS Staff Survey Comments

This appendix contains all the comments received to the 2016 HSPLS Staff Survey. The comments are arranged by question number and then by category. These categories were derived from the content of the comments. Punctuation and spelling was standardized for such terms as SharePoint, but no other changes were made to preserve the meaning of the comments. All non-responsive comments were omitted; these were primarily, "yes", "no", or n/a".

6. Do you have any comments about SharePoint or the other productivity systems?

Renews

Online renewal system - needs to be more obvious for patrons when their items are NOT RENEWABLE. Patrons seem confused that they can't renew the day the item is due.

I would love it if myself and our patrons could renew our items on the day the items are due or overdue but definite the day the items are due.

Renewal messages not always understandable to patrons, and would be helpful if item to be renewed is at top of list.

The online renewal system is not clear enough when a patron's item is not renewed. Patrons don't always notice if one out of many is not renewed.,

It would be helpful if the online renewal system allowed patrons to renew overdue books.

Overdues

Overdue notice system: Patrons note that it often doesn't seem to work.

While patrons do not want too many emails crowding their inbox, many have asked why we don't notify them a little BEFORE books are due. I believe it would be helpful if we could find a way to notify patrons of upcoming due dates by email if we could find a way to do that without too many emails. Perhaps for folks who ask for that type of notification?

Patrons have expressed their concerns about their due dates. Why can't the library notify them before the items are due instead of only after?

Would like to have more up to date HRO forms. Patrons constantly complain that overdue notices go out after items 7 days overdue

It would be preferable that the overdue notice system notify us that the book is overdue somewhere before 10 days overdue.

Perhaps this would be expensive, but it would be nice if patrons received a notice three days before an item is due, rather than only receiving an email notification when the item is overdue.,

Is it possible to notify patrons 3 days or so in advance that their library materials will be due?

I would like the email notifications to be triggered sooner than 10 days after the book is overdue

n/a

Patrons have requested that they get notified (via email or postcard) before the borrowed items become due.

Online renewal patrons get confused to check the box. Most times they don't check the box and will think they renewed the item.

As a patron, I wish that we gave pre-overdue notices, to help patrons avoid late fee payments and also give them a reminder that they need to renew their items if they plan to keep it longer. I also wished that our system allowed for renewals of videos online with a notice that a renewal charges will be added on automatically.

One of the patrons largest complaints is that the overdue notice comes very late. Is there a possibility to have overdue notices be generated the first day its overdue as well as keeping its regular 14 day notification.

Send out Pre-overdue notices giving patrons appropriate time to renew online before the due date.

Some patrons have complained of lack of reminders/pre-due date notices in the past. Some have also complained of overdue notices coming only after their fines have reached a high amount. They've said they'd like overdue notices to be sent earlier.

Patrons have been finding the paper notice system (holds and overdue) lacking. We are receiving more complaints that hold notices are arriving just a few days before (or after) the last pickup date.

The overdue notice system is scary for patrons; they tend to focus upon the wording (they seem to expect their account to be charged lots of money no matter what the notice is for). Also, it would be nice if patrons received a (less scary-looking) notice letting them know that items will shortly be due. I know that Library Elf can do this, but it isn't something most of our patrons know about or care to use. From what I can tell, they prefer not to have to sign up for a zillion different things, so it would be cool if our email notification extended to things that will be due soon. Just as a courtesy.

The notification for overdue items should be more timely

Holds

The emails for holds are not timely

Patrons have been finding the paper notice system (holds and overdue) lacking. We are receiving more complaints that hold notices are arriving just a few days before (or after) the last pickup date.

Hold print notices can be received AFTER they hold has expired on the shelf

In the future to have text messages as an option for Hold Notifications. Also, to have our system upgraded to a Soundex system. So that when we look up an item, it doesn't have to be exact word for word in order to find an item in the system.

The requests should default to requested island then to outer islands. I had several holds for immediate need and it went to outer islands when a copy was available on the island. It's a waste of money and not serving the patron promptly. His was questioned before but for some reason it's no longer valid.

Many patrons are still having problems with e-mail notification of holds. Either they don't receive them, or they're being deleted because of the subject line.

Printing

There should be a way that charges patrons for printing, not a donation. There are many people who don't care and waste lots and lots of paper and ink because they don't have to pay.   They are careless when printing because they know they don't have to pay if they make mistakes.

It would be extremely helpful to patrons and staff to install a print management system. Print management would ease the burden of staff having to watch the printers, prevent waste of ink and paper, and keep patrons from being frustrated when certain patrons print 100 pages and do not pay, it helps with privacy issues, and it would prevent patrons from accidentally printing the wrong thing and still having to pay.

We would also benefit from a cheap fax system, streamlined photocopying (double-sided and color), and a coin machine for small bill change.

Some patrons print reams of paper but don't pay; can we monitor printing with prepaid cards or some other system?

Printing waste could be cut down if the print function were activated and patrons were required to pay for printouts before being able to send print jobs (UH print system).

Need to start charging for Internet print outs.

HSPLS needs to start charging for public printing. The cost factor eats into our Friends' budget because we always run out of paper--many good patrons will donate but others take advantage and will (and have on many occasions) print out entire reams of printouts. This also jams up other patrons waiting in queues for their print jobs. This needs to be better managed both fiscally and logistically.

I have no opinion on the print management system. It works fine. However if you're talking in terms of the donation policy, I am leaning in disagreement. Is it not possible to put money on library cards so that people are more mindful of what and how much they print? Otherwise I have been seeing patrons print reams of paper and not so much pay us for it.

Print management for the public printers needs improvement. Looking forward to upgrading SAM so that patrons pay ahead for print jobs.

What print management system is being referred to? I remember there was discussion about having patrons pay for their internet prints...but nothing seems to have come of that.

All productivity systems

Email notices still don't get through to some patrons' accounts.

The notifications for overdue, hold, and request cancelled all look the same. Patrons often confuse them. I think it would help if the font size was bigger and the words "overdue", "hold", and "cancel" should be capitalized to make it stand out more.

Email notifications are notoriously uneven and unreliable, both for overdue notices (which often sent many

Patrons often express confusion to staff with the notices for holds and overdue items. The get confused with the dates of when they need to pick up items and when they get the paper notices, sometimes they don't receive it 3 days prior to the expiration date. They also express worrisome when they receive overdue notices stating that their account will be forwarded to a collection agency. I think there needs to be a better notification system and also the wording on the notices needs to be more clear and less confusing.

While the email notifications function adequately, they are not user friendly, the subjects are long and intimidating to the average user (they think they are in trouble - a friendly "your hold has arrived!" would be nicer), they get caught in junk mail filters, and users complain regularly that they would prefer having email notification BEFORE their item is late. They would prefer a 2-day reminder or the like.

I rely on the mobile app for holds/overdue notifications and renewal options. Sometimes the email notification is late or will go into spam however I'm satisfied with the mobile device in this respect. , Days after the items are overdue) and for hold notices. The online renewal system could also be more useful if items that could not be renewed would be flagged with a detailed explanation for patrons who are not familiar with certain policies

Patrons still aren't getting email notifications.

I wish patrons would see their holds notifications and overdue notifications when they log on to our internet computers.

Other comments

It doesn't make a lot of sense to promote our databases and new website when patrons can't access them using our PACs in the library; we have limited public Internet computers so not everyone can access the databases on the Internet computers and most people do email, YouTube, Facebook, etc on the Internet computers. It is a little embarrassing when we can't show students on class visits how to access and use our databases on our PACs; please allow patrons to access the website and databases on the PACs.

For a library, it is really hard to find things. Better organization and more metadata might help?

We have also recently implemented an app for smartphones that the patrons really seem to like. We should promote it to more patrons.
It would be great to add how to get reimbursed for work travel and have a step-by-step form to follow, as well as all the forms to fill out.

SharePoint

SharePoint Forms
It is sometimes very difficult to find a needed form on SharePoint -- especially if I know only the function of the form but not its exact name.
Share point does not have up to date forms and is very difficult to search
SharePoint needs to be more organized, hard to find specific forms.
File are hard to find
There doesn't seem to be a good "filing system" for the documents in SharePoint. It takes several "clicks" to access the information I need, because you first have to figure out the overall location heading, whether it be ASB or LSS or even something related to a branch library. The search function sometimes helps, but when you think it is called something, but it has actually been titled something completely different than the actual heading of the document, how are you supposed to keyword search?
I don't think it's used to the best of its capabilities. For instance, there are old forms still within SharePoint that should be updated. Also, all the forms on SharePoint should be made fillable. ,
Needs subject headings
SharePoint is obstructive, outdated, clunky, frustrating and not conducive to efficient work. Furthermore, forms and information that one would think would be available in order to assist work efficiency are not. Finding forms is nearly impossible when metadata is not complete.
SharePoint is the most frustrating thing I have ever tried to conquer. I know the file is there, I know how to search for it, I know the file's name...but then my result list includes 17 versions from various years, half of them filled out, and the other half not...SharePoint is an excellent tool to use when you are feeling narcissistic. It brings you right back to humility at the speed of light.
We need a better file sharing/intranet for staff. SharePoint is not user friendly
As a file sharing program, it is fine but the problem is how we are using it. One of the reasons why it is so clunky is how we organize the files and how often we update it. It takes a lot of time to do this and many of us are short on it.
SharePoint is lacking in up to date forms and info on changes in paperwork or methods.
The files between departments can sometimes have overlaps, with some files on the same topic in two separate places (for example, in both the LDSS and TSS folders).
Some files outdated by years could be deleted. As with library collection weeding, it makes it simpler to find things when outdated materials are removed.

SharePoint searching
I have a very difficult time finding the files that I need. They names of the files do not make them easy to search.
It is hard to find the files you need using the current organization filing system.
Also, SharePoint is hard to update, hard to navigate, hard to find files even with keyword searching, and I tend to avoid it if possible, using archived emails for attached documents instead, when available.
Files are not always easily found in SharePoint. Results yielded are a high amount and many times I have to go through a few before I find what I need or ask other staff where to find it.

The organization of the SharePoint folders is sometimes confusing. I often only use the "search" box to find what I'm looking for.

Better search options (sometimes hard to find files)

It's tricky trying to find everything in SharePoint. They're not filed quite the way you'd think.

Subject searching is hit or miss. Forms are either out of date or in PDF format so cannot be filled in on-line.

Sometimes I have a difficult time searching SharePoint. Even when I use the search function, I don't always seem to find what I'm looking for.

Difficult to find what you're searching for

My problem with SharePoint is many times I'm not sure if what I need is loaded or where it is located. Search engine is not very effective.

It is difficult to find forms etc. on SharePoint, and if you do find forms many are out of date or were not put on it!

SharePoint is terrible to search and frequently does not have the most recent edition of forms, which causes trouble down the line.

At times using the search feature in SharePoint makes finding documents difficult because the search results don't always show documents of pertinence. Even after limiting search results, most times there are results that are superfluous.

Not sure, but could be that I am incorrectly using SharePoint's search feature and if that is the case, I apologize for these comments and ask to please disregard. Thank you!

SharePoint works okay, but it is still sometimes hard to find things.

If you're not used to SharePoint, it's challenging to find the document you need.

Search functions are less than optimal - don't like the resulting display after a search

SharePoint ease of use

Really needs some TLC :)

It would be nice if it were reorganized and updated.

Not easily accessible

SharePoint is difficult to use, save & share with different librarians in my branch.

Not user friendly.

SharePoint does allow staff to share documents. But it is not the most user friendly program. Staff have problems using it. It is problematic, especially if accessing it from outside the system.

SharePoint is obstructive, clunky, frustrating and counter-productive. Furthermore, several forms one would think would be available for quick administrative access to get work done faster are not present, and searching for them is near impossible if the metadata isn't complete. It's un-intuitive and outdated.

Seems cranky and slow. Need to learn if there are shortcuts. Using the search box is nearly hopeless. Unable to open.

Some staff and units use SharePoint a lot; others rarely use it. It works as a communal place to share files.

There should be files which are used heavily by staff (i.e. hiring forms, timesheets)

Since we're using Office365, why can't we use OneDrive cloud storage feature? Remote access to working docs is nice!

SharePoint is very difficult to navigate.

SharePoint asks for my credentials (user name and password) too many times; pain in the neck. Also, I cannot use SharePoint sometimes at home. Also, saving function doesn't work properly sometimes. Please replace SharePoint with something else, which is functionable, easy to use (at work and at home), and doesn't ask for the user name and password so many times.

SharePoint is as good as each department makes it and updates it.

They have us over a barrel at this point.

User interface could be improved. Search function could be improved.

SharePoint is a necessary evil. It is exceedingly hard to find things on SharePoint.

Because of my severe dyslexia, it is difficult for me to anything other than basics, but other staff members make use of what is available.

The organization of SharePoint could be more user friendly.

Poorly organized and does not seem to be kept updated. It seems slow and cumbersome to navigate. I find the search feature unhelpful.

I had difficulty using at first but for the most part, I am satisfied.

SharePoint works, sort of, but it's pretty difficult to use. It may be that WE are not using SharePoint properly or in a more effective, useful manner.

As the amount of information in SharePoint grows, organization of files and folders becomes more important, as well as the search function.

Having to sign in twice to access a document is frustrating.

I use it only because I have to. Usually my last resort to finding information.

SharePoint is not easy to use. Maybe we need more training on using SharePoint more effectively?

There is something confusing about how it is organized. We have folders, but things get buried. Maybe something more visual would work better.

SharePoint is the only shared file system that we have. It is cumbersome, but we have made it work for our needs. We need a way to share information.,

As an LAIV I need to access to current administrative rules, Horizon Manual and Personnel Manual most often in SharePoint I can find library rosters, some forms and some memos. I am told by PLB that current Personnel Manual updates are available, they do not seem to exist in SharePoint. Personnel Manual, as well as other supervisory resources that PLB tells us to use as a reference when questions arise, should be current and available on SharePoint. SharePoint is a frustrating and usually dead-end resource for me as a supervisor. Perhaps it is more a librarian resource than for other library staff.

Some files in SharePoint aren't updated regularly. Also some forms that would be useful aren't in SharePoint.

I use MS Access on a regular basis at multiple stations; it would be helpful if permission were given to upload files for that program.

Needs a more intuitive interface. Folder system needs subject access.

SharePoint can be hard to navigate and many files are out of date/obsolete. SharePoint, as it exists in HSPLS now, is not useful. Access to information is extremely difficult not only because the indexing and organization are poor, but also because the content itself is sometimes not there. The TSS folder, Holiday Schedules, and PLB Rosters are some of the few areas that are constantly updated with information that is relevant to the libraries. I am not sure what the original intent was when SharePoint launched, but as an organizational information resource it is currently not effective.

It does not seem to be utilized by many libraries in terms of files/folders unless it is a department that support libraries (TSS, LDSS, PLB, etc.). In that case then files/forms must be consistent.

 Unfortunately it is not my go to place for files since every library is different, it would seem that not everything is consistent. I do go there to check past files but unless you want something very specific, you need to email the person you want it from and even then you're not certain who exactly will have the file you need. I feel this stems from privacy and the desire to keep files out of SharePoint and only within that particular library.

SharePoint is not user-friendly and not organized very well.

SharePoint files need better organization

We would like to share email lists

Some files are not updated in SharePoint which leads to miscommunication and wrong information being given out.
SharePoint is hard to use, hard to navigate, to save documents to or find items.
I need SharePoint difficult to find documents.
To quote another staff member "SharePoint is evil". I find it very cumbersome and difficult to use. The repeated sign-in prompts seem excessive.
It would be nice if SharePoint had a "back" button or quicker way to navigate between files. ,
It is effective but can be cumbersome with many useless (to the user anyway) steps.
Not very patron friendly / user friendly

7. Which of the following reasons best describes why you do not use SharePoint? (Select all that apply)

Not needed:
My duties don't really require SharePoint
Building Maintenance
I just don't need it
Directly accessing SharePoint on a regular basis is not require for my position
I work in the circulation department
I am in support service

Other comments:
It is near impossible to find what you need on SharePoint
Don't care for it
Still learning about SharePoint

13. What do you see as the five most important roles of the public library in the next five years?

Training
Provide training to keep staff up to date with new technology.
I think all staff who provide reference services should receive equal training on how to explain and offer new electronic resources to patrons. We all have varying skill levels so some staff do all the explaining while others none.

All of the above
Provide opportunities for learning & knowledge-sharing that are noncommercial and community-based.
All of the above
Sorry, can't be just 5.

Provide educational resources for all
Provide educational resources for all who need them.
Provide educational resources for all ages..
Provide recreational and educational information in variety of formats
Provide a variety of educational resources for all ages.
Provide educational resources/information for everyone.
Provide educational resources for all ages..

Provide educational sources and resources for ALL users (children, high school & college students, & adults). We should not short one group to service another.
Provide educational resources for children, high school students, college students and adults.
Provide educational resources for all (children, high school students, college students, adults, and professionals Provide educational resources for all patrons; this should not be broken down into subcategories
Provide educational resources for ALL ages not just one

Equipment
Use of multi-media equipment
Providing equipment for the public to utilize on their own as a self serve/self help; examples...fax machines, color printing, 2 sided coping, etc.
Become a maker space library. People can rent out power tools, sewing machines, iPad, etc.
Another challenge I see is patrons printing from the public computers and not paying for their prints. I see a lot of unnecessary waste in paper and ink being used. If the patron could use their library card to pay for their prints it would reduce a lot of ink and paper waste.

Space
Provide space for creating, learning and exploration for patrons of all ages
People want study rooms; spaces where they can meet in small groups
A place to congregate in emergency events.
Become a community gathering place for informational and social needs.
As a welcoming, beautiful, and comfortable community center.
A safe place for students to seek information and resources.
Provide a clean and quiet study space with electrical outlets
Provide a place for the poor/homeless and retirees to use the Internet all day
I think the homelessness is an issue. In our branch the homeless can sleep and not be disturbed. I think this can be an issue with patrons who come in and actually use the library. I feel this will make the patron uncomfortable to use the library and all of its resources. I hope in the future the admin rules can include that no sleeping and/or loitering is allowed in the library, so it can be more enjoyed by patrons who use the library itself. I also feel in children's areas, grown men without children are allowed to use the computers. Sometime, even though it is their right, they look at images not suitable for a children's area. I feel strongly that for the safety of the children that if an adult is not with a child, they should move to another area of the library with computers, specifically the adult area. Both of these suggestions fall into providing a safe place for users and their families to use the library.

Literacy
Support early literacy
Help grow readers. Have lots of " fun reading."
Emphasize lifelong learning
Advocate and improve literacy/literacies (children/teens/adults) (reading/tech/makerspaces etc.)
Support all aspects of literacy including educational and recreational reading and research

Other comments
Provide popular material for all ages
Provide Hawaiian resources for residents and tourists.

Defend intellectual freedom and a library's discretion to choose materials to represent all viewpoints in society and be vanguard against suppression or criminalization of diverse religions/ethnicities (yeah, I'm worried about the effects the new administration may have on intellectual freedom)

Free electricity, free wifi, internet accessibility, Facebook

Teach patrons of all ages HOW to use our resources so they'll take advantage of them.

Keep up with work using existing staffing..

Provide a diversity of information.

Have new technology on hand for patrons to have access to.

Support informational and recreational reading.

Provide proactive readers' advisory services