

**State of Michigan, Department of Education
Library of Michigan**

**Library of Michigan LSTA Five-Year Plan,
2007–2012: Evaluation Report**

Evaluation commissioned by:

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March 31, 2017

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STRATEGICALLY GUIDING ORGANIZATIONS THROUGH GROWTH AND CHANGE!

Table of Contents

Evaluation Summary	page 3
Economic and Organizational Background	page 7
Body of the Evaluation	page 9
Retrospective Findings (Questions A.1, A.2 and A.3)	page 22
Process Questions (Questions B.1, B.2 and B.3)	page 28
Key Findings	page 29
Key Recommendations	page 30
Evaluation Methodology	page 31
Appendices	
A. Acronyms	page 33
B. Bibliography of documents	page 35
C. People interviewed	page 36
D. List of focus groups held	page 37
E. Focus group script for library community	page 38
F. Focus group Coded assessment sheet for library community.	page 40
G. EPIC-MRA. (2014) <i>Statewide Survey of Adult Residents in Michigan, and Online Surveys of Library Patrons and Staff. Findings and Demographic Analysis</i> (sent separately)	
H. EPIC-MRA. (July 2014) <i>Library of Michigan; Statewide Survey of Adult Residents in Michigan, and Online Surveys of Library Patrons and Staff. Findings and Executive Summary.</i> (sent separately)	
I. EPIC- MRA. (2016) <i>Library of Michigan; Online Survey of Library Staff - Frequencies.</i>	

J. EPIC- MRA. (2016) *Library of Michigan; Online Survey of Library Patrons - Frequencies.* (sent separately)

K. EPIC- MRA. (2016) *Library of Michigan; Survey of Public Survey - Frequencies.* (sent separately)

Evaluation Summary

This evaluation report's purpose is to evaluate how well the Library of Michigan succeeded in implementing and achieving the goals outlined in the Library Services and Technology Act Five-Year Plan for Michigan October 2012 Through September 2017. The Library Services and Technology Act (LSTA) is a Federal grant program that is managed by the Institute of Library and Museum Services (IMLS) (<https://www.ims.gov/>) per the initial legislation for the LSTA.

The IMLS's authorizing legislation, Section 9134 (c), states specific grant requirements that must be met by State Library Administrative Agencies (SLAAs): "In order to be eligible to receive a grant under this subtitle, a State library administrative agency shall submit a plan to the Director." Further, each SLAA receiving a grant under this act shall "independently evaluate, and report to the IMLS Director regarding activities assisted under this subchapter, prior to the end of the 5-year plan."

This document evaluates the success that the Library of Michigan has had in achieving the three goals set in its Library Services and Technology Act Five-Year Plan for Michigan: October 2012 Through September 2017.

The three goals that were established in that plan are as follows:

Goal 1: Michigan residents will have equal access to resources and materials in various formats for lifelong learning.

Need: Users continue to need equitable access to materials, both print and digital, on a range of topics and at their point of need. Libraries need a consistent and stable source of materials to meet this need.

LSTA Purposes: Section 9121 (3), (4), (7), and (9).

Goal 2: Michigan residents will have opportunities to gain new skills and improve skills to engage in the 21st century community and economy.

Need: Users need access to 21st century skills and training, especially in rural and underserved urban areas of the state, although this is an issue in all communities. Users need workforce development training, technology literacy education, support for improved reading literacy, and assistance with a range of social and government services. Libraries need professional development and training materials to meet these needs.

LSTA Purposes: Section 9121 (5) and (6).

Goal 3: Michigan libraries will actively pursue partnerships and initiatives that support community development and engagement.

Need: Users need consistent and equitable services from libraries to assist them in lifelong learning and community engagement. Libraries need to be able to easily share best practices for services and for developing local partnerships to meet this need.

LSTA Purposes: Section 9121 (2), (6) and (8).

Progress Toward the Three Goals of the LSTA Five-Year Plan for Michigan

The Library of Michigan (the Library) made significant progress toward achieving the three goals in the plan. In spite of several headwinds, they have moved Michigan libraries and Michigan residents forward. This can be seen in all of the activities and outcomes designed to achieve the goals.

Goal 1: Michigan residents will have equal access to resources and materials in various formats for lifelong learning.

The quest for equitable access to resources is a challenging goal. The Library's strategy is to use a significant amount of the LSTA funding to provide statewide access to resources through two programs; MeL and MeLCat. The first is a free set of databases; the second is a shared catalog of over 440 libraries in Michigan that makes inter-library loan and its delivery seamless across the participating libraries. These statewide programs are particularly important at a time when many people choose not to use libraries.

Nine out of ten of the activity/outcome items were achieved, and the remaining item was partially achieved. Overall expansion and enhancement of the MeL database delivery and the MeLCat shared catalog and delivery service ensured that residents of Michigan have resources and materials in various formats for lifelong learning.

Based on the overall evaluation of evidence, Goal 1 was achieved.

Goal 2: Michigan residents will have opportunities to gain new skills and improve skills to engage in the 21st century community and economy.

The Library offers a wide set of options for gaining new skills and improving on current ones. This runs from job development and search through MeL databases to practice tests also available through those databases, as well as to a library workforce prepared to help residents use the resources and literacy programs to ensure that the younger residents are capable of enhancing their abilities and their lives.

Here again, nine out of ten of the activity/outcomes were achieved and one was partially achieved.

Based on the overall evaluation of evidence, Goal 2 was achieved.

Goal 3: Michigan libraries will actively pursue partnerships and initiatives that support community development and engagement.

Progress was also made in Goal 3, but it was somewhat more muted than in the other two goals. There were three activity/outcomes for this goal. One of them was libraries partnering with schools to further summer reading and it was achieved. Another was providing teachers with specific materials to support their curricula which was achieved through a set of databases with direct access for all five years of the plan and two portals which created easier access for four of the five years. The final activity/outcome was focused on libraries partnering with businesses to foster entrepreneurship. The resources and training for entrepreneurship and business development were available online but there was no evidence of an active partnership between libraries and businesses so it evaluated as only partially achieved. There were two new programs who have not yet shown results. One was started in 2015 that may help libraries engage their community, the Harwood Institute training and coaching, and another is the return of developmental grants which will be awarded in 2017. They are promising but as of now there is no evidence of achievement.

In Goal 3 two out of three activities/outcomes were achieved and one was partially achieved.

Based on the overall evaluation of the evidence, Goal 3 was partially achieved.

Alignment with National Priorities and Delivery to Specific Populations

There was a strong focus in the activities toward information access and institutional capacity and a moderate focus on life long learning. These areas make sense given the Library's strategy of placing a strong emphasis on its statewide resource programs (MeL databases and MeLCat) and its effort to bolster and enhance the effectiveness of libraries and library staff. The focus on specific groups of residents is very limited, also because of these strategies. Rather than programming to fit specific needs, the Library has developed these statewide programs to be universally accessible to all state residents and all the groups within it. In a sense, nearly all of the specific groups were addressed, in that they too had access to these resources.

Processes for Achieving Progress, Challenges, and Lessons Learned; State Progress Reports (SPR's), Changes, and Sharing Data

The State Progress Reports (SPR's) were invaluable to this evaluation but appear to have been less so to the ongoing strategic decision making. The volume of information, the fact that it has to be compiled in raw form first and then transposed into the SPR format makes using it challenging. At times the information gathered is useful to share with particular audiences and, of course, libraries are aware of and can access the SPR's.

There were very few changes in The Five-Year Plan, and those were of fairly lower-level issues concerning how to do something rather than what needed to be done or why. For example, in the E-Rate activity/outcome the metric for measurement changed in 2015 because it was believed to be more accurate, but the nature and target of the work did not change. The most significant changes were adding two new programs based on increased budget and ongoing need.

The data gathered for the LSTA-funded activities is shared with Michigan libraries and used for background for the annual report due to the governor and legislature and as information shared in library and public forums and in marketing and presentations.

Key Findings

- Feedback from surveys (including library staff, patrons, and general public), focus groups, and key stakeholders all point to the strategy of prioritizing statewide and universally accessible resources as working and on target.
- Even with this success achieved there is room for more, particularly with those residents who do not currently utilize libraries.
- Small and rural libraries do not just like the programs and training the LSTA funds allow the Library to provide; they find them essential to providing service to their patrons.
- The Library has made progress in moving toward outcomes-based evaluation but still is light on measurements and measurable targets.
- Early literacy was identified by nearly all library types as a key to residents' future success and worthy of more focus. It is particularly important given the significant reduction in library professionals in Michigan schools.

Key Recommendations

- The Library should continue to progress further in its outcome planning and evaluation. Special attention to measurement and possibly a focus on a handful of big indicators is suggested.
- Continue to support and advance statewide programs such as MeL and MeLCat. They appear to bring the best return of value for the funds expended.

- Help libraries take advantage of the opportunities with the relatively large portion of the general public that does know about MeL and MeLCat.
- Find additional or different methods of helping libraries and librarians to be more aware of the array of programs and assistance available through LSTA funds.
- Find a way to help libraries ensure that the administrators and teachers in schools that do not have a library professional (or possibly even a library) understand the potential of MeL and MeLCat to their students and curriculum and the importance of transferring information-gathering skills to students.

Methodology for Evaluating Progress within the Five-Year Plan

The process of evaluating the progress achieved in the five-year plan followed IMLS standards and guidelines. The evaluator was selected after an RFP, which included the specific scope and deliverables, was posted. The Library selected the candidate that would be most appropriate for the situation. The evaluator was allowed to act independently, gathering primary research without the presence of any Library staff members, requesting documents above and beyond those provided, and developing the report without any input from the Library (except to answer questions or provide detail).

The Library hired EPIC-MRA to conduct two groups of surveys, one in 2014 and one in 2016. These followed a nearly identical line of questions, which could then be used to compare data over time. EPIC-MRA utilized professional standards in conducting, analyzing, and reporting information that was also used in this evaluation.

There is a wealth of internal data, including the SPR's, which was used to identify actual results in order to evaluate progress. (A list of data sources appears in Appendix A.) In addition, the evaluator interviewed five key stakeholders who had a statewide perspective in order to identify hypotheses, which were then tested in five focus groups (four of library staff around the state and one with the LSTA Advisory Council, which is made up of library staff from around the state representing different library types).

The primary research was added to the secondary sources and internal documents to provide evidence as to the progress made, or the lack thereof. All information shared by participants remained anonymous, and participants were all made aware of the nature of information gathering as well as their option to selectively or entirely not participate.

Economic and Organizational Background

State of the State of Michigan and the Library of Michigan

The Library of Michigan, Michigan’s SLAA, has seen some improvements in budget and staffing, most of which have occurred toward the end of the 2012–2017 evaluation period. Continuing the trend identified in the 2007–2012 evaluation, LSTA funding continued to decrease until 2015 and is now slowly rising. The previous evaluation also noted the move of the Library of Michigan from a stand-alone State department to being part of the Michigan Department of Arts and History. Just after the previous evaluation period the Library was moved to the Michigan Department of Education. There also was a change in the position of State Librarian, with Randy Riley succeeding Nancy Robertson. The Library has finally been authorized to add several positions lost in the previous downturn and is filling them judiciously with skill sets that have been missing or that may be particularly useful in the changing future.

The improvement was noted by several of the focus groups with library professionals.

The state of Michigan was particularly hard hit by the great recession. Throughout the period of the 2012–2017 Five-Year Plan there was a steady increase in the median income of households in Michigan. Poverty in Michigan was significantly higher than in the nation as a whole over the period, but the difference has been narrowed each year.

Year	Mean Household income
2015	66,760
2014	65,790
2013	64,753
2012	64,538
2011	64,478

Year	Michigan % of all below 100% of poverty level	USA % of all below 100% of poverty level	Differential of Michigan to USA
2015	15.8	15.5	1.09%
2014	16.2	15.6	3.08%
2013	17.0	15.4	10.4%
2012	17.4	14.9	16.8%
2011	17.5	14.3	22.4%

Source: American Community Facts Survey, US Census Bureau:
https://factfinder.census.gov/faces/nav/jsf/pages/community_facts.xhtml

State of Michigan and LSTA allotments and population

The state of Michigan has been improving in many ways following the deep downturn during 2008–2009. The state was losing population after that downturn, a trend that began in the middle of the previous five-year plan. Beginning in 2014 the state started to see a small increase in population and with it increases in LSTA allotments.

Year	LSTA Funding	Population
2016	\$4,390,280	9,928300
2015	\$4,350,678	9,900571
2014	\$4,328,074	9,889024
2013	\$4,251,300	9,886095
2012	\$4,504,022	9,897264

Sources: IMLS State Grants: <https://www.imls.gov/grants/grants-state/state-profiles/michigan> and American Community Facts Survey, US Census Bureau: https://factfinder.census.gov/faces/nav/jsf/pages/community_facts.xhtml

Throughout the period of the 2012–2017 Five-Year Plan there was a steady increase in the median income of households in Michigan. Poverty in Michigan was significantly higher than in the nation as a whole over the period, but the difference has been narrowed each year.

Year	Mean income
2015	\$69,492
2014	\$66,794
2013	\$65,134
2012	\$63,031
2011	\$61,926

Year	Michigan % of all below 100% of poverty level	USA % of all below 100% of poverty level	Differential of Michigan to USA
2015	15.8	15.5	1.09%
2014	16.2	15.6	3.08%
2013	17.0	15.4	10.4%
2012	17.4	14.9	16.8%
2011	17.5	14.3	22.4%

Source: American Community Facts Survey, US Census Bureau: https://factfinder.census.gov/faces/nav/jsf/pages/community_facts.xhtml

Body of the Evaluation

Evaluation of Five-Year Plan Goals

The LSTA Five-Year Plan for Michigan October 2012 through September 2017 was built around three main goals:

1. Goal 1: Michigan residents will have equal access to resources and materials in various formats for lifelong learning.
2. Goal 2: Michigan residents will have opportunities to gain new skills and improve skills to engage in the 21st century community and economy.
3. Goal 3: Michigan libraries will actively pursue partnerships and initiatives that support community development and engagement.

As a major strategy to achieve information equity and universality of access to all Michigan residents, a major portion of the LSTA monies are used to support the Michigan E-Library (MeL; www.mel.org). MeL incorporates a set of programs, all designed to bring information to residents statewide 24-7. MeL's mission is to "provide all Michigan residents with free access to online full-text articles, full-text books, digital images, and other valuable research information at any time via the Internet; and provide an easy-to-use interlibrary loan system to allow Michigan residents to borrow books and other library materials for free from participating Michigan libraries." (Source: <http://mel.org/about>)

Its flagship program is the MeL databases, a set of licensed databases and owned databases that provide a wealth of information on a multitude of topics including job development, test training, business, original local historical documents in digital form, early literacy, automobile repair, and more. It also includes MeLCat, which is a shared catalog of member libraries (including academic, school, and public) from which any patron of any member library can request and loan books and AV materials.

MeL Database

Year	2012	2013	2014	2015
Number of online sessions	16,340,221	15,016,879	15,723,615	16,056,254

Source: Michigan State Program Reports for 2012–2015

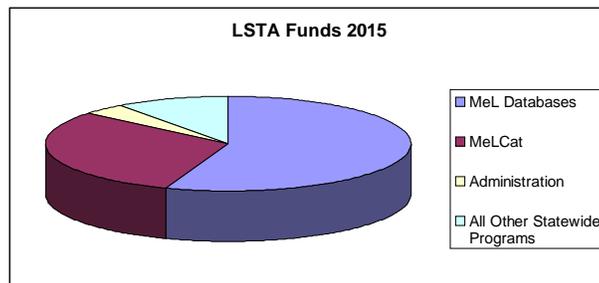
MeLCat Items Lent

Year	FY 2013	FY 2014	FY 2015	FY 2016
Number of items	985,999	982,908	988,548	995,548

Source: Michigan State Program Reports for 2012–2015

MeL and MeLCat are the primary investments supported by LSTA monies. While the other programs and projects that LSTA monies are used for are important to patrons within Michigan, these programs are the two best positioned to leverage achievement of universal and equitable access regardless of where residents live within the state and, in the case of the MeL databases, whether or not they have a library or go to a library.

An example using 2015 funds is shown below.



Source: "Budget 2016 Award 1-5-2017.xlsx" (internal Excel spreadsheet)

Each of the three goals has a number of stated objectives, each of which in turn has several activities through which the objective would be achieved. Each of those activities has an attached desired outcome. This evaluation to determine the achievement of the goals was conducted on the basis of evaluating to what degree the associated objectives were achieved. The major determinant for objective achievement was successful completion of the activity and any available evidence as to whether its outcome was achieved.

Where possible, data specifically gathered to measure the effectiveness of the activity/outcome was used. The information was gathered from the State Program Reports (SPR's), published reports made to the public and to the Michigan Legislature, internal records and reports, external surveys, one-on-one conversations with key statewide stakeholders, and focus groups conducted both with library professionals across the state and separately with the Library's staff most involved with LSTA-funded programs.

The results for each of these elements (goals, objectives, activities, and desired outcomes) of the LSTA Five-Year Plan for Michigan October 2012 Through September 2017 are discussed below.

Goal 1: Michigan residents will have equal access to resources and materials in various formats for lifelong learning.

Objective 1: Residents will have access to physical materials in libraries across the state.

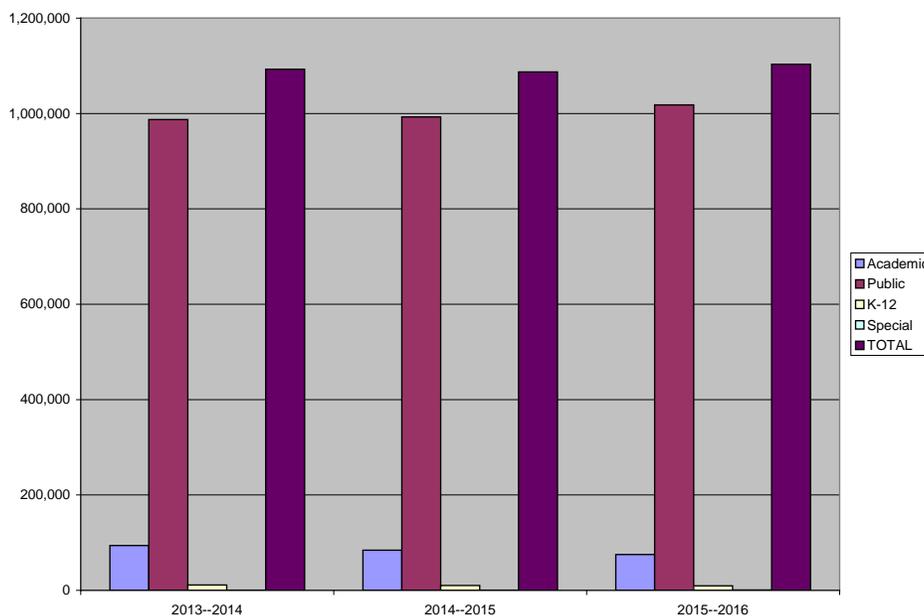
- **Activity 1:** MeLCat, the statewide resource sharing catalog, software will be maintained to provide consistent access to materials to residents.
 - **Outcome:** Users will have access to needed materials. **Timeline:** 2012–2017.

Background and Evaluation

MeLCat is a shared catalog open for both discovery and loan requests among all member libraries and their patrons. Library patrons are able to conduct direct searches online or through their local library staff. The shared catalog is a collection of books and audiovisual materials. Currently it includes more than 44 million items.

At the time of this evaluation there were 440 libraries (including public, academic, school, and special libraries) participating in the shared catalog and over 990,000 filled requests in the most recent full year reported (*Source: MeL Operations Annual Report: October 1, 2015–September 31, 2016*).

The number of items requested among the participating libraries and the number of patrons by library type for the last three years of the current LSTA Five-Year Plan for Michigan is illustrated below.



MeLCat Request by Library Type

Source: MeL Operations Annual Report: October 1, 2015–September 31, 2016

Patron was from a Library Type	2013–2014	2014–2015	2015–2016
Academic	93,981	84,029	75,072
Public	987,249	992,865	1,018,139
K–12	11,109	10,047	9,470
Special	290	349	543
TOTAL	1,092,629	1,087,290	1,103,224

The volume of loaned items and number of patrons served provides anecdotal evidence of success.

The investment in the system and the consistently higher number of items shared provides at least anecdotal evidence that MeLCat continues to improve both the system and its support. For example, in the FY 2015 period MCLS (who is contracted to operate MeLCat) helped libraries with 11 NCIP implementations, conducted significant Innovative Interfaces software upgrades and maintenance (at a cost of \$469,584 in 2015) and began a project to use Zepheira to modify MARC records with linked data so that shared catalog items could be discoverable through a basic Internet browser search (*Source: 2015 SPR*).

Based on the evidence found this activity/outcome was achieved.

- **Activity 2:** Library staff will be trained in the use of the MeLCat system to ensure user access is equitable and timely.
 - **Outcome:** Users will receive materials at their time of need. **Timeline:** 2012–2017.

Background and Evaluation

MeLCat Training for library staff is contracted to the Midwest Collaborative for Library Services (MCLS). MCLS utilizes a number of training modes including in-person classes and workshops, webinars, and an expansive array of online training at multiple levels of depth and topics.

When a library becomes a first-time member of MeLCat, MCLS staff spend extensive time with library staff to help them align their Integrated Library System (ILS) and/or catalog with the MeLCat software. In some cases this is as easy as adjustment of what already exists; in others, there is need for a more substantial and indirect process, which involves setting up an in-between step. MCLS staff help library staff learn how the system works and how the library can best use it, as well as how to educate patrons on its use.

During the first four years of the five-year plan the annual delivery of formal training (in person or via webinar) included the following:

	Total Events	Total Attendees
Webinar	21	173
In Person	23	143

Source: Library of Michigan "State Progress Report 2015"

- **Activity 3:** MeLCat system improvements will be reviewed and implemented to allow users to request materials with a mobile device.
 - **Outcome:** Users will have less restrictive access to materials. **Timeline:** 2013–2015.

Background and Evaluation

During the last five years, the MeLCat system underwent a number of improvements and enhancements that enabled the use of mobile device request.

The system is now capable of meeting the requirements of most of the common browsers and mobile devices. While not able to develop a MeLCat app due to the Innovative Interfaces software that enables MeLCat, residents can electronically access its catalog and place requests through the website.

Based on the evidence found this activity/outcome was achieved.

Objective 2: *Residents will have access to digital materials at their time of need.*

- **Activity 1:** Statewide database subscriptions and portals will be maintained to provide consistent, stable access to digital materials.
 - **Outcome:** Students and lifelong learners will have access to needed materials at their time of need. **Timeline:** 2012–2017.

Background and Evaluation

Equitable and universal access to materials at the exact point of need, be it due to a current project or information needed to complete a task or piece of research, is delivered via a set of electronic databases licensed for the entire state. As a result any resident can access over 50 databases representing a wide array of topics. Based on the evidence found this activity/outcome was achieved.

- **Activity 2:** Statewide database content will be made more accessible to users through the use of discovery software.
 - **Outcome:** Users will find appropriate materials with simple searches. **Timeline:** 2013–2014.

Background and Evaluation

A challenge of using such a large set of databases in the past was the difficulty patrons faced in finding and accessing information not only in a single database but also between databases. A reference in one may be available in full text in another, but there was no way to know that without conducting a separate search within that second database. MeL improved patrons' ability to find the information they seek by adding a discovery layer using Duet Software. An indication of their uptake can be found in comparing the Q2 2015 Duet Searches of 369,977 to the Q2 2016 Duet Searches of 411,474. The same quarters saw a reduction in MeLCat Classic searches from 516,472 to 476,814. Based on the evidence found this activity/outcome was achieved.

- **Activity 3:** Mobile search applications for statewide databases will be implemented to allow access to materials through a wider range of devices.
 - **Outcome:** Users will have access to materials with most mobile devices. **Timeline:** 2013–2015.

Background and Evaluation

Library of Michigan staff researched possible solutions that would allow databases to be viewed on mobile devices. The current software vendor does not have this option and does not have compatibility with other software vendors that do have a solution. While not indicated in published reports at the time of this evaluation a conversation with the Director of Statewide Services and the LSTA Grant Coordinator identified that as of 2016 all of the formatting interfaces for MeL content were mobile compliant and several were accessible through a third party app. Based on that information this activity/outcome **was achieved**.

- **Activity 4:** Access to digitized historical materials will be provided through continued support of the MeL Michigana collection.
 - **Outcome:** Users from all areas of the state will be able to access Michigan historical primary sources. **Timeline:** 2012–2017.

Background and Evaluation

MeL Michigana provides digitized copies of original documents and collections pertinent to the history of Michigan, its people, and its places. Over the course of 2012 to 2015 the number of sessions rose from 44,312 to 76,991 (a 74% increase) after dipping in 2013 and 2014 (*Source: Michigan eLibrary Year End Database and Website Visitor Report for 2015 with Multi Year Comparison Figures; see http://www.michigan.gov/documents/libraryofmichigan/lm_2015_MeLYearEndReport_508260_7.pdf*).

Based on the evidence found this activity/outcome **was achieved**.

Objective 3: *Underserved rural and urban communities will have equitable access to materials.*

- **Activity 1:** The Plinkit project will provide small communities with modern library websites.
 - **Outcome:** Residents of small and rural communities will have access to MeL databases, community information and government services as needed. **Timeline:** 2012–2017.

Background and Evaluation

Plinkit was augmented with a Plinkit-based solution called Ploud. Ploud allowed for a more stylish, functional, and accessible website for the participating libraries. In 2012 the number of libraries participating had grown to 122 that together served approximately 800,000 rural residents. This number represented approximately half of all small and rural libraries (classes I–IV). By using the website as an entry point, rural residents were able to access MeL databases and, if their library participated, look for and request books for loan through MeLCat. Through these means their access to information was much closer to that of urban and suburban residents with larger libraries. Based on the evidence found this activity/outcome was achieved.

- **Activity 2:** Community libraries needing affordable Internet access will have E-Rate training and support.
 - **Outcome:** Underserved rural and urban libraries will understand their options to provide Internet access and technology infrastructure in their communities. **Timeline:** 2012–2017.

Background and Evaluation

Library of Michigan has hired technology consultants to provide workshops and conferences to prepare libraries for successful application for E-Rate. In 2015 this helped prepare the attending libraries. In a post-session survey of a total of 18 training attendees, 17 out of 18 strongly agreed that it improved their knowledge, 18 out of 18 strongly agreed that they will be able to apply what they learned, and 14 out of 18 strongly agreed that they would be able to provide improved services to the public. Based on the evidence found this activity/outcome was achieved.

- **Activity 3:** Statewide training and partnerships will allow more public libraries to have fast, stable Internet access through participation in broadband initiatives.
 - **Outcome:** Libraries will be aware of broadband initiatives for their communities.
 - Timeline:** 2012–2017.

Background and Evaluation

Library of Michigan has supported awareness and ability to participate in broadband projects through contracting with vendors who are able to help participating libraries with the forms and the filings.

In 2015 alone, contracting in this manner resulted in an increase of requested funds to \$4 million as compared with \$3.2 million in requested funds the previous year. If fulfilled, the requested funds will allow the libraries receiving them to provide their patrons faster and more reliable digital access. This activity/outcome was achieved.

Goal 2: Michigan residents will have opportunities to gain new skills and improve skills to engage in the 21st century community and economy.

Objective 1: Libraries will share best practices to improve local services and programs for residents.

- **Activity 1:** Libraries will have access to information and training on workforce development services and materials.
 - **Outcome:** Residents will use their libraries to improve their job search skills. Timeline: 2012–2017.

Background and Evaluation

Through the MeL databases library patrons have access to a set of career and employment resources. These databases were all placed within a single portal on MeL to improve ease of access and are all regularly used. The annual use of one of the training resources (LearningExpress) had people who took approximately 99,000 tests in 2015. (*Source: SPR 2014 and 2015*). This activity/outcome was achieved.

- **Activity 2:** Libraries participating in the Plinkit program will have access to skill building sites and materials through Plinkit templates for their communities.
 - **Outcome:** Residents of underserved communities will have access to appropriate and up to date skill building sites. Timeline: 2012–2017.

Background and Evaluation

Plinkit was augmented with a Plinkit-based solution called Ploud in 2013. Ploud allowed for a more stylish, functional, and accessible website for the participating libraries. In 2014 a total of 122 libraries participated. Together they served approximately 800,000 rural residents. With a more powerful website, and in some cases their first website, those libraries patrons could use it to access MeL databases using the link on the library website. They were also able to use that link to access it to look for and request books for loan through MeL if their library participated in MeLCat. Based on the evidence found this activity/outcome was achieved.

- **Activity 3:** Users will have access to online training and tips for MeL and government resources through tutorials and videos.
 - **Outcome:** Users will be able to use MeL and government materials more effectively after using tutorials. Timeline: 2012–2017.

There is a wealth of online tutorials as well as a number of library staff trainings that address the ability of people to make good use of the databases and government materials. Based on the evidence found this activity/outcome was achieved.

Objective 2: Librarians will have the opportunity to improve their 21st century skills so that they can provide quality training and services to their communities.

- **Activity 1:** Small and rural libraries will have access to a full professional library conference experience through the biennial Rural Libraries Conference.
 - **Outcome:** Librarians will learn how to provide new services and programming to their community through training at Small and Rural Libraries Conference. Timeline: 2014 and 2016.

Background and Evaluation

Small and Rural Libraries Conferences were held in both 2014 and 2016. In 2014 there were 508 attendees, who had the option of participating in a set of 78 sessions, all targeted toward small and rural libraries. In 2016 there were 553 attendees, who had choices among 76 sessions over the three-day conference. Comments from the focus group participants indicated that these conferences are critical for smaller libraries, which may have very different issues than libraries with more staff and higher budgets. In addition, at least two focus group participants indicated that even though they were not a small or rural library they attended and found it very useful. Based on the numbers in attendance and the comments in the surveys and focus groups, it appears that this activity/outcome was achieved.

- **Activity 2:** Librarians will have access to training for the Michigan eLibrary's resources in order to direct users to appropriate resources and train them in their use.
 - **Outcome:** Libraries will regularly suggest MeL to users and provide MeL training. Timeline: 2012–2017.

Background and Evaluation

Librarians have access to training both in person and online. MCLS is contracted to provide MeL database training. This includes a set of online on-demand training videos targeted toward the types of library positions most likely to deal directly with the users (<http://mcls.org/mel/mel-training-events>). In addition, the Library of Michigan provides presentations and training to public and school libraries throughout the state. The training includes published materials such as informational brochures, training workbooks, and handouts. Results of the 2016 survey of Library staff indicate that the webinars helped increase the ability of library professionals to help users in utilizing the databases. Based on the evidence found this activity/outcome was achieved.

- **Activity 3:** Libraries will receive training on cutting-edge issues in library services through statewide workshops done in partnership with the state library groups.
 - **Outcome:** Librarians will implement new services or improved services for their communities after attending workshops. Timeline: 2012–2017.

Background and Evaluation

Library of Michigan supports the development of important topics and skills by sponsoring workshops and presentations at special conferences of Michigan library organizations. For example, in 2015 the Library sponsored events in partnership with the following library organizations:

- Michigan Association for Media in Education (MAME), MCLS, Michigan Library Association (MLA), and the Michigan Library Cooperative Directors Association, to provide a one-day workshop on Schools and Library Partnerships
- MCLS, to provide a one-day seminar workshop on the topic of Deep Learning; approximately 100 attendees
- MLA, for its Spring Institute, a conference for children and youth librarians; 175 attendees
- MLA, for Academic Conference focused on academic libraries; 26 attendees
- Michigan Academic Library Association (MI-ALA); 125 attendees

In 2016 the Library of Michigan began offering mini-grants to any library staff person who wanted to attend a seminar that they felt would greatly assist their ability to serve patrons. These have allowed individuals, both professional and non-professional, to attend training that specifically focuses on something that possibly only they may need to learn, given their position. Based on the evidence found this activity/outcome was achieved.

- **Activity 4:** Libraries will learn to evaluate and improve services through voluntary state public library and school media center benchmarks.
 - **Outcome:** Management and services will improve in libraries that participate in benchmarking programs. Timeline: 2012–2017.

Background and Evaluation

The Library of Michigan believes in helping librarians and libraries constantly improve. In order to help determine what needs to be improved and also to help individual participants or libraries understand how to progress, the Library provides two programs. One is the Quality Services Audit Checklist (QSAC), through which a library can advance through several stages. The other is School Libraries for the 21st Century Measurement Benchmarks (SL 21), which is a set of tools to help measure the quality of school library programs within individual school buildings. Both programs allow a library to benchmark its current stage of development and to identify how to get to the next stage. Based on the evidence found this activity/outcome was achieved.

Objective 3: Libraries will assist the unemployed, underemployed and students to develop job related skills and digital literacy skills.

- **Activity 1:** Libraries will assist job seekers and students by providing training and access to online vocational and educational training.
 - **Outcome:** Job seekers and students will build technical and educational skills at their library. Timeline: 2012–2017.

Background and Evaluation

MeL's Job Portal (<http://mel.org/jobs>) contains a combination of information, connections to job-related organizations, and the LearningExpress databases, which allow individuals to improve job skills and test those improvements. In the past two years, the number of tests taken has exceeded 90,000. Based on the evidence found this activity/outcome was achieved.

Objective 4: Libraries will work to develop emergent and family literacy skills in their communities.

- **Activity 1:** Libraries will work with children and teens in their communities to maintain and increase literacy through Summer Reading programs, both traditional programs and online programs.
 - **Outcome:** Participating teens and children will be active readers. Timeline: 2012–2017.

Background and Evaluation

The flagship program for helping youth become active readers is the Collaborative Summer Library Program. The Collaborative includes representation from all 50 states, the District of Columbia, American Samoa, Bermuda, the Cayman Islands, Federated States of Micronesia, Guam, and the Mariana Islands. By working with a group of state libraries, the Library is able to offer materials for this program at very low cost per library. It also provides a quality program and a consistent theme across all of Michigan's libraries. In the previous four years, attendees by age group (estimated by survey responses and typical response rates) were as follows:

	2012	2013	2014	2015
Children	140,000	169,000	140,000	150,000
Teens	25,000	26,000	22,700	24,200
Adults	20,000	24,000	29,400	29,400

Source: Library of Michigan State Progress Reports 2012, 2013, 2014 and 2015

Based on the evidence found this activity/outcome was achieved.

- **Activity 2:** Children aged infant through second grade, especially from underserved populations, will have access to emergent literacy programs through the Michigan Reads! and the One State, One Children’s Book programs.
 - **Outcome:** Participating parents and caregivers will receive information on emergent literacy and will read to their children. Timeline: 2012–2017.

Background and Evaluation

The Library of Michigan assists public libraries and their staff in achieving this activity and outcome. Primarily it is accomplished through the Michigan Reads! One State, One Children’s Book program, an annual program in which the Library provides kits to public libraries, schools that serve the K–2 population, child care organizations, and the Head Start and Early Start programs. Over years 2012–2015, approximately 22,200 kits were delivered.

In a survey of those receiving kits, 93% stated that the materials did help them teach literacy.

	2012	2013	2014	2015
Kits delivered	5,400	5,600	5,600	5,600

Source: Library of Michigan State Progress Reports 2012, 2013, 2014 and 2015

In 2015 the Library also purchased kits from the ALA for “Every Child Ready to Read” for Public Library staff and in 2016 and 2017 contracted with trainers for that program. In the first year, the trainers offered four workshops each at three separate one-day sessions at the Small and Rural Libraries Conference and four webinars. They also provided six follow up newsletters.

Both of the above programs are designed to provide library staff (and for Michigan Reads several other organizations) with the basic skills of early literacy which they can then use to pass on to parents and caregivers.

Based on the evidence found this activity/outcome was achieved.

Goal 3: Michigan libraries will actively pursue partnerships and initiatives that support community development and engagement.

Objective 1: Libraries will partner with teachers and school librarians to provide training and resources to improve student support.

- **Activity 1:** Libraries and schools will partner to increase student and family knowledge of Summer Reading and other literacy activities.
 - **Outcome:** Students and families will understand libraries are a resource to improve literacy for children of all ages. Timeline: 2013–2017.

Background and Evaluation

There was some indication of accomplishment of this activity and outcome for all years of the Five-Year Plan. The Library participates each year in the Collaborative Summer Library Program in which libraries and schools work in partnership to help keep people at all age levels reading through the summer. This includes reading programs targeted at early literacy, kids, teens and adults. Annually this program has been able to attract around 150,000 people of all ages.

Though not yet officially reported there were two added programs which occurred over some of the years.

One of these was a new program initiated in 2016; Harwood Institute training and coaching. This is a program that teaches organizations to get out and understand their community to determine what they can do to address the community's needs. This new program trained two cohorts with a combined attendance of 54 participants. In the LSTA Staff Focus Group it was said that getting libraries out into the community is more complicated than just suggesting they do. This is not their traditional approach and is difficult for them. The librarians need to learn how to engage with the community before they can actually do it. This program may help. The other added program was the return of LSTA Grant Program for 2016-2017.

Based on the success of summer reading program and the promise of the added Harwood Institute and LSTA Grant programs Based on the evidence found this activity/outcome was achieved.

- **Activity 2:** Teachers in public and private schools will find curriculum material and teaching support through the Michigan Online Resources for Educators (M.O.R.E.) and MeL's K-12 specific resources. [Now "MeL for Teachers"]
 - **Outcome:** Teachers will use M.O.R.E. and MeL to enrich their classroom materials. Timeline: 2012–2017.

Background and Evaluation

The Library supports school libraries in several ways: with databases, with support for the Michigan Association for Media in Education Association, with early literacy kits and, for some years within the 2012–2017 five-year plan, with a collection of online databases. Originally this collection was called M.O.R.E., and it was operating in 2012. In 2015 MeL launched its portals, one of which is called MeL for Teachers. This portal replaces the original M.O.R.E. for central access and will continue to do so for the foreseeable future. Teachers have had access throughout all five years through the databases themselves, just not through a portal. This activity/outcome was achieved.

Objective 2: Libraries will work with state and local business and economic development groups to encourage entrepreneurship.

- 1: Libraries will promote MeL business databases and portal to local businesses and entrepreneurs.
 - **Outcome:** The business community will use MeL resources to help with their business. Timeline: 2012–2017.

Background and Evaluation

Libraries have access to the MeL databases several of which are business focused and appropriate for business and entrepreneurs. It appears recently the titles in this category have grown. Some of the topics include Business and Economic Theory, Consumer Expenditure Reports, Business Insights, Small Business and Demographic. In order to assist library staff and their patrons in using these resources there is an on demand MeL Training program called "MeL Means Business".

It is obvious that the libraries have the resources; it is less obvious that they are partnering with state and local businesses. The nearest proximate example found is the Michigan Activity Pass program which the Library has supported for the last few years. In this program public libraries partnered with cultural organizations, state parks and campgrounds providing "Activity Passes" which provided free admission into the venue. In 2015 more than 6,000 passes were provided and the response was overwhelmingly positive (based on SPR information over the years of the plan).

Based on the evidence found this activity/outcome was partially achieved.

Retrospective Findings

Background

When evaluating the degree to which each goal was reached there was a wealth of information, but not all of it cleanly or directly answered the question.

In particular, the data regarding the outcome that each activity was meant to achieve varied in usefulness. For example; there were instances where participant surveys for assessing staff training or public programs were not conducted in a way that specifically addressed the outcomes. In other instances the outcome itself was not measurable as stated and/or did not identify a specific standard for successful achievement.

The evaluator used best judgment to determine, from the information that was found, whether there was a preponderance of actual and/or anecdotal evidence suggesting achievement, partial achievement, or no achievement.

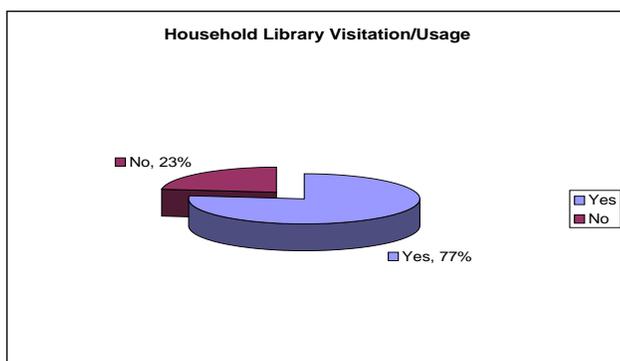
Progress toward each Goal (Question A.1)

Goal 1: Michigan residents will have equal access to resources and materials in various formats for lifelong learning.

Considerable progress was made in Goal 1. Nine out of ten of the activity/outcome items were achieved and the remaining item was partially achieved. Overall expansion and enhancement of the MeL database delivery and the MeLCat shared catalog and delivery service ensured that residents of Michigan have resources and materials in various formats for lifelong learning.

The fact that these two programs are available to all residents of Michigan, regardless of location or library affiliation, assures that they have the most equal access possible. If they have an Internet connection and a computer or mobile device they can access the resources and materials either through their library, through the library's website or directly. If they have a device with Internet access.

These statewide programs also overcome a significant challenge for equal access. In the survey of the general public conducted in 2014, when a random sampling of 600 members of the public were asked the questions about household use of libraries, slightly under 25% of all households indicated that no one in their household had been to a library within the last two years. Without the statewide programs accessible outside of libraries as well as inside, these households would never be in a position to access the array of materials and resources being made available.



Source: EPIC MRA General Public Survey, 2016:

("Q.4. In the past two years, have you or any member of your household visited a local public, school, or academic library in your community – either by physically being there or by going on-line?")

Additionally the library professionals were offered extremely robust options for training, both online and in person, for maintaining or increasing their skills with the use of these programs. This allows them to be prepared to deliver better service and advice to patrons in their own use of the programs or to provide appropriate help to the patron by actually helping them access the programs.

Based on the overall evaluation of evidence, Goal 1 was achieved.

Goal 2: Michigan residents will have opportunities to gain new skills and improve skills to engage in the 21st century community and economy.

Considerable progress was also made toward Goal 2. Here also, nine out of ten of the Activities/Outcomes were achieved and one was partially achieved. Libraries have access to the MeL databases, of which several are focused on helping individuals in either job development or job search. For two of the five years reviewed, access was made easier through the use of a portal or gateway (M.O.R.E. in the first year and MeL for Teachers in the fourth and fifth years). The MeL databases also include information on multiple resources for starting a business, several databases for government information, and more.

The library workforce was well prepared to assist patrons by having access to a number of online “help” videos concerning MeL databases as well as many available formal training events.

Based on the overall evaluation of evidence, Goal 2 was achieved.

Goal 3: Michigan libraries will actively pursue partnerships and initiatives that support community development and engagement.

Progress was also made toward Goal 3, but it was somewhat more muted than that in the other two goals. There were only three Activities/Outcomes, one of which was partially achieved and two that were achieved based in part on not as of yet published data.

The first was partnerships between libraries and schools. The Library supports an annual summer reading which did just this. It attracts a significant number of participants in four different age categories.

The next is to provide teachers with specific material for their curricula. This was accomplished by a database collection called M.O.R.E. which was superseded by MeL for Teachers. There was a gap during which neither program was operating but during the entire time of this plan teachers were always able to find materials directly through the individual databases.

The final activity/outcome was for libraries to partner with state and local businesses to foster entrepreneurship. There was evidence of the resources being available and used and there is online training module to learn how to use a specialized set of business oriented databases but there was no evidence of an active program to use it to foster entrepreneurs in partnership with state and local businesses.

In conversation with the Library staff it was identified that though librarians understand the need for more active community outreach and partnerships but this is not a skill that they have needed very much in the past. It is likely that it will take additional efforts, and they will need to be assisted through the process, before they can actively seek partnerships on their own.

There were two new programs that have not yet shown results. One was started in 2015 that may help libraries engage their community, the Harwood Institute training and coaching. This is a program that teaches organizations to get out to understand their community to determine what they can do to address the community's needs. The other is the return of developmental grants which will be awarded in 2017. These are both promising programs but their impact will not be known until after this plan ends.

Based on the overall evaluation of evidence, Goal 3 was partially achieved.

Addressing national priorities (Question A.2)

As can be seen in the chart below, there was a strong focus on Information Access and Institutional Capacity and a moderate focus on Lifelong Learning. These findings make sense given the Library's focus on its statewide resource programs and its effort to bolster and enhance the effectiveness of libraries and library staff.

Five-Year Plan Activities and Outcomes (see numbered list below table)	Lifelong Learning		Information Access		Institutional Capacity			Economic & Employment Development		Human Services			Civic Engagement	
	a. Improve user's formal education	b. Improve user's general knowledge and skills	c. Improve user's ability to discover information resources	d. Improve user's ability to obtain and/or use information resources	e. Improve library work force	f. Improve library's physical and technological infrastructure	g. Improve library operations	h. Improve user's ability to use resources and apply information for employment support	i. Improve user's ability to use and apply business resources	j. Improve user's ability to apply information that furthers their personal, family or household	k. Improve user's ability to apply information that furthers their personal, family health and wellness	l. Improve user's ability to apply information that furthers their parenting & family skills	m. Improve user's ability to participate in their community	n. Improve user's ability to participate in community conversations around topics of
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Numbered List of Five-Year Plan Activities and Outcomes (2015)

Public Trustee Training (Goal 2)

1. FOML Trustee Workshops
2. United Libraries Subscription

Technology Training for Libraries; E-Rate Application Support (Goal 2)

3. E-Rate Central Training
4. Library Consulting – Ed Tech
- (23.) Loleta Fyan Small & Rural Libraries Conference (primarily Library Services Staff Training)

Summer Reading (Goal 2)

5. Summer Reading manuals and shipping

STEM Programming Support for Public Libraries (Goal 2)

6. STEM workshops

Community Cultural and Education Resources: the Michigan Activity Pass Program (Goal 3)

7. Michigan Activity Card software and support

Public Libraries in the Cloud (Ploud) – Websites for Small and Rural Libraries (Goal 1)

8. Ploud services and support
9. Ploud training

Early Literacy for Young Children (Goal 2)

10. Michigan Reads author presentations
11. Every Child Ready to Read training

Libraries Engaging in Their Communities (Goal 3)

12. Community Engagement training

MeL eLibrary: Providing Workforce Development Resources (Goal 1)

13. LearningExpress Library subscription

Evaluation of LSTA programs (Goal 1)

14. LSTA survey research

MeLCat Software – Innovative Interfaces

15. MeLCat Software – Innovative Interfaces
16. MCLS MeLCat Consulting support
17. MCLS MeLCat Training
18. MeLCat Linked Data – Zepheira

Public Library Services Staff Training (Goal 2)

19. Webjunction
20. Sponsored Workshops and Conferences
21. Staff travel and training for professional development
22. Continuing Education support for library staff
23. Loleta Fyan Small & Rural Libraries Conference

Michigan eLibrary: Equitable Access to Information (Goal 1)

24. Michigan eLibrary Site Development
25. MeL Database Subscriptions
26. Link Resolver -- Serials Solution
27. MCLS database support
28. MCLS database training
29. MeL training materials

Match Only – State Support (Goals 1-3)

30. State Match Support

Source: Library of Michigan State Progress Reports 2012, 2013, 2014 and 2015

Focus on Targeted Groups (Question A.3)

As described in the Background in the Body of the Evaluation Section, which begins on page 9, the Library has determined that the best way to provide equitable access to resources and knowledge is through programs that are statewide and that can be accessed inside or outside of a physical library. It is also the best way to provide equitable help to libraries, by providing statewide programs that the libraries can use to expand their collection (virtually or physically) and provide more service and value to patrons.

The bulk of LSTA monies are spent on the two flagship programs, Michigan eLibrary and MeLCat. They are the only two programs that come even close to meeting 10% of funding. These are statewide programs, and so do not have a number of specific audiences; everyone is part of the targeted audience. Because they are universal programs that any resident can access either at their library or on any device with Internet access, it could possibly be said that the programs serve every one of the groups listed in Question A.3.

Process Questions

How State Progress Reports were used (Question B.1)

The Michigan State Reports are shared with Michigan libraries. They also are used as a resource for a required annual report on LSTA to the governor of Michigan and for the annual report to the legislature. Because these are annual reports, most of the information is drawn from the raw data gathered rather than from the State Program Reports, but the latter are used to the extent possible. In addition, the State Program Reports are used as part of the IMLS five-year evaluation. The Library of Michigan does share select parts of the report with library staff and others at public meetings, workshops, and presentations.

While asking about the use of reports, the evaluator had a sense that they are often prepared much too late in the action to be used for strategic decisions and that they are hard to use for other purposes because the data in them is difficult to retrieve for further manipulation for use in reports or for information sharing.

Changes made in the Five-Year Plan for the State of Michigan (Question B.2)

There were minor changes made in the five-year plan, most of which were slight changes in how the activity was being done or how it was measured based on the opportunity for more meaningful data. For example:

- The reporting measurement for E-Rate changed from funds received to requests for funds
- The Plinkit program (website development software and templates that make it easier and more affordable for small and rural libraries to have a website) changed to “Ploud,” which is a Plinkit-based solution offering more robust graphics and functionality
- There was a change from M.O.R.E. to MeL for Teachers, which provides similar but different content

Data sharing (Question B.3)

The data gathered for the LSTA-funded activities is shared with Michigan libraries and used for background for the annual report to the governor and the annual report to the legislature as well as for information shared in library and public forums, marketing, and presentations.

Key Findings

- The statewide programs, MeL and MeLCat, are confirming the Library's strategy. In the surveys of patrons, library staff, and even (though less so) in the focus groups and in one-on-one meetings with key statewide stakeholders, those programs are rated among the most valued resources. The programs allow patrons to access information they never would otherwise have been able to find. They are also the most cited use of the library resources by people who do not even go to the library but access them directly over an internet connection. Both the focus groups and the stakeholder interviews ranked MeL and MeLCat as the two most valuable resources that the Library provides.
- The potential of reaching even more people with these programs will require more messaging/marketing. This was a common theme in all of the focus groups. In addition, the survey results indicate that awareness of the general public is right around 10% (for library patrons it is closer to 90%). The need for marketing was also identified in the LSTA 2007–2012 Five-Year Evaluation for Michigan, and there is evidence that effort was made in that area. Reaching those who are not active library users may require a different style or location for messaging in order to reach the 90% of the general public that is unaware.
- Focus group conversations made it clear that small and rural libraries strongly rely on the programs that the LSTA funds to support them. They are critical to providing their patrons resources, services, and education. It was also clear in focus group conversations and stakeholder conversations that this was an important area to focus on.
- When asked about how the Library should prioritize recipients of LSTA funds, the nearly unanimous response from focus groups and key stakeholders was that the majority should bring benefit to all libraries in Michigan (similar to the way MeL and MeLCat work). The need to help those with the most challenges (like small and rural libraries) was also supported as important and needed.
- The Library has made a significant effort to move further toward outcomes-based evaluation. Each of the activities within each program includes an expected outcome. Unfortunately, many of the expected outcomes do not have a measurement method defined for them. The Library did devote a significant amount of work to tracking measurables where they could.
- Given the budget and the staff involved in the LSTA and State-funded programs, the Library of Michigan provides an amazing array of programs and training. There were almost universally excellent reviews by the focus groups and the key stakeholders. This includes both the programming and training itself both in terms of its delivery and its support. The only recurring minor exception was the process for applying for LSTA grants (which could be simpler). There is nothing the focus groups suggested not doing, but there were several ideas for what could be useful in addition to what exists now.
- All library types in the focus groups identified the significant importance of early literacy and research literacy. Children who are not taught reading skills and students who do not gain research- and information-gathering skills will be hobbled when seeking future success. The increasingly limited number of public and charter schools without a professional librarian or any person with library training, or even without a library at all, creates significant difficulties for academic libraries and for individuals hoping to participate in the 21st century information-based community and economy.

Key Recommendations

- The Library would benefit from further progress toward outcome planning and outcome-based evaluation. The trick, for all SLAAs and other organizations, is in how to do outcomes planning and outcomes-based evaluation without spending so much time in the planning and measuring that the work needed to achieve the outcomes cannot be done. Selecting fewer programs critical to achieving the outcome may be one way. Focusing more on measuring the big outcomes and strategies (the goals and the programs) and less on the activity measurement might be another way.
- Continue to support and advance statewide programs such as MeL and MeLCat. They appear to bring the best return of value for the funds expended.
- Develop new ways to help libraries capitalize on assisting more residents through the use of the statewide programs; MeL and MeLCat. Some focus group members indicated that reaching non-users may require new approaches as they currently do not see its value and may have different issues or problems they are trying to solve.
- Even though the Library communicates information about programs, there is still less awareness than the evaluator expected to see.
- Look for ways to help libraries further partner and/or assist primary and secondary schools. This seems to be a gap that is not currently being addressed, and investments in this area would be useful. If there is no librarian or media specialist, a method of getting directly to school administration or teachers may be required.

Evaluation Methodology

Background and Purpose

The LSTA Five-Year Plan for Michigan October 2012 Through September 2017 was funded by both a grant from the IMLS and matching funds from the Michigan Legislature. The LSTA Grant was provided to the Library of Michigan through the IMLS and as outlined in the Museum and Library Services Act of 1996 passed by the 104th Congress of the United States. The Library Services Act requires that each state library shall provide a five-year plan outlining its goals and priorities. In addition, it also requires that every state library receiving grants will also submit an independent evaluation report evaluating the activities assisted under this act to determine the effectiveness in the plan for achieving the purposes found in the Library Services Act prior to the end of each Five-Year Plan. This Evaluation Report is that independent evaluation.

The Library of Michigan will use the information from this report for two purposes:

1. To evaluate the five-year plan's level of success and to report the same to the IMLS as required.
2. To inform the upcoming five-year plan in terms of new needs and initiatives as well as decisions concerning existing initiatives.

Selection of Evaluator (Question C.1)

To ensure an independent evaluation the Library of Michigan created an RFP outlining the criteria, requirements and expectations of this report as well as the required expertise of the candidates. This was posted on the State of Michigan "Buy 4 Michigan" web site in order to identify prospects. Library management reviewed the proposals and selected Growth Management Consulting, Inc. as the overall evaluator. They had previously hired EPIC MRA, a research organization familiar with libraries, to collect and analyze data in both 2014 using online surveys of library staff and library patrons and in 2016 using online surveys of library staff and library patrons and a random phone survey of the entire Michigan population.

Neither Growth Management Consulting nor EPIC MRA is affiliated with the Library of Michigan. While information was in some cases gathered through Library of Michigan staff they did not directly participate in the data gathering of in the evaluation. For the overall evaluation, the Library of Michigan provided reports either from administration or already posted information from its website. In addition, the evaluator sought background and confirming documents when appropriate.

Evaluation data collection (Questions C.2 and C.3)

Data was collected in multiple manners and through the work of two organizations; Growth Management Consulting and EPIC-MRA (a full-service survey firm). Neither is affiliated with the Library of Michigan. While information was gathered through Library of Michigan staff they did not directly participate in the data gathering of in the evaluation.

Growth Management Consulting gathered information from a review of internal documents and several means of primary research. This primary research included several different methods.

Interviews were held with key statewide stakeholders (a list of stakeholders may be found in Appendix C). They were asked questions designed to illustrate the success of the Five-Year Plan, its overall effectiveness, current trends facing the libraries of Michigan and libraries' potential needs for the future. The individual stakeholders were thematically evaluated and then compared in order to identify possible insights to be explored during the focus groups.

The information from the key stakeholder interviews was used to develop several hypotheses concerning the success of the programs using LSTA funding and the overall success of the Library's focus and delivery. These hypotheses were developed into a set of questions with a combined theme and coding process and were then used to develop the script for focus groups with library professionals. The focus groups were conducted with five different sets of library professionals in five locations (one of which was the LSTA Advisory Council) spread across the state with a total of 37 participants (a list of dates and places can be found in Appendix D). Participants include representatives from multiple library professional areas representing Public, Academic, and School libraries.

An attempt was made at each Focus Group location to hold a session with patrons as well however the attendance was so paltry as to be un-useful for gathering data.

The focus groups were recorded and transcribed after which the evaluator and a separate consultant both evaluated the transcripts using a coded sheet aligned with the questions asked.

EPIC-MRA conducted two surveys; one via online with patrons and library staff in 2014 and one with Michigan residents via phone in 2016. They used professional standards to ensure validity of the sample, statistical validity and the meaning of the data. Their narrative and statistics can be found in Appendix G and H.

Ethical consent and participation

Growth Management Consulting was cautious to ensure that any information received or developed would be held in secure confidence. In sources, which included live conversations with individuals or groups each was made aware of the purpose of the conversation, its intended results and their right to anonymity. In live group conversations, each session began with an overview of the intent, an agreement to allow the session to be recorded and transcribed and their right to anonymity and their right to not participate in all or some of the conversation. No Library of Michigan staff were present at any of the in-person meetings in order to ensure anonymity and a willingness to speak honestly.

Sharing of information (Question C.4)

This report documents the processes and the findings. The report will be shared online with libraries, residents and other interested parties. Libraries will be alerted to its presence via established list servers. In addition, Library of Michigan staff will present at statewide conferences and workshops in which data, findings and recommendations will be shared as appropriate. And a primary benefit of the research is to provide insights into the needs which might influence the development of the next Five-Year Plan.

Appendix A: Acronyms

CSLP – Collaborative Summer Library Program: The Collaborative Summer Library Program (CSLP) is a grassroots consortium of states working together to provide high-quality summer reading program materials for children at the lowest cost possible for their public libraries. See <http://www.csllpreads.org>.

E-Rate – Universal Service Administrative Co. Schools and Libraries Discount Mechanism: E-Rate, an adjunct to the Internet/Telecommunications Project, ensures that all eligible libraries and schools have affordable telecommunications access. See <http://www.usac.org/sl>.

FTE – Full Time Equivalent: Student enrollment data of Michigan academic institutions. Data is used to calculate the number of possible borrowers using academic libraries to initiate loans in the MeLCat system.

IMLS – Institute of Museum and Library Services: Independent agency of the U.S. federal government providing federal funding to libraries and museums. See <http://www.ims.gov>.

LSTA – Library Services and Technology Act: A federal grant program of the U.S. government providing support for libraries of all types.

MCLS – Midwest Collaborative for Library Services: Library membership organization serving libraries in Michigan and Indiana. MCLS is contracted with by the Library of Michigan to provide services for the MeL and MeLCat programs. See <https://www.mcls.org>.

MeL – Michigan eLibrary: A project of the Library of Michigan providing Michigan residents with high-quality information subscription commercial databases, librarian-recommended websites, digitized historical documents, and images. MeL is also the host for MeLCat, a statewide borrowing system that allows users to place their own interlibrary loan requests if they belong to a participating library. See <http://www.mel.org>.

MeLCat – Michigan eLibrary Catalog: A component of the Michigan eLibrary that provides a statewide borrowing system, allowing users to place their own interlibrary loan requests if they belong to the community of a participating library. Users can search the catalog through MeL or directly through their own local library catalog and then initiate loans for material to be delivered to their home library for pick-up. See <http://elibrary.mel.org/search>.

MeL Michigana – Digitized local historical resources from Michigan libraries available through the Michigan eLibrary program. See <http://www.mel.org>.

Michigan Department of Education (MDE) – MDE is the state agency of Michigan that oversees public school districts in the state. It is governed by the Michigan State Board of Education. See <http://www.michigan.gov/mde>.

Michigan Online Resources for Educators (M.O.R.E.) –: A project that was administered through the Library of Michigan and hosted in the Michigan eLibrary. It provided tens of thousands of quality educational web-based materials aligned with the state’s current curriculum standards. It was superseded by "MeL for Teachers"

QSAC – Quality Services Audit Checklist: A voluntary management standards program that assists public libraries by setting benchmarks for Governance & Administration, Human Resources, Services, Collection Development, Technology, Facilities & Equipment, and Public Relations. The Library of Michigan recognizes public libraries as they achieve each level. Libraries can be certified at the Essential, Enhanced, and Excellent levels. See <http://www.michigan.gov/qsac>

SL 21 – a.k.a. School Libraries 21 (SL 21): School Libraries 21 is a tool for measuring the quality of school library programs within individual school buildings in Michigan. It is based on a set of benchmarks for the 21st century. Schools submit completed benchmark measurement evaluations to the Library of Michigan, and successful evaluations receive Qualified Exemplary Status for their school library. See http://www.michigan.gov/libraryofmichigan/0,2351,7-160-18668_51980_77755---,00.html

SLAA – State Library Administrative Agency

SPR – State Program Report

Appendix B: Bibliography of Documents Reviewed

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Appendix C: People Interviewed

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Richard Schneider, Board Member

Michigan Collaborative for Library Services

Randy Dykhuis, Executive Director

Michigan State University Library

Cliff Haka, Library Director

Appendix D: Focus Groups and Locations

Henry Ford Centennial Library (Dearborn) - Wednesday, November 9th - 10 am to noon

Chippewa River District Library (Mount Pleasant) - Thursday, November 10th - 10 am to noon

Kent District Library Kentwood Branch (Kentwood) - Friday, November 11th - 10 am to noon

LSTA Advisory Council (Lansing, MI) - Monday November 14, 2016 2 pm to 4pm

LSTA Library of Michigan Staff (Lansing, MI) - Tuesday November 15, 2016 10am - noon

Peter White Public Library (Marquette) - Thursday, November 17th - 10 am to noon

Appendix E: Focus Group Script for Library Community

Script and Questions for Patrons

Opening:

Hello! My name is Eric Craymer.

Before we go any further I would like you to know that I have a recorder running. This is to make sure none of what you say is lost. There will be no names used in my report to the Library of Michigan so there is no way that anything you might say could be attributed to you.

Now, would each of you please write your name on the folded piece of paper at your seat so that we can call you by name? Thanks!

I am conducting this focus group for the Library of Michigan who is in the process of evaluating its LSTA funded programs from 2012-2017.

LSTA funds are federal funds from the Institute of Museum and Library Services and are used by the Library of Michigan to improve library services statewide for Michigan's residents.

Does anyone have a concern about my recording the conversation? (If yes try to relieve the concern or find a way for them to participate without speaking; such as writing down their responses).

The goal of a focus group is to learn things in a way that a survey cannot. This happens because you can phrase your answer (or a question for that matter) instead of having to respond to one of the answer provided. Learning is also improved because you can be talking as a group; what one person says may trigger some new thoughts by another.

I will lead the discussion. I will describe each question one at a time and then open the discussion. When someone has something to say please signal me and I will try to call you by name. If you speak without signaling a time or two don't worry, it happens.

Would each of you introduce yourselves, what library you are from and what position you have in the library please?

QUESTIONS:

1. Okay, is everyone here relatively familiar with the programs funded by the LSTA? A list of the biggest ones is listed on the sheet in front of you in case you need it.

- a.** Who has participated in (each major program)?
- b.** Do you feel it was value added? Why or why not?
- c.** Is there anything that could have made it better?

2. Which of these do you feel are the most valuable to you and your work as a library professional?

3. What values or principles do you think should guide the Library of Michigan in determining where the LSTA funds are used?

4. What trends or changes do you think will have the most impact on your work over the next 2-5 years? What impact will it have on your work?

5. Will the needs of your patrons or communities be changing over the next 2-5 years? If so, how? And what impact will that have on you and your library?

6. Are there other needs that you think would be of equal or greater importance to fund with LSTA funds than those already being addressed?

7. Are there any other thoughts or ideas you would like to share?

Thank you for helping us make good use of the LSTA funding!

Appendix F: Focus Group Coded Assessment Sheet

0. Awareness of LSTA Programs

	None of the programs	Some programs	All programs
Aware of LSTA programs?			

1. Experience with LSTA programs

	Yes	No	Not sure
Done well			
Valuable			

2. Most valuable to library profession

	MeL databases	MeLCat	CE Stipend	Children's	CE events	Trustee Support	Tech Support	Community Engagement
#1								
#2								
WHY? (if noted)								

Guiding Principles and/or values

All programs benefit all (types) of libraries	All libraries can participate	Support those who need it the most	Combination of statewide programs and supporting those with extra needs	Targeted things a library can't do by itself	All libraries can attend all events, even those designed for a particular library type	To leverage the power of all libraries joining in a shared effort (e.g. MeL, eBook deals)	Other? (describe what you see)

4. Trends affecting library work (internal to the library)

Budgets down	Show impact	WiFi needs up	Workstations down	Meeting space up	Gathering space up	Physical circulation down	Unable to keep up with changes	New Tech Accelerating	Other (describe what you see)

5. Trends in community; what changes do you see?

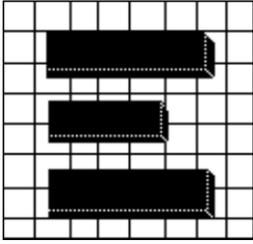
Need for social services	Youth ↓ Older ↑	Homeless	Other needs besides print (e.g. tools)	↑ Multi Cultural	Gathering space up	Physical circulation down	Unable to keep up with changes	New Tech Changes Faster	Other (describe what you see)

6. What other needs might LSTA funds provide?

Leadership; Ideas, deals, tech, state experience sharing Video conferencing		eBook solution for the state	Discovery layer for the databases so easier to find and use	Promotion of libraries in Michigan	Promote what library can do with MeLCat, MeL data- bases	More "go- to "go-to" staff with special expertise (e.g. law, copyright, etc.)	Packages of things all libraries need in common (operation policies, legal basics, etc.)	More "in-a- can" programming	More input from all libraries more often	Other (describe what you see)
Ideas										More video training archived Better quality video conferencing
Deals										
Tech										
Regular reports on what's happening at libraries around the state										
Advocacy										
Other										

7. Other Ideas or thoughts?

Appendices G through L: EPIC-MRA Survey Reports (separate attachment)



Appendix G

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Library of Michigan

Statewide Survey of Adult Residents in Michigan, and Online Surveys of Library Patrons and Staff

Findings and Demographic Analysis

- Educational
- Political
- Industrial
- Consumer

- Market
- Research
- Analysis

July, 2014

Table of Contents

METHODOLOGY	1
OVERVIEW OF SURVEY FINDINGS	4
MAJOR HIGHLIGHTS	5
SUMMARY OF FINDINGS AMONG THE GENERAL PUBLIC WITH SELECTED COMPARISONS WITH LIBRARY PATRONS & LIBRARY STAFF	10
LIBRARY USAGE.....	10
---In just under 4-of-5 households, at least one person has “recently” visited a library	10
— libraries are visited by multiple household members in 3 of 5 cases.....	11
— most say closest library is in their community; and it’s a public library	11
— increase in proportion reporting libraries “less important” because of the Internet	12
— top reason for NOT using a library: home access to Internet.....	14
— most frequent public library users go at least a few times a month.....	14
— few in general public frequently use library via the Internet – more than half “seldom/never”	16
— reported use of library computers by general public increased from 2009.....	17
— leading reason for not using library computers in 2014: “no need”-“didn’t occur to me”	19
— “security concerns” tops list of reason for being uncomfortable with library Internet	21
— “research” and “no home Internet” top 2014 reasons for using library computers.....	21
ASSESSMENT OF LIBRARY SERVICES/FACILITIES	22
— more than 9-in-10 among the general public offer positive rating; 8-in-10 for patrons.....	22
RANKING OF LIBRARY SERVICE USAGE/RANKING OF MATERIALS USAGE.....	23
— “internet access” and “research assistance” remain top service areas	24
— “borrowing print books/magazines” remains top materials choice.....	25
— “books”, “internet access” perceived as most important services	25
— library users find little lacking in the way of library offerings	26
MICHIGAN E-LIBRARY [MeL]	27
— 25 percent drop in general public awareness of MeL, but net increase in use.....	27
— fewer than 1-in-10 of general public aware of MeLCat	29
MeL USERS.....	30
— accessed 10 or more times in the past year by 1-in-4, mostly through local library website.....	30
— MeLCat remains most used MeL service; links to resources by topic up.....	32
— frequency of MeLCat use up.....	33

— positive rating for the quality of MeLCat offered overwhelmingly by general public users, patrons, and staff	33
— awareness of MeLCat among self reported non-users.....	34
— awareness of MeL “database subscription” services	35
— overall rating for MeL online resources.....	35
— awareness of MeL access through Internet remains high among patrons, drops among general public.....	36
FUTURE LIBRARY VISITATION; USE OF MEL/MELCAT	37
— about 3-in-4 would visit a library	37
— disparity between general public and current patrons regarding future use of MeL remains but has narrowed; probably considerably	40
— reasons given for not being likely to use MeL similar to those for not visiting a library	42
— intended future MeLCat use.....	43
— lack of interest and/or need cited for non-intent to use MeLCat.....	46
HOUSEHOLD COMPUTER USE.....	46
— close to 9-in-10 report one/more computers in home	46
— nearly all able to connect to the Internet.....	47
— vast majority find library Internet connection speed to be “adequate”.....	48
— library connection speed competitive with other sources.....	48
— most connect from home/work rather than library.....	49
— average daily Internet connection increased by one-half hour.....	49
— vast majority of Internet users use search engines at least, “very frequently”	50
SUMMARY OF ONLINE SURVEY OF LIBRARY PATRONS	56
—Nearly 9-in-10 library patrons say the library they visit is a public library.....	56
— continued high awareness of MeL among patrons; far exceeding the general public.....	57
— reported vs. perceived use of MeL databases fairly close	57
—nearly nine out of ten patrons find MeL “easy”	58
—rate MeL databases.....	59
—MeLCat most used service provided by MeL	60
—MeLCat popularity substantiated in a subsequent open-ended question.....	60
—More than 7-in-10 library patrons access MeL from their home computers	61
—Ancestry.com/Genealogy eResources most cited as lacking.....	61
—office computers, mobile devices increase as means of access to MeL databases	62
—patrons overwhelmingly find MeL databases easy to access.....	62
—patrons increase direct access to MeL via browser.....	63

—request for ID number has slightly increased chilling effect ; privacy concerns dominate the reasons	64
—Doing research or homework remains the top reason for using MeL databases.....	64
—Specific databases match they look for all or nearly all the time using MeL	65
—Database searches reported as being less fruitful than in 2009	66
—Majority of users of early literacy resources find them helpful.....	66
—Nearly 9-in-10 aware of MeLCat	67
—MeLCat used at least “some” by more than 8-in-10	67
—Maintenance of high “Positive” rating for MeLCat.....	68
—Over 4-of-5 find MeLCat easy to use	68
—Reading for recreational purposes remains top reason for using MeLCat the most.....	69
—Drop in proportion of patrons able to find what they look for all/nearly all the time.....	69
—Patrons receive what they request all/nearly all the time	70
— “Unavailable” nearly the exclusive reason for patron NOT getting what was requested.....	70
—Patrons think they should receive the materials within a week’s time	71
—Before MeLCat system, traditional interlibrary loan service used infrequently	71
—Question change, disparate response rates make analysis of training for MeL, MeLCat or both unclear	72
—Nearly two-thirds believe they need no training in either MeL databases or MeLCat.....	73
—Virtually all patrons receiving training in MeL/MeLCat find it adequate.....	74
—MeL logo/link on their library website most readily cited promotion.....	75
—Narrow majority would “attend” a training webinar.....	75
—MeLCat promotion recognition nearly identical with MeL database promotion recognition.....	76
—MeL & MeLCat influences on library usage down from 2009	77
—Less than 1-in-10 patrons use M.O.R.E.....	77
—Michigana usage up slightly.....	78
—State of Michigan thought to be top tax source of MeL and MeLCat funding.....	78
—Library of Michigan E-Newsletters overtake library website as preferred info source	79

SUMMARY OF ONLINE SURVEY OF LIBRARY STAFF..... 80

—Nearly two-thirds of librarians work in a public library.....	80
—One-in-five staff respondents perceive libraries as being less important than in the past.....	80
—Staff perceive well under half of patrons are aware of MeL.....	81
—MeLCat and MeL databases rank 1 & 2 for most used	81
MEL DATABASES	83
—Reduction in staff perception of MeL database use.....	83

—Staff perception of patrons’ awareness and use of MeL databases differs from patrons’ self-reported awareness and use	83
—Databases aimed at adults viewed as needing the most augmentation	84
—Specific database titles comport with opinion of area most in need of “Much More”	85
—Specific database titles comport with opinion of area most in need of “Much More” and with most mentioned database acquisition suggestions	86
—Further open-ended request for needed eResources verifies previous data	86
—Library staff in a position to know overwhelmingly believe MeL databases save their library money	87
—Internet access remains overwhelming purpose for patrons’ use of library computers	87
—A little more than half have participated in LoM MeL database training classes	88
—MeL database vendors most cited training source other than MCLS.....	88
—Nearly two-thirds of those responding to the question report having been completely or mostly trained in the use of MeL databases	89
—“In-depth topics”, “on-line tutorials” and “webinars” top items cited that are needed to improve training	90
—Time constraints most cited reason for not attending database training.....	91
—More, closer sessions cited as inducements to attend	92
—Drop in number of libraries reporting MeL training for patrons	92
—Lack of patron interest coupled with lack of time and/or staff most cited reasons for not offering training	93
—Of the training that is provided, nearly all includes home access instruction	94
—Majority of staff report their facility includes MeL resources in their programming	94
—Library website the primary venue for promoting MeL resources	95
—Majority responding use MeL.org website promotion materials.....	95
—Majority responding promote MeL resources in community outreach.....	96
—Library website the predominant guide to MeL.org.....	96
—Strong majority say they brand MeL with MeL on library web site.....	97
—Technological limitations lead list for not branding MeL.....	97
—Strong majority also say web sites allow non-card holders to use MeL at MeL.org	98
—Limited insight into why non-cardholder cannot garner access.....	98
MELCAT	99
—Very high MeL Cat participation rate	99
—Over 9-in-10 patrons perceived to use MeL Cat at least “Some”	99
—Staff says less than a majority aware of MeL Cat – down from 2009.....	100
—Staff still says about 4-in-10 actually use MeL Cat.....	100
—Retention of high positive rating for MeL Cat quality	100

—Reassessment of staffing needs and/or workflow due to MeLCat participation changes little	101
—Plurality say requests are able to be filled; different types of unavailability make up the reason(s) for unfulfilled requests.....	101
—Staff nearly unanimous in thinking patrons like MeLCat	102
—Reported feedback about MeLCat about 3-to-1 positive	102
—Increase in proportion reporting collection practices/funding efforts changed because of MeLCat ; Efforts overwhelmingly successful	103
—Nearly 1-in-4 say they have had problems with loaning AV materials	103
—“Demand”, “Broken/damaged materials” and, “Demand” remain top problems.....	104
—“Limiting” or “not loaning AV materials” top response	104
—Approximately one-quarter report other problems emerged since joining MeLCat; predominantly involving technical difficulties and long wait times.....	105
— “Contacting MeLCat” top response to problems.....	106
—Plurality identify MeLCat funding coming under the rubric of “taxes”	107
—More than 6-in-10 say they received training in MeLCat.....	107
—Most participated in training via Library of Michigan/MCLS.....	108
—Training “at work” other top training source in MeLCat.....	108
—More than 8-in-10 completely or mostly trained in MeLCat.....	109
— Suggestions for improving MeLCat training run the gamut between 2009 and 2014	109
—Very small percentage offer specific training classes to patrons in MeLCat.....	110
— Perceived patron disinterest and “one-on-one training” top reasons for not offering training in MeLCat.....	110
—Evidence of a mild increase in MeLCat promotion	111
—9-in-10 patrons trained – less than half says general public trained	111
— “Word of mouth” top method of marketing MeLCat; “website” top formal method	112
—Increase in reported familiarity with M.O.R.E.....	112
—Solid majority says they recommend the use of MORE to patrons	113
— “No demand” supplants “need training” as top reason for NOT recommending use of M.O.R.E. to patrons	113
—Large increase in reported familiarity with Michigan	114
—Increase in reported familiarity carries over to increase in recommendation of Michigan to patrons.....	114
— “No demand” and “need for training” top reasons for NOT recommending use of Michigan to patrons	115
DEMOGRAPHIC COMPARISONS	116

METHODOLOGY

EPIC ▪ MRA administered telephone interviews with 600 adult residents of Michigan, May 26 - 31, 2014. EPIC ▪ MRA also administered two online surveys, one for library staff and one for library patrons, with the questionnaire being available to potential respondents from Tuesday, June 17th through Saturday, July 5th. A total of 364 library staff and 409 library patrons participated in the on-line surveys and completed all or most of the questionnaires.

This research was conducted as a follow-up to a similar study conducted by EPIC ▪ MRA in 2009, which was intended to serve as a baseline measurement of awareness of Library of Michigan services – most notably Michigan Electronic Library or, MeL – among members of the general public, as well as among the staff and patrons of libraries throughout the state. Accordingly, this latest study used many of the same questions from the 2009 instruments, with some changes made to eliminate obsolete questions as well as to insert questions concerning subsequently available services offered by the Library of Michigan.

Responses to each survey on questions that are common to all surveys – both over time and across respondent audience types – are discussed using the 2014 public phone survey as a frame of reference, with a separate summary concerning questions unique to each of the separate studies following.

Respondents in the telephone survey of the general public were selected utilizing an interval method of randomly selected records of households on the Qualified Voter File of the state of Michigan with commercially listed telephone numbers, as well as through random-digit dialing techniques when needed to complete geographical quotas. The sample was stratified so every county and jurisdiction was represented in the sample according to its contribution to the total population of the state.

Solicitation of participants for the on-line surveys was made by the Michigan Department of Education, Library of Michigan via electronic communication with its associate library senior staff. This communication contained a request for all appropriate members of the recipient libraries' staff to participate and a request that the libraries encourage participation among its patrons.

Generally, in interpreting survey results, all surveys are subject to error; that is, the results of the survey may differ from that which would have been obtained if the entire population was interviewed. The size of the sampling error depends on the total number of respondents asked a specific question. The table on the next page represents the estimated sampling error for different percentage distributions of responses based on sample size.

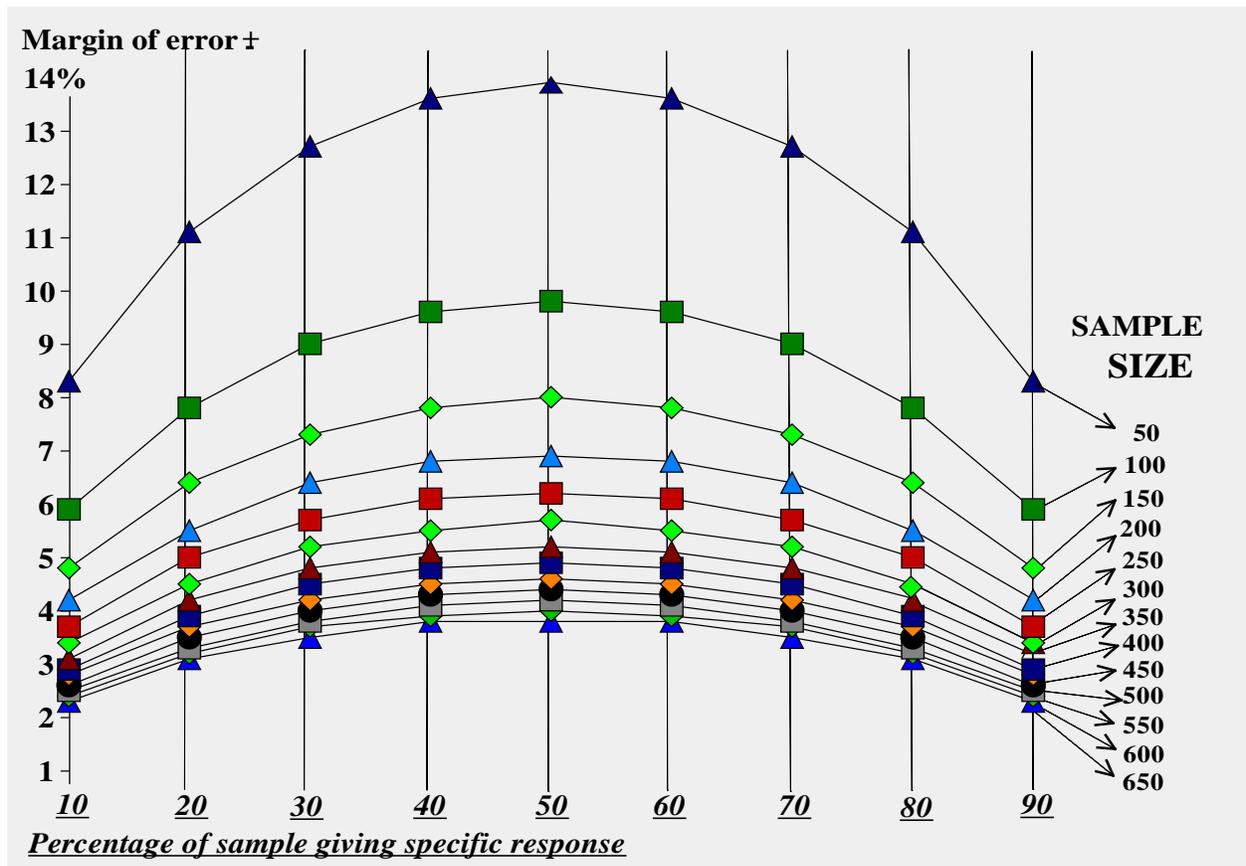
For example, 50 percent of all 600 respondents said, “With the development and growth of computers and the Internet, including access from the home or office,” local libraries are of “about the same importance as they have always been” (Question #3). As indicated in the chart below, this percentage would have a sampling error of plus or minus 4 percent. This means that with repeated sampling, it is very likely that (95 times out of every 100), the percentage for the entire population would fall between 46 percent and 54 percent, hence 50 percent \pm 4 percent.

Where a particular question received a response from all of the individuals taking the survey, the error rate for the online library staff survey was \pm 5.1 percent, and the error rate for the online patron survey was \pm 4.9 percent.

EPIC ▪ MRA SAMPLING ERROR BY PERCENTAGE (95 IN 100 CONFIDENCE LEVEL)

Percentage of sample giving specific response

SAMPLE SIZE	<u>Percentage of sample giving specific response</u>								
	<u>10</u>	<u>20</u>	<u>30</u>	<u>40</u>	<u>50</u>	<u>60</u>	<u>70</u>	<u>80</u>	<u>90</u>
	% margin of error ±								
700	2.2	3.0	3.3	3.7	3.6	3.7	3.3	3.0	2.2
650	2.3	3.1	3.5	3.8	3.8	3.8	3.5	3.1	2.3
600	2.4	3.2	3.7	3.9	4	3.9	3.7	3.2	2.4
550	2.5	3.3	3.8	4.1	4.2	4.1	3.8	3.3	2.5
500	2.6	3.5	4	4.3	4.4	4.3	4	3.5	2.6
450	2.8	3.7	4.2	4.5	4.6	4.5	4.2	3.7	2.8
400	2.9	3.9	4.5	4.8	4.9	4.8	4.5	3.9	2.9
350	3.1	4.2	4.8	5.1	5.2	5.1	4.8	4.2	3.1
300	3.4	4.5	5.2	5.5	5.7	5.5	5.2	4.5	3.4
250	3.7	5	5.7	6.1	6.2	6.1	5.7	5	3.7
200	4.2	5.5	6.4	6.8	6.9	6.8	6.4	5.5	4.2
150	4.8	6.4	7.3	7.8	8	7.8	7.3	6.4	4.8
100	5.9	7.8	9	9.6	9.8	9.6	9	7.8	5.9
50	8.3	11.1	12.7	13.6	13.9	13.6	12.7	11.1	8.3



OVERVIEW OF SURVEY FINDINGS

In 2009, EPIC ▪ MRA conducted essentially the same study as is the subject of this report. That is, a 600-sample survey of adults in Michigan was conducted, and an on-line survey of library patrons and library staff was issued. The overriding conclusion of this latest round of surveys is that there has been very little movement in the awareness, use and perceptions of the services offered by the Library of Michigan in any of the separate study audiences. For the survey of the general public, there is somewhat greater confidence in this conclusion since a live telephone interview methodology was used, allowing the replication of the exact sample size of 600 interviews for each of them and proportional geographical stratification based on adult population distribution.

The on-line surveys of patrons and staff, by contrast, showed a very large variance between 2009 and 2014 in the total number of completed interviews as well as in the geographical coverage. For instance, in 2009, over 3000 patrons participated in the on-line survey, which allowed for selecting only those returns where the participating patron answered all – or substantially all – of the questions, resulting in an N-size of 2,868. Similarly, over 800 library staff responded to at least a portion of the survey, resulting in a final 2009 N-size of 737. In 2014, the overall participation rate was significantly lower, requiring the acceptance of questionnaires where a substantial number of the questions were skipped by the respondent and even with this accommodation, the final N-sizes were 409 for patrons and 364 for staff.

The smaller N-sizes for the staff and patron surveys in 2014 result in a higher overall margin of error but it is not so large a difference as to pose a great analytical dilemma when all participants answer a particular question. The smaller N-size does become a little more problematic, however, in those instances where up to one-quarter of the participants chose not answer a particular question; a difficulty compounded if the specific question is already being asked only of a subset of the whole. In the following section providing question-by-question commentary, such instances are noted in most cases and data both with and without the full N-size used in the calculations are presented.

Major Highlights

- The 2014 survey of the general public revealed a slight increase from the 2009 study in the number of respondents reporting libraries being “less important” in light of the increased presence of computers and availability of Internet access. Still, an even 50 percent of 2014 respondents reported “About the same importance” – the same proportion as in 2009.
 - An increase in the “Less important” proportion is much more noticeable in the survey of staff, where this option garnered 20 percent of the staff responses – a fourteen point increase from 2009, which dropped the “More important” figure from a very strong 62 percent majority of library staff to a bare plurality of forty percent.

- “Recent” visitation to a local library in the public at large remains at approximately three-out-of-four.
 - The proportion of general public respondents reporting that either they or a member of their household has visited a library in their community in the past two years stands at seventy-seven percent. This 2014 level is three percentage points lower than that recorded in 2009 but comfortably within the margin of error.

 - Among library users in the survey of the general public, the highest percentage uses it a few times a month (44%), while, not surprisingly, library patrons report visitation with much greater frequency (“Every day” – 9%/“A few times a week” – 34%).

 - Books and Internet access remain cited as the most important offerings of the local library

- While 17 percent of library users among the general public report using the library via the Internet every day or a few times a week, just under three times as many library patrons – 48 percent – report connecting to a library every day or a few times a week.

- The 2014 survey revealed a significant increase in the proportion of the general public library users reporting using library computers to connect to the Internet – from 34 percent to 45 percent.
 - Doing research and homework remain the top reasons for using library computers by the respondents in the general public.

- Notwithstanding the increase in citing Internet access as a reason for using a library computer, the top reason reported by library users from the general public for not using library computers is that they otherwise have access to the Internet or, have simply not thought of using library computers for that purpose.

- More than 9-in-10 general public and library patron respondents offered a positive rating for their library, an overwhelming majority repeated from 2009.

- 2014 saw a fairly significant drop in the proportion of the general public reporting they had heard of MeL – from 20 percent to fifteen percent.
 - Even though there were fewer respondents reporting having heard of MeL in 2014 than in 2009, there was a very sharp increase in the number of these “aware” respondents reporting actually having accessed and used MeL services – from 37 percent to sixty-eight percent.
 - Because of the large increase in actual use reported in 2014, the absolute number of Michigan residents availing themselves of MeL services is estimated to have increased from 2009 levels.

- Roughly half of the general public respondents who use MeL as well as respondents from the on-line survey of library patrons go through their local library web site to connect to MeL. The other half of the general public MeL users access either through the State of Michigan web site or by direct browser entry; this latter method being the predominant alternative method for patrons.

- MeLCat remains the predominant service used by both patrons and library users from the general public. There is noticed, however, an increase in the proportions from both audiences in citation of Michigan and links to the Internet and MeL resources by topic.
- Among the somewhat limited number of general public user-respondents (N=50) who were asked the question and among the larger qualified library patron audience, MeLCat quality again received overwhelmingly positive ratings
- After hearing information in the survey, 78 percent of respondents who offered an answer in the survey of library patrons and 42 percent of respondents from the survey of the general public said they are certain to visit a library in the future. These figures are down slightly from similar measurements in 2009.
- The proportion of respondents from the survey of the general public reporting having one or more computers remained steady between the 2009 and 2014 surveys – at nearly nine-in-ten – but 2014 saw a fairly large increase in those reporting “3 or more” household computers; All but three percent are able to connect to the Internet.
 - Fifteen percent of the public respondents connect to the Internet from their local library, a figure correlating with the proportion of the public reporting awareness MeL, although only two percent cite the library as their most common connection source.
- As in 2009, library patrons are far more likely to report the subscription databases purchased by their library to be more accurate and reliable than search engine sources than are their general public counterparts. An overwhelming 78 percent majority of library patrons who answered the question reported database research is more reliable compared to 35 percent of the general public.
 - It is noted that, as in 2009, nearly a quarter of the general public were “undecided” on the question.

- Among those library patrons who say they access MeL, most do so from their home computer, smart phone or other mobile device, with 18 percent saying they use library computers.
- An 88 percent majority of library patrons are aware of MeLCat and nearly all of them – 95 percent – report using the service.
 - The vast majority – 83 percent – of MeLCat library patron users find the website easy to access and use.
- The 2014 survey shows a significant reduction in the number of patrons reporting their library provides training in MeL, MeLCat or both – from 48 percent in 2009 to 24 percent in 2014, when discounting the 2014 patrons who skipped the question.
 - Among those who reported they had received training, nearly all of them report feeling as if they had been at least adequately trained.
- Nearly three-quarters of library staff answering the question say that they DO NOT provide training in the use of MeL databases; this is up significantly from the 56 percent reporting “No” to the training provision question in 2009.
- Fewer than 10 percent of library patrons reported using M.O.R.E. in both 2009 and 2014, but the percentage saying they use Michigan in 2014 is up slightly from 18 percent to twenty-three percent.
- Over 9-in-10 Library staff purporting to be in a position to know said access to MeL databases saves their library money.
- In 2009, library staff estimated 43 percent of their patrons were aware of MeL databases, while the 2014 data for the same question places the staff estimate of patron awareness at thirty-one percent. It is noted, however, that a question posed earlier in the survey and new for 2014 asked staff to estimate the number of patrons they believed to be aware of MeL. The response to this question was 42 percent.

- Only 55 percent of 2009 library staff respondents said they participated in training in MeL offered by the Library of Michigan. At 54 percent of those responding in 2014, the level of training reported has remained unchanged.
- Of those indicating they had received training in the use of MeL databases, nearly two-out-of three reported they felt they had been “completely” (8 percent) or mostly trained (56 percent) trained. However, this 2014 assessment is nearly twenty points lower than that reported in 2009.
- Over nine-out-of ten library staff (92%) report their library participates in MeLCat.
 - Library staff say of the 49 percent of patrons they believe are aware of MeLCat, 38 percent of them use the service.
- Almost seven-in-ten (68%) say they were trained in MeLCat, with about two-thirds of these (64 percent) also saying they participated in Library of Michigan training programs.
- In 2009, 82 percent of staff say they are completely (25 percent) or mostly trained in MeLCat. At 85 percent reporting “completely” (29 percent) or “mostly” trained, the results for this question have remained steady between the two survey years.
- Very few staff report their library offers MeLCat training, with only 12 percent answering the question in the affirmative.
- Forty-five percent of library staff says they are familiar with M.O.R.E., with 58 percent of those who are familiar saying they recommend its use.
- An even two-thirds of staff say they are familiar with Michigana, and 67 percent of that group recommends its use.

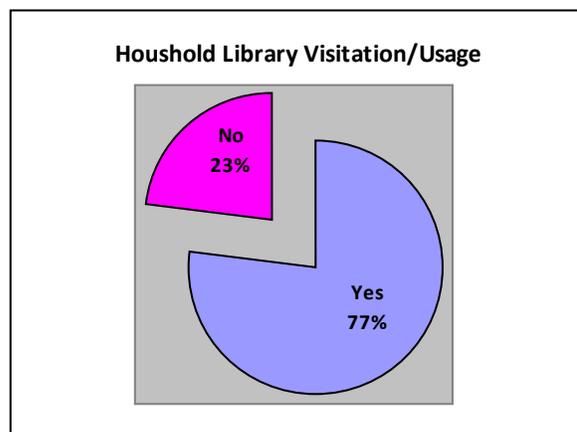
SUMMARY OF FINDINGS AMONG THE GENERAL PUBLIC WITH SELECTED COMPARISONS WITH LIBRARY PATRONS & LIBRARY STAFF

Library usage

---In just under 4-of-5 households, at least one person has “recently” visited a library

Q. 4. In the past two years, have you or any member of your household visited a local public, school, or academic library in your community – either by physically being there or by going on-line? N=600

The results of the 2014 public survey of Michigan residents show that in 77 percent of state households, one or more household members have recently visited a local public, school or academic library, either by physically going there or by connecting on-line. This result is slightly lower than the 80 percent usage figure recorded in 2009 but not so significantly lower to merit any analysis. Indeed, one would not expect to observe a great fluctuation in this proportion from year-to-year, absent a glaring reason for it.

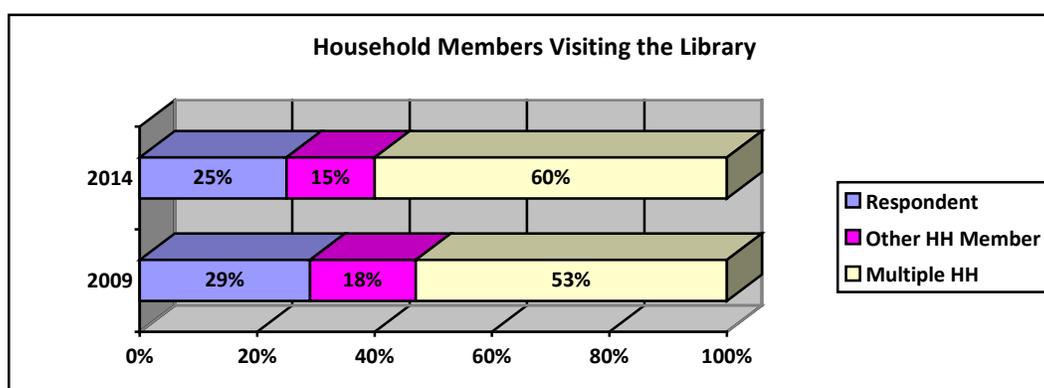


Subgroups reporting “No” in proportions greater than the norm of 23% included:

69%	<i>Library use in the future – slim/none</i>
46%	<i>MeL use in the future – slim/none</i>
45%	<i>MeLCat use in the future – slim/none</i>
38%	<i>Libraries less important now</i>
	<i>No computer at home</i>
	<i>Under \$25K hh income</i>
34%	<i>Time spent reading hard copy – None</i>
32%	<i>Age 65+</i>
31%	<i>Men 50+</i>
30%	<i>H.S. or less education</i>
28%	<i>Wayne/Oakland/Macomb residents</i>
	<i>No children at home</i>
	<i>Men</i>
27%	<i>Bay region residents</i>
	<i>Libraries about the same importance</i>
	<i>One computer at home</i>
	<i>Spend 5+ hours on line</i>

— **libraries are visited by multiple household members in 3 of 5 cases**

As a follow-up for those reporting that they or a member of their household has recently visited a library, a question asking: *Q. 6. “. . . are you the only household member who visits the library, is there someone else who visits the library, or, are there more than two household members who visit the library?”* is posed. Sixty-percent of the 2014 respondents reported “More than two . . .” to this question, with another 25 percent indicating that only they, themselves, were the library visitors. The results closely parallel the findings from 2009, although that year’s multiple member category figure was seven points lower at 53 percent, with the “respondent only” and “other household member” categories splitting balance.

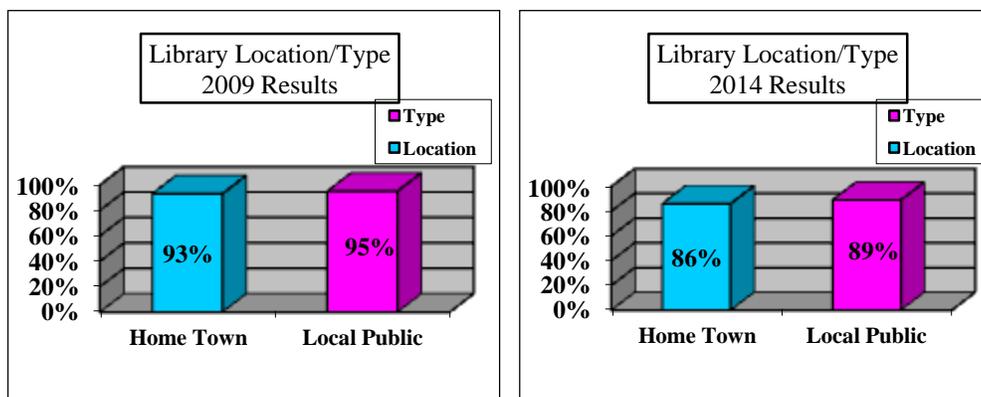


— **most say closest library is in their community; and it’s a public library**

Q. 1. Where is the closest local library located nearest to where you live? Is it In the city, village or township where you live; In some other city, village or township located within the same county where you live; In another nearby county within 15 miles of where you live; or, in another county more than 15 miles from where you live? N=600

In 2009, a 93 percent majority of respondents to the public survey said the library located closest to where they live is in “the city, village or township where (they) live.” Further, 95 percent of all 2009 survey respondents said their closest library is a “local public” facility, as opposed to an elementary - high school or college library or other kind of facility (*Q. 2*).

These results are closely replicated in the 2014 study, with 86 percent of respondents reporting the closest library as being within the jurisdiction where they live and 89 percent indicating that the library closest to them is a “local public” library. Again, one would not expect to see radically different results to this question when comparing studies from different years. The chart below illustrates the comparison between the 2009 and 2014 results:

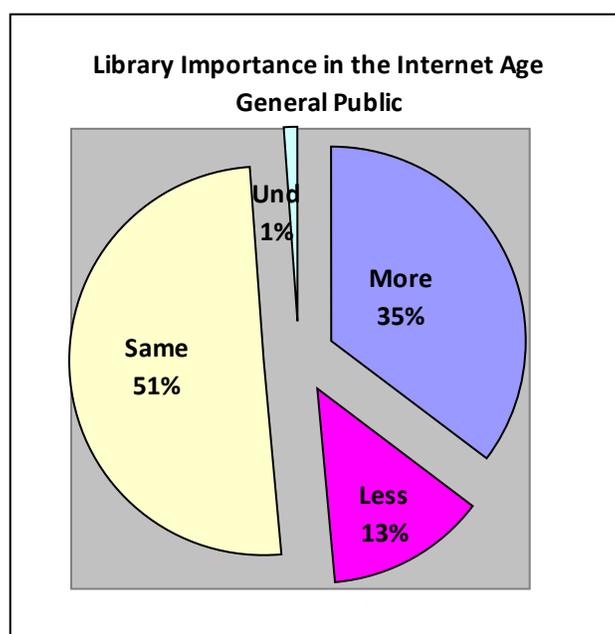


— **increase in proportion reporting libraries “less important” because of the Internet**

As general access to the Internet became more prevalent, a question from some quarters arose about the continued relevance of libraries generally, and public libraries in particular. A question posed to general public and library staff respondents (This question was not posed to library patrons, since as patrons, their perceptions are manifest) in the 2009 and 2014 surveys asked:

Q. 3. General Public “With the development and growth of computers and the Internet, including access from the home or office, do you think local libraries are more important to the community, less important, or about the same importance as they have always been?” N=565

Q. 4. Library Staff. “With the development of the Internet and growth of computer use, including access from the home or office, do you think reference services at libraries like the one where you work are more important to the community, less important, or about the same importance as they have always been?”



The following chart compares the results from the surveys of 2009 and 2014:

General Public			Staff	
2009	2014		2014	2009
N=600	N=600		N=364	N=737
40%	35%	More important	40%	62%
7%	13%	Less important	20%	6%
51%	50%	About the same importance	39%	32%
2%	1%	Refused/Skipped Question	1%	--

As is illustrated in the chart above, public opinion has changed slightly over the six years between the two surveys, with the “More Important” category losing five percentage points to the “Less Important” category. The cross tabulation analysis suggests this might be due to the perception of some segments of the public that home computers have become so ubiquitous, that the importance of libraries – even as themselves being a source of Internet access – has become less critical. Whatever the rationale behind the movement of the data in the more/less categories of the surveys of the general public, a similar movement is observed in the data for staff, perhaps reflecting the anecdotal perceptions of that audience.

Subgroups of the general public reporting “Less important” in proportions greater than the norm of 13% included:

25% *Library visit in the future – slim/none*
 23% *Over \$100K hh income*
 22% *Age 30-40*
 21% *Recently visited a library – No*
 19% *Other hh member visits the library*
 Lived in community – 11-20 yrs.
 18% *Time on-line – 5+ hours*
 College men
 17% *Search engine failure – use other*

Subgroups of the general public reporting “More important” in proportions greater than the norm of 35% included:

58% *Search engine failure – Call library*
 55% *African Americans*
 53% *Uses library computer*
 Future MeLCat use – Certain
 48% *Yrs. in community – 6-10*
 45% *Future library use - Certain*
 44% *MeLCat – aware*
 Future MeL use – Certain
 Library info source - Staff
 43% *Library user – multiple*
 Under \$25K hh income
 42% *Yrs. in community – 1-5*
 Age 65+
 \$25K-\$50K hh income
 41% *Library user – respondent*
 MeL user
 Renters
 “Other” race
 40% *Computer at home – 1*
 Time on-line – 3-4 hrs
 \$50K-\$75K hh income
 No college women
 39% *Outer metro region*
 Computer at home – 0
 Women

— **top reason for NOT using a library: home access to Internet**

Q. 5. What would you say are the one or two main reasons why you *HAVE NOT* visited any library in your community? N=132

For the 23 percent of respondents who reported that neither they nor a member of their household had visited a library in the past two years, a follow-up question asked them to identify the primary reason that was the case. As can be seen in the chart below, the top reasons cited by these respondents – as was the case in 2009 – revolve around the inter-related reasons of Lack of Need/Interest/Desire and/or home access to the Internet.

2009 N=120	2014 N=132	
31%	36%	Use Internet from home
9%	14%	No desire/interest
19%	12%	No need
11%	10%	Too busy
---	4%	Use eReader
26%	21%	Other
4%	3%	Undecided/Refused

Subgroups of all non-library users (N=132) reporting home Internet access in proportions greater than the norm of 36% included:

55%	Computers at home - 2
51%	Use MeL in the future – Likely
49%	Use MeLCat in the future – Likely
46%	Time spent on line – 1-2 hrs. College educated
45%	Time spent reading hard copy – 1-2 hrs.
43%	Computers at home – 3+
42%	Age 18-49
41%	Years in the community – 11-20

— **most frequent public library users go at least a few times a month**

Q. 7. Thinking about the person in your household who most often visits the library, how often does that person visit the library – every day, a few times a week, a few times a month, a few times a year or seldom? N=433

“Library users” from the telephone survey of the public were asked how frequently the household member “who most often visits the library” does so. In 2009, the highest percentage response was “a few times a month” by phone survey respondents of the public, and this result has not changed in the 2014 test. Indeed, as the chart below demonstrates, the proportions are nearly identical:

Public		
2009	2014	
N=477	N=433	
1%	2%	Every day
23%	24%	A few times a week
44%	44%	A few times a month
25%	25%	A few times a year
7%	5%	Seldom

For the on-line survey of patrons, the question was altered to simply ask: *Q. 5. "How often do you visit your library?"* N=409

In stark contrast to the results of this question in the survey of the general public, there is a significant difference in the results between the 2009 study and the results for the 2014 survey, with significantly lower reported frequency of visitation in the “few times a week” and, “few times a month” categories, as is illustrated in the following chart:

Patrons		
2009	2014	
N=2868	N=409	
7%	9%	Every day
45%	34%	A few times a week
41%	35%	A few times a month
6%	11%	A few times a year
1%	N/A	Seldom
0%	1%	Never
---	10%	Refused/Skipped

It is, of course, possible that the ten percent of 2014 respondents who “Refused/Skipped” would have landed in the “times a week/times a month” categories, reducing the level of the drop in proportions for them between the two survey years. It is also very possible that the dramatically different sample sizes between the years in the survey of patrons – 2009, N=2,868; 2014, N=409 – and the corresponding differences in the margin of error impacts this result. The following chart reflects the 2014 patron results if the “Refused/Skipped” responses are removed:

Patrons			
2009	2014		2014
N=2868	N=409		N=369
7%	9%	Every day	11%
45%	34%	A few times a week	38%
41%	35%	A few times a month	39%
6%	11%	A few times a year	12%
1%	1%	Seldom /Never	0%

— few in general public frequently use library *via* the Internet – more than half “seldom/never”

Q. 8. How often does the person in your household who most often visits the local library do so via the Internet by going online – every day, a few times a week, a few times a month, a few times a year, seldom, or never? N=433

“Library users” in the public survey were then asked how frequently the household member “who most often visits the library” does so “*via* the Internet by going online.” In 2009 56 percent majority of the public poll respondents said either “seldom” or “never.” The results in 2014 are virtually the same for the “seldom” and “never” categories, as they are for the remaining five possible response categories.

Public		
2009	2014	
N=477	N=433	
43%	43%	Never
13%	14%	Seldom
12%	10%	A few times a year
14%	14%	A few times a month
10%	11%	A few times a week
6%	6%	Every day
2%	2%	Undecided/Refused

As demonstrated above, the respondents in the survey of the public reported nearly identical proportional responses for frequency of library on-site visitation but the patron sample showed somewhat more pronounced differences in reported frequency of visitation between the two survey years. This same pattern does not hold true to as great an extent for reported accessing the library via the Internet. That is, the general public responses for this question in the 2009 and 2014 study years mimicked each other but the responses for the Patrons between the respective study years showed some differences but they are not as marked as those in the prior question, particularly in the column of “un-skipped” percentages. The following chart illustrates the differential in patrons reported remote library access via the Internet:

Patrons			w/o “Skipped”
2009	2014		2014
N=2868	N=409		N=366
7%	8%	Never	8%
5%	---	Seldom	---
6%	10%	A few times a year	12%
26%	28%	A few times a month	32%
40%	32%	A few times a week	35%
14%	12%	Every day	13%

Again, to the extent there are meaningful differences in the reported remote access by Patrons between the two survey years, the higher percentage of “Refused/Skipped” and the wide discrepancy in N-sizes are the likely sources of an explanation. In any event, the major take-away from these two questions is that library patrons are far more likely to access their library remotely via Internet than are members of the general public; Perhaps not an earth shattering observation but the level of difference in this behavior between the respective audiences is, at least, quantified and consistent over two separate and temporally distant studies.

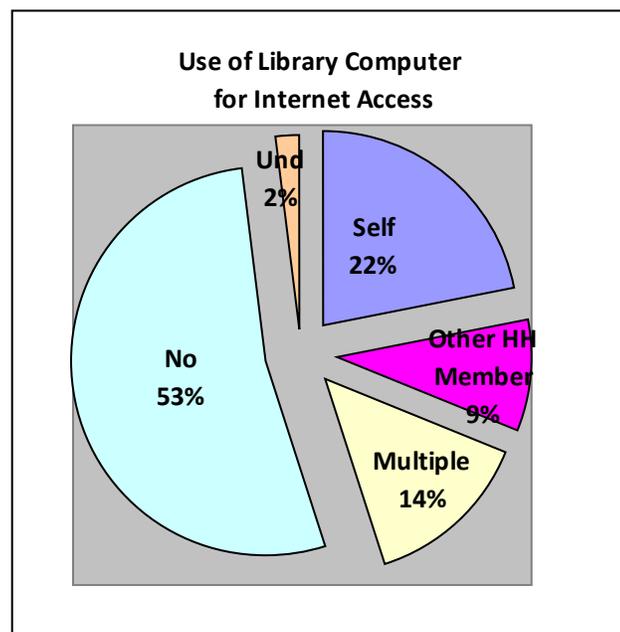
Subgroups of the general public reporting “Seldom” or “Never” in proportion greater than the combined norm of 57% included:

80%	Computers at home - None
76%	North region
72%	Use MeLCat in the future – Slim/None
67%	Use MeL in the future – Slim/None H.S. or less Under \$25K hh income
66%	Library info source – Newspapers No college men
69%	Respondent visited recently Visit library in the future – Likely
68%	Library info source – Staff Children in preK-5 th
65%	Age 50-55
64%	Websearch vs. Database – Websearch Time reading hard copy – None No college women
63%	Men 50+
62%	Use MeL in the future – Likely Time reading e books – None Children in public school Age 65+ Post-H.S.
61%	Used library computer – No Unaware of MeL Years in community – 20+

— reported use of library computers by general public increased from 2009

Q. 09. In the past year or two, have you or has anyone else in your household used the computers at a local library to connect to the Internet? N=433

In 2009, one third of general public respondents reported “recent” use of a library computer by one or more members of their household. The 2014 phone



survey reveals an increase of 12 points in reported general public use of library computers – to a total level of 45 percent. The accompanying chart illustrates the distribution among the responses to the question:

2009	2014	
16%	22%	Yes, respondent
9%	9%	Yes, someone else
9%	14%	Yes, more than one
33%	45%	TOTAL REPORTED USAGE
65%	53%	No one in household

Subgroups reporting household member use of a library computer for Internet access in proportions greater than the norm of 45% included:

74%	<i>African Americans</i>
63%	<i>Renters</i>
	<i>Under \$25K hh income</i>
60%	<i>Search engine failure – Call library</i>
57%	<i>Library importance – “More”</i>
	<i>Future MeLCat use - Certain</i>
55%	<i>Future MeL Use – Certain</i>
	<i>Children at public school</i>
54%	<i>Outer Metro residents</i>
	<i>PreK-5th</i>
	<i>No pre-schoolers</i>
	<i>\$25K-\$50K hh income</i>
53%	<i>Library info source – Staff</i>
	<i>Children at home</i>
	<i>Grad 6-8</i>
52%	<i>MeL use – Yes</i>
	<i>Hardcopy reading – 3-4 hrs.</i>
51%	<i>Computer at home – 1</i>
	<i>Web search vs. Database – Web search</i>
	<i>Library info source – Word of mouth</i>
	<i>Age 411-49</i>
	<i>“Other” race</i>
	<i>\$50K-\$75K hh income</i>
	<i>Men 18-49</i>
	<i>College men</i>
50%	<i>Future library use – Certain</i>
	<i>Computer at home – None</i>
	<i>Grade 9-12</i>
	<i>Age 30-40</i>
	<i>Age 18-49</i>
49%	<i>Wayne, Oakland & Macomb residents</i>
	<i>eBook reading – 1-2 hrs.</i>
	<i>Years in community – 1-5</i>
	<i>Age 18-29</i>

Subgroups responding “No” to use of a library computer for Internet access in proportions greater than the norm of 53% included:

78%	Library importance – “Less”
69%	Respondent recently visited library
67%	Future library use – Slim/None
	Future MeL use – Slim/None
64%	West region
	Future MeLCat use – Slim/None
63%	Other hh member recently visited library
61%	Library info source - Newspapers
60%	Library importance – “About the same”
	Library info source - Newsletters
59%	North region
	Age 56-64
	Whites
	Over \$100K hh income
58%	Age 50-55
57%	Future library use – “Likely”
	Computers at home - 2

— **leading reason for not using library computers in 2014: “no need”-“didn’t occur to me”**

Q. 10. What would you say is the main reason why you or someone else in your household has NOT USED computers at a local library to connect to the Internet? Is it because... The connection at the library is slower than the one at home or work; There aren’t enough computer stations available at the library to be able to use one; You just never thought about using the library computers with Internet access; The library does not allow enough time; You wouldn’t feel as comfortable using public computers at the library as you would using your own computer at home or at work; or, is there some other reason?” N=230

The 53 percent of “library users” in the public survey who reported no recent household usage of computers available at the library were read a list of reasons, and asked which one best describes why no one in their household has used computers at a local library to connect to the Internet. The following chart illustrates the distribution of reasons given in survey years 2009 and 2014, when calculating the frequency of responses for only those categories that were recited in the script:

2009	2014	Reasons for not using library computers to connect to the Internet
17%	22%	<i>You just never thought about using the library computers with Internet access</i>
69%	16%	<i>You wouldn’t feel as comfortable using public computers at the library as you would using your own computer at home or at work</i>
7%	9%	<i>The connection at the library is slower than the one at home or work</i>
0%	1%	<i>There aren’t enough computer stations available at the library to be able to use one</i>
0%	0%	<i>Library does not allow enough time</i>
6%	49%	<i>Other</i>
1%	3%	Undecided/Refused

At first blush, the most noticeable discrepancy between the two survey years is found in wide gaps at the, “You wouldn’t feel as comfortable . . .” and the, “Other” categories (in bold). However, a closer analysis of how the script read (i.e. what was recited as options for the respondent to consider) and how the responses were ultimately coded reveals there really is not a wide difference in the response rates between the two study years. The following chart illustrates how incorporating some of the responses from the 2014 “Other” category into the recited “You wouldn’t feel comfortable” category:

2009 N=310	2014 N=230	Reasons for not using library computers to connect to the Internet
17%	22%	<i>You just never thought about using the library computers for Internet access</i>
69%	60%	<i>You wouldn't feel as comfortable using public computers at the library as you would using your own computer at home or at work</i>
	16%	
	24%	Have Internet at home
	15%	Have a home computer
	5%	Inconvenient
7%	9%	<i>The connection at the library is slower than the one at home or work</i>
3%	2%	Do not use Internet
2%	2%	Do not use computers
0%	1%	<i>There aren't enough computer stations available at the library</i>
0%	0%	<i>Library does not allow enough time</i>
1%	1%	Use library for books
6%	0%	Other
1%	3%	Undecided/Refused

As can be seen, by recognizing the responses that speak to convenience of Internet access that could be placed into “Other” as partaking of the “You wouldn’t feel comfortable . . .” category, there are not glaring differences between the results from the 2009 and 2014 surveys for this question. The results from the following question, which was new to the 2014 survey, provides the rationale for the manner in which the data is presented in the 2014 frequency of responses report.

— **“security concerns” tops list of reason for being uncomfortable with library Internet**

Q. 11. What was the main reason why you would not feel as comfortable using public computers at the library as you would using your own computer at home or at work to connect to the Internet? N=36

For the 16 percent from the previous question who selected the recited “You wouldn’t feel as comfortable...” option, a follow-up question was posed asking them to provide a specific reason for their discomfort with using the library’s Internet. Over half (53 percent) cited “security concerns”, with 36 percent citing the convenience of their in-home internet access.

— **“research” and “no home Internet” top 2014 reasons for using library computers**

Q. 12. What was the main reason why you or someone else in your household used the library computers to connect to the Internet? N=194

As in the 2009 survey, “Library users” who reported recent household use of library computers in the 2014 survey were asked to state the main reason they/someone else in the household used the library computers to connect to the Internet. As can be seen from the comparison chart below, there is no movement in the rank order of the top three reasons and none of the various reasons reported varied by a particularly significant degree.

2009 N=159	2014 N=194	
29%	22%	Research
18%	19%	No Internet at Home
15%	13%	Homework-School
4%	8%	No Computer at Home
2%	6%	Location-Convenient
6%	5%	Job Search
---	4%	Access to Printer
4%	3%	Check-Send Email
---	3%	MeLCat
4%	2%	Faster Internet-WiFi
3%	2%	Play Games
---	1%	Access Databases
3%	1%	Entertainment
1%	1%	Free
2%	1%	Genealogy
---	1%	Microsoft Office
---	1%	Quiet
---	1%	Read Book Reviews
---	1%	Retirement Info
---	1%	Teaching Kids How To Use
---	1%	Took Computer Class There
---	---	None
10%	3%	Other/Undecided/Refused

Subgroups citing “No home Internet” in proportions greater than the norm of 19% included:

34% \$25K-\$50K hh income
 30% Computers at home – 1
 28% Age 65+
 25% H.S. or less
 24% Age 18-29
 No college Men

Subgroups citing “Research” in proportions greater than the norm of 22% included:

35% Computers at home – 3+
 33% Future use of MeL - Certain
 30% Wayne, Oakland, Macomb region
 College men
 28% Future use of MeLCat – Certain
 Children at public school
 27% Library importance – “More”
 Children at home
 Women 18-49

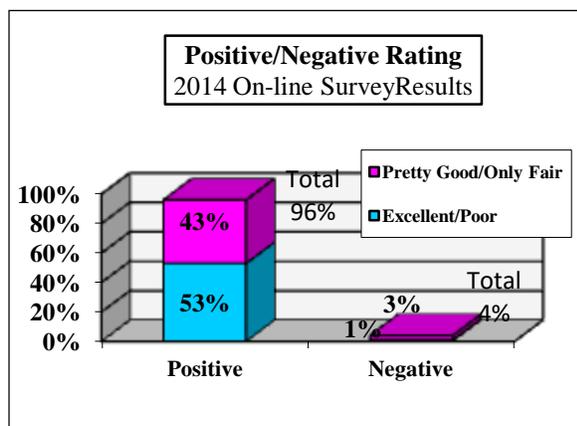
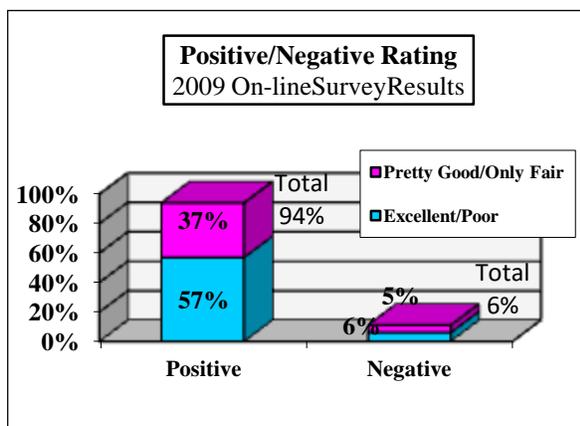
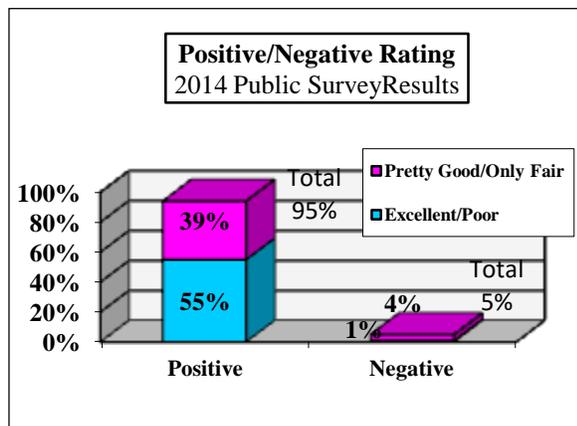
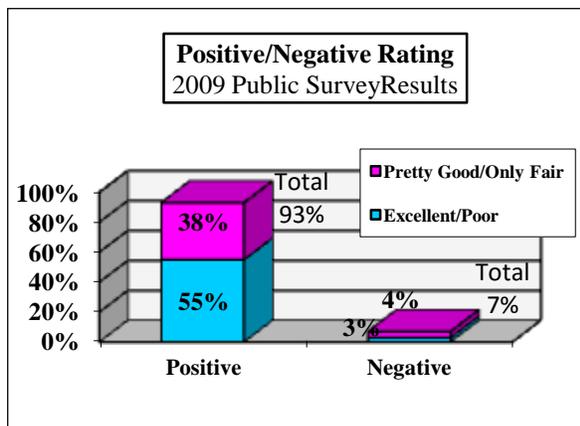
Assessment of library services/facilities

— more than 9-in-10 among the general public offer positive rating; 8-in-10 for patrons

Q. 13. Thinking about all of the services offered, including, the computers and other technology, Internet connection, books, equipment, periodicals and other resource materials available in the local library that you most often use, as well as the quality of the facility, how would you rate the quality of that library – would you give it a positive rating of excellent or pretty good, or a negative rating of only fair or poor? N=433

All “library user” respondents were asked to rate the quality of the services offered by the library they most often use as well as the quality of the facility itself. They were asked to offer either a “positive” (“excellent” or “pretty good”) or a “negative” (“only fair” or “poor”) rating.

As they did in the 2009 survey, the responses to this question show “library users” in both the public survey and the survey of patrons as being extremely satisfied with the quality of library services and the facility. Although the overall 2014 total “Positive” rating among patrons decreased by eight percentage point from the level recorded in 2009, analysis of the results of those who did not skip the question reveals a slight increase in what had been an already very high positive rating. The graphs below illustrate the results from the respective audiences from the respective years:



As noted above and is evident from the comparative graphs, the “Positive” rating for library services and facilities increased slightly among both the public and patron audiences. Attention is also drawn to the fact that a corresponding slight decrease in the “Negative” rating is observed. The “missing” ten percentage points for 2014 are found in the proportion of patrons who were either undecided or simply skipped the question

Ranking of library service usage/Ranking of materials usage

As in 2009, the 2014 survey included a question of all “library users” from the general public and all patrons asking them to name all of the library services they/others in the household have used. Between the two survey years, however, the 2014 study sought a greater differentiation between responses going to services and those going to availability of materials. As a result, comparison of the data between the two study years is rendered imprecise. Nevertheless, similar general results are found between the two survey years.

— **“internet access” and “research assistance” remain top service areas**

Q. 14A-F. Over the past couple of years, what would you say are all of the library services that you or others in your household have used? N=433 general public

Q. 3All. Over the past couple of years, which of the following library services have you or others in your household used? N=409 library patrons

For the 2014 survey, the following chart illustrates the rank ordering of the most used library services as reported by the respective general public and library patron audiences:

Sorted by service use among the General Public

2014 Patrons N=409	2014 General Public N=433	
11%	14%	Using a computer for Internet Access
8%	14%	Getting research assistance from librarians
8%	11%	Using quiet study spaces
6%	7%	Attending programs for children
7%	6%	Using genealogy/local history info
5%	6%	Searching for a job
1%	6%	None of the above (<i>volunteered – do NOT read</i>)
2%	6%	Getting homework help from librarians
4%	6%	Accessing government services
5%	5%	Using meeting rooms for a club/meeting
9%	5%	Attending programs for adults
20%	3%	Using MeL.org
2%	3%	Using group study or tutoring space
3%	2%	Attending programs for teens
4%	2%	Attending book discussion groups
2%	1%	Attending classes on how to use the Internet
1%	1%	Learning a language
2%	1%	Other/Undecided/Refused

As can be noticed, the greatest difference between the patrons and library users from the general public is found at the wide differential in using MeL.org, (in bold) with the patrons being about seven times more likely than the general public to cite this as the service they use.

— **“borrowing print books/magazines” remains top materials choice**

Q. 15A-F. Over the past couple of years, which of the following library materials have you or others in your household used ? N=433 general public

Q. 4All. Over the past couple of years, which of the following library materials have you or others in your household used ? N=409 library patrons

Sorted by material use among the General Public

2014 Patrons N=409	2014 General Public N=433	
23%	32%	Borrowing print books and magazines
16%	18%	Borrowing movies/visual materials
12%	12%	Using online library resources at library
11%	11%	Borrowing audio books
13%	10%	Using online library resources outside the library, i.e. from home, work or elsewhere
10%	8%	Borrowing music/CDs
13%	8%	Borrowing eBooks

The chart above shows fairly clearly that when it comes to materials, there is not a great deal of difference between library patrons and “library users” from the general public.

— **“books”, “internet access” perceived as most important services**

Q. 16. What would you say is the most important thing that the local library provides in the way of services, information or technology? N=433

Library users from the general public telephone survey were then asked to identify “the most important thing that the local library provides in the way of services, information or technology.” Given the response to the prior two questions, it is not surprising that “Books” and “Internet access/Access to Information” show up as the most cited services and materials. This result for 2014 is very similar to the result in 2009 even though the chart comparing the results of this question from the two study years initially appears to exhibit fairly wide differences. This is another instance, however, where the 2014 refinement of the 2009 question produced an illusory disparity. To the extent there are wide differences in the frequency of responses in categories for the two survey years, they are largely explained by the fact that in 2009, up to two responses to the question were accepted, whereas in 2014, the question seeks the “most” important thing provided by the library. The upshot of this change is that the dilution of intensity of citation for a category by virtue of allowing multiple responses is eliminated in 2014 by the recording of only

one response to the question. Given that, the following illustrates the top several responses from the respective survey years:

2009 N=469	2014 N=433	
24%	41%	Books
---	11%	Access to Information
12%	10%	Internet Access
7%	4%	Access to Computers
2%	4%	Reading Materials
---	3%	Access to Technology
5%	3%	Kids Programs
7%	3%	Librarians-Staff
1%	3%	Quiet Space
6%	3%	Research Materials
2%	1%	Community Center
---	1%	Copier-Printer
---	1%	eBooks
---	1%	Entertainment
---	1%	Homework Assistance
---	1%	Meeting Space
2%	1%	MeL
1%	1%	MeLCat
3%	1%	Periodicals
8%	1%	Reference Material
---	1%	Variety of Programs
---	1%	Variety of Resources
4%	---	Other @ 0.2% (<i>Audio Books, Location-Close, Databases, Historical Info, Genealogy, Movies-DVD, Senior Programs, Music-CD, Weekend Hours, Computer Classes</i>)
7%	5%	Undecided/Refused

— **library users find little lacking in the way of library offerings**

Q. 17. What would you say is the most important thing that the local library should provide in the way of services, information or technology, which the local library does not currently offer? N=433 general public

In 2009 and again in 2014, over 80 percent of the library users from the general public could not identify anything in particular that their local library should be providing that it is not currently offering. As with the 2009 survey, the 81 percent of respondents in 2014 split between, “Nothing-Fine as is” (32%) and “Undecided” (49%). No single category out of over two dozen specific items mentioned by at least one respondent achieved over two percent of all responses.

Michigan e-Library [MeL]

— 25 percent drop in general public awareness of MeL, but net increase in use

Q. 18. Whether you use a local library on a regular basis or not, have you ever heard of on-line services offered by the Library of Michigan known as the Michigan e-Library, more commonly called MeL? N=600

A primary purpose of the public survey research was to ascertain the number of Michigan residents who have heard of “MeL,” the on-line services available through Michigan e-Library, thus the straightforward inquiry at question 18. Unlike many of the previous questions posed only to “library users” (i.e. “Yes” respondents to: “In the past two years have you or a member of your household visited . . . a library . . . ?) the MeL awareness question was posed to the entire sample of 600 respondents.

A similar question posed in the 2009 survey found 20 percent of respondents had heard of MeL. The 2014 study reveals 15 percent of all respondents reporting in the affirmative to the question; a 25 percent drop from the previous 2009 level. It is worth noting, however, that this question changed slightly from the 2009 version in that a reference to MeLCat was removed from the question and an inquiry specific to MeLCat awareness was inserted at a later point in the 2014 interview. It is possible the removal of the MeLCat reference had some impact on the 2014 decline in reported level of awareness. Indeed, an examination of the N-size increase of six individuals after the progression of the question series regarding MeL and MeLCat substantiates this observation and suggests the real 2014 awareness level of all things MeL (at least subliminally) is closer to seventeen percent.

Subgroups reporting “No” to MeL awareness in proportions greater than the norm of 83% included:

- 95% Bay region
- Computer at home - None
- 93% Future use of library – Slim/None
- Future MeL use – Slim/None
- African American
- 92% Age 65+
- 91% MeLCat aware – No
- Reads hard copy – 0 hrs.
- H.S. or less
- 90% Recently visited a library – No
- Future MeLCat use – Slim/None
- Years in community – 1-5
- Under 25K hh income
- 89% Other hh member recently visited
- Computer at home – 1
- Women 50+
- 88% Library info source – Word of mouth
- No college men

The survey was also designed to quantify the percentage of state residents who actually use the services made available by MeL. As noted, the 2014 survey indicated a five point drop from 2009 to 15 percent saying they had heard of the on line service called MeL, and of that number, 68 percent said they have accessed and used a MeL service (*Q. 19. Have you ever accessed and used the any of the services of MeL? N=94*) Taking the overall state population minus children age 10 years or less and adults age 85 and older (who are presumed to be unlikely to use Michigan electronic library services) results in an estimated number of approximately 8.5 million Michiganians who potentially could use e-Library services.

Extrapolating the recognition/use percentages detailed above into this population (15 percent saying they recognize MeL, and 68 percent of these saying they uses MeL services) allows an estimate of about 867,000 residents – a figure representing a little over 10 percent – of state residents taking advantage of what MeL offers. This compares to the estimated 7.5 percent of residents calculated from the 2009 data. This estimated 2.5 percent increase in use is likely even larger since the 2009 data excluded the population age 70 and older in its calculation, thus enlarging the proportion of users of MeL. That is, the 2009 divisor (eligible universe) into which the dividend (proportion of self-reported users of MeL) was considerably smaller, thus enlarging the quotient over what is would have been if only those over age 85 had been excluded. Again, the 2014 MeL access figure is likely higher due to the bifurcation of the MeL and MeLCat awareness questions and how that impacted the progression of the interview skip patterns.

The upshot from the two questions is that, while there was a decrease from 2009 in the proportion of people reporting having heard of MeL, use of MeL services was up even more significantly (from 37 percent to 68 percent), resulting in a net increase in the number of individuals actually availing themselves of MeL services.

Subgroups reporting MeL use (N=94) in proportions greater than the norm of 68% included:

86%	<i>Use MeL in the future - certain</i>
84%	<i>Aware of MeLCat</i>
82%	<i>Use a library computer</i>
81%	<i>Use a library in the future – certain</i>
76%	<i>Age 18-49</i>
75%	<i>Recently visited a library</i>
	<i>Multiple hh members visit</i>
74%	<i>Central region</i>
	<i>Libraries more important now</i>
	<i>Computers at home – 3+</i>
	<i>20+ yrs in community</i>
	<i>College educated</i>
73%	<i>Outer metro region</i>
72%	<i>Time spent reading hard copy – 1-2 hrs</i>

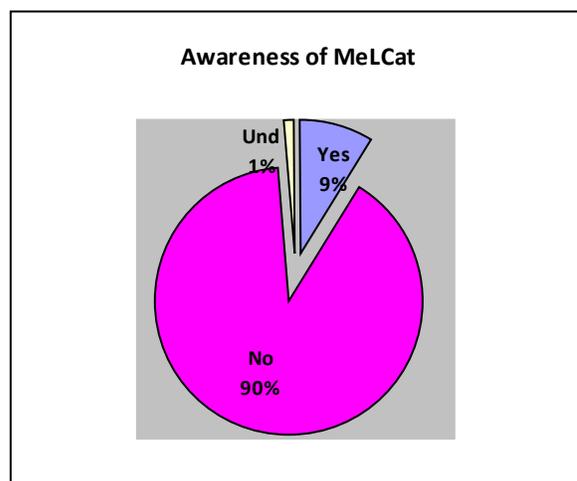
— fewer than 1-in-10 of general public aware of MeLCat

Q. 20. Whether you use a local library on a regular basis or not, have you ever heard of the on-line service offered by the Library of Michigan known as the MeLCat? N=600

For 2014, the survey separated awareness of MeLCat from a previous measurement of awareness of MeL, in general. The overwhelming majority (90%) said “no,” to the MeLCat awareness question, while nine percent said “yes” and one percent was undecided. Of the 55 individuals who reported awareness of MeLCat, 80 percent reported having accessed the service (Q. 21).

Subgroups reporting awareness of MeLCat (N=55) in proportions greater than the norm of 9% included:

64%	<i>Used Mel - Yes</i>
52%	<i>Aware of Mel – Yes</i>
30%	<i>Future MeL use – Certain</i>
	<i>Future MeLCat use – Certain</i>
21%	<i>Age 18-29</i>
20%	<i>Central region</i>
19%	<i>Search engine failure – Call library</i>
16%	<i>Future library use – Certain</i>
15%	<i>Years in community – 6-10</i>
	<i>Renters</i>
14%	<i>Visit library – multiple</i>
	<i>Web search vs. Database – Database</i>
	<i>Library info source - Staff</i>
13%	<i>Computers at home – 3+</i>
	<i>Age 18-49</i>
	<i>College women</i>



MeL users

In a new question for 2014 (Q. 22.), the 100 qualifying respondents who reported being aware of MeL and/or MeLCat in the immediately preceding questions were asked how often they accessed and used any of the services of MeL using a smart phone or tablet. Just over one-in-five (21%) responded “Yes” to this question.

— accessed 10 or more times in the past year by 1-in-4, mostly through local library website

Q. 23. How many times have you accessed and used MeL in the past year – 10 or more times, 6 to 9 times, 3 to 5 times, or only once or twice? N=100

“MeL user” respondents from the survey of the general public (100 respondents) were asked how many times they have accessed and used MeL in the past year. The comparison of responses for 2009 and 2014 reveals a large percentage of 2014 respondents volunteering a response of “none”, while this volunteered response did not show up at all in 2009. In addition, there were no “Undecided” responses in 2014, while five percent are recorded as fitting this description in 2009.

These discrepancies would be more perplexing if one did not take into account the fact that the 2009 questionnaire did not accommodate a “None” (volunteered) coding category as well as the relative N-sizes for these questions. The 2009 survey saw 44 respondents qualify for the question, with 100 being asked in 2014. These are very small N-sizes which carry a margin of error of about $\pm 14\%$ and about $\pm 10\%$ respectively. Thus, the differences are not likely nearly as large as they appear, especially if the five percent “undecided” in 2009 is deducted from the 29 percent “none” from 2014. Viewed in this light, and ignoring the 2014 “none” category, the results are fairly similar between the two study years, as the following chart illustrates:

2009 N=44	2014 N=100	
39%	25%	10 or more times
11%	8%	6 to 9 times
18%	11%	3 to 5 times
27%	27%	Once or twice
---	29%	None (<i>volunteered</i>)
5%	---	Undecided/Refused

Respondents from the survey of the general public and respondents from the on-line survey of patrons were also asked to identify the means by which they most frequently access the Michigan e-Library:

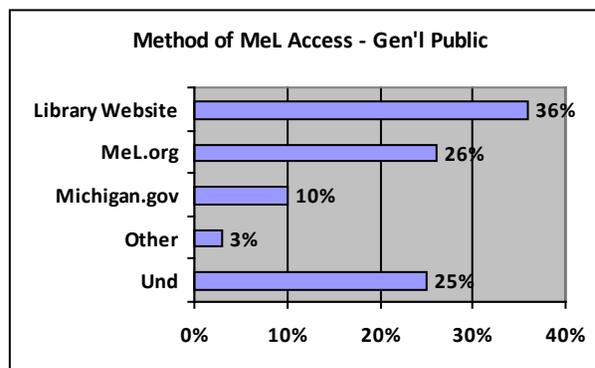
*General public: Q. 24. What is the **most** frequent means by which you access the Michigan e-Library? Is it . . . N=100*

*Through your local library web site
By typing in the “MeL.org” address on your browser
By going through the State of Michigan web site, Michigan.gov
Through links on Work Computer*

On-line patrons: Q. 19. Which of the following is the most frequent means by which you access the Michigan eLibrary? Is it... N=241

*Through your local library web site
By typing in the “MeL.org” address on your browser
By going through the State of Michigan web site, Michigan.gov
Bookmarked as a ‘favorite’
School Library web site*

In 2009, a little more than half of the respondents from the general public and nearly 6-in-10 patrons said they went through their local library web site. For 2014, these numbers are down considerably and in the case of the survey of the library users from the general public, the “Undecided” went up by a significant 20 points to an even 25 percent. Again, the small N-sizes for both the 2009 and 2014 studies for this question, as well as the slight changes made in the order of questions and in their precise wording, make comparative analysis speculative. Suffice it to say that the local library website remains the predominant access vehicle for users of MeL, followed by access directly using the MeL.org address. In the survey of patrons, there is witnessed a considerable increase in the proportion of respondents reporting gaining access to MeL via direct browser address. The following chart illustrates the comparative results:



2009	2014	Survey of Patrons
59%	48%	Local library web site
32%	48%	“MeL.org”
6%	3%	“Michigan.gov”
1%	1%	Undecided/DK/Other

— **MeLCat remains most used MeL service; links to resources by topic up**

Q. 25A-F. “Which of the following specific services have you used that are provided by MeL? (recited in random order: MeLCat, the shared statewide library catalog and inter-library loan service; Databases of articles and resources, which are purchased by the state of Michigan and provided to the public at no cost; Links to the Internet and MeL resources by topic; M.O.R.E., the Michigan on-line resource for educators, which are teaching materials linked to curriculum standards; Michigana, which is a digitized collection of materials focusing on Michigan history; or, Something else).

The survey of library users from the general public survey goes on to inquire of qualified respondents, which of a list of recited services provided by MeL, they use. All responses are recorded resulting in tabulations for the five specific recited optional responses, as well as accommodating the possibility for recording non-scripted responses.

Q. 12All. (Patrons) “Which of the following specific services have you used that are provided by MeL?”

The following chart compares the results from the surveys of 2009 and 2014:

General Public			Patrons	
2009	2014		2014	2009
N=44	N=100		N=259	N=2010
52%	30%	MeLCat, the shared statewide library catalog and inter-library loan service	40%	36%
27%	22%	Databases of articles and resources, which are purchased by the state of Michigan and provided to the public at no cost	24%	23%
N/A	N/A	Full Text Magazines and Newspapers search button on the MeL home page	N/A	14%
8%	18%	Links to the Internet and MeL resources by topic	16%	13%
8%	7%	M.O.R.E., the Michigan on-line resource for educators, which are teaching materials linked to curriculum standards	6%	4%
5%	7%	Michigana, which is a digitized collection of materials focusing on Michigan history	12%	9%
0%	4%	Something else/Other	1%	0%
0%	13%	Undecided/Refused	0%	1%

As can be observed, the greatest difference between the two survey years for the general public is found in the 22 point reduction in the overall frequency of MeLCat responses, which is made up in the ten point increase in citations of Internet links and the 13 percent “Undecided”. Again, it is difficult to draw any conclusions from this movement in the results due to the low N-sizes from each of the surveys and the fact that allowing multiple responses injects further

ambiguity to the results. What can be concluded with some certainty is the rank order of MeL services reported as being used by respondents has not changed.

For the surveys of Patrons, the raw N-sizes do not pose as big an analytical challenge as they do in the surveys of the general public, but the wide difference between the number of respondents in 2009 and 2014 still must be taken into consideration. Happily for this question, the reported frequency of usage as well as the rank ordering of the services matches closely between the patron survey years, despite the four percentage point differential in the margin of error.

— **frequency of MeLCat use up**

The 50 qualifying respondents of the general public from the 2014 survey who reported having used MeLCat in the previous question were asked how many times they have accessed and used MeLCat, “*in the past year*” (Q. 26). The chart below illustrates the distribution of responses from the two subject surveys:

2009	2014	
N=44	N=50	
34%	46%	10 or more times
7%	10%	6 to 9 times
18%	10%	3 to 5 times
16%	34%	Once or twice
25%	0%	Undecided/Refused

— **positive rating for the quality of MeLCat offered overwhelmingly by general public users, patrons, and staff**

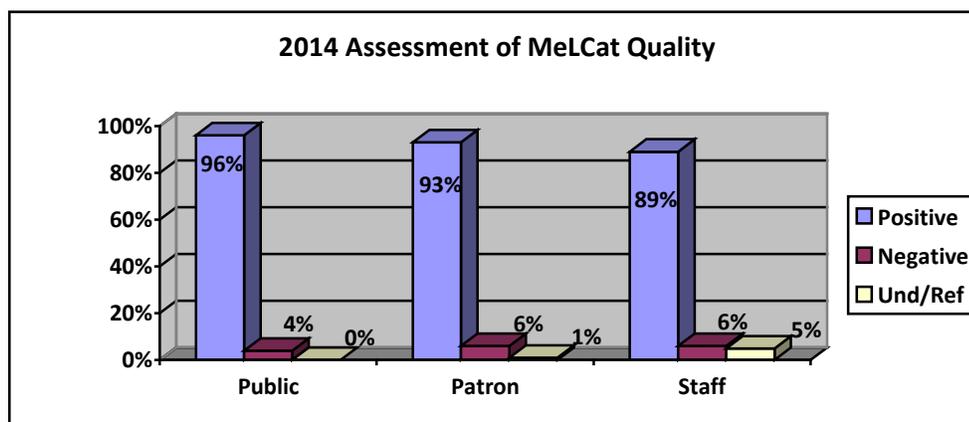
Q. 27. How would you rate the quality of the catalog available by using MeLCat, with the ability to order books, audio books, music, movies and other material and have it delivered to your local participating library – would you give MeLCat a positive rating of excellent or pretty good, or a negative rating of only fair or poor? N=50

For the 50 respondents in the survey of the general public who qualified to be asked the question, all but two of them issues a “Positive” rating (46 percent “excellent”; 50 percent “pretty good”) for MeLCat quality. These results differ from 2009 only in that 25 percent of the 44 qualifying respondent in 2009 were “undecided”, and only one individual issued a “negative” rating instead of the two in 2014.

Similarly, the question of patrons asked:

Q. 30. How would you rate the quality of MeLCat, the shared statewide library catalog and inter-library loan service-- would you give it a positive rating of excellent or pretty good, or a negative rating of only fair or poor?

Again, in 2009 and 2014, over nine-in-ten respondents offered a “Positive” rating. And, in the survey of staff which asked: “*Q. 39. How would you rate the quality of MeLCat? Would you give MeLCat a positive rating of excellent or pretty good, or a negative rating of only fair or poor?*”, the 364 participating staff in 2014 offered a “Positive” rating of 89 percent, within the margin of error of the 93 percent of the 737 staff members in 2009 who offered a “positive” rating for MeLCat.



— awareness of MeLCat among self reported non-users

As may have been surmised from the immediately preceding narrative, of the 100 respondents qualifying for question 25 asking which of MeL’s services they had used, 50 had mentioned MeLCat, leaving 50 remaining individuals to be asked the MeLCat awareness question which read:

Q. 29. Another service of MeL is MeLCat, which is a shared online catalog of materials, such as books, DVD’s, and other information, which is available at participating Michigan libraries. This catalog can inform you what is available at which libraries. Books or resource information can be ordered, and then delivered to a nearby participating library. Again, before I described MeLCat, were you aware or not aware of this online catalog?

The comparison of results between the two survey years is illustrated below:

2009	2014	
N=10	N=50	
30%	44%	Aware
70%	54%	Not Aware
---	2%	Undecided/Refused

— awareness of MeL “database subscription” services

MeL users from the survey of the general public, excluding those who previously said they used the MeL “database subscriptions” service (26 respondents), and all respondents from the on-line survey of patrons were presented with the following information:

Q. 28. General Public: “As you may or may not know, there are over 40 commercial online databases of research information that are available to any Michigan resident through the Library of Michigan, as well as through all types of Michigan libraries. These databases are available through MeL, the state’s on-line library service”.

Q. 08. Patrons: MeL provides database information to Michigan residents of all ages with varying needs, including full-text articles, industry reports, reference information and materials created by experts in almost any field, as well as age appropriate materials to support student education.

These public and patron respondents were then asked if they had been aware of these online databases; In 2009, more than half of respondents from the general public (albeit a tiny N-size) and 3-in-4 patron respondents said they were aware. The following chart compares the results from the surveys of 2009 and 2014:

General Public			Patrons	
2009	2014		2014	2009
N=26	N=74		N=409	N=2868
58%	42%	Aware	71%	75%
42%	42%	Not aware	17%	25%
0%	16%	Undecided	12%	0%

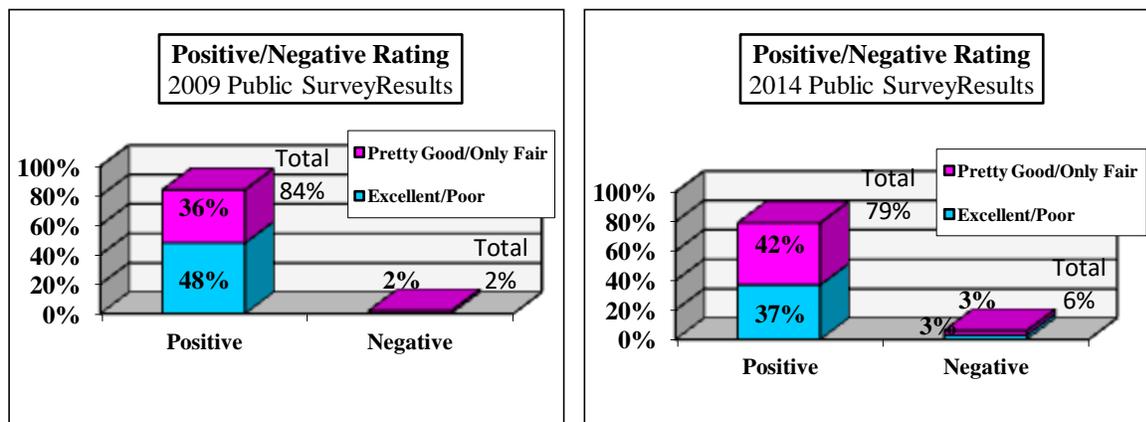
With a margin of error of five points in the 2014 patrons’ survey, and a margin of between eleven and nineteen points among the general public survey for this question, a conclusion that there has been no movement of awareness of databases among the respective audiences would be just as valid as any comment addressing the differences in the reported frequency of responses.

— overall rating for MeL online resources

Q. 30. Overall, how would you rate the quality of the online resources available through the use of MeL – would you give MeL a positive rating of excellent or pretty good, or a negative rating of only fair or poor?

With N-sizes of 44 and 72 respectively for this question in the 2009 and 2014 surveys, the differential in “positive” vs. “negative” ratings illustrated in the comparison graphs below is not significant. That is to say, roughly four-out-of-five respondents from the surveys in both years in a position to have an opinion about the quality of MeL on line services have a “positive”

opinion of them and of this group; approximately half of them offer the higher component portion of “excellent”.



— awareness of MeL access through Internet remains high among patrons, drops among general public

Finally, all “MeL users”, whether from the survey of the general public or the online survey of patrons, were asked:

“Were you aware or not aware of the fact that you can access MeL, the Michigan eLibrary, at www.MeL.org from anywhere via the Internet?” (General Public - Q. 31; Patrons - Q.16).

Awareness of MeL’s accessibility among library patrons moves up five points from the already high level of 87 percent recorded in 2009. By contrast, a 21-point drop in awareness of anywhere access to MeL via the Internet is observed among general public respondents between the 2009 and 2014 surveys. However, with the very small N-sizes of qualified respondents in the surveys – and their accompanying wide margins of error – solid conclusions about cognizance of MeL’s accessibility among the general public cannot be drawn.

The following chart compares the results from the surveys of 2009 and 2014:

General Public			Patrons	
2009	2014		2014	2009
N=44	N=100		N=269	N=2,010
80%	59%	Aware	92%	87%
20%	39%	Unaware	2%	13%
0%	2%	Refused/Skipped Question	6%	0%

Future Library Visitation; Use of MeL/MeLCat

— about 3-in-4 would visit a library

All 600 respondents in the 2014 survey of the general public were given a description of MeL and MeLCat which read:

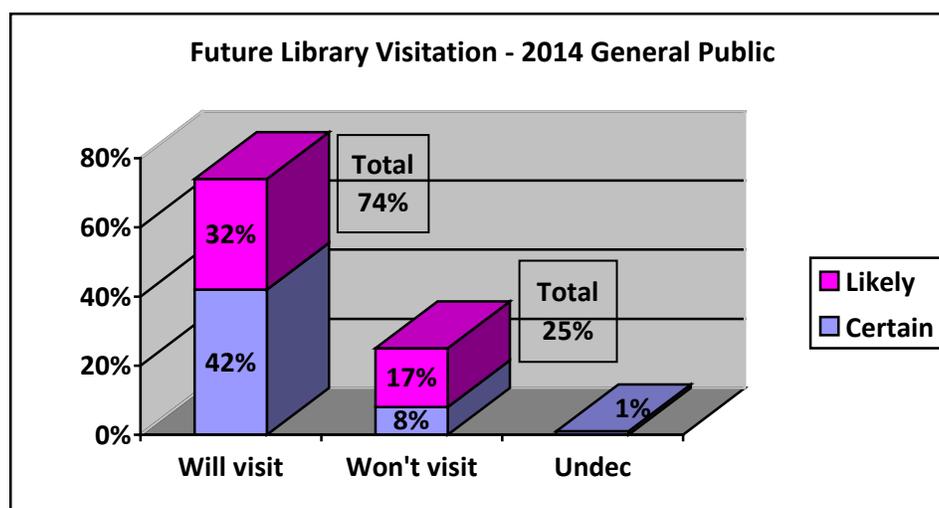
Intro to Q. 32. “MeL stands for Michigan e-Library and it is a service offered by the Library of Michigan to provide a variety of online information resources that are available at no cost to any Michigan resident through the Library of Michigan, as well as through all types of libraries throughout the state. Some of these services include a collection of over 40 commercial online databases of research information, which cannot be found on a google or other browser search, as well as other information such as full-text articles, industry reports, reference information and materials created by experts in almost any field, as well as age appropriate materials to support student education. The online service also includes information to research genealogy as well as a complete collection of digitized materials focusing on Michigan history.

Another service of MeL is MeLCat, which is a shared online catalog of materials, such as books, DVD’s, and other information, which is available at participating Michigan libraries. This catalog can inform you what is available at which libraries. Books or resource information can be ordered, and then delivered to a nearby participating library.

Any Michigan resident can access MeL, the Michigan e-Library, from anywhere, as long as you have Internet access.”

Q. 32. Thinking about what I just read, and what you may have heard about the information that is available, would you say that in the future you are certain to visit a local library, likely to visit a local library, not likely to visit a local library, or certain that you will not visit a local library? N=600

The following graph illustrates the distribution of the 2014 results to this question:



The following chart shows the comparison of results between the 2009 and 2014 surveys:

2009 N=556	2014 N=600	
48%	42%	Certain to visit library
29%	32%	Likely to visit library
77%	74%	TOTAL WILL VISIT
19%	25%	TOTAL WILL NOT VISIT
15%	17%	Not likely to visit library
4%	8%	Certain to Not visit library
4%	1%	Undecided/Refused

While there appears to be a six percentage point drop in the “Certain to visit” category and a six percentage point increase in the two categories suggesting no future visitation, the two surveys were not completely the same in terms of who was asked this question. That is, in 2009, those respondents who reported either being aware of MeL and/or having used MeL were excluded. While not dispositive of the question about future visitation to a local library, there is no dispute that different audiences for the question between the two years could very well have an impact on what are relatively minor fluctuations in the results. Indeed, the cross tabulation analysis reveals that the 94 individuals who reported being aware of MeL expressed a certainty to visit their local library in the future at a 63 percent level and the 64 individuals who indicated having used MeL were certain of a future library visit at the rate of seventy-five percent.

Subgroups reporting “Certain” in proportions greater than the norm of 42% included:

82%	<i>Future use of MeLCat – Certain</i>
79%	<i>Search engine failure – Call library</i>
78%	<i>Future use of MeL - Certain</i>
75%	<i>Used MeL</i>
73%	<i>Aware of MeLCat</i>
64%	<i>Multiple library users</i>
63%	<i>Used a library computer</i>
	<i>Aware of MeL</i>
62%	<i>6th-8th grade</i>
60%	<i>Library info source – Newsletter</i>
	<i>Library info source – Staff</i>
59%	<i>Pre-K – 5th children</i>
57%	<i>Importance of libraries - More</i>
56%	<i>Library user</i>
54%	<i>Children at home</i>
53%	<i>Children in public school</i>
	<i>Years in community – 6-10</i>
51%	<i>West region</i>
	<i>Has not used a library computer</i>
	<i>Time reading hard copy – 3-4 hrs.</i>
	<i>\$50K-\$75K hh income</i>
	<i>College women</i>

- 50% Time spent on line – 1-2 hrs
Age 41-49
- 49% Respondent is a library user
- 48% Time reading hardcopy – 1-2 hrs.
College education

A similar question is posed of library patrons, although for patrons the intent to visit a local library in the future (along with subsequent questions regarding future use of MeL and MeLCat) are posed toward the end of the questionnaire after the patron-respondents were presented with detailed questions concerning eLibrary services.

Q. 52. Thinking about what you may have learned about MeL and its components, such as MeL databases and MeLCat, while taking this survey, putting aside whether you currently visit your local library or not, would you say that in the future you are certain to visit your local library, likely to visit your local library, not likely to visit the library, or certain that you will not visit your local library? N=409

Not surprisingly, patrons are far more likely than the general public to respond that they are at least likely to visit their local library in the future. Indeed, their status as patrons suggests that all of them would have the intent to visit their library in the future, irrespective of what they found out about eLibrary services over the course of the questionnaire. Still, one percent indicated earlier in the survey (Q. 5) that they seldom or never visit their library and the comparison between the survey years of the intensity of intent is useful to know. Accordingly, the following charts illustrate the distribution of patron responses for this question:

Patrons WITH “Skipped”			Patrons WITHOUT “Skipped”	
2009	2014		2014	2009
N=2,868	N=409		N=316	N=2,868
81%	60%	Certain to visit library	78%	81%
14%	15%	Likely to visit library	20%	14%
95%	75%	TOTAL Will Visit	98%	95%
2%	2%	Not likely to visit library	2%	2%
1%	0%	Certain to Not visit library	0%	1%
3%	2%	TOTAL Will Not Visit	2%	3%
1%	23%	Und/Ref/Skipped Question	---	1%

— disparity between general public and current patrons regarding future use of MeL remains but has narrowed; probably considerably

After having heard MeL described in the previous question, the general public respondents were then asked if, in the future, they would use MeL, and how certain they were about that intended action.

Q. 33. How about accessing on-line resources by using the Michigan e-Library, called MeL? Putting aside whether or not you currently visit the MeL website, would you say that in the future you are certain to use the MeL website, likely to use the website, not likely to use the website, or certain that you will not use the MeL website provided by the Library of Michigan? N=600

Respondents in the on-line survey of patrons were asked a similar question:

Q. 53. How about accessing online resources by using the Michigan eLibrary, called MeL? Putting aside whether you currently visit the MeL website, would you say that in the future you are certain to use the MeL website, likely to use the website, not likely to use the website, or certain that you will not use the MeL website provided by the Library of Michigan? N=409

The charts below illustrate the relative differences in response rates regarding future intent to use the Michigan eLibrary between members of the general public and current library patrons, as well as between like audiences between the two survey years. As can be observed, 2009 revealed a fairly wide disparity between Patrons and the Public regarding “certainty” to use MeL in the future (67 percent to 12 percent respectively), as well as in the combined “Certain/Likely” categories, which shows a 50 percentage point gap. The 2014 survey, by contrast, indicates a significant closing of that gap in intent on future use of the MeL website, with the Public’s “certain” figure rising eight percentage points and the “Total Will Use” figure drawing even with that of the Patrons.

General Public			Patrons	
2009	2014		2014	2009
N=556	N=600		N=409	N=2,868
12%	20%	Certain to use MeL website	49%	67%
29%	52%	Likely to use MeL website	23%	24%
41%	72%	TOTAL Will Use	72%	91%
37%	15%	Not likely to use MeL website	5%	6%
10%	11%	Certain to not use MeL website	1%	2%
47%	26%	TOTAL Will Not Use	6%	8%
0%	2%	Und/Ref/Skipped Question	23%	1%

While one cannot argue with the significant overall rise in the Public's intent to use MeL results seen in the 2014 survey, the resulting dramatic closing of the 2009 gap between the respective audience's intent to use figure is somewhat illusory. For one thing, the 2009 survey of the general public did not include respondents who had previously indicated either Awareness and/or Use of MeL; an exception not included in the 2014 study and undoubtedly served to deflate the 2009 data concerning intent to use. In addition, the 2014 Patron on-line survey included a significant number of interviews where respondents opted to skip questions. This fact, too, serves to skew the data somewhat. The chart below illustrates the frequency results of the 2014 Patrons if the 23 percent "Und/Ref/Skipped Question" is removed.

Without the 94 patrons from the 2014 survey who did not respond to the question, the total N-size for the question becomes 319, resulting in a marked increase in the percentages within the individual response categories. Accordingly, the total 2014 Patron intent to use MeL figure moves up 21 percentage points, leaving a 21 point differential between the 2014 general public and patron audiences. To be sure, this movement in the Public results between 2009 and 2014 is still significant, but not nearly as dumbfounding as an initial review might suggest. In addition, the disparity between the results of the 2009 and 2014 survey of Patrons that would otherwise exist is eliminated.

General Public			Patrons	
2009	2014		2014	2009
N=556	N=600		N=319	N=2,868
12%	20%	Certain to use MeL website	63%	67%
29%	52%	Likely to use MeL website	30%	24%
41%	72%	<i>TOTAL Will Use</i>	93%	91%
37%	15%	Not likely to use MeL website	6%	6%
10%	11%	Certain to not use MeL website	1%	2%
47%	26%	<i>TOTAL Will Not Use</i>	6%	8%

Assuming that respondents who report "Likely to use" may need some coaxing to bring their expressed intent to fruition, a demographic breakdown of those respondents who expressed that sentiment by the highest percentages is listed below:

Subgroups reporting “Likely” in proportions greater than the norm of 52% included:

80%	<i>Future MeLCat use – Likely</i>
73%	<i>Library info source - Staff</i>
67%	<i>Future library use – Likely</i>
64%	<i>North region</i>
63%	<i>Age 50-55</i>
62%	<i>Web search vs. Database – Web search</i>
	<i>Years in community – 1-5</i>
61%	<i>Search engine failure – Friends/Family</i>
60%	<i>Library user – Respondent</i>
	<i>Time spent on line – 3-4 hrs.</i>
	<i>Pre-K – 5th</i>
59%	<i>West region</i>
	<i>No pre-schoolers</i>
	<i>9-12 grade</i>
	<i>Women 18-49</i>
58%	<i>Children at home</i>
	<i>Post H.S.</i>
57%	<i>Used a library computer</i>
	<i>College women</i>
56%	<i>Bay region</i>
	<i>Importance of Libraries – More</i>
	<i>Library user – Multiple</i>
	<i>Computers at home – 2</i>
	<i>Years in community – 11-20</i>
	<i>Over \$100K hh income</i>

— reasons given for not being likely to use MeL similar to those for not visiting a library

In a question introduced in the 2014 survey of the general public, respondents who indicated they were unlikely to or certain not to access MeL in the future were asked, why not.

Q. 34. What would you say is the main reason why you would not likely access on-line resources by using the Michigan e-Library, called MeL? N=154

The chart below demonstrates that the top three reasons given by respondents in both 2009 and 2014 for not visiting their local library closely parallel the top reasons cited by the 2014 respondents for not being likely to access MeL in the future. To be sure, if reasons such as lack of a computer and/or lack of Internet were eliminated in this follow up roster of reasons why the respondent is unlikely to use MeL in the future, even greater similarities between the two follow-up “Why not?” rosters would emerge.

2014 - Q. 34 Why not use MeL?		2009 N=180	2014 N=132	Q. 5 Why not visit local library?
20%	Have No-Don't Use Internet			
19%	Use Internet-Searches	31%	36%	Use Internet from home
14%	No Desire-Interest	9%	14%	No desire/interest
12%	No Need	19%	12%	No need
8%	Don't Use Library			
5%	Have No-Don't Use Computer			
5%	Prefer Physical Library			
3%	Use Google			
2%	Buy Books-Materials			
2%	Prefer Actual Books			
2%	Too Busy-No Time			
1%	Cannot Read			
1%	Disabled-Medical Reasons			
1%	Unfamiliar With It			
1%	Use CADL			
4%	Other/Undecided/Refused			

— intended future MeLCat use

Respondents from both the survey of the general public and the online survey of patrons who reported that they would be “certain/likely” to use the MeL website in the future were asked if they are “certain” or “likely” to “access the catalog called MeLCat.

General Public: Q. 35. How about accessing the catalog called MeLCat to find out what books, and other materials are available at other libraries so you can order materials and have them delivered to a nearby participating library? Putting aside whether you currently use MeLCat, would you say that in the future you are certain to use MeLCat, likely to use MeLCat, not likely to use MeLCat, or certain that you will not use MeLCat? N=600

Patrons: Q 54. How about accessing the catalog called MeLCat to find out what books, and other materials are available at other libraries so you can order materials and have them delivered to a your participating library? Putting aside whether you currently use MeLCat, would you say that in the future you are certain to use MeLCat, likely to use MeLCat, not likely to use MeLCat, or certain that you will not use MeLCat? N=409

As with the preceding question concerning intent to access MeL in the future (Q. 33 General Public; Q. 53 Patron), comparisons with the 2009 data are complicated by the radically smaller N-size of the 2014 Patron survey along with the high percentage of “skipped” questions in the most recent survey, as well as the respondent qualification protocols used in the 2009 survey of the Public. In the case of the latter survey of the public, only those respondents who reported “Certain/Likely” or “Undecided” about future accessing of the MeL website were asked the question about intended future use of MeLCat; a qualifying criteria resulting in a reduced number of respondents qualifying for the question while also serving drive up the percentage of

2009 respondents reporting an intention to use MeLCat in the future. The chart below illustrates the comparison of outcomes for the survey of the general public.

General Public		
2009	2014	
N=290	N=600	
25%	17%	Certain to use MeLCat
62%	48%	Likely to use MeLCat
87%	65%	TOTAL Will Use
9%	21%	Not likely to use MeLCat
1%	12%	Certain to not use MeLCat
10%	33%	TOTAL Will Not Use
3%	2%	Und/Ref/Skipped Question

In the survey of the general public, a 22 point reduction in total intent to use MeLCat is observed. However, since the 2009 respondent pool for this question consisted only of those who had previously expressed an intent to use MeL in the future or, had not outright rejected the notion (i.e. “undecided”) were asked the future intended MeLCat use question, suggesting that the comparison of the data signals a significant decrease in interest in future MeLCat use would be highly misleading. A better analysis under the circumstances would be to look to the cross tabulations on this question to see if the 2014 subgroups with characteristics similar to the 2009 respondents who qualified for the question reported an intent to use MeLCat in the future in substantially higher proportions than the overall 2014 average. Listed below is such an analysis with the pertinent groups in bold:

Subgroups reporting “Certain/Likely” in proportions greater than the norm of 65% included:

91%	Future use of MeL – Certain <i>Search engine failure – Call library</i>
89%	Used MeL
87%	Aware of MeLCat
86%	Future library use – Certain
85%	Future use of MeL - Likely
83%	<i>Used a library computer</i>
81%	<i>Library info source – Staff</i>
80%	<i>PreK-5th</i>
79%	Aware of MeL <i>Library info source - Newsletter</i>
78%	<i>Library users - multiple</i>
77%	<i>Library users</i> <i>Importance of libraries – More</i> <i>Library user - respondent</i>

	<i>Time spent with eBooks – 1-2 hrs.</i>
	<i>Children at home</i>
	<i>College women</i>
76%	<i>9th-12th grade</i>
75%	<i>Computer at home – 3+</i>
73%	<i>Outer metro region</i>
	<i>Women 18-49</i>
72%	<i>Time spent on line – 3-4 hrs.</i>
	<i>College educated</i>
71%	<i>Time spent on line – 1-2 hrs.</i>
	<i>Age 41-49</i>
70%	<i>6th-8th grade</i>
	<i>Age 30-40</i>
69%	<i>Age 18-29</i>
	<i>Age 50-55</i>
	<i>Women</i>

Based on the proportions of the subgroups most closely matching the 2009 general public audience for this question, there is not much, if any, reduction in the proportions of the general public from the 2014 survey who express the intent to use MeLCat in the future and, in fact, it may be higher.

Just as was the case in the question of Patrons concerning intended future access of MeL, the results are dramatically different depending upon whether or not respondents who skipped the question on the on-line survey are treated as being truly “undecided” or are treated as being missing cases. In the former instance, their presence is included in the total N-size for purposes of calculating the frequency and in the latter case they are not. The actual difference is, in all likelihood negligible, either as an increase or a decrease in intended future use of MeLCat.

Patrons WITH “Skipped”			Patrons WITHOUT “Skipped”	
2009	2014		2014	2009
N=2,868	N=409		N=319	N=2,868
73%	59%	Certain to use MeLCat	76%	73%
18%	14%	Likely to use MeLCat	18%	18%
91%	72%	TOTAL Will Use	94%	91%
6%	4%	Not likely to use MeLCat	5%	6%
2%	1%	Certain to not use MeLCat	1%	2%
8%	5%	TOTAL Will Not Use	6%	8%
1%	22%	Und/Ref/Skipped Question	0%	1%

— **lack of interest and/or need cited for non-intent to use MeLCat**

Q. 36. What would you say is the main reason why you would not likely use MeLCat to find out what books, and other materials are available at other libraries so you can order materials and have them delivered to a nearby participating library? N=196

A new question for the 2014 survey asked respondents who reported “not likely” or “certain not” to use MeLCat for a reason for their response. As was found in the follow-up “Why not?” for not visiting a library (Q. 5) and not accessing MeL, (Q. 34) the reasons centered primarily on a lack of interest or a professed lack of need.

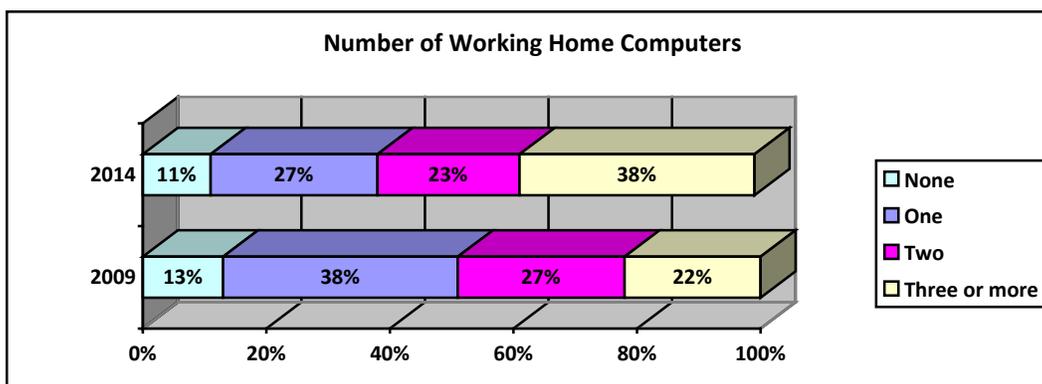
2014	
N=196	
28%	No Desire – Interest
15%	No Need
10%	Have no – Don’t Use Internet
9%	Use Internet Searches
8%	Don’t Use Library
30%	Other/Undecided/Refused

Household computer use

— **close to 9-in-10 report one/more computers in home**

Q. 37. How many working computers do you currently have at home – one, two, three or more, or, do you not have a working computer at all in your home? N=600

All respondents in the survey of the general public were asked how many working computers they have in their homes. Just as in 2009, nearly 9-in-10 said they have at least one but the comparison data between the two survey years reveals a substantial increase in the proportion of respondents reporting “three or more”.



— **nearly all able to connect to the Internet**

Q. 38A-E. Are you able to connect to the Internet, either at home, at work, at your local library, on a laptop computer or other portable device with a wireless connection, at some other location, or, would you say that you do you NOT connect to the Internet at any location? [IF CONNECTS TO INTERNET, PROBE TO DETERMINE WHERE - CODE ALL RESPONSES MENTIONED FOR UP TO 5 RESPONSES OR WRITE-IN UNDER "OTHER" - PROBE WITH: "Are there any others?" UNTIL 5 RESPONSES MENTIONED OR UNPRODUCTIVE] N=600

Respondents in the survey of the general public were next asked if they are able to connect to the Internet in any of several locations presented to them. In 2009, just six percent reported having no Internet access and that figure decreased to three percent in the latest survey:

2009 N=600	2014 N=600	
45%	38%	Yes, connects at home
21%	21%	Yes, connects at work
10%	15%	Yes, connects at a local library
7%	0%	Yes, at a cyber café
11%	22%	Yes, on a portable laptop computer with wireless connection
6%	3%	No, does not have a connection to the Internet at any location
0%	0%	Undecided/Refused

The slight decrease in the number of respondents indicating “no connection” is disproportionately represented in the percentage increase found in the “laptop” and, importantly for the questions which follow, in the “connects at local library” categories. In reviewing the data in the chart above, it is important to remember that up to five answers were allowed. This means that theoretically, 3000 responses (i.e. 600 x 5) could have been recorded, making minor variations in the overall percentage differences between the years more significant than if just 600 responses were taken.

The point is made since the following questions are asked among respondents who said they “connect at a local library,” either exclusively or in addition to other locations, and the 2014 N-sizes illustrated for the respective years are more than 50 percent larger (i.e. more than the difference between the 2009 10% and 2014 15% of 600) than the N-sizes for the 2009 survey. For purposes of the narrative concerning these questions, the respondents are called “library connectors”.

— **vast majority find library Internet connection speed to be “adequate”**

Q. 39. Would you say that the speed of the Internet connection at the library is adequate or not adequate?

[POLLERS NOTE: ONLY ASK Q.39 AND Q.40 IF RESPONDENT SAID (03 – at the library) IN Q.38] N=195

“Library connector” respondents from the survey of the general public (Q. 38.) were asked if the speed of the Internet connection at the library is adequate; As can be seen 8-in-10 of these 2014 respondents reported the speed to be “adequate”; a statistically equivalent number as in 2009.

2009	2014	
N=114	N=195	
84%	80%	Adequate
3%	6%	Not adequate
13%	14%	Undecided/Refused

— **library connection speed competitive with other sources**

Q. 40. Is the Internet connection at your library faster or slower than the other Internet connection(s) available to you? N=195

When “Library connector” respondents from the general public were asked if the Internet connection at the library was faster or slower than the other Internet connections available to them, a plurality noted that they were both of equal speed, with “other source” coming in slightly lower but significantly higher than libraries among those who cited one over the other.

Removing the five percent in 2014 who volunteered that no other Internet source is available to them does not significantly alter the remaining proportions. Accordingly, the 2014 data suggests other sources of Internet access for “Library connectors” – be that the respondents’ homes or other Wi-Fi hot spots – have upgraded their speed.

2009	2014	
N=106	N=195	
19%	16%	Library is faster
26%	30%	Other source is faster
43%	35%	Both of equal speed
0%	5%	No other Internet connection available to me (<i>volunteered</i>)
12%	14%	Undecided/Refused

— **most connect from home/work rather than library**

Q. 41. Where do you connect to the Internet the most – [ROTATE] at the library, at home, at work or some other Internet connection source that’s available to you? [POLLERS NOTE: ONLY ASK Q.41 IF RESPONDENT GAVE MORE THAN ONE RESPONSE IN Q.38] N=378

“Library connector” respondents from the general public survey were asked where they connect to the Internet the most. Four-in-five said they connect to the Internet the most from home, with “from work” being the next highest cited location.

2009	2014	
N=106	N=378	
74%	80%	Home
19%	16%	Work
5%	2%	Library
1%	1%	Mobile – Wi Fi
1%	1%	Undecided/Refused

In keeping with the large increase in the number of 2014 respondents indicating three or more home computers (Q. 37), the incidence of increased home Internet connection is also noted in this question.

— **average daily Internet connection increased by one-half hour**

Q. 42. How many hours per day do you spend online connected to the Internet? [IF UNDECIDED/REFUSED, CODE ‘99’] N=543

All respondents from the survey of the general public who said they are able to connect to the Internet were asked how many hours per day they spend online connected to the Internet. The mean and median results from the respective survey years are as follows:

		MEAN:	MEDIAN:
2014	N=543	3.569	2.0
2009	N=564	3.035	2.0

As can be observed from the comparison of the mean scores, survey respondents spend, on average, about a half an hour per day more connected to the Internet than did their 2009 counterparts.

— **vast majority of Internet users use search engines at least, “very frequently”**

General public: Q. 43. N=552; Library Patrons: Q. 49. N=409

When you access the Internet, how often do you use a search engine like Google or Bing to research or search for information – every time you are online, almost every time online, very frequently, somewhat frequently, seldom or never?

Respondents from both the survey of the general public and the online survey of library patrons were asked how often they use a search engine such as Google or Bing to research or search for information.

As illustrated by the chart below, better than 9-out-of-10 library patrons (In the N=319 “without skipped” Sample) “very frequently” and three quarters of Internet users in the general public so at the same level. These proportions have remained steady for the six years span between the respective surveys.

2009	2014	GENERAL PUBLIC
N=527	N=552	
23%	30%	Every time online
28%	26%	Almost every time online
23%	19%	Very frequently
74%	75%	TOTAL “VERY” OR MORE
14%	12%	Somewhat frequently
8%	7%	Seldom
4%	6%	Never
0%	0%	Undecided/Refused

Patrons WITH “Skipped”			Patrons WITHOUT “Skipped”	
2009	2014		2014	2009
N=2,868	N=409		N=319	N=2,868
29%	24%	Every time online	31%	29%
38%	27%	Almost every time online	35%	38%
25%	22%	Very frequently	28%	25%
92%	73%	TOTAL “VERY” OR MORE	94%	92%
6%	3%	Somewhat frequently	5%	6%
1%	1%	Seldom	1%	1%
0%	1%	Never	6%	0%
1%	22%	Undecided/Refused	0%	1%

— majority of Internet users in the general public use “another” search engine if necessary

Q. 44. When you are not able to find what you are looking for with the Internet search engine you most often use, which of the following do you usually do to continue to look further for the information? [READ 1 TO 7 BELOW]
N=520

In a question measuring the extent to which other sources of information – particularly libraries – are turned to when familiar search engines fail to turn up the desired result, respondents from the survey of the general public who said they use search engines at least “seldom” were presented with the options of: “Ask a friend or relative”; “Visit or call the library or go to their website to look for a book, magazine or article on the subject”; or, “Go online and use a different search engine”, and then asked which of them they usually turn to. As can be seen, the majority said they use a different online search engine, followed by seeking a friend or relative, with libraries being selected by eight percent; a ranking result that has remained steady through both survey years and by roughly the same proportions.

2009 N=503	2014 N=520	
56%	54%	Go online and use a different search engine
20%	24%	Ask a friend or relative
12%	8%	Visit or call the library or go to their web site to look for a book, magazine or article on the subject
1%	1%	Other sources (less than one percent)
6%	7%	Or, not look any further for the information
5%	6%	Undecided/Refused

Respondents who already go online would seem to be a logical audience to cultivate for turning to the library as an alternate search source if their usual go-to engine does not produce the information they were seeking. The following list provides a roster of subgroups that more frequently turn to alternate on line sources.

Subgroups reporting “Online alternate engine” in proportions greater than the norm of 54% included:

67%	Importance of libraries – Less
66%	College women
64%	Over \$100K hh income
63%	Age 18-49
	Under \$25K hh income
62%	Outer metro region
	Renters
	College education
	Men 18-49
60%	Future MeL use – Certain
	Library info source – Newsletter
	Years in community – 6-10
	Age 50-55
58%	Age 18-49

\$75K=\$100K hh income
 College men
 59% Future library use – Likely
 Time on line – 3-4 hrs.
 Web search vs. Database – Database
 Time reading eBooks – 1-2 hrs.
 9th-12th grade
 Years in community – 1-5
 African Americans
 58% Computers at home – 3+
 6th-8th grade
 Men

—most “library” users actually visit facility

Q. 45. Which do you do *most* often? [READ AND ROTATE 1 TO 3] N=91

Those respondents in the survey of the general public who reported that they would “*visit or call the library or go to their web site*” in the previous question and, in the 2014 survey, the 48 individuals from Q. 38A-F who reported they did not have an Internet connection at any location, were asked the method they most often contacted their library. Note that the inclusion of “*No Internet connection*” respondents from Q 38 presumes those individuals are library users to begin with. Based on the extremely higher proportion of “Undecided” in the 2014 data compared to the 2009 data when all 2014 respondents are included, the presumption regarding the status of the respondents included from Q. 38 is somewhat suspect. While not a perfect resolution, eliminating all respondents who were undecided on this question in 2014 and recalculating the proportions of responses for the respective library contact categories provides a much more realistic comparative result, as illustrated in the last two columns in the chart below.

2009	2014		2014	2009
N=61	N=91		N=69	N=61
70%	61%	Visit the library	80%	70%
20%	11%	Go to the library web site	14%	20%
8%	4%	Call the library	6%	8%
2%	24%	Undecided/Refused	---	2%

— **slim margin of public perceive research databases as more accurate/reliable than search engines; solid majority of patrons share the same view**

General Public Q. 46. N=600; Library Patrons Q. 50. N=409

Thinking about the relative reliability and accuracy of sources available through on-line search engines such as Google or Bing compared to research articles that are available from subscription databases pursued by the library, which source of information would you say is more accurate and reliable – [ROTATE] Sources found through search engine inquiries, or database sources purchased through subscriptions? [IF RESPONDENT SAYS ONE IS MORE ACCURATE AND RELIABLE FOLLOW-UP BY ASKING: ‘Would that be much or somewhat more accurate and reliable?’ AND CODE BEST RESPONSE]

All respondents from the survey of the general public and the survey of library patrons were asked about the relative reliability and accuracy of sources available through on-line search engines versus research articles from purchased databases. Respondents from the general public from both 2009 and 2014 were pretty evenly split on this question, with slightly more citing “research based database sources than Internet sources. By contrast, however, library patron respondents were solidly of the opinion that research articles from purchased database sources are more accurate; particularly among in the 2014 patron survey when those who skipped the question (N=308) are removed from the calculation.

2014 Patron N=409	2014 Patron N=308	2014 Public N=600		2009 Public N=527	2009 Patron N=2868
2%	3%	12%	Internet sources much more accurate/reliable	17%	3%
1%	2%	18%	Internet sources somewhat more accurate/reliable	14%	4%
3%	5%	30%	Total INTERNET MORE RELIABLE	31%	7%
18%	24%	16%	Research based database sources somewhat more accurate/reliable	17%	22%
41%	54	19%	Research based database sources much more accurate/reliable	16%	42%
59%	78%	35%	Total RESEARCH MORE RELIABLE	33%	64%
11%	15%	7%	Both are equally accurate/reliable (<i>volunteered</i>)	11%	20%
2%	2%	4%	Neither are accurate/reliable (<i>volunteered</i>)	2%	1%
25%	---	24%	Skipped/Refused/Undecided	23%	8%

— **More time spent on the Internet than in reading “hard copy” – more so than in ‘09**

Q. 47. How many hours per day do you spend reading hardcopy books, magazines or newspapers? [IF UNDECIDED/REFUSED, CODE ‘99’] N=600

All respondents in the survey of the general public were asked how many hours per day they spend “reading hardcopy books, magazines or newspapers.” In 2009, the mean response was 1.585 hours spent with hard copy books, compared with 3.035 hours reported as being spent

connected to the Internet. In 2014, respondents report 1.378 hours spent with hardcopy versus the 3.569 hours spent on line as reported in Q.42. The difference, as represented in the chart below, amounts to an average increase in Internet time versus hard copy time over the past six years of just under three-quarters of an hour.

Hardcopy vs. Internet Hours Differential			
	Daily Average Internet Hours	Daily Average Hardcopy Reading Hours	Differential
2014	3.569	1.378	+2.19 - Internet
2009	3.035	1.585	+1.45 - Internet

— **time with eBooks makes up some of the deficit from the prior question**

*Q. 48. How many hours per day do you spend reading eBooks? [IF UNDECIDED/REFUSED, CODE '99']
N=558*

With the increased popularity of eBooks since 2009, a new question for 2014 asked respondents to estimate that average number of hours per day they spend reading these devices. The reported mean score of 0.353, if added to the mean score of time spent with hard copy from the previous question (1.378 hours) would bring the total to 1.731 hours spent with “books”, and essentially eliminates the three-quarters of an hour differential increase of Internet time over time with hard copy noted above.

— **most purchase rather than download their eBook selections**

Q. 49. Do you primarily purchase eBooks, or download them from your library? N=113

In another new question for 2014, respondents who reported spending any time with eBooks in the preceding question were asked the main means by which they acquired the copy.

2014	
N=113	
57%	Purchase
24%	Download from the library
17%	Both equally (<i>volunteered</i>)
2%	Undecided/Refused

—**Top source of library events/services information: local area newspapers**

Q. 50. Where would you say you get **most** of your information about the events and services available at your local public library? [DO NOT READ – CODE BEST RESPONSE OR WRITE IN UNDER OTHER] N=600

All public respondents were asked to identify the source of most of their information about the events and services available at their local public library. The leading response in 2014, as in 2009 was, “*local area newspaper*”. However, 2014 respondents rely less heavily on the local paper source than their 2009 counterparts, with the same pattern holding true for, “*brochures or announcement while in the library.*” The combined 20 point reduction in reliance on those aforementioned sources is partially made up in the “*staff member*” and “*E-Newsletter*” categories, although information from all the other library-based sources is down slightly. In total, 2014 respondents were less apt to look to library-based sources for information about libraries than were respondents in 2009.

2009 N=600	2014 N=600	
27%	17%	Local area newspapers
19%	15%	Library newsletters
4%	13%	Someone outside the library/Word-of-mouth
7%	13%	Library staff members
7%	8%	Other
17%	7%	Brochures or announcements while in the library
0%	6%	E-Newsletters from the Library of Michigan
5%	4%	TV news programs
4%	2%	Library website
10%	15%	Undecided/Refused

SUMMARY OF ONLINE SURVEY OF LIBRARY PATRONS

The main report shows responses of library patrons and library staff throughout where the questions were identical or very similar. The summary of the online survey of library patrons which follows, and the summary of library staff which will appear later, focuses on those questions unique to each online survey. The 2009 online patron survey had the participation of 2,868 library patrons from throughout Michigan. In 2014, the participation rate was substantially lower with only 409 patrons responding to the solicitation to complete the online survey. This considerable differential poses some challenges when making a comparative analysis of the data, but they are not insurmountable. One of the greater difficulties is found in the inability to in many questions, breakout demographic subsets of the 2014 sample due to meager subset N-sizes.

—Nearly 9-in-10 library patrons say the library they visit is a public library

02. Which type of library do you use more frequently? N=409

This question changed slightly from the 2009 version which read: *Is the library you named above (in Q. 1) [one of the answer options],* accounting for the fact that the preceding question in 2014 simply asked the respondent for their county of residence instead of the name of a specific library. In any event, the thrust of the question remained the same and the distribution of results from the two survey years saw no significant change, as is illustrated in the chart below:

2009 N=2823	2014 N=409	
86%	85%	A public library
5%	6%	A K-12 school library
7%	9%	A College or university library
1%	0%	State or Government library
1%	0%	Other

— **continued high awareness of MeL among patrons; far exceeding the general public**

Q. 08. As you may know, there are thousands of newspaper, magazine and journal articles and other information resources available to any Michigan resident from the Library of Michigan, as well as through most Michigan libraries. These are in databases available as a service of the Library of Michigan called “MeL,” which stands for Michigan eLibrary, the states online library available at www.MeL.org. MeL provides information to Michigan residents of all ages with varying needs, including full-text articles, industry reports, reference information and materials created by experts in almost any field, as well as age appropriate materials to support student education. Before you read this description of databases available, were you aware or not aware of these online databases?

Patrons WITH “Skipped”			Patrons WITHOUT “Skipped”		Public Q. 28	Public Q. 18
2009	2014		2014	2014	2014	2014
N=2,868	N=409		N=359	N=74	N=600	
75%	71%	Aware	80%	42%	15%	
25%	17%	Not Aware ----- GO TO Q.28	20%	42%	83%	
0%	12%	Refused/Skipped Question	0%	16%	1%	

The chart above first and foremost, illustrates that 2014 patron respondents are aware of MeL, as described in Q. 08, at levels of between three-quarters and four fifths of all qualified respondents – depending on whether or not the “skipped/refused” respondents are included in the calculation. This comports with the levels recorded among patrons in the 2009 study. In addition, the patron awareness continues to greatly exceed ‘library users’ in the general public (Q. 28) and far exceeds the awareness level found among the public at large.

— **reported vs. perceived use of MeL databases fairly close**

Library patrons were asked in the online survey: *Q. 09. How often do you use the MeL databases available through the Library of Michigan and local libraries and at www.MeL.org?* N=409

A similar question was posed to respondents in the online survey of library staff: *Q. 08. Based on your observations, how much would you say your library patrons use the MeL databases?* N=364.

The proportion of responses in each of the available response categories is illustrated in the chart below:

Combo	2014		Combo	Actual/Perceived Use of MeL bases	Combo	2009		Combo
	Patron N=288	Staff N=364				Patron N=2152	Staff N=737	
72%	33%	15%	68%	A lot	77%	43%	44%	87%
	38%	53%		Some		34%	43%	
	4 point differential					10 point differential		
28%	19%	29%	31%	Only a little	23%	17%	11%	13%
	9%	3%		Not at all/Unsure		6%	2%	
	3 point differential					10 point differential		
	1%	0%		Skipped/Refused		0%	1%	

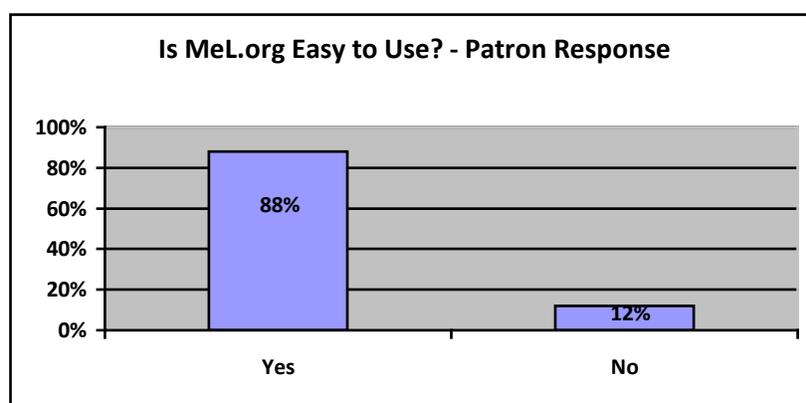
It is observed that in 2009, the agreement in frequency between what patrons reported in terms of their use of MeL databases and what staff perceived based on their observations was fairly close in each of the individual response categories; a circumstance that does not hold true in 2014. However, the differential may not be as stark as one might initially think.

Putting aside the margin of error considerations occasioned by the disparate N-sizes for the respective audiences, the seemingly incongruous 2009 and 2014 results vanish if the categories are collapsed into what might be termed Use vs. Non-Use of MeL databases categories. Indeed, when combined in this manner, the agreement between staff and patrons on database usage in 2014 is closer than it was in 2009.

—nearly nine out of ten patrons find MeL “easy”

10. Do you find “www.MeL.org” an easy website to access and use for the information you require?

In a new question for patrons in 2014, those who responded they were “Aware” of MeL and reported at least a “little” use, were asked if they found the MeL.org website easy to use. As the graph below illustrates, nearly 90 percent responded “Yes”:



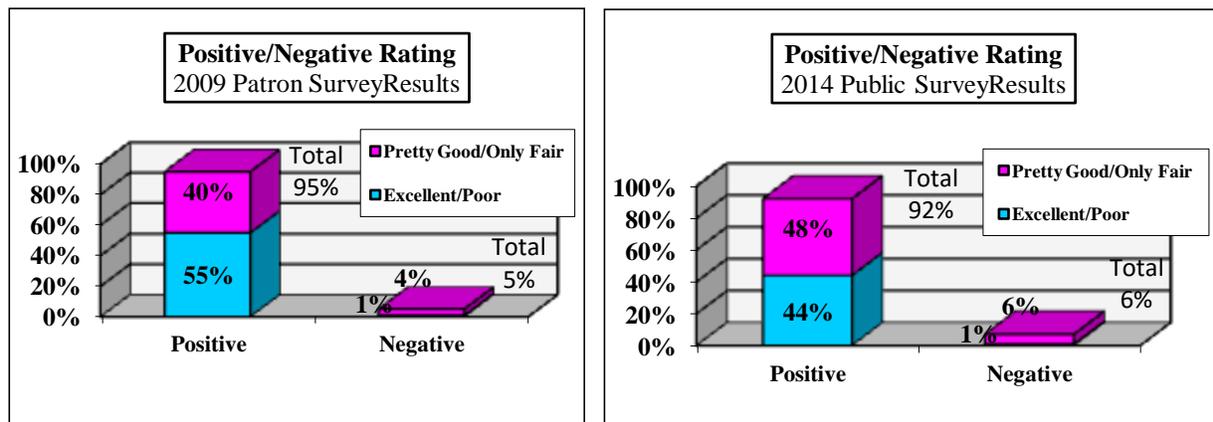
Subgroups reporting “No” in proportions greater than the norm of 12% included:

- 24% Future use of MeLCat - Likely
- 20% Future use of MeL – Likely
- Men 18-49
- 19% North region
- Age 65+
- 17% Library info source – Local newspaper
- Men

—rate MeL databases

Q. 11. How would you rate the quality of the MeL databases that you use -- would you give them a positive rating of excellent or pretty good, or a negative rating of only fair or poor? N=259

The patron respondents who were aware of and used MeL databases, were asked to rate them, the following graphs illustrate the results from the 2009 and 2014 surveys:



As can be seen, there is very little difference in the overall Positive/Negative rating for the MeL databases between the two survey years, although the “Excellent” portion of the Positive rating drops by eleven points from 2009 to 2014.

Subgroups reporting “Negative” in proportions greater than the norm of 6% included:

- 16% Under age 30
- 15% Use MeL database – Seldom/Never
- Men 18-49
- 12% Southeast region
- Library visitation – Monthly
- Future use of MeLCat - Likely

—MeLCat most used service provided by MeL

Q. 12All. Which of the following have you used that are provided by MeL? [CODE ALL THAT APPLY] N=255

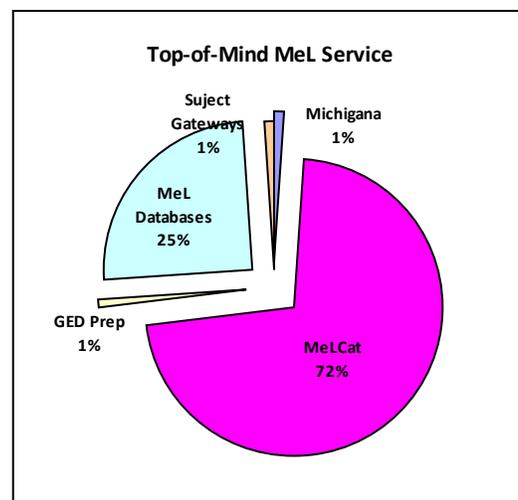
2009 N=2010	2014 N=255	
36%	40%	MeLCat, the shared statewide library catalog and inter-library loan service
23%	24%	Database subscriptions, purchased by the Library of Michigan and made available to the public at no cost
14%	NA	Full Text Magazines and Newspapers search button on the MeL home page
13%	16%	Links to the Internet and MeL resources by topic (MeL Gateways)
9%	12%	Michigana, a collection of digitized materials focusing on Michigan history
4%	6%	M.O.R.E., the Michigan Online Resources for Educators -- teaching materials linked to curriculum standards
---	1%	GED Prep
1%	---	Other/Undecided/Refused

As can be seen from the chart above, MeLCat remains the dominant MeL.org service selected by MeL user patrons, with the remaining five pertinent service categories lining up substantially as they did in the 2009 survey.

—MeLCat popularity substantiated in a subsequent open-ended question

Q. 13. When you think of MeL.org, what do you think of the most? N=253

Another new for 2014 asked respondents to name what they thought of the most when they thought of MeL.org. This top-of-mind request for a single answer substantiates MeLCat's first place ranking in the previous question which allowed multiple responses. As can be seen in the accompanying chart, nearly three-in-four think first of MeLCat when asked generally about MeL.



—More than 7-in-10 library patrons access MeL from their home computers

Q. 14A-E. On a scale from 1 to 10, with 1 being the least important, and 10 being the most important, please rate how important and /or useful each of the following eResources, that are not currently available but could be made available in the Michigan eLibrary, are to you. N=259

Another series of questions was introduced for the 2014 survey of patrons asking respondents to rate the importance of five presented MeL services on a scale of one-to-ten. The following chart illustrates the outcome:

**Ranking of importance/usefulness of MeL
eResources – N=259**

Fiction eBooks	7.152
Historical Newspapers	6.504
General Encyclopedia	5.962
Streaming Video	5.702
Language Learning	5.574

—Ancestry.com/Genealogy eResources most cited as lacking

Q. 15. Are there any other eResources that are not currently available in the Michigan eLibrary that you feel should be made available? If so, please specify: N=57

Another new question for 2014 patrons asks what they would like to see included as a resource of MeL.org. Only 57 individuals responded to the question, with one quarter of them responding “Nothing”. To the extent there was anything specific mentioned, “Ancestry.com” at 14 percent and, “Genealogy” at seven percent combined to form a little over one-in-five of the responses.

—office computers, mobile devices increase as means of access to MeL databases

Q. 17. How do you access MeL databases most often; from computers available at the library, at your home computer, or a computer at work? N=259

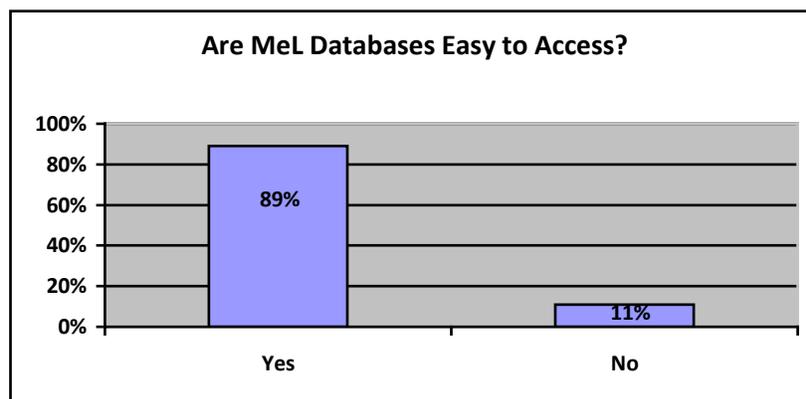
While home computers and computers available at the library remain the dominant vehicles by which patrons access MeL, the chart below demonstrates the increased prevalence of mobile devices for Internet access and greater use of office computers:

2009 N=2010	2014 N=259	
71%	52%	Home computers
19%	18%	Computers available at the library
9%	13%	Office computers
---	7%	Tablet or other mobile device
---	3%	Smart phone
1%	1%	Do NOT use MeL databases ----- GO TO Q.28
---	6%	Refused/Skipped Question

—patrons overwhelmingly find MeL databases easy to access

Q. 18. Do you find MeL databases easy to access and use for the information you require? N=241

2014 also saw the introduction of a question asking patrons how easy they believed access to MeL databases to be. Nearly nine-of-ten responding to the question said “Yes”:



—patrons increase direct access to MeL via browser

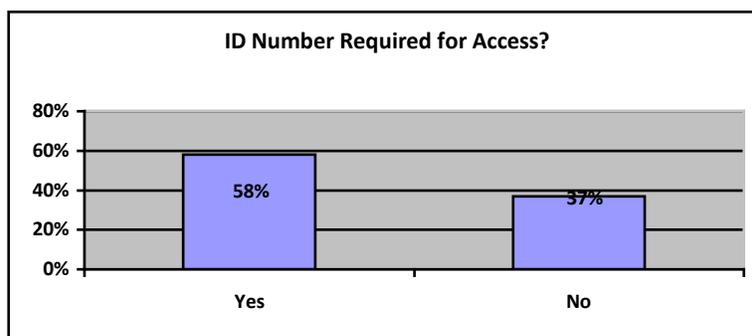
Q. 19. Which of the following is the most frequent means by which you access the Michigan eLibrary? Is it...
N=241

2009 N=2010	2014 N=235	Survey of Patrons
59%	48%	Local library web site
32%	48%	“MeL.org”
6%	3%	“Michigan.gov”
1%	1%	Undecided/DK/Other

The chart above indicates that patrons who use MeL have become more accustomed to directly accessing the MeL.org website via their browser which is consistent with the results found at Q. 17 showing a surge in use of mobile Internet devices.

Q. 20. Do you ever get a request to enter your driver’s license number or library card number to access MeL databases outside the library? N=235

A new question for 2014 asked patrons if they are ever requested to provide their drivers license number or library card number to access MeL databases. About six-in-ten replied in the affirmative.



Subgroups reporting “Yes” in proportions greater than the norm of 58% included:

- 72% Age50-55
- 71% Access MeLCat – A Lot
- 68% Most access MeL – Mobile device
- Library info source – Newsletter
- Age 30-40
- 66% Southwest region
- Visits Library – Monthly
- 65% College educated
- 64% Visit Library online – Monthly
- Future MeL use – Certain
- Future MeLCat use – Certain
- College women

—request for ID number has slightly increased chilling effect ; privacy concerns dominate the reasons

Q. 21. Does the need to enter your driver's license number or library card number influence you to NOT try to access MeL databases, or, is having to enter that information not really a concern? N=141

In 2009, eight percent of patron respondents reported that entering their ID number influenced them NOT to access MeL databases. In 2014 survey, that reluctance climbed to 13 percent but, with an N-size of 141 for 2014, it is difficult to conclude that an actual increase in this concern exists.

The follow up question asked why the respondent is reluctant to enter their ID number. “Privacy Concerns” dominated the 2009 responses at 45 percent and continue to do so in 2014 at forty-seven percent or, eight of the seventeen individuals qualifying for the question.

Q. 22. What is the main reason why do you not want to enter a drivers license or library card number?

2009 N=161	2014 N=17	
45%	47%	Privacy Concerns
25%	---	ID Theft
15%	12%	Lazy-Takes Time
10%	---	Tracking
5%	41%	Don't Know my Number-Not Handy
---	---	Other/Undecided/Refused

—Doing research or homework remains the top reason for using MeL databases

Q. 23All. For which of the following reasons do you use the MeL databases? [CODE ALL THAT APPLY] N=228

As in 2009, patrons in the 2014 survey were asked to identify which, among an offered array of purposes, they used MeL databases, with the opportunity to volunteer a response that was not listed. However, the 2014 response category was amended to add “*Car repair*”; “*Early literacy materials*”; “*Job searching*”; and the option of selecting, “*I do NOT use MeL databases*”.

As the chart below illustrates, the top major purposes for using MeL databases did not change their rank ordering between the two survey years, with “doing research”; “doing genealogy”; and “getting health information” remaining the top three pursuits among patron respondents. It is noted, however, that including the above-referenced specific purpose categories (e.g. car repair), appears to have allowed the 2014 respondents to be more precise in

their selections, resulting in an overall reduction in the more general description of “Doing research”. The respective years’ responses were:

2009	2014	
N=2010	N=228	
39%	27%	Doing research or homework
16%	15%	Doing genealogy research
15%	14%	Getting consumer health information
6%	8%	Getting legal information
---	8%	Car repair
---	7%	Job searching
---	5%	Early literacy materials
2%	4%	Taking vocational GED or college prep tests
10%	4%	Doing business development
---	1%	Request Books
---	1%	Browse Movies
---	1%	Browse Books
1%	---	Teaching – education resources
1%	---	Request Movies
3%	---	Personal Interest
6%	---	Inter-library loans
---	5%	I do NOT use MeL databases ----- GO TO Q.28
1%	---	Other/Undecided/Refused

—**Specific databases match they look for all or nearly all the time using MeL**

Q. 24 If you use MeL databases, which MeL database do you use the most? N=195

New for 2014 was a follow-up question to the previous general topic area inquiry which asked the respondent to identify the specific database they consulted the most. As might be expected, the top several specific databases cited comport closely with the top topic areas selected earlier. The following chart provides the 2014 ranking:

2014	
N=195	
32%	Academic OneFile (journal articles)
19%	Health & Wellness Resource Center (health information)
17%	Heritage Quest (genealogy)
9%	Chilton’s (auto repair manuals)
8%	Learning Express (test preparation)
16%	Other/Undecided/Refused

—Database searches reported as being less fruitful than in 2009

Q. 21. How often are you able to find what you are looking for when using MeL databases? N=226

For patron respondents who used MeL databases, the question was asked how successful they were in finding what they were seeking. As indicated in the chart below, the comparison between the 2009 and 2014 results indicates that the “Total All the time” is considerably lower in 2014 and is primarily responsible for the lower “Total All/Nearly All” combined response – irrespective of which of the 2014 total methods is used. Also clear, however, is that in neither 2009 or 2014 were respondents apt to report usually not being able to find what they were after.

2009 N=2010	2014 N=226	2014 – Without “Skipped/Refused” N=187	
9%	2%	2%	All of the time
48%	40%	48%	Nearly all of the time
57%	42%	50%	Total All/Nearly all the time
30%	31%	37%	Most of the time
8%	10%	12%	Some of the time
1%	0%	0%	Seldom
---	0%	0%	Never
2%	17%	---	Refused/Skipped

—Majority of users of early literacy resources find them helpful

Q. 26. Do you use the MeL.org early literacy resources? N=226/188:

Two-hundred-twenty six patron respondents qualified for a new 2014 question asking about use of early literacy resources, however, only 188 of these opted to respond to the question. The following chart illustrates the results:

2014 N=226	2014 – Without “Skipped/Refused” N=188	
11%	14%	Yes
72%	86%	No
17%	---	Refused/Skipped

Q. 27. Are the resources helpful at improving a family member’s literacy? N=26

Of the 26 respondents reporting that they used early literacy resources, 21 – or, 81 percent – responded “Yes” when asked if they were helpful in improving their family’s literacy.

—Nearly 9-in-10 aware of MeLCat

Q. 28. Another specific service of MeL is MeLCat, which is a shared online catalog of materials, such as books, DVDs, audio recordings, and other information, which is available from participating Michigan libraries. This catalog can inform you what is available at other libraries. You can order books or other resources, and have them delivered to your own participating library. Again, before you read the description of MeLCat, were you aware or not aware of this online catalog?

The chart below demonstrates that awareness of MeLCat has not changed substantially since 2009 if the patron respondents from the 2014 survey are not factored into the frequency of responses. Indeed, the proportion “Aware” of MeLCat appears to have risen from 2009, although even the higher of the two 2014 figures is within the margin of error.

2009	2014	2014 – Without “Skipped/Refused”	
N=2868	N=409	N=335	
84%	72%	88%	Aware
15%	10%	12%	Not Aware
1%	18%	---	Refused/Skipped

It is noted that MeLCat awareness questions are posed in the survey of the general public (Q’s. 20 & 29), but the entire respondent pool of 600 is asked only a bare bones awareness question, while the more complete description as is provided in the instant question of patrons is posed to only the 50 respondents who survived the preceding screening questions.

Subgroups reporting “Not Aware” in proportions greater than the norm of 12% included:

30%	<i>Visit the library – Seldom/Never</i>
	<i>Visit library online – Seldom/Never</i>
19%	<i>Children at home</i>
	<i>Children in public school</i>
18%	<i>Most visited library – Not Public</i>
	<i>6th – 8th grade</i>
17%	<i>Age 50-55</i>

—MeLCat used at least “some” by more than 8-in-10

Library patrons who are aware of MeLCat were asked: *Q. 23. How often do you use the MeLCat, the shared statewide library catalog?* N=294 The responses were:

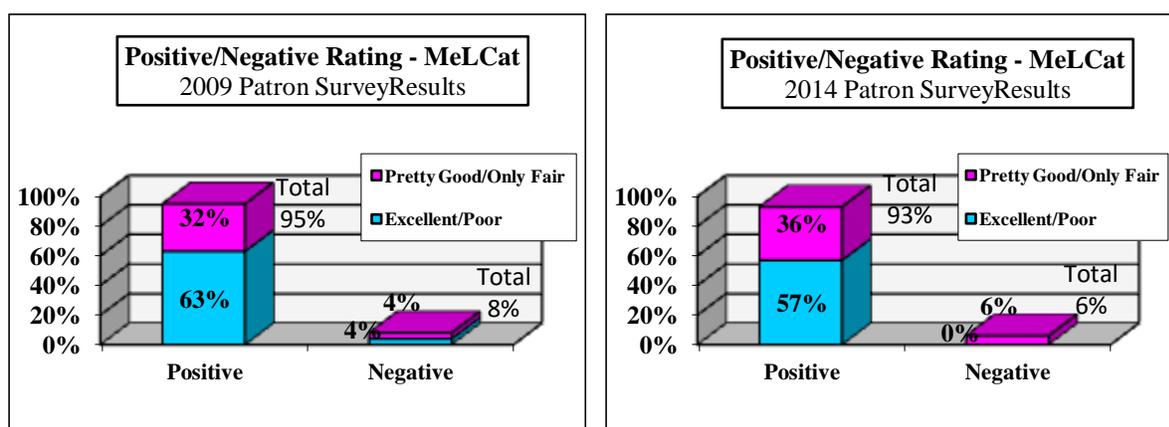
2009	2014	
N=2419	N=294	
56%	53%	A lot
27%	30%	Some
10%	12%	Only a little
7%	5%	Not at all

The upshot of the previous two questions is that between 2009 and 2014, little has changed in terms of patrons' awareness of MeLCat (it's high) and among those who are aware of it, the vast majority use it with some regularity.

—Maintenance of high “Positive” rating for MeLCat

30. How would you rate the quality of MeLCat, the shared statewide library catalog and inter-library loan service-- would you give it a positive rating of excellent or pretty good, or a negative rating of only fair or poor? N= 277

Qualified patron respondents were asked to offer a “Positive” or “Negative” assessment of MeLCat. The graphs below demonstrate that MeLCat quality continues to be met well:



—Over 4-of-5 find MeLCat easy to use

Q. 31. Do you find MeLCat an easy website to access and use for the information you require? N=277

A new question asked of Patrons in 2014 sought to measure the ease of MeLCat use. With 83 percent answering “Yes” to the question, it's clear that the vast majority of the qualified patrons find access to and use of the website easy.

Subgroups reporting “No” in proportions greater than the norm of 15% included:

- 26% PreK-5th children
- 24% Under age 30
- 22% Children at home
- 21% MeL database use – Seldom/Never
- Age 65+
- 20% North region
- Use of MeLCat – Seldom/Never

—Reading for recreational purposes remains top reason for using MeLCat the most

Q. 32. For which of the following reasons do you use MeLCat the most? N=272

2009 N=2231	2014 N=272	
62%	74%	Reading for recreational purposes
9%	9%	Homework
6%	4%	Business research
9%	3%	Genealogy research
6%	2%	Homeschool support
1%	2%	Academic research
1%	1%	Music
1%	1%	Locate – Request materials
1%	1%	Employment, as an employer or job seeker
1%	0%	Videos – Movies
1%	0%	Teaching support
1%	0%	Self Help – Technical
1%	0%	Personal research

The relative positions of the main reason for using MeLCat remained unchanged between 2009 and 2014. Although “Reading for recreation” jumped 12 points and “Genealogy research” dropped by four points, the widely divergent N-sizes between the studies would account for the respective differentials.

—Drop in proportion of patrons able to find what they look for all/nearly all the time

Q. 33. How often are you able to find what you are looking for when using MeLCat? N=277

The chart below reveals that 2014 patron respondents report being able to find what they’re looking for at least “Nearly all of the time” via MeLCat in a proportion eight points lower than their 2009 counterparts. While the drop in the proportion is no doubt an accurate measurement, it is important to remember that an N= 277 carries a margin of error of $\pm 5.9\%$, presenting the likelihood that the drop is not nearly as severe as an initial review would suggest.

2009 N=2253	2014 N=277	
13%	5%	All of the time
60%	60%	Nearly all of the time
73%	65%	Total All/Nearly all the time
21%	26%	Most of the time
5%	7%	Some of the time
0%	0%	Seldom/Never
1%	2%	Refused/Skipped

—**Patrons receive what they request all/nearly all the time**

Q. 34. How often do you receive what you request by using MeLCat? N=277

The results to the question asking patrons how often they receive what they request shows a much greater similarity between the survey years than did the results of the immediately preceding question. This suggests that the margin of error discrepancy – together with the somewhat subjective nature of the available response categories – worked to exhibit a greater difference in audience experiences than is actually the case.

2009	2014	
N=2253	N=277	
42%	34%	All of the time
40%	44%	Nearly all of the time
82%	78%	Total All/Nearly all the time
11%	13%	Most of the time
3%	5%	Some of the time
1%	1%	Seldom
1%	0%	Never
2%	3%	Undecided/Refused

— **“Unavailable” nearly the exclusive reason for patron NOT getting what was requested**

Q. 35. What was the main reason why you did not get what you requested? N=133

Respondents who did not answer “All of the time” in the immediately preceding question were asked to identify the main reason they did not receive what was requested. As in 2009, the primary reason for non-filling of a request was the unavailability of the item requested or, a variation on that theme that made the item unavailable.

For instance, if the percentages listed in the indented section of the chart below were added to the “Not Available” category – where they would logically land if the respondent had not been specific – then the total “Not Available” would be just under three-quarters of all responses. A result quite similar to the complimentary question posed in 2009.

2014	
N=133	
35%	Not Available
12%	Too new
10%	Item Missing-Lost
10%	Non-Circulating Item
6%	Item Checked Out
6%	Lender Cancels Request
3%	Lender Blocks Request

—Patrons think they should receive the materials within a week’s time

Q. 36. How quickly do you think you should be able to receive the materials you requested? N=271

In 2009, the 1,867 patrons responding to this question reported an average expected wait time of seven and one-half days. In 2014, the question was altered to eliminate the open-ended “Number of days” response offering and substituted a pre-coded set of possible responses, the results to which are shown below:

2014 Without “Refused/Skipped”	
N=271	
6%	1 to 2 days
46%	3 to 6 days
44%	1 week
4%	2 weeks

Because 2014 responses were taken slightly differently than in 2009, an exact mean score comparison is not possible. Nevertheless, the chart of results suggests 2014 respondents are a bit more impatient than their 2009 counterparts, with a majority of them expecting receipt of a requested item in less than one week.

—Before MeLCat system, traditional interlibrary loan service used infrequently

Q. 37. Before MeLCat was available, how often did you use traditional interlibrary loan services? N=326

As might be expected with the passage of time, 2014 patron respondents report having used pre-MeLCat traditional interlibrary loan services with even less regularity than did their 2009 counterparts.

2009	2014 Without “Refused/Skipped”	
N=2253	N=326	
19%	11%	A lot
26%	24%	Some
26%	30%	Only a little
27%	35%	Not at all
1%	---	Undecided/Refused

--Question change, disparate response rates make analysis of training for MeL, MeLCat or both unclear

Q. 38. Does the library you use provide training in the use of MeL databases, MeLCat, both or neither? N=323

The chart below indicates a sharp drop in the number of patrons who report that their library provided training in MeL, MeLCat or both. As can be seen, the 2009 findings showed nearly half of the respondents reporting training availability, while the 2014 result show a reduction by nearly half – to just below 20 percent total “Training available”. This initial impression is illusory, however, since the first set of frequency numbers in the left hand columns include the total number of possible respondents, while the second set of results in the last two right hand columns present results without including those who skipped the question or, reported they were “Undecided”.

2009 N=2253	2014 N=409	Without “Undecided/Refused/Skipped”	2014 N=323	2009 N=1638
7%	3%	Provides training in the use of MeL databases	3%	9%
12%	4%	Provides training in the use of MeLCat	5%	23%
29%	12%	Provides training in both	16%	40%
48%	19%	Total training	24%	72%
27%	4%	Provides training in neither	5%	37%
---	57%	Not aware of training being provided	72%	---
25%	20%	Undecided/Refused	---	---

While it is certainly possible for a patron respondent to be truly “undecided” about what the answer to the question ought to be, removal of all responses denominated as “undecided” is appropriate since the option was not provided to patrons in the online questionnaire in either survey year. Moreover, the 2014 version was altered to provide “Not aware of training being provided” as a response option unavailable in 2009. As can be seen, aggregating the data in this manner provides significantly different results. Still, the question remains why the 2014 results to this question are so dramatically different than those reported in 2009. The answer likely lies in the overall N-size differential.

In 2009, 2,868 patrons representing 72 of Michigan’s 83 counties, plus a separate code for Detroit and 5 other non-county library entities representing 94 interviews were included in the results. By contrast, the 2014 survey saw 409 patrons from 61 counties – many of which were disproportionately represented – with just five responses not being geographically assigned.

Inasmuch as the resources available to provide training in MeL and MeLCat varies widely from library district to library district, the smaller N-size of the 2014 survey, its accompanying disparate geographic coverage and the inclusion of a response option of “Unaware” that was not part of the 2009 questionnaire are almost certainly the reasons for the wide disparity in the results to this particular question between survey years 2009 and 2014.

—Nearly two-thirds believe they need no training in either MeL databases or MeLCat

39. *Do you feel you need training in the use of MeL databases, MeLCat, both or neither? N=323*

A question new for 2014 asked patron respondents to assess their need for training in the use of MeL databases or MeLCat. Of the 323 patron respondents answering the question, nearly two-thirds professed no need for training.

2014	Without “Skipped”
N=323	
17%	Need training in the use of MeL databases
2%	Need training in the use of MeLCat
16%	Need training in both MeL databases and MeLCat
65%	Need training in neither

Subgroups expressing a need for training in both in proportions greater than the norm of 16% included:

51%	<i>Aware of MeLCat – No</i>
37%	<i>Future use of MeLCat - Likely</i>
25%	<i>Use MeLCat – Seldom/Never</i>
24%	<i>Visit library on line – Seldom/Never</i>
23%	<i>Library info source – Newspaper</i>
	<i>Future use of MeL - Likely</i>
22%	<i>Visit library – Seldom/Never</i>
	<i>Age 500-55</i>
20%	<i>Age 50+</i>
	<i>Children at home</i>
	<i>Men</i>
19%	<i>Age 56-64</i>
	<i>Women 50+</i>
18%	<i>Visit library – Daily</i>
	<i>Public school children</i>
17%	<i>Access MeL via – Library computer</i>

—Virtually all patrons receiving training in MeL/MeLCat find it adequate

Q. 40. If you have received training in the use of MeL databases/and or MeLCat, would you say you have been completely trained, mostly trained, only adequately trained, inadequately trained, or poorly trained? N=409; Effective N=72

The questionnaires in both 2009 and 2014 presented patrons with an opportunity to answer a question assessing the effectiveness of any training in MeL or MeLCat they had received. The question also allows the respondent to indicate they were self-trained or never received training; these latter responses being useful in gauging the level to which patrons as a whole sought out instruction. However, by including these latter responses in the total, the measurement of training quality assessment by those who did receive training is significantly diluted.

The chart below bears stark witness to the radically different measurements of training adequacy that result by including or excluding those respondents who, by their own answers, never received training:

2009 N=2253	2014 N=409	Without “Skipped and Not/Self/Never”	2014 N=72	2009 N=651
7%	3%	Completely trained	19%	23%
15%	10%	Mostly trained	57%	52%
6%	4%	Only adequately trained	21%	22%
28%	17%	Total adequately trained	97%	97%
1%	14%	Inadequately trained	3%	2%
0%	0%	Poorly trained	0%	0%
1%	14%	Total inadequately trained	3%	2%
9%	1%	Not trained	---	---
45%	16%	Self trained	---	---
---	43%	Never received training	---	---
17%	22%	Refused/Skipped	---	---

—MeL logo/link on their library website most readily cited promotion

Q. 41ALL. Does your library advertise and encourage the use of MeL databases at your library with any of the following methods? [PLEASE SELECT ALL THAT APPLY] N=325

2009 N=2126	2014 N=325	
42%	35%	A logo or link on the library website
35%	25%	Information from library staff
17%	15%	Promotional flyers and posters
---	4%	Library program
94%	79%	Total Library Source Promotions
0%	18%	Unaware of any (<i>volunteered</i>)
3%	0%	None
3%	---	Other/Undecided/Refused

As can be seen from the chart above, the predominant source of MeL promotion in both 2009 and 2014 is via the website. To the extent there are variations in the results between the two years, attention is again drawn to the fact that MeL promotion – like provision of training – is apt to differ from library system to library system and these idiosyncrasies are magnified by the disparate N-sizes of the two surveys.

An additional factor that likely influences the variation in the results is the fact that the 2009 version of the question incorporated a reference to MeLCat. For the 2014 version of the survey, a measurement of MeLCat promotions was reserved for a subsequent question (i.e. Q. 43); a bifurcation of the eLibrary services that occurred elsewhere in the 2014 project (e.g. Q. 18 – survey of the public).

—Narrow majority would “attend” a training webinar

42. If made available, would you use a webinar that offered instruction on how to use MeL databases at your library? N=324

In a new question for 2014, patron respondents were asked if they would use a webinar on instruction with MeL Databases. A little over half of those answering the question indicated they would.

2014 N=324	
53%	Yes
47%	No

Subgroups reporting “Yes” in proportions greater than the norm of 53% included:

[NOTE: Subgroup selection based on N=409 -- i.e. inclusion of 21% “undecided”, making “Yes” 42%]

76%	MelCat – Unaware
67%	Age 50-55
64%	Post H.S.
62%	Age 65+
60%	Age 50+
	Future MeL use – Likely
58%	Children at home
54%	Use MeLCat – Seldom/Never
55%	Children in public school
53%	Women
52%	Access MeL – Library computer
51%	Visits library – monthly
50%	Database use – Some
49%	Use MeLCat - Some
48%	North region
	Visits online – monthly

—MeLCat promotion recognition nearly identical with MeL database promotion recognition

Q. 43ALL. Does your library advertise and encourage the use of MeLCat at your library with any of the following methods? [PLEASE SELECT ALL THAT APPLY] N=322

Another “new” question for 2014 sought information regarding patrons’ recognition of library promotions encouraging the use of MeLCat, which replicated an earlier question about MeL database promotions (Q. 41). The segregation of MeLCat for this test – the 2009 version of the question contained references to both MeL databases and MeLCat – did not produce significant variations from the earlier inquiry asking respondents to identify promotions of MeL databases, as the chart below demonstrates.

MeLCat Promo 2014 N=322	MeL Database Promo Q. 41 2014 N=325	
37%	A logo or link on the library website	35%
27%	Information from library staff	25%
15%	Promotional flyers and posters	15%
4%	Library program	4%
83%	Total Library Source Promotions	79%
17%	Unaware of any (<i>volunteered</i>)	18%
0%	None	0%
---	Other/Undecided/Refused	---

—Mel & MeLCat influences on library usage down from 2009

Q. 44 . Has having access to MeL databases influenced you to be more satisfied and more likely to use your library, less satisfied and less likely to use your library, or, has access to these two programs not really influenced you one way or the other? N=321

Q. 45. Has having access to MeLCat influenced you to be more satisfied and more likely to use your library, less satisfied and less likely to use your library, or, has access to these two programs not really influenced you one way or the other? N=313

Displayed in the chart below are the results to 2014 survey questions 44 & 45 asking patrons to assess the influence MeL databases and MeLCat have had on their using their library. As was the case with several other questions, a decision was made for the 2014 project to segregate the measurement of MeL databases and MeLCat; measurements that were combined in the same question for the 2009 study. The 2014 results clearly indicate a reported reduction in the number of patrons influenced to use their library by virtue of access to the tested eLibrary services. Whether this reduction is a function of the smaller 2014 N-sizes and less comprehensive geographic stratification of responses; a result of the separate testing of the services; a by-product of these services having become perceived as more commonplace; or, is a genuine reduction in their influence on patrons to visit their library is unclear.

2014 Q. 44 MeL N=321	2014 Q. 45 MeLCat N=313	Without “Refused/Skipped”	2009 Combo N=2253
56%	69%	More satisfied and more likely to use library	88%
0%	0%	Less satisfied and less likely to use library	0%
44%	31%	No influence	11%

—Less than 1-in-10 patrons use M.O.R.E.

Q. 46. Do you use Michigan Online Resources for Educators (MORE), a curriculum-based collection in MeL? N=317

There is essentially no change in the number of patrons reporting use of M.O.R.E. from the measurement taken in 2009.

2009 N=2868	2014 N=317	Without “Refused/Skipped”
8%	9%	Yes
91%	91%	No
1%	---	Undecided/Refused

—Michigana usage up slightly

Q. 47. Do you use with Michigana, the digital history collections in MeL? N=317

2009 N=2868	2014 N=317	Without “Refused/Skipped”
17%	23%	Yes
82%	77%	No
1%	---	Undecided/Refused

—State of Michigan thought to be top tax source of MeL and MeLCat funding

Q. 48. Based on your understanding, how are MeL and its components, such as MeLCat, funded? N=235

Similar to the results in 2009, 2014 patrons identified a taxing authority of one form or another as the source of funding for MeL and MeLCat, with the State of Michigan being the one specific source identified by most of them.

2014 N=235			
40%	State of Michigan	6%	Grants
24%	Taxes	6%	LSTA
10%	Federal Government	5%	Library of Michigan
4%	Local Property Taxes	3%	Individual Libraries
		2%	Other

—**Library of Michigan E-Newsletters overtake library website as preferred info source**

Q. 51All. Where would you like to get information about MeL and the events and services available at your public library? [CODE ALL THAT APPLY] N=309

In comparing the results for this question between the 2009 and 2014 surveys, the relative proportions of patron respondents citing the several possible sources from which they would prefer to receive information about MeL is fairly constant with the exception of two categories: Library websites and Library of Michigan E-Newsletters. In 2009, “library website” received nearly a quarter of the allowed multiple responses to this question while in 2014 the category garnered only one percent. Making up half the difference in 2014 is the category “Library of Michigan E-Newsletters – a category not mentioned at all in 2009. The other half of the difference between the 2009 and 2014 proportions for “library website” are scattered fairly evenly across the remaining categories, all of which are well within the margin of error for the N-sizes in both survey years.

2009	2014	
N=386	N=309	
17%	17%	Library newsletters
15%	15%	Library staff members
8%	13%	Newspapers
15%	13%	Brochures or announcements while in the library
0%	12%	E-Newsletters from the Library of Michigan
7%	8%	School district newsletters
4%	5%	TV News programs
4%	5%	Radio news programs
2%	4%	Word of Mouth
3%	2%	Cable TV programs
23%	1%	Library website
1%	0%	Email
1%	4%	Other/Undecided/Refused

SUMMARY OF ONLINE SURVEY OF LIBRARY STAFF

As with the summary of the patron survey, the following summary of the online survey of library staff focuses on questions unique to the online staff survey which, in 2014, had the participation of 364 library staffers from throughout Michigan.

—Nearly two-thirds of librarians work in a public library

Q. 03. Is the library where you work. . . ?” N=364

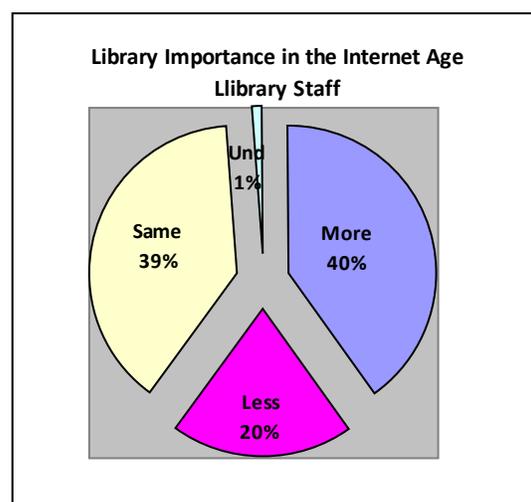
In 2009, just under two-thirds of the staff respondents reported working in a public library; In 2014, that figure is over three-quarters. A large reason for this is very likely due to the more limited geographic representation in the 2014 survey. That is, in 2009, all but 11 of Michigan’s 83 counties were represented by the respondents; for 2014, 34 counties (41 percent) of the state’s counties had not library staff member responding.

2009	2014	
N=735	N=362	
65%	78%	A public library
12%	15%	A K-12 school library, or media center
22%	4%	An academic library at a college or university
1%	1%	School – Public Combined
---	2%	Other

—One-in-five staff respondents perceive libraries as being less important than in the past

Q. 04. With the development of the Internet and growth of computer use, including access from the home or office, do you think reference services at libraries like the one where you work are more important to the community, less important, or about the same importance as they have always been? N=364

In a question also posed to the general public, staff members were asked to assess the continued importance to the community of reference libraries in light of the growth of Internet access. In the surveys of both the general public and the staff, there was an increase in the proportion of respondents answering “Less”



between the 2009 and 2014 survey years. However, where the public “Less” response increase

was just under twice the 2009 level, the staff “Less” increase rose more than three times. The following chart compares the results from the surveys of 2009 and 2014:

General Public			Staff	
2009	2014		2014	2009
N=600	N=600		N=364	N=737
40%	35%	More important	40%	62%
7%	13%	Less important	20%	6%
51%	50%	About the same importance	39%	32%
2%	1%	Refused/Skipped Question	1%	--

Subgroups reporting “Less” in proportions greater than the norm of 20% included:

29%	Southwest region
	Use MeL databases – Seldom/Never
28%	MeLCat training – Mostly
	Library position – Director
26%	Age 50-55

–Staff perceive well under half of patrons are aware of MeL

Q. 05. Based on your observations, what percentage of your library patrons would you say are aware of MeL? N=354

A question new for 2014 asked staff to assess how many of their patrons they believed were aware of MeL. The highest number of responses from staff landed on 50 percent (N=79) but the average of all answers worked out to be 42.181 percent with half of the responses landing above and below the median of 42.5 percent. The results of questions later in the survey about MeL databases specifically, and the comparison of those results with results to a similar question posed to patrons, may give reason to conclude that library staff may underestimate the level to which their patrons are aware of MeL.

—MeLCat and MeL databases rank 1 & 2 for most used

Q. 06. Based on your records or observations, which one of the following resources provided by the Michigan eLibrary (MeL) have the greatest number of your library patrons used over the past year or two? N=363

Q. 07. Which of the resources listed is the second most used service by your library patrons? N=350

In two questions measuring the most used eLibrary resources, staff were asked to name the most and next-most use eLibrary services. As was the case in 2009, MeLCat topped the list of the first named MeL resource, followed by MeL databases as the next most used resource as perceived by library staff. The more specialized resources, such as Michigana, did not receive

mention until the second asking of the question. The following charts illustrate the distribution of responses:

2009 N=733	2014 N=363	Most used eLibrary resource Q. 6
61%	83%	MeLCat, the shared statewide library catalog
36%	16%	Database subscriptions, purchased by the Library of Michigan and provided to the public free of charge
2%	---	Links to the Internet and MeL resources by topic (MeL Gateways)
---	---	MORE, Michigan Online Resources for Educators, teaching materials linked to curriculum standards
---	---	Michigana, a digitized collection of materials focusing on Michigan history
1%	1%	Undecided/Refused

2009 N=720	2014 N=350	Next most used eLibrary resource Q. 7
48%	61%	Database subscriptions, purchased by the Library of Michigan and provided to the public free of charge
25%	14%	MeLCat, the shared statewide library catalog
18%	16%	Links to the Internet and MeL resources by topic (MeL Gateways)
5%	2%	MORE, Michigan Online Resources for Educators, teaching materials linked to curriculum standards
2%	3%	Michigana, a digitized collection of materials focusing on Michigan history
1%	---	None
---	1%	Tests
---	1%	Chilton's
1%	2%	Undecided/Refused

Q.6/Q.7 COMBINED in 2014:

49%	MeLCat, the shared statewide library catalog and inter-library loan service
39%	Database subscriptions, purchased by the Library of Michigan and made available to the public at no cost
1%	M.O.R.E., Michigan Online Resources for Educators, teaching materials linked to curriculum standards
2%	Michigana, a digitized collection of materials focusing on Michigan history
8%	Links to the Internet and MeL resources by topic (MeL Gateways)
1%	Other/Undecided/Refused

MeL Databases

—Reduction in staff perception of MeL database use

Several questions in the online survey of staff go to perceptions of patrons' use of MeL databases. By and large, the staff respondents in the 2014 survey perceive lower percentages of awareness and use of MeL databases among patrons than did their 2009 counterparts.

Q. 08. Based on your observations, how much would you say your library patrons use the MeL databases? N=364

Consistent with the reduction in staff's perception of MeL awareness among patrons (Q. 5.), the 2014 staff respondents also report a reduction in their observed frequency of patron use of MeL databases. It is noted, however, that the bulk of the difference between the 2009 and 2014 results is found in the 29 point difference in the, "A lot" category, nearly all of which is made up in the "Some" and "Only a little" slots. Given the somewhat subjective nature of the available response categories, it is possible that much of the discrepancy is simply a matter of nomenclature, magnified by the smaller N-size and more limited geographical representation in the 2014 survey. Then again, perception is what the question sought to measure, and the results speak for themselves.

2009	2014	
N=737	N=364	
44%	15%	A lot
43%	53%	Some
87%	68%	Total "A lot/Some"
11%	29%	Only a little
1%	3%	Not at all
12%	32%	Total "Little/None"
1%	0%	Undecided/Refused

In questions just a little later in the survey of staff, respondents are asked to offer their estimate of the number of patrons they believe to be aware of MeL databases as well as their estimate of the percentage of patrons who use them.

—Staff perception of patrons' awareness and use of MeL databases differs from patrons' self-reported awareness and use

The questions reported on at this juncture are not in the sequence in which they were presented to the staff respondents, but the positing of this narrative is intentional. The main

reason is to further emphasize the observation that 2014 staff perceptions of patrons' awareness and use of MeL databases is lower than that reported by staff in the 2009 survey. Another reason is that it is an appropriate point in the narrative to juxtapose the staff estimates of use with that found in the patrons survey. The staff perception of patrons' awareness and use of MeL databases – expressed as a percentage of the patron audience subject to the staff assessment – is estimated by the staff respondents to be considerably lower in 2014 than in 2009, as evidenced by the respective mean and median scores presented below:

Q. 15. What percentage of your library patrons would you say are aware of MeL databases? N=335

2009 - MEAN:	42.60%	MEDIAN:	40.00%
2014 - MEAN:	30.65%	MEDIAN:	25.00%

Q. 16. What percentage of your library patrons would you say actually use MeL databases? N=306

2009 - MEAN:	34.67%	MEDIAN:	30.00%
2014 - MEAN:	24.23%	MEDIAN:	15.00%

In addition, the 2014 staff estimates are well below those of patrons in the self-reported awareness. Although not precisely the equivalent inquiry, it is also noted that in the separate online survey of library patrons, the question there asked patrons directly about their awareness of MeL databases (Q. 08); 71 percent of them reported themselves as being aware of these online databases, and their self-reported frequency of use (as measured by “A lot” in Q. 090.) is higher than perceived by the staff.

—Databases aimed at adults viewed as needing the most augmentation

Q. 9A-N. For each of the following MeL databases, please tell me you if you feel MeL provides enough coverage in that area, if much more coverage is needed, if somewhat more coverage is needed, or if too much coverage is provided in that area already. N=364; Effective 225

As part of a new question set for 2014, staff respondents were offered a list of 14 topic areas covered by MeL databases and asked if the coverage in the area was adequate or if “More” needed to be provided or, if there was already “Too Much”. If more was selected, the respondent was asked to indicate whether that would be “Much” more or just “Somewhat”.

As can be seen in the following chart listing the frequencies of responses, those MeL databases aimed at adult consumption were viewed as being most in need of augmentation:

N=364		Enough Provided	Much More	Smwt More	TOTAL MORE	Too Much	Und/ Ref
9M.	Family History	33%	14%	22%	36%	1%	3%
9H.	eBooks	22%	28%	17%	35%	1%	32%
9I.	Job Search/Support	37%	12%	20%	32%	1%	30%
9F.	Adult/Continuing Education	38%	11%	20%	31%	1%	30%
9G.	Adult Literacy/Reading	32%	11%	20%	31%	1%	36%
9E.	College	41%	9%	18%	27%	1%	31%
9N.	Michigan History	46%	10%	15%	25%	1%	28%
9K.	Legal	43%	9%	13%	22%	1%	34%
9L.	Health and Wellness	50%	8%	13%	21%	1%	28%
9J.	Entrepreneurship/Business	43%	9%	11%	20%	1%	36%
9D.	Grades 9 through 12	44%	5%	14%	19%	1%	36%
9B.	Grades 2 through 5	42%	5%	14%	19%	1%	38%
9C.	Grades 6 through 8	43%	5%	13%	18%	1%	38%
9A.	Early Literacy (Pre-K through 3 rd Grade)	43%	4%	14%	18%	1%	38%

It is also worth noting that the more intensely held opinion of “Much” more, is also found resting in the same categories aimed at adult consumption; and notably, those with what might be argued as “mere” recreational value.

—Specific database titles comport with opinion of area most in need of “Much More”

Q. 10. Are there any other databases that are not currently available through MeL that you feel should be made available? If so, please specify: N=131

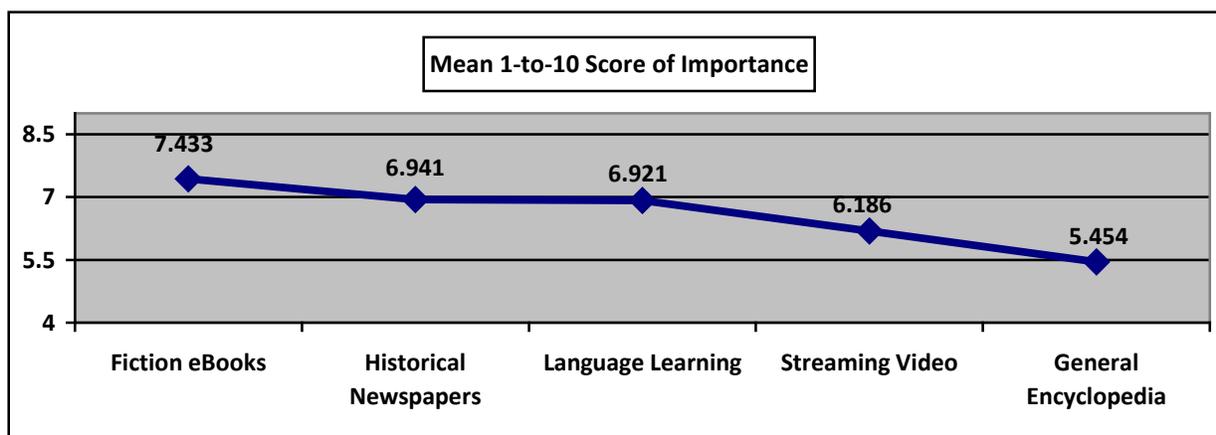
Another question in the series new for 2014 asks staff respondents to suggest databases that MeL should offer. In all, at least 37 separate specific database names were suggested. Listed below are the titles mentioned by respondents with attention drawn to the most mentioned being in the categories of Family History and, arguably, eBooks, found in the preceding question.

N=131 2014 – Open ended response to what databases should be added to MeL					
19%	Ancestry.com	2%	Genealogy	1%	Military Acceptance Tests
12%	Novelist	2%	Current Newspapers	1%	Lexis Nexis
10%	None	2%	Bio in Context	1%	IBIS Industry Research
5%	Consumer Reports	1%	World CAT	1%	Health-Wellness
4%	Reference USA	1%	World Book Student	1%	Handyman-DIY
4%	EBSCO	1%	Streaming Video DBase	1%	Graphic Novels-Comics
3%	Mango Languages	1%	Rosetta Stone	1%	Films DBase
3%	Historic Newspapers	1%	Readers Advisory	1%	Current Magazines
2%	ProQuest	1%	Project MUSE	1%	Children’s Materials
2%	Phone Directories	1%	Primary Source Documents-MI	1%	Bus-Science JournalsText
2%	PebbleGo	1%	Oxford English Dictionary	1%	ATLA
2%	Lynda	1%	Overdrive	1%	Military Acceptance Tests
2%	J-STOR	1%	Newsbank	9%	Other/Undecided/Refused

—Specific database titles comport with opinion of area most in need of “Much More” and with most mentioned database acquisition suggestions

Q. 11A-E On a scale from 1 to 10, with 1 being the least important, and 10 being the most important, please rate how important and /or useful each of the following eResources, that are not currently available but could be made available in the Michigan eLibrary, are to you. N=364

Staff respondents were next presented with a list of five eResources that might be made available and were asked to rate the importance they placed – using a scale of 1 (least)-to-10 (most) – on acquiring them. The following graph illustrates the respective mean scores for each of the eResources presented:



—Further open-ended request for needed eResources verifies previous data

Q. 12. Are there any other databases that are not currently available through MeL that you feel should be made available? If so, please specify: N=60

In the last of the new-for-2014 series of questions designed to probe staff on perceived eResource needs, respondents were invited to mention any resource not currently available that they believed should be made available. Sixty individuals opted to respond, about one-third of them unable to cite anything specific. The remaining 41 individuals offered 28 specific items, with the most cited being listed below:

2014	
N=60	
22%	None
10%	Undecided
7%	Music
7%	More eBooks
7%	Language Learning-ESL
3%	Novelist
3%	Flipster
3%	Consumer Reports
3%	Ancestry.com

—Library staff in a position to know overwhelmingly believe MeL databases save their library money

Q. 13. If your job at the library puts you in a position to know, does having access to MeL databases save your library money in your yearly budget? N=364 Effective N=234

When asked “if you are in a position to know” over 9-out-of-10 library staff from both the 2009 and 2014 surveys reported that MeL databases saved their library money. The two columns on the right in the chart below, represent the percentages of “responses” from all participated in the on line surveys, with the last two rows showing that a little over one-third of the universe from both years believed themselves to be unqualified to answer the question.

The two columns on the left hand side of the chart indicate the percentage of “yes” and “no” responses issued by individuals who believed themselves qualified to offer an informed answer in each of the respective survey years.

2009 N=464	2014 N=234	MeL databases a Moneysaver?	2014 N=364	2009 N=737
96%	93%	Yes	59%	60%
4%	7%	No	5%	3%
---	---	Not Knowledgeable	31%	35%
---	---	Refused/Skipped	5%	2%

—Internet access remains overwhelming purpose for patrons’ use of library computers

Q.14 What would you say most of your library patrons use your on-site library computers for, connecting to the Internet, word processing, using the catalog, or for some other purpose? N=352

Well over nine-out-of-ten 2014 library staff report the main reason patrons use their facility’s computers is “Connecting to the Internet” - a perception that has increased slightly from the prior test of the question in 2009.

2009 N=732	2014 N=352	
89%	95%	Connecting to the Internet
4%	2%	Word processing
3%	1%	Using the catalog
3%	1%	All of the Above
1%	---	Database searches
---	1%	Other

—A little more than half have participated in LoM MeL database training classes

Q. 17. Have you ever participated in MeL database training classes offered by the Library of Michigan through the Midwest Collaborative for Library Services? N= 347

At 54 percent, the 2014 survey reveals the proportion of staff reporting having participated in MeL database training classes offered by the Library of Michigan has not changed from the level measured in 2009.

2009	2014	
N=730	N=347	
55%	54%	Yes
45%	46%	No

Subgroups reporting “No” in proportions greater than the norm of 46% included:

63%	<i>MeLCat trained – No</i>
59%	<i>Michigana familiar - No</i>
57%	<i>Library type - College</i>
54%	<i>Southeast</i>
53%	<i>Age 18-49</i>
	<i>Patrons use MeLCat – Some</i>
52%	<i>M.O.R.E. familiar – No</i>
	<i>Women 18-49</i>
50%	<i>Patrons use databases – A lot</i>

—MeL database vendors most cited training source other than MCLS

Q. 18. Where, or where else, did you receive your training in the use of MeL databases? N=184

Based on the comparison data below, MeL database vendors and Self-training/MeL website tutorials appear to have filled the training gap formerly filled by the Michigan Library Consortium.

2009	2014	Top cited MeL database training sources
N=403	N=184	
---	33%	Midwest Collaborative for Library Services (MCLS) webinars
---	28%	MeL database vendor training or webinars
10%	16%	Self trained
---	15%	Tutorials & training on the MeL site
10%	3%	Onsite-MeL Staff Trained
5%	2%	Co-Op Provided Training
45%	---	Michigan Library Consortium regional training
26%	---	Michigan Library Consortium in Lansing
2%	---	Conferences
2%	---	Have not received training --- GO TO Q.21
---	1%	Other/Undecided/Refused

Subgroups reporting “database vendors” in proportions greater than the norm of 28% included:

42% Position – Librarian
 34% Age 41-49
 33% Central region
 Southeast region
 MeLCat trained – No
 Age 56-64

—Nearly two-thirds of those responding to the question report having been completely or mostly trained in the use of MeL databases

Q. 19 How would you describe the training that you have received in the use of MeL databases? Would you say you have been . N=182

Researchers often face a potential quandary in analyzing online surveys, which boils down to whether or not to include all respondents who participated in the survey in calculating the frequency of responses to a particular question or, to include only those answers from those who responded to the particular question under study. On the one hand, using all respondents as the base for calculations allows an assessment of how large a portion of the otherwise qualifying respondent pool opted not to answer the question, which can be useful in and of itself. On the other hand, including non-responders in the calculation can skew the proportions in the response categories; sometimes dramatically. The comparison of the 2014 and 2009 answers to this question illustrates an instance where multiple facets of the possibilities come into play.

2009 N=399	2014 N=182		2014 N=188	2009 N=737
16%	8%	Completely trained	8%	9%
68%	56%	Mostly trained	54%	37%
15%	31%	Only adequately trained	30%	8%
2%	4%	Inadequately trained	4%	1%
---	---	Poorly trained	---	---
---	---	Not trained at all	1%	---
---	---	Refused/Skipped	3%	45%

The two columns on the right compare the frequency of responses in the MeL database training assessment categories when respondents who are, “Refused/Skipped” and Not trained” are included in the calculation. The two columns on the left show the results when the latter respondents are removed from the total.

As can be seen, the comparison of 2014 with 2009 results for assessment of training is significantly different depending on which set of numbers is used. The right hand columns suggest 2014 respondents consider themselves to have been better trained than the respondents

from 2009. The results in the left hand columns give the opposite impression – albeit not quite as stark. The reason behind these different impressions lies in the universe used to make the frequency calculations.

In 2009, 737 respondents participated in the survey and none of them were screened out of being presented with the training assessment question, even if they had responded “No” earlier in the interview to a question asking if they had received MeL database training. Thus, the 45 percent in the “Refused/Skipped” category consists primarily of individuals who simply had no frame of reference from which to answer the question asking them to assess their training.

The 2014 respondent pool for this question took into account the individual answers to the preceding training question and those who responded “no” were never presented with the training assessment question. As a consequence there is very little difference in the 2014 N-sizes – there being only 5 qualified respondents in 2014 who opted not to answer the question.

For comparison purposes therefore, the two leftmost columns are the most appropriate to examine. As can be seen, there is a negligible difference between 2009 and 2014 in the number of those who perceived their training to be inadequate, with the differences confining themselves to the degree of adequacy they perceived to have received.

As for the differences in the perceived adequacy of database training (i.e. “Completely”, “mostly”) it is noted that 28 percent of 2014 respondents cited the database vendors themselves as being the source of their training compared to none of the 2009 respondents (Q. 18, above). This is one possible, although certainly not the only possible, source of the discrepancy in the assessment of respondents of the adequacy of their database training.

— “In-depth topics”, “on-line tutorials” and “webinars” top items cited that are needed to improve training

Q. 20 A-B What are the one or two things that you think could be done to improve the training provided in the use of MeL? N=93

2014		2009	
N=93		N=125	
12%	In-Depth Topics	14%	Closer - Local
10%	Online Tutorials-Videos	14%	More Time to Practice in Classes
10%	Webinars	12%	Ongoing – Refresher Classes
8%	Location-Close	10%	Offer Classes Online

— **Time constraints most cited reason for not attending database training**

Q. 21. What is the main reason you have not attended any of the training opportunities provided in the use of MeL?
N=127

A new question for 2014 asked respondents who reported “No” when they were asked if they had received training in MeL databases (Q. 17 et seq.), the main reason they did not attend a training session. As can be seen from the chart below, “No time” ranked highest, with more than four-out-of-five citing this as their reason. When the arguably related reasons of “short staffed” and “Too far” are combined with “No time”, time constraints account for more than one third of the responses as reasons for not attending the training.

2014	
N=127	
21%	No Time To
20%	Unaware of Them
19%	No Need To-Easy to Use
11%	Not My Job
8%	Short Staffed
6%	Too Far-Location
4%	Lack of Administration’s Support
4%	Not Offered to Me
2%	No Funding To Do So
2%	Trained Locally
1%	Have Before-Old MeL
1%	Laziness
1%	New to Position-Job
1%	None
1%	Other/Undecided/Refused

— **More, closer sessions cited as inducements to attend**

Q. 22A-B. What are the one or two things that you think could be done to encourage you to attend the training provided in the use of MeL? N=89

In an effort to elicit what might induce a non-attendeo to attend, those who indicated they had not attended a MeL use training session what might make them more apt to participate in one. The top suggestions offered centered on greater flexibility and convenience for the individual, as illustrated in the following chart.

2014	
N=89	
18%	Location-Locally-Closer
17%	Variety Days-Times
15%	Webinars
11%	Advertise-Inform About
7%	Administration's Support
5%	Specific Topics-Choices
3%	Paid Time Off
3%	None
3%	New Databases
3%	Free-Cheaper To Attend
1%	Open for All to Attend
1%	Offer Food-Beverages
1%	More Funding
1%	Make Mandatory
1%	Keep Brief-Hour or Less
1%	Higher Patron Usage
1%	Held At MLA Conference
1%	Held At MeLCat User Day
1%	Group Registration-Discount
1%	CE Credits
6%	Other/Undecided/Refused

— **Drop in number of libraries reporting MeL training for patrons**

Q. 23. Do you offer training classes to your library patrons in the use of MeL databases? N=364

The number of staff respondents reporting their library as offering patrons training classes in MeL database use dropped considerably between 2009 and 2014, irrespective of whether or not the “skipped/refused” count is considered in the calculation of frequency. One factor that may contribute to the decline in the reported offering of training classes is the narrower geographic representation in the 2014 survey. The range of the drop is from 15 to 17

percentage points, depending on the calculation used and, in either event is outside the margin of error for the smaller sampling in 2014, as illustrated below:

2009	2014	Without "Refused/Skipped"	2014	2009
N=737	N=364		N=364	N=737
41%	24%	Yes	27%	42%
56%	65%	No	73%	58%
3%	11%	Refused/Skipped Question	---	---

Subgroups reporting "Yes" in proportions greater than the norm of 24% included:

39%	<i>Patrons use of databases – "A lot"</i>
37%	<i>MLS degree</i>
36%	<i>Position – Librarian</i>
35%	<i>Age 56-64</i>
31%	<i>Age 41-49</i>
	<i>College degree</i>
30%	<i>Familiar with M.O.R.E. – Yes</i>
29%	<i>Familiar with Michigana - Yes</i>

— Lack of patron interest coupled with lack of time and/or staff most cited reasons for not offering training

Q. 24A-B. What are the one or two main reasons why you have NOT been able to offer training classes in the use of MeL databases? [THEN GO TO Q.26] N=167

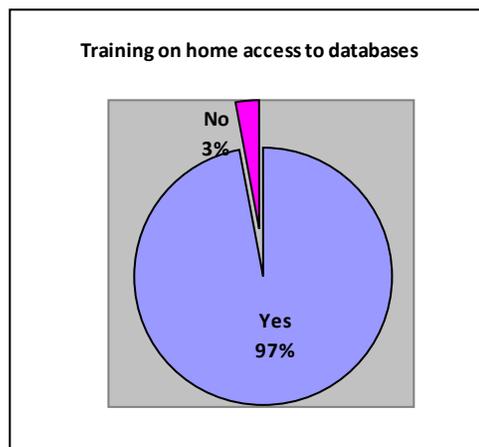
Of the 278 respondents eligible to respond to this question, 111 opted not to respond. Of the remaining 167 individuals, a lack of patron interest was the single most cited reason for not offering training to patrons on the use of MeL databases. It is noted, however, that "Lack of time" and "Lack of staff" are interrelated reasons and, taken together, form the plurality of responses.

2014	
N=167	
24%	No Patron Interest-Need
18%	Lack of Staff
13%	Lack of Time
11%	Teach One on One
11%	Not Trained-Proficient
5%	Focus on DBases-Subscriptions
4%	Limited Computers
2%	Small Library-Space Limited

— **Of the training that is provided, nearly all includes home access instruction**

Q. 25. Does the training in the use of MeL databases include how to access the databases from home? N=86

The next question in 2014 asked respondents who reported that their library did offer MeL database training classes to patrons if that training included instruction on how to gain access from home. Virtually all of the 86 respondents qualifying to be asked this question reported their patron database training includes instruction on how to access the information from home. The question was posed in 2009 but a programming error in the service provider's system prevented the accumulation of data in that year.



— **Majority of staff report their facility includes MeL resources in their programming**

26. Do you include MeL resources in your library programming? N=364

Depending upon how the data are calculated, between roughly half and two-thirds of staff respondents report their library includes programming regarding MeL resources.

2014	Without "Refused/Skipped"	
N=364	N=300	
51%	62%	Yes
31%	38%	No
18%	---	Refused/Skipped Question

Subgroups reporting "No" in proportions greater than the norm of 31% included:

- 46% Patrons use of MeLCat – Some
- 44% Michigana familiar - No
- 43% M.O.R.E. familiar - No
- 42% MeLCat trained - No
- 40% North region
- 39% Patron use of databases – Seldom/Never
- 39% Position - Administrator
- 38% Assessment of MeLCat training - Mostly
- 37% Offer MeLCat training - Yes
- 36% Library type – Public
- Offer MeL training - No

—Library website the primary venue for promoting MeL resources

*Q. 27. How do you include MeL resources in your library programming? [PLEASE SELECT ALL THAT APPLY]
N=183*

The 183 respondents to this question offered 580 responses. The aggregation of those responses and their attending frequency of mention are listed below:

2014	
N=183	
26%	MeL logos on your library's website
15%	Library signage
14%	Newsletters and other printed marketing materials
11%	Offer classes for library patrons
9%	Programs for adults
7%	Programs for kids
6%	Programs for teens
4%	Outreach programs
3%	Part of Computer Class
2%	MeL Required Assignments
1%	Patron One on One
1%	Link via Our Website
1%	Genealogy Classes'
---	Order Requested Books
---	Book Clubs
---	Other/Undecided/Refused

—Majority responding use MeL.org website promotion materials

Q. 28. Do you use the MeL promotions materials available at the MeL.org website? N=364

A majority of staff who offered an answer one way or the other indicated the use of MeL promotional materials available to them via the website.

2014	Without "Refused/Skipped"	
N=364	N=300	
44%	55%	Yes
36%	45%	No
20%	---	Refused/Skipped Question

Subgroups reporting "No" in proportions greater than the norm of 36% included:

52%	Michigan familiar - No
48%	Library type – College
	MeLCat trained - No
46%	Patron use of MeLCat – Some
45%	M.O.R.E. familiar – No
	Library position - Librarian
43%	Central region

—Majority responding promote MeL resources in community outreach

Q. 29. Do you promote MeL resources to community and business groups in your outreach efforts? N=364

Among the staff responding to the question, a clear majority report outreach efforts that include promotion of MeL resources to business groups and the larger community.

2014 N=364	Without “Refused/Skipped” N=287	
45%	58%	Yes
34%	42%	No
21%	---	Refused/Skipped Question

Subgroups reporting “No” in proportions greater than the norm of 34% included:

54%	<i>Library type – College</i>
46%	<i>Patrons use MeLCat – Some</i>
42%	<i>Women 50+</i>
40%	<i>Patrons use databases – Seldom/Never</i>
	<i>Library position – Librarian</i>
39%	<i>Familiar with Michigana – No</i>
	<i>College educated</i>

—Library website the predominant guide to MeL.org

Q. 30. Do you guide library users directly to MeL.org on your website or list the databases and other sections of MeL individually on your website? N=364

A direct guide to MeL.org on the library website – either exclusively or in conjunction with listings of individual MeL resources – is the means by which the overwhelming number of libraries direct users.

2014 N=364	Without “Refused/Skipped” N=300	
36%	44%	Directly to MeL.org on your website
12%	14%	List the databases and other sections of MeL individually on your website
31%	38%	Both direct library users to directly to MeL.org on your website or list the databases and other sections of MeL individually on your website
4%	4%	No, neither
17%	---	Refused/Skipped Question

—Strong majority say they brand MeL with MeL on library web site

Q. 30 Do you brand the MeL databases by placing the MeL logo or a text link on the library web site? N=364

Three quarters of those responding to the question one way or another report branding the MeL databases on their web site. Given that the 2009 level of 67 percent lies squarely between the “With Skipped” and “Without Skipped” frequency calculations for 2014, it is safe to say the levels of branding have not significantly changed between the survey years.

2009	2014	Without “Refused/Skipped”	
N=737	N=364	N=281	
67%	58%	75%	Yes
29%	19%	25%	No
4%	23%	---	Refused/Skipped Question

Subgroups reporting “No” in proportions greater than the norm of 19% included:

30%	<i>Library type – College</i>
27%	<i>MLS degree - Yes</i>
26%	<i>Library position - Librarian</i>
25%	<i>M.O.R.E. familiar – yes</i>
	<i>Library position - Director</i>
24%	<i>Southwest region</i>

—Technological limitations lead list for not branding MeL

Q. 32. What is the main reason you do not brand the MeL databases by placing the MeL logo or a text link on the library website? N=50

Only 50 staff members of the 69 who reported “No” in the previous question offered a reason why their library’s website does not brand MeL databases. Listed below, are the top responses:

2014	
N=50	
20%	Undecided/Refused
10%	Website Host Limits
8%	No Support from Administration
8%	Have No Website
6%	Will in the Future
6%	Too Much Visual Clutter
6%	Lack of Time
6%	Difficulty with Image
4%	Never Thought To
4%	Linked in Other Section
4%	Lack of Staff
4%	Don’t Know How

—Strong majority also say web sites allow non-card holders to use MeL at MeL.org

Q. 33. Does your website allow people without library cards to use the MeL databases at MeL.org? N=364

As with the question regarding MeL branding (Q. 30), a very strong majority of staff respondents who offered an answer one way or the other reported their web sites allow non-library card holders to access MeL via the local library web site. The results for 2014 - both with and without incorporating eligible respondents who “Skipped/Refused” – closely parallel the data from 2009.

2009	2014	Without “Refused/Skipped”	2014	2009
N=737	N=364		N=281	N=693
67%	58%	Yes	75%	71%
29%	19%	No	25%	29%
4%	23%	Refused/Skipped Question	---	---

—Limited insight into why non-cardholder cannot garner access

Q. 34. What is the main reason why you have not directed them to MeL.org? N=33

Apart from “*ID required*”, a response that begs the question, “*Linked on our website*” is the next most frequently offered answer, which suggests that the previous question may have been misinterpreted.

2014	
N=33	
27%	Card-ID Required
24%	Linked on Our Website
9%	Staff Untrained-Unfamiliar
6%	Not My Job
6%	Have No Website
3%	Use Local Resources First
---	Don’t Think of It
---	Academic Library

MeLCat

—Very high MeLCat participation rate

Q. 35. Does your library participate in MeLCat? N=364

The 2009 survey saw over eight-in-ten respondents report their library participates in MeLCat and, for 2014, the level stays the same, within the margin of error, or increases substantially, depending upon how the frequency is calculated. What is certain is the proportion of 2014 respondents reporting “No” is down under either scenario, strongly suggesting participation in MeLCat has increases – at least as measured by the somewhat less geographically diverse 2014 audience.

2009	2014	Without “Refused/Skipped”	
N=737	N=364	N=307	
81%	77%	92%	Yes
18%	7%	8%	No
1%	16%	---	Refused/Skipped Question

—Over 9-in-10 patrons perceived to use MeLCat at least “Some”

Q. 36. How much would you say your library patrons use MeLCat, the statewide shared catalog? N=281

But for the shading of differences between the descriptions “A lot” and “Some”, the frequency of responses to this question asking staff to characterize their library patrons’ use of MeLCat is identical in both survey years.

2009	2014	
N=597	N=281	
66%	56%	A lot
26%	36%	Some
92%	92%	TOTAL “A lot/Some”
6%	6%	Only a little
1%	1%	Not at all
1%	1%	Undecided/Refused

The patrons’ self-reported use closely comports with the perceptions of staff, with 83 percent of patrons reporting MeLCat use at least, “Some” (Q. 29-Patrons’ survey).

—Staff says less than a majority aware of MeLCat – down from 2009

Q. 37. What percentage of your library patrons would you say are aware of MeLCat? N=266

In 2014, twenty-seven percent of the respondents did not or could not answer this question, just under twice the proportion in 2009. Among the 266 respondents who expressed an opinion, the following represents the mean percentages for both years.

2014 - MEAN:	49.42%	MEDIAN:	50.0%
2009 - MEAN:	54.46%	MEDIAN:	50.0%

The reader is reminded that in the survey of patrons, 88 percent of those who responded to this question reported an awareness of MeLCat, with 72 percent “aware” if those patrons who skipped the question are factored in;

—Staff still says about 4-in-10 actually use MeLCat

Q. 38. What percentage of your library patrons would you say actually use MeLCat? N=252

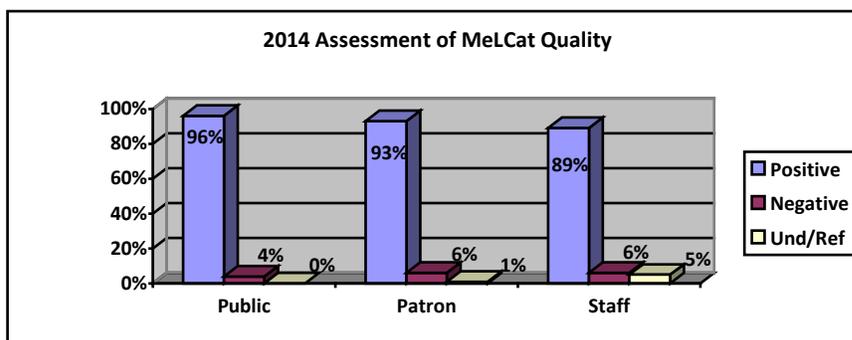
In 2014, thirty-one percent of the respondents did not or could not answer this question. Among the 252 respondents in 2014 who expressed an opinion, the following represents the mean percentage.

2014 - MEAN:	38.35%	MEDIAN:	38.5%
2009 - MEAN:	39.93%	MEDIAN:	40.0%

—Retention of high positive rating for MeLCat quality

Q. 39. How would you rate the quality of MeLCat? Would you give MeLCat a positive rating of excellent or pretty good, or a negative rating of only fair or poor? N=281

As the chart below demonstrates, MeLCat quality receives high positive ratings from each of the three audiences surveyed. While the staff results are slightly lower than those recorded in 2009 (93 percent Positive to 89 percent), they are, nevertheless well within the margin of error and consistent across the subsets.



—Reassessment of staffing needs and/or workflow due to MeLCat participation changes little

Q. 40. If your current job at the library puts you in a position to know, have you had to reassess staffing needs and/or workflow since your library decided to participate in MeLCat? N=281

Whether due to the passage of time, the smaller 2014 N-size or, the larger proportion of eligible respondents skipping the question, there is witnessed a slight reduction in the number of library staff reporting the need to reassess staffing and/or workflow needs due to participation in MeLCat.

2009 N=597	2014 N=281	
4%	2%	Yes, staff needs
13%	14%	Yes, workflow
36%	32%	Yes, both
53%	48%	TOTAL Reassessment
11%	13%	No, neither
34%	33%	Not Knowledgeable
2%	6%	Skipped/Refused

Subgroups reporting “Neither” in proportions greater than the norm of 13% included:

28%	<i>Library position - Director</i>
25%	<i>Southwest region</i>
20%	<i>Assessment of MeLCat training - Complete</i>

—Plurality say requests are able to be filled; different types of unavailability make up the reason(s) for unfulfilled requests

Q. 41. If your current job at the library puts you in a position to know, what is the main reason why you are not able to request materials through MeLCat? N=132

To the extent staff report the inability to obtain materials via MeLCat, the predominant reasons are the ineligibility or unavailability of the item requested.

2014 N=132			
38%	None-We Are Able	2%	We Own the Item
13%	Item Too New	2%	Request Canceled
11%	Item Not Available	2%	Patron Fines-Overdue
10%	Not Lendable-Able to be Requested	2%	Listed Incorrectly
5%	MeLCat Down-Broken	1%	Understaffed
5%	Item Checked Out	1%	Item Doesn't Exist
5%	Can't Lend AV	5%	Other/Undecided/Refused

—**Staff nearly unanimous in thinking patrons like MeLCat**

Q. 42. Overall, do you think your library patrons like or dislike MeLCat? N=281

The 2014 test shows that, as in 2009, nearly all staff perceive their patrons very much like MeLCat. Indeed, removal of the six percent who skipped the question in 2014 and the two percent who did so in 2009 would produce 100 percent “Total like” in both years.

2009	2014	
N=597	N=281	
83%	73%	Strongly like ----- GO TO Q.44
15%	21%	Somewhat like----- GO TO Q.44
98%	94%	TOTAL LIKE
---	---	TOTAL DISLIKE
---	---	Somewhat/Strongly dislike
2%	6%	Undecided/Refused

Q. 43. In your opinion, what might be done to make MeLCat more useful or appealing to your patrons? [THEN GO TO Q.45] N=1

One respondent in the previous question offered the answer of “Somewhat dislike”. As a consequence, this individual was asked how MeLCat could be made more appealing to patrons. “Having more libraries participate”, was the proffered advice.

—**Reported feedback about MeLCat about 3-to-1 positive**

44. What feedback on MeLCat is most often heard from your library users? N=208

In 2014, the staff were invited to report the feedback they hear most often from patrons who use the service. As the bifurcated chart below demonstrates, the feedback reported in this on line survey of staff is overwhelmingly positive. With the exception of a clustering of responses citing long wait times, the negative feedback scatters fairly widely.

2014 Total N=208			
(percentages are a function of the total N-size)			
2014	Positive feedback	2014	Negative feedback
N=151		N=57	
38%	Increased Access to Materials	10%	Slow Delivery-Long Waits
27%	Positive Comments-Like	4%	Trouble Requesting Items
3%	Easy to Use	3%	Difficult to Use
2%	Fast Delivery	3%	New Catalog Confusing
1%	Convenient	2%	Borrowing Time Limited
1%	Like Chilton’s	1%	Canceled Request No Notice
1%	Nothing	1%	Can’t Get New Items
1%	Self-service	1%	Prefer OCLC
		1%	System Down-Broken
1%	Other/Undecided/Refused	1%	Want Home Access

—Increase in proportion reporting collection practices/funding efforts changed because of MeLCat ; Efforts overwhelmingly successful

Q. 45 If your current job at the library puts you in a position to know, have you changed your collection practices and/or funding efforts since deciding to participate in MeLCat? N=281

The 2014 survey saw an increase in the number of staff purporting to have the knowledge reporting a change in their collection practices and/or funding efforts as a result of participation with MeLCat.

2009	2014	Without “Refused/Skipped”	
N=597	N=281	N=262	
15%	21%	23%	Yes
36%	30%	32%	No
48%	42%	45%	Not Knowledgeable
1%	7%	---	Refused/Skipped Question

Subgroups reporting “Yes” in proportions greater than the norm of 21% included:

36%	<i>Southwest region</i>
33%	<i>Library type – College</i>
32%	<i>Library position - Director</i>
31%	<i>M.O.R.E. familiar - Yes</i>
29%	<i>Assessment of MeLCat training – Complete</i>
	<i>MLS degree - Yes</i>
27%	<i>Offer MeL training - Yes</i>

Q. 46. Have the changes you have made in your collection practices and/or funding efforts since joining MeLCat been successful, such as allowing you to provide more materials? Effective N=56

For the 56 respondents who reported their practices had changed due to participation in MeLCat and did not skip the follow – up question, 50 of them – or 89 percent – indicated their changes had been successful.

—Nearly 1-in-4 say they have had problems with loaning AV materials

Q. 47 Have you had any problems with the loaning of AV materials as a result of participating in MeLCat? N=281

The 2014 survey saw an increase in the number of staff reporting problems with the loaning of AV materials. If based on the number of staff respondents who did not skip the question, the offered a yes or no answer, increase is moves from just under 20 percent to just under 25 percent. The “Yes” proportion was fairly uniform across the universe, with only those describing their MeLCat training as “Complete” reporting “Yes” to this question significantly above the norm at thirty-three percent.

2009	2014	Without “Refused/Skipped”	
N=597	N=281	N=247	
18%	21%	24%	Yes
73%	67%	76%	No
9%	12%	---	Refused/Skipped Question

— **“Demand”, “Broken/damaged materials” and, “Demand” remain top problems**

Q. 48 A-B What are the problems that your library has experienced? N=53

As was the case in 2009, the problems experienced with AV lending center on the physical properties of the items loaned and the demand for them.

2009	2014	Top Responses Only
N=58	N=53	
18%	23%	Broken – Damaged Materials
5%	21%	High Volume of Requests
20%	17%	Not All Libraries Loan/Borrow
11%	10%	Lost – Stolen Materials
8%	8%	Late Returns
9%	---	Missing Parts

— **“Limiting” or “not loaning AV materials” top response**

Q. 49 A-B What did your library do to respond to those problems? N=46

In response to AV lending difficulties, the 2014 staff respondents reacted in much the same manner as their 2009 counterparts, as illustrated in the chart below:

2009	2014	Top Responses Only
N=47	N=46	
13%	24%	Limit – Not Loan AV Materials
17%	12%	Done Nothing
10%	15%	Contacted Borrowing Library by phone/e-mail
---	9%	Billed borrowing Library

—Approximately one-quarter report other problems emerged since joining MeLCat; predominantly involving technical difficulties and long wait times

Q. 50 Has your library had any other specific problems since you joined MeLCat? N=281; Effective N=235

The proportion of staff reporting problems due to MeLCat, apart from any difficulties they experienced with AV lending, has remained relatively steady at around 25 percent between the 2009 and 2014 survey years.

2009	2014	Without "Refused/Skipped"	
N=597	N=281	N=235	
22%	22%	27%	Yes
67%	61%	73%	No
11%	17%	---	Refused/Skipped Question

Q. 51 A-B What problems have you had? N=62

For the 62 respondents offering up to two answers to this question, the preponderance of the comments involved, as they did in 2009, indicated MeLCat system malfunctions and/or protracted or incorrect deliveries.

2014	Top Responses Only
N=62	
19%	MeLCat Down-Broken
13%	Long Time to Deliver
12%	Incorrect Deliveries
9%	Added Staff Time to Pack-Ship
7%	Damaged Items
6%	Confusing Format Change
5%	Duplicate Orders

— **“Contacting MeLCat” top response to problems**

Q. 52 A-B What did your library do to respond to those problems? N=57

In keeping with the responses from 2009, the 2014 staff respondents indicated some form of contact with MeL-MeLCat as the top response to any problems they encountered. This is in keeping with the previous top problem citation in the previous question of involving technical difficulties.

2014	
N=56	
16%	Contact MeL-MeLCat Help
11%	Called Borrowing Library
10%	System Change-Upgrade
9%	Explain to Patrons
9%	Billed Borrowing Library
5%	Nothing
5%	Contact MeL-MeLCat Specialist
2%	Contact MCLS

—Plurality identify MeLCat funding coming under the rubric of “taxes”

Q. 53 If your current job at the library puts you in a position to know, based on your understanding, where does the funding for MeLCat come from? N=156

Most staff respondents purporting to be in a position to know identify some form of direct tax revenue as the source of MeLCat funding, whether the source is Federal, State or Local. A considerable proportion also identify grantors as being the source and, to the extent these are recognized as being publicly funded, they too, could be wrapped into “Taxes”. Arguably, the case can be made from the responses that virtually all staff answering the question recognize the public revenue nature of MeLCat funding.

2009 N=296	2014 N=156	Top Responses Only
30%	40%	Taxes – State, Local and/or Federal
		11% 26% State-Taxes
		1% 3% Federal-Taxes
		5% 2% Taxes-in General
		--- 1% Local-Property Taxes
14%	30%	LSTA
		2% 8% Grants
		--- 5% IMLS
4%	12%	Library of MI
2%	1%	Library Co-Op
---	5%	Our Operating Budget
---	2%	Participating Library Pays
---	1%	College Pays
---	1%	Late Fees
50%	11%	Other/Undecided/Refused

—More than 6-in-10 say they received training in MeLCat

Q. 54. Have you received training in the use of MeLCat? N=281

As in 2009, a large majority of 2014 staff respondents eligible to respond, reported having received training in MeLCat.

2009 N=597	2014 N=281	Without “Refused/Skipped”	
63%	62%	68%	Yes
36%	29%	32%	No
1%	9%	---	Refused/Skipped Question

Subgroups reporting “No” in proportions greater than the norm of 21% included:

44%	Trained in MeL - No
43%	Southeast region
40%	Library position – Librarian
39%	MLS degree - Yes
36%	Library type – College
35%	Patrons use MeLCat - Some
34%	Southwest region

—Most participated in training via Library of Michigan/MCLS

Q. 55 Have you ever participated in MeLCat training classes offered by the Library of Michigan through the Midwest Collaborative for Library Services? N=173

As in 2009, most who report having received MeLCat training received it via the Library of Michigan.

2009	2014	
N=461	N=173	
60%	63%	Yes
39%	35%	No
1%	2%	Undecided/Refused

—Training “at work” other top training source in MeLCat

Q. 56. Where, or where else, did you receive your training in the use of MeLCat? N=120

The place of employment and similar entities related thereto are the main non-MCLS venues both 2009 and 2014 respondents cite as being the source of their MeLCat training.

2009	2014	Top responses only
N=203	N=120	
29%	44%	At Work
15%	9%	Co-op
6%	7%	Lansing
1%	7%	NONE
---	7%	Webinars
---	6%	Online
8%	6%	Self Taught
---	3%	Library Network
1%	2%	MeLCat Users Day
---	2%	MeLCat Staff
13%	---	Consortium
8%	---	Co-worker
3%	---	ISD - RESA
3%	---	University
2%	---	Conferences
2%	---	Marquette, MI
11%	9%	Other/Undecided/Refused

—**More than 8-in-10 completely or mostly trained in MeLCat**

Q.57 How would you describe the training that you have received in the use of the MeLCat? Would you say you have been... N=173

2009 N=461	2014 N=173	
25%	29%	Completely trained
57%	56%	Mostly trained
82%	85%	Total “Completely/Mostly”
15%	12%	Only adequately trained
1%	1%	Inadequately trained
---	---	Poorly trained
---	1%	Not trained at all
2%	1%	Undecided/Refused

— **Suggestions for improving MeLCat training run the gamut between 2009 and 2014**

Q. 58 A-B What are the one or two things that you think could be done to improve the training provided on the use of MeLCat? N=62

Bearing in mind the limited N-sizes, the chart below displays the top responses to a request for respondents to suggest improvements to the MeLCat training. There are obvious points of agreement between the responses obtained in 2009 and 2014 but the subjective nature of the question, leads to some divergence as well.

2009 N=113	2014 N=62	Top Responses Only
---	12%	In-Depth Topics
---	10%	Variety of Days-Times
14%	9%	Refresher Courses
10%	9%	None
13%	9%	Advanced - Technical Training
---	7%	Webinars
10%	7%	More Hands On-Time to Explore
5%	4%	Online Tutorials-Videos
5%	4%	Location-Close
2%	4%	Better Trainers
10%	---	More “Real World” Examples

—Very small percentage offer specific training classes to patrons in MeLCat

Q. 59. Do you offer specific training classes to your library patrons in the use of MeLCat? N=281

Just as in 2009, a very small percentage of staff respondents report their library as offering specific MeLCat training classes for their patrons.

2009	2014	Without “Refused/Skipped”	
N=597	N=281	N=251	
14%	11%	12%	Yes
81%	78%	88%	No
5%	11%	---	Refused/Skipped Question

Subgroups reporting “Yes” in proportions greater than the norm of 11% included:

33%	<i>Offer MeL training – Yes</i>
19%	<i>Library position - Director</i>
17%	<i>North region</i>
	<i>Michigana familiar - Yes</i>
16%	<i>Assess MeLCat training - Complete</i>

— Perceived patron disinterest and “one-on-one training” top reasons for not offering training in MeLCat

Q. 60 A-B What are the one or two main reasons why you have NOT been able to offer training in the use of MeLCat? N=154

While lack of staff/lack of time are cited in 2014 in nearly the same proportions as in 2009, the top reason 2014 staff respondents cite for not offering patron training in MeLCat is a perceived lack of patron interest – accounting for nearly one quarter of all the multiple responses solicited. Similarly, “one-on-one” finds a higher proportion of 2014 respondents than in 2009.

2009	2014	Top Responses Only
N=257	N=154	
9%	24%	No Patron Interest-Need
16%	22%	Teach One on One
17%	15%	Lack of Staff
12%	11%	Lack of Time
6%	5%	In Other Training-Classes
7%	4%	Easy to Use as is
6%	---	Do not have MeLCat

—Evidence of a mild increase in MeLCat promotion

Q. 61. Do you market and encourage the use of MeLCat at your library? N=281

Under either calculation, the 2014 results indicate an increase in library marketing of MeLCat over the levels recorded in 2009, although the difference in the respective years’ N-sizes could bring the difference within the margin of error.

2009	2014	Without “Refused/Skipped”	
N=737	N=281	N=250	
75%	78%	88%	Yes
21%	11%	12%	No
4%	11%	---	Refused/Skipped Question

Subgroups reporting “No” in proportions greater than the norm of 11% included:

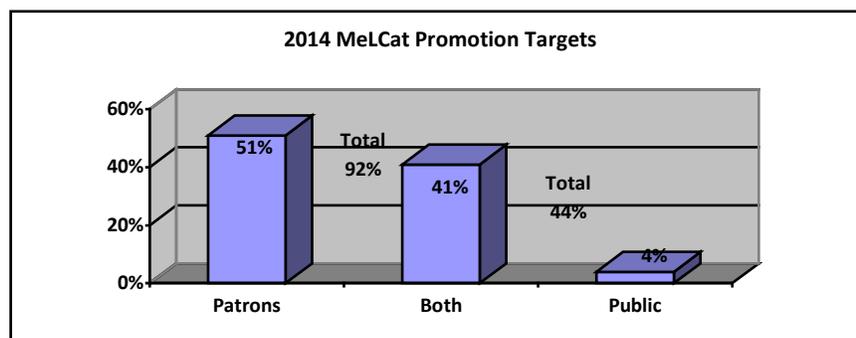
- 16% Library position - Director
- 15% Patrons use MeLCat – Some

—9-in-10 patrons trained – less than half says general public trained

Q. 62 Do you market and encourage the use of MeLCat just to your library patrons, or, do you market the availability and use of the MeLCat to the public as a way of encouraging the use of library services? N=220

The 2014 results to this question track closely with the measurement taken in 2009, with better than nine-in-ten staff respondents reporting marketing to patrons and 45 percent indicating marketing to the general public.

2009	2014	
N=553	N=220	
54%	51%	Markets just to library patrons
8%	4%	Markets to the general public
36%	41%	Markets to both
1%	---	Markets to neither
1%	4^	Skipped/Refused



— **“Word of mouth” top method of marketing MeLCat; “website” top formal method**

Q. 63 A-B What are the one or two main methods of marketing that you use to encourage the use of MeLCat?
N=174

“Word of mouth” (aka, “One-on-one” in 2009) remained the primary method 2014 library staff cited by which they promote MeLCat. More structured methods such as, “website” and print materials were also mentioned in roughly the same proportions in 2014 as they were in the 2009 study.

2009	2014	
N=252	N=174	
35%	39%	Word of Mouth/One on One
21%	23%	Website Link
12%	11%	Flyer – Brochures
8%	8%	Class Instruction
4%	5%	Signage
5%	4%	Newsletter
---	4%	Catalog link
4%	3%	Bookmarks
5%	---	Reference Desk
4%	2%	Newspaper

— **Increase in reported familiarity with M.O.R.E.**

Q. 64. Are you familiar with the Michigan Online Resources for Educators, called MORE? N=281

The 2014 survey reveals a fairly substantial increase in the proportion of staff who report familiarity with M.O.R.E. If using the calculation that discounts the eligible respondents who skipped the question, better than a 10 percentage point increase is observed.

2009	2014	Without “Refused/Skipped”	
N=737	N=281	N=256	
32%	41%	45%	Yes
66%	50%	55%	No
2%	9%	---	Refused/Skipped Question

Subgroups reporting “No” in proportions greater than the norm of 50% included:

- 67% Southeast region
Library position – Clerk
- 65% Familiar with Michigana - No
- 60% MeL trained - No
- 56% Age 50+
Library position - Librarian

—**Solid majority says they recommend the use of MORE to patrons**

Q. 65 Do you recommend the use of MORE to your patrons? N=114

In results that remained essentially unchanged from 2009, a solid 58 percent majority of the 2014 who professed familiarity with M.O.R.E. report they recommend it to patrons.

2009	2014	
N=233	N=114	
57%	58%	Yes
41%	39%	No
2%	3%	Undecided/Refused

Subgroups reporting “No” in proportions greater than the norm of 39% included:

60%	<i>Patrons use MeL databases - No</i>
52%	<i>Central region</i>
48%	<i>MeL trained – No</i>
45%	<i>MelCat trained - No</i>
44%	<i>Patrons use MeLCat - Some</i>

— **“No demand” supplants “need training” as top reason for NOT recommending use of M.O.R.E. to patrons**

Q. 66 What is the main reason you do not recommend the use of M.O.R.E. to your patrons? N=43

Although well within the margin of error for the N-sizes being compared, a perceived lack of patron demand tops the list of reasons in 2014 for why staff does not recommend M.O.R.E. to patrons

2009	2014	Top Responses Only
N=95	N=43	
24%	33%	No Patron Demand
34%	21%	Need training
19%	14%	Need promotional materials
5%	12%	Unfamiliar with it
10%	12%	It’s not useful
2%	2%	No time

—Large increase in reported familiarity with Michigana

Q. 67. Are you familiar with Michigana, the digital history collections in MeL? N=281

The disparate size of the N-sizes notwithstanding; the 2014 results for this question show a marked increase in the number of staff respondents reporting familiarity with Michigana.

2009	2014	Without “Refused/Skipped”	
N=737	N=281	N=257	
55%	66%	72%	Yes
43%	26%	28%	No
2%	8%	---	Refused/Skipped Question

Subgroups reporting “No” in proportions greater than the norm of 26% included:

52%	Library position- Clerk
48%	Library position – Para pro
39%	Southeast region
38%	M.O.R.E. familiar - No
35%	MeL trained – No
31%	MeLCat training assessment - Mostly
30%	Offer MeL training - No
29%	Central region
	Patrons use MeL databases – A ;ot

—Increase in reported familiarity carries over to increase in recommendation of Michigana to patrons

Q. 68. Do you recommend the use of Michigana to your patrons? N=184

2009	2014	
N=405	N=184	
59%	67%	Yes
37%	31%	No
4%	2%	Undecided/Refused

Subgroups reporting “No” in proportions greater than the norm of 31% included:

47%	Southeast region
44%	MeLCat trained - No
43%	Patrons use databases – Seldom/Never
42%	Library type – College
40%	MeL trained – No
39%	M.O.R.E. familiar – No
36%	Library position - Librarian

— **“No demand” and “need for training” top reasons for NOT recommending use of Michigana to patrons**

Q. 69. What is the main reason you do not recommend the use of Michigana to your patrons? N=56

Even though only fifty-six 2014 staff respondents qualified for the question, the reasons they cite for not recommending Michigana to patrons track very closely to those same reasons cited for not promoting M.O.R.E. The following chart displays the distribution of responses to the question in both study years:

2009 N=139	2014 N=56	Top Responses Only
23%	41%	No Demand
21%	29%	Need training
16%	11%	Need promotional materials
---	7%	Don't think to do so
11%	5%	It's not useful
8%	4%	Unfamiliar with it

DEMOGRAPHIC COMPARISONS

Finally, I would like to ask you a few questions for statistical purposes only.

For how many years have you lived in your current community?

2014 Public N=600		2009 Public N=600
5%	2 years of less	1%
6%	3 to 5 years	6%
10%	6 to 10 years	18%
13%	11 to 15 years	11%
9%	16 to 20 years	11%
50%	Over 20 years	45%
6%	All of their life	7%
1%	Undecided/Refused	1%

Do you own your home, are you buying it, do you lease your home or do you rent?

2014 Public N=600		2009 Public N=600
64%	Own home	73%
12%	Buying home	18%
1%	Lease home	1%
16%	Rent	6%
7%	Undecided/Refused	2%

Would you please tell me into which of the following categories your total yearly household income falls -- including everyone in the household?

2014 Public N=600		2009 Public N=600
10%	Under \$25,000	9%
15%	\$25,000 to \$50,000	19%
17%	\$50,000 to \$75,000	19%
11%	\$75,000 to \$100,000	14%
8%	\$100,000 to \$150,000	10%
7%	Over \$150,000	4%
---	Retired – code income that applies	0%
32%	Undecided/Refused	25%

Do you have children who are school age or younger?

2014 Patron N=409	2014 Public N=600		2009 Public N=600	2009 Patron N=2868
22%	27%	Yes, has school age children	34%	32%
68%	72%	No, does not have school age children	66%	68%
10%	1%	Undecided/Refused/Skipped	0%	0%

Do you have one or more children who currently attends local public schools, private or parochial schools, or home school? [CODE ALL THAT APPLY]

2014 Patron N=88	2014 Public N=162		2009 Public N=206	2009 Patron N=911
56%	70%	Yes, public schools	69%	62%
10%	11%	Yes, private schools	13%	8%
---	---	Yes, both public and private	7%	3%
3%	3%	Charter Schools	---	---
7%	3%	Home schooled	0%	0%
5%	5%	No children attend schools	11%	17%
6%	2%	A community college in Michigan	---	---
12%	6%	College or University in Michigan	---	---
---	---	Undecided/Refused	0%	10%

What grades do your children attend? [CODE ALL THAT APPLY]

2014 Patron N=82	2014 Public N=153		2009 Public N=183	2009 Patron N=817
7%	5%	Pre-kindergarten or Head Start	0%	6%
28%	35%	Elementary – K to 5 th grades	69%	23%
21%	22%	Middle school – 6 th to 8 th grade	13%	16%
27%	28%	High school – 9 th to 12 th grade	7%	17%
6%	2%	A community college in Michigan	---	---
11%	5%	College or University in Michigan	---	---
0%-	3% 1%	Undecided/Refused	0%	38%

Do you have infants or pre-school children who will be attending school in the future?

2014 Patron N=88	2014 Public N=600		2009 Public N=600	2009 Patron N=911
9%	7%	Yes, infants	3%	23%
15%	13%	Yes, pre-school	5%	16%
5%	1%	Both	2%	17%
71%	78%	Neither	90%	6%

In which of the following categories does your age fall?

2014 Public N=600	2014 Patron N=409	2014 Staff N=364		2009 Public N=600	2009 Patron N=2868	2009 Staff N=737
---	1%	---	Under 18	---		
8%	3%	2%	18 to 24	4%	10%	4%
5%	5%	6%	25 to 29	3%	6%	6%
6%	5%	5%	30 to 35	7%	9%	7%
5%	8%	8%	36 to 40	8%	8%	10%
17%	13%	16%	41 to 49	18%	19%	21%
11%	11%	12%	50 to 55	17%	14%	20%
21%	21%	23%	56 to 64	21%	19%	28%
20%	11%	7%	65 or older	20%	13%	3%
7%	22%	21%	Undecided/Refused	2%	2%	1%

What is the last grade or level of schooling you completed?

2014 Public N=600	2014 Patron N=409	2014 Staff N=364		2009 Public N=600	2009 Patron N=2868	2009 Staff N=737
2%	2%	---	1st to 11th Grade	3%	6%	---
25%	4%	2%	High School Graduate	25%	7%	3%
3%	1%	1%	Non-college post high school	1%	2%	1%
21%	12%	10%	Some college	19%	19%	13%
30%	25%	17%	College graduate	36%	30%	21%
16%	34%	49%	Post graduate school	15%	35%	61%
3%	22%	21%	Undecided/Refused	1%	1%	1%

Staff question only
[IF YOU HAVE A POST GRADUATE DEGREE]

Do you have an MLS degree?

2014 Staff N=176		2009 Staff N=453
88%	Yes	87%
12%	No	13%

Staff question only

Are you a director, administrator, librarian, paraprofessional, clerk or page?

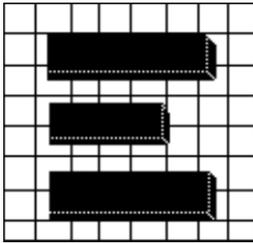
2014 Staff N=176		2009 Staff N=737
49%	Librarian	49%
18%	Director	18%
13%	Paraprofessional	13%
12%	Clerk	12%
6%	Administrator	6%
---	Page	1%
21%	Undecided/Refused	1%

What is your race -- are you White, African American, Hispanic, Asian, Native American, or a mixed race?

2014 Public N=600	2014 Patron N=409	2014 Staff N=364		2009 Public N=600	2009 Patron N=2868	2009 Staff N=737
75%	70%	73%	White	83%	88%	90%
10%	2%	---	Black	10%	3%	2%
1%	1%	---	Hispanic (Puerto Rican, Mexican-American etc.)	1%	1%	1%
2%	---	---	Asian	1%	1%	1%
1%	---	---	Native American	---	---	---
3%	---	1%	Mixed-race	1%	2%	1%
---	3%	2%	Other	2%	2%	2%
8%	24%	24%	Undecided/Refused	3%	3%	3%

Gender

2014 Public N=600	2014 Patron N=409	2014 Staff N=364		2009 Public N=600	2009 Patron N=2868	2009 Staff N=737
49%	14%	10%	Male	49%	25%	11%
51%	63%	67%	Female	51%	73%	87%
0%	23%	23%	Refused	0%	2%	2%



Appendix H

EPIC ▪ MRA

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Library of Michigan

Statewide Survey of Adult Residents in Michigan, and Online Surveys of Library Patrons and Staff

Findings and Executive Summary

- Educational
- Political
- Industrial
- Consumer

- Market
- Research
- Analysis

July, 2014

METHODOLOGY

EPIC ▪ MRA administered telephone interviews with 600 adult residents of Michigan, May 26 - 31, 2014. EPIC ▪ MRA also administered two online surveys, one for library staff and one for library patrons, with the questionnaire being available to potential respondents from Tuesday, June 17th through Saturday, July 5th. A total of 364 library staff and 409 library patrons participated in the on-line surveys and completed all or most of the questionnaires.

This research was conducted as a follow-up to a similar study conducted by EPIC ▪ MRA in 2009, which was intended to serve as a baseline measurement of awareness of Library of Michigan services – most notably Michigan Electronic Library or, MeL – among members of the general public, as well as among the staff and patrons of libraries throughout the state. Accordingly, this latest study used many of the same questions from the 2009 instruments, with some changes made to eliminate obsolete questions as well as to insert questions concerning subsequently available services offered by the Library of Michigan.

Responses to each survey on questions that are common to all surveys – both over time and across respondent audience types – are discussed using the 2014 public phone survey as a frame of reference, with a separate summary concerning questions unique to each of the separate studies following.

Respondents in the telephone survey of the general public were selected utilizing an interval method of randomly selected records of households on the Qualified Voter File of the state of Michigan with commercially listed telephone numbers, as well as through random-digit dialing techniques when needed to complete geographical quotas. The sample was stratified, so that every county and jurisdiction was represented in the sample according to its contribution to the total population of the state.

Solicitation of participants for the on-line surveys was made by the Michigan Department of Education, Library of Michigan via electronic communication with its associate library senior staff. This communication contained a request for all appropriate members of the recipient libraries' staff to participate and a request that the libraries encourage participation among its patrons.

Generally, in interpreting survey results, all surveys are subject to error; that is, the results of the survey may differ from that which would have been obtained if the entire population was interviewed. The size of the sampling error depends on the total number of respondents asked a specific question. The table on the next page represents the estimated sampling error for different percentage distributions of responses based on sample size.

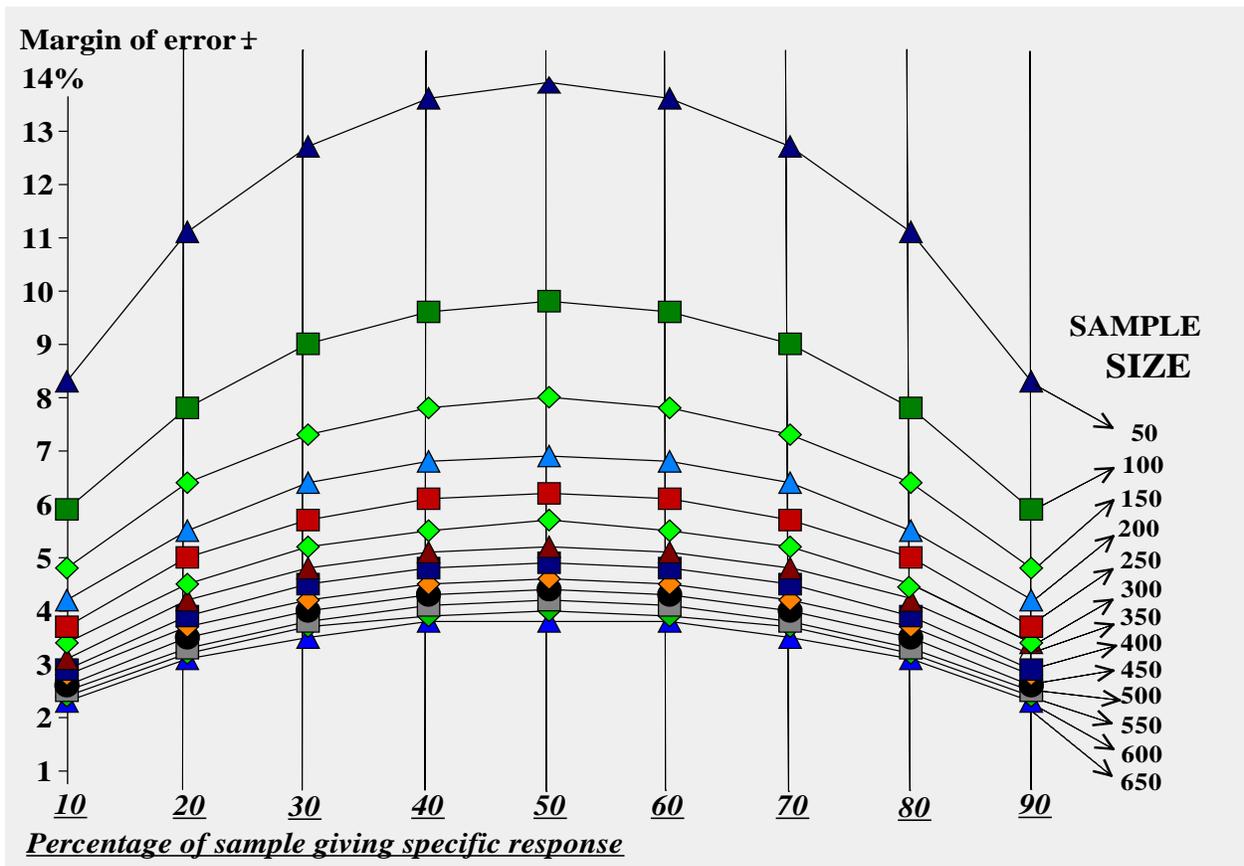
For example, 50 percent of all 600 respondents said, “With the development and growth of computers and the Internet, including access from the home or office,” local libraries are of “about the same importance as they have always been” (Question #3). As indicated in the chart below, this percentage would have a sampling error of plus or minus 4 percent. That means that with repeated sampling, it is very likely (95 times out of every 100), that the percentage for the entire population would fall between 46 percent and 54 percent, hence 50 percent \pm 4 percent.

The error rate for the online library staff survey was \pm 5.1 percent, and the error rate for the online patron survey was \pm 4.9 percent.

EPIC ▪ MRA SAMPLING ERROR BY PERCENTAGE (95 IN 100 CONFIDENCE LEVEL)

Percentage of sample giving specific response

SAMPLE SIZE	<u>Percentage of sample giving specific response</u>								
	<u>10</u>	<u>20</u>	<u>30</u>	<u>40</u>	<u>50</u>	<u>60</u>	<u>70</u>	<u>80</u>	<u>90</u>
	% margin of error ±								
700	2.2	3.0	3.3	3.7	3.6	3.7	3.3	3.0	2.2
650	2.3	3.1	3.5	3.8	3.8	3.8	3.5	3.1	2.3
600	2.4	3.2	3.7	3.9	4	3.9	3.7	3.2	2.4
550	2.5	3.3	3.8	4.1	4.2	4.1	3.8	3.3	2.5
500	2.6	3.5	4	4.3	4.4	4.3	4	3.5	2.6
450	2.8	3.7	4.2	4.5	4.6	4.5	4.2	3.7	2.8
400	2.9	3.9	4.5	4.8	4.9	4.8	4.5	3.9	2.9
350	3.1	4.2	4.8	5.1	5.2	5.1	4.8	4.2	3.1
300	3.4	4.5	5.2	5.5	5.7	5.5	5.2	4.5	3.4
250	3.7	5	5.7	6.1	6.2	6.1	5.7	5	3.7
200	4.2	5.5	6.4	6.8	6.9	6.8	6.4	5.5	4.2
150	4.8	6.4	7.3	7.8	8	7.8	7.3	6.4	4.8
100	5.9	7.8	9	9.6	9.8	9.6	9	7.8	5.9
50	8.3	11.1	12.7	13.6	13.9	13.6	12.7	11.1	8.3



EXECUTIVE SUMMARY

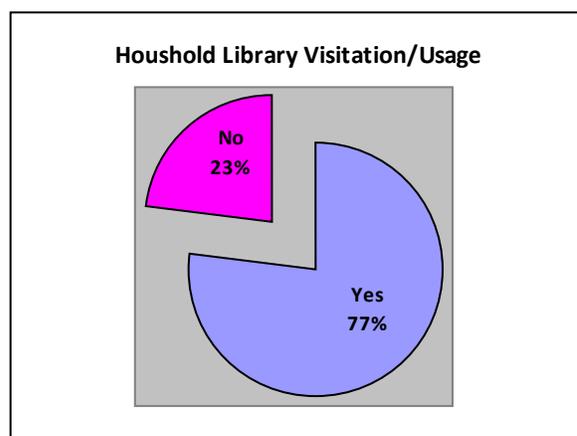
SUMMARY OF FINDINGS AMONG THE GENERAL PUBLIC WITH SELECTED COMPARISONS WITH LIBRARY PATRONS

Library usage

In just under 4-of-5 households, at least one person has “recently” visited a library

Q. 4. In the past two years, have you or any member of your household visited a local public, school, or academic library in your community – either by physically being there or by going on-line? N=600

The results of the 2014 public survey of Michigan residents show that in 77 percent of state households, one or more household members have recently visited a local public, school or academic library, either by physically going there or by connecting on-line. This result is slightly lower than the 80 percent usage figure recorded in 2009 but not so significantly lower to merit any analysis. Indeed, one would not expect to observe a great fluctuation in this proportion from year-to-year, absent a glaring reason for it.

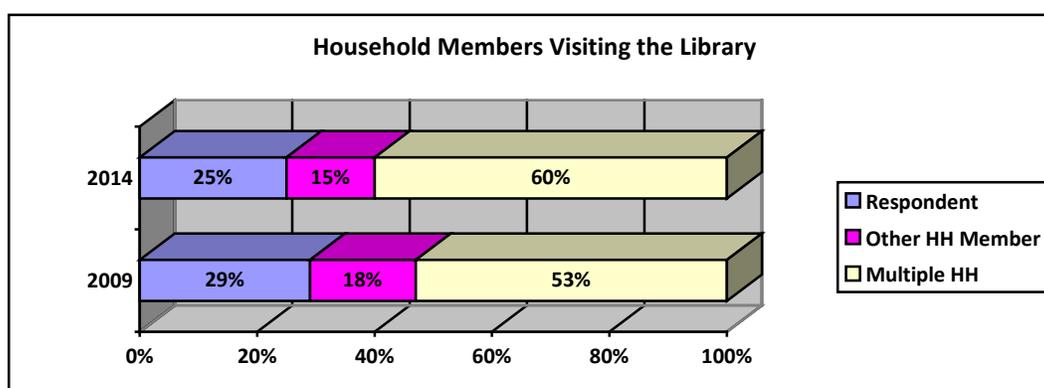


Subgroups reporting “No” in proportions greater than the norm of 23% included:

- 69% *Library use in the future – slim/none*
- 46% *MeL use in the future – slim/none*
- 45% *MeLCat use in the future – slim/none*
- 38% *Libraries less important now*
- No computer at home*
- Under \$25K hh income*
- 34% *Time spent reading hard copy – None*
- 32% *Age 65+*
- 31% *Men 50+*
- 30% *H.S. or less education*
- 28% *Wayne/Oakland/Macomb residents*
- No children at home*
- Men*
- 27% *Bay region residents*
- Libraries about the same importance*
- One computer at home*
- Spend 5+ hours on line*

— **libraries are visited by multiple household members in 3 of 5 cases**

As a follow-up for those reporting that they or a member of their household has recently visited a library, a question asking: *Q. 6. “. . . are you the only household member who visits the library, is there someone else who visits the library, or, are there more than two household members who visit the library?”* is posed. Sixty-percent of the 2014 respondents reported “More than two . . .” to this question, with another 25 percent indicating that only they, themselves, were the library visitors. The results closely parallel the findings from 2009, although that year’s multiple member category figure was seven points lower at 53 percent, with the “respondent only” and “other household member” categories splitting balance.

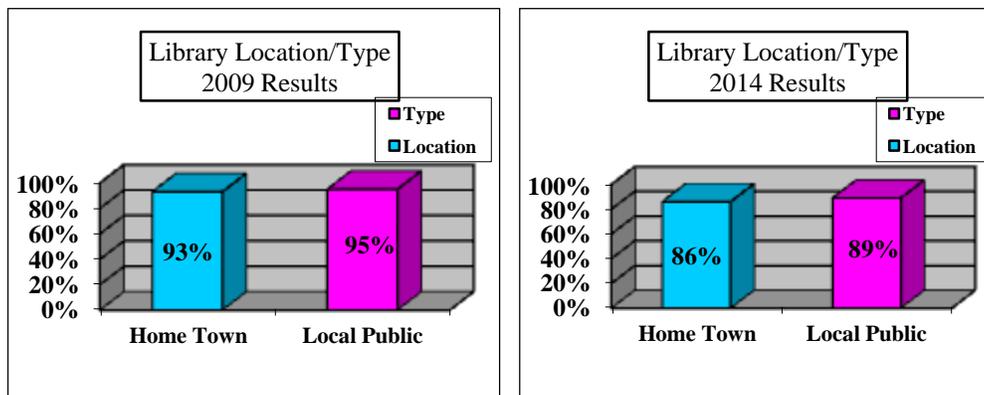


— **most say closest library is in their community; and it’s a public library**

Q. 1. Where is the closest local library located nearest to where you live? Is it In the city, village or township where you live; In some other city, village or township located within the same county where you live; In another nearby county within 15 miles of where you live; or, in another county more than 15 miles from where you live? N=600

In 2009, a 93 percent majority of respondents to the public survey said the library located closest to where they live is in “the city, village or township where (they) live.” Further, 95 percent of all 2009 survey respondents said their closest library is a “local public” facility, as opposed to an elementary - high school or college library or other kind of facility (*Q. 2*).

These results are closely replicated in the 2014 study, with 86 percent of respondents reporting the closest library as being within the jurisdiction where they live and 89 percent indicating that the library closest to them is a “local public” library. Again, one would not expect to see radically different results to this question when comparing studies from different years. The chart below illustrates the comparison between the 2009 and 2014 results:

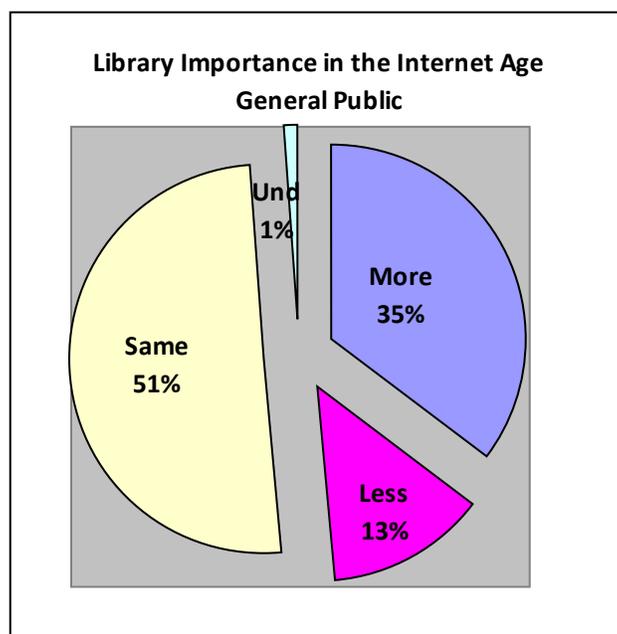


— **increase in proportion reporting libraries “less important” because of the Internet**

As general access to the Internet became more prevalent, a question from some quarters arose about the continued relevance of libraries generally, and public libraries in particular. A question posed to general public and library staff respondents (This question was not posed to library patrons, since as patrons, their perceptions are manifest) in the 2009 and 2014 surveys asked:

Q. 3. General Public “With the development and growth of computers and the Internet, including access from the home or office, do you think local libraries are more important to the community, less important, or about the same importance as they have always been?” N=565

Q. 4. Library Staff. “With the development of the Internet and growth of computer use, including access from the home or office, do you think reference services at libraries like the one where you work are more important to the community, less important, or about the same importance as they have always been?”



The following chart compares the results from the surveys of 2009 and 2014:

General Public			Staff	
2009	2014		2014	2009
N=600	N=600		N=364	N=737
40%	35%	More important	40%	62%
7%	13%	Less important	20%	6%
51%	50%	About the same importance	39%	32%
2%	1%	Refused/Skipped Question	1%	--

As is illustrated in the chart above, public opinion has changed slightly over the six years between the two surveys, with the “More Important” category losing five percentage points to the “Less Important” category. The cross tabulation analysis suggests this might be due to the perception of some segments of the public that home computers have become so ubiquitous, that the importance of libraries – even as themselves being a source of Internet access – has become less critical. Whatever the rationale behind the movement of the data in the more/less categories of the surveys of the general public, a similar movement is observed in the data for staff, perhaps reflecting the anecdotal perceptions of that audience.

Subgroups of the general public reporting “Less important” in proportions greater than the norm of 13% included:

25% *Library visit in the future – slim/none*
 23% *Over \$100K hh income*
 22% *Age 30-40*
 21% *Recently visited a library – No*
 19% *Other hh member visits the library*
 Lived in community – 11-20 yrs.
 18% *Time on-line – 5+ hours*
 College men
 17% *Search engine failure – use other*

Subgroups of the general public reporting “More important” in proportions greater than the norm of 35% included:

58% *Search engine failure – Call library*
 55% *African Americans*
 53% *Uses library computer*
 Future MeLCat use – Certain
 48% *Yrs. in community – 6-10*
 45% *Future library use - Certain*
 44% *MeLCat – aware*
 Future MeL use – Certain
 Library info source - Staff
 43% *Library user – multiple*
 Under \$25K hh income
 42% *Yrs. in community – 1-5*
 Age 65+
 \$25K-\$50K hh income
 41% *Library user – respondent*
 MeL user
 Renters
 “Other” race
 40% *Computer at home – 1*
 Time on-line – 3-4 hrs
 \$50K-\$75K hh income
 No college women
 39% *Outer metro region*
 Computer at home – 0
 Women

— **top reason for NOT using a library: home access to Internet**

Q. 5. What would you say are the one or two main reasons why you *HAVE NOT* visited any library in your community? N=132

For the 23 percent of respondents who reported that neither they nor a member of their household had visited a library in the past two years, a follow-up question asked them to identify the primary reason that was the case. As can be seen in the chart below, the top reasons cited by these respondents – as was the case in 2009 – revolve around the inter-related reasons of Lack of Need/Interest/Desire and/or home access to the Internet.

2009	2014	
N=120	N=132	
31%	36%	Use Internet from home
9%	14%	No desire/interest
19%	12%	No need
11%	10%	Too busy
---	4%	Use eReader
26%	21%	Other
4%	3%	Undecided/don't know/refused

Subgroups of all non-library users (N=132) reporting home Internet access in proportions greater than the norm of 36% included:

55%	Computers at home - 2
51%	Use MeL in the future – Likely
49%	Use MeLCat in the future – Likely
46%	Time spent on line – 1-2 hrs. College educated
45%	Time spent reading hard copy – 1-2 hrs.
43%	Computers at home – 3+
42%	Age 18-49
41%	Years in the community – 11-20

— **most frequent public library users go at least a few times a month**

Q. 7. Thinking about the person in your household who most often visits the library, how often does that person visit the library – every day, a few times a week, a few times a month, a few times a year or seldom? N=433

“Library users” from the telephone survey of the public were asked how frequently the household member “who most often visits the library” does so. In 2009, the highest percentage response was “a few times a month” by phone survey respondents of the public, and this result has not changed in the 2014 test. Indeed, as the chart below demonstrates, the proportions are nearly identical:

Public		
2009	2014	
N=477	N=433	
1%	2%	Every day
23%	24%	A few times a week
44%	44%	A few times a month
25%	25%	A few times a year
7%	5%	Seldom

For the on-line survey of patrons, the question was altered to simply ask: *Q. 5. "How often do you visit your library?"* N=409

In stark contrast to the results of this question in the survey of the general public, there is a significant difference in the results between the 2009 study and the results for the 2014 survey, with significantly lower reported frequency of visitation in the “few times a week” and, “few times a month” categories, as is illustrated in the following chart:

Patrons		
2009	2014	
N=2868	N=409	
7%	9%	Every day
45%	34%	A few times a week
41%	35%	A few times a month
6%	11%	A few times a year
1%	N/A	Seldom
0%	1%	Never
---	10%	Refused/Skipped

It is, of course, possible that the ten percent of 2014 respondents who “Refused/Skipped” would have landed in the “times a week/times a month” categories, reducing the level of the drop in proportions for them between the two survey years. It is also very possible that the dramatically different sample sizes between the years in the survey of patrons – 2009, N=2,868; 2014, N=409 – and the corresponding differences in the margin of error impacts this result. The following chart reflects the 2014 patron results if the “Refused/Skipped” responses are removed:

Patrons			
2009	2014		2014
N=2868	N=409		N=369
7%	9%	Every day	11%
45%	34%	A few times a week	38%
41%	35%	A few times a month	39%
6%	11%	A few times a year	12%
1%	1%	Seldom /Never	0%

— few in general public frequently use library *via* the Internet – more than half “seldom/never”

Q. 8. How often does the person in your household who most often visits the local library do so via the Internet by going online – every day, a few times a week, a few times a month, a few times a year, seldom, or never? N=433

“Library users” in the public survey were then asked how frequently the household member “who most often visits the library” does so “*via* the Internet by going online.” In 2009 56 percent majority of the public poll respondents said either “seldom” or “never.” The results in 2014 are virtually the same for the “seldom” and “never” categories, as they are for the remaining five possible response categories.

Public		
2009	2014	
N=477	N=433	
43%	43%	Never
13%	14%	Seldom
12%	10%	A few times a year
14%	14%	A few times a month
10%	11%	A few times a week
6%	6%	Every day
2%	2%	Undecided/don’t know

As demonstrated above, the respondents in the survey of the public reported nearly identical proportional responses for frequency of library on-site visitation but the patron sample showed somewhat more pronounced differences in reported frequency of visitation between the two survey years. This same pattern does not hold true to as great an extent for reported accessing the library via the Internet. That is, the general public responses for this question in the 2009 and 2014 study years mimicked each other but the responses for the Patrons between the respective study years showed some differences but they are not as marked as those in the prior question, particularly in the column of “un-skipped” percentages. The following chart illustrates the differential in patrons reported remote library access via the Internet:

Patrons			w/o “Skipped”
2009	2014		2014
N=2868	N=409		N=366
7%	8%	Never	8%
5%	---	Seldom	---
6%	10%	A few times a year	12%
26%	28%	A few times a month	32%
40%	32%	A few times a week	35%
14%	12%	Every day	13%

Again, to the extent there are meaningful differences in the reported remote access by Patrons between the two survey years, the higher percentage of “Refused/Skipped” and the wide discrepancy in N-sizes are the likely sources of an explanation. In any event, the major take-away from these two questions is that library patrons are far more likely to access their library remotely via Internet than are members of the general public; Perhaps not an earth shattering observation but the level of difference in this behavior between the respective audiences is, at least, quantified and consistent over two separate and temporally distant studies.

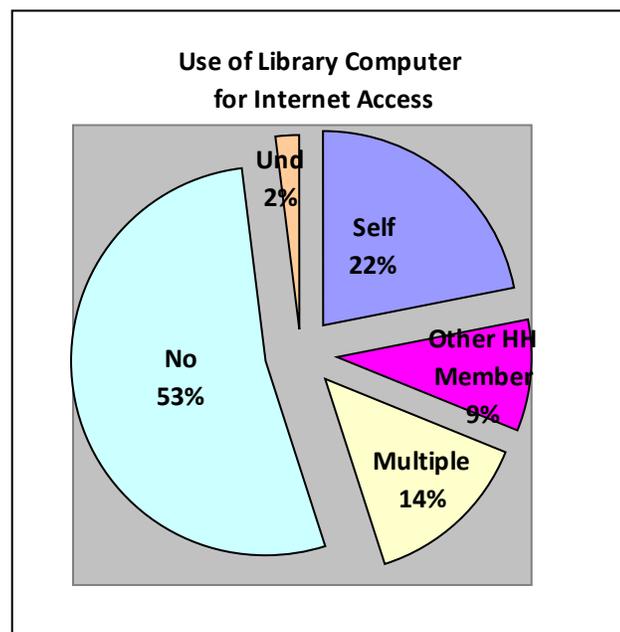
Subgroups of the general public reporting “Seldom” or “Never” in proportion greater than the combined norm of 57% included:

80%	Computers at home - None
76%	North region
72%	Use MeLCat in the future – Slim/None
67%	Use MeL in the future – Slim/None H.S. or less Under \$25K hh income
66%	Library info source – Newspapers No college men
69%	Respondent visited recently Visit library in the future – Likely
68%	Library info source – Staff Children in preK-5 th
65%	Age 50-55
64%	Websearch vs. Database – Websearch Time reading hard copy – None No college women
63%	Men 50+
62%	Use MeL in the future – Likely Time reading e books – None Children in public school Age 65+ Post-H.S.
61%	Used library computer – No Unaware of MeL Years in community – 20+

— reported use of library computers by general public increased from 2009

Q. 09. In the past year or two, have you or has anyone else in your household used the computers at a local library to connect to the Internet? N=433

In 2009, one third of general public respondents reported “recent” use of a library computer by one or more members of their household. The 2014 phone



survey reveals an increase of 12 points in reported general public use of library computers – to a total level of 45 percent. The accompanying chart illustrates the distribution among the responses to the question:

2009	2014	
16%	22%	Yes, respondent
9%	9%	Yes, someone else
9%	14%	Yes, more than one
33%	45%	TOTAL REPORTED USAGE
65%	53%	No one in household

Subgroups reporting household member use of a library computer for Internet access in proportions greater than the norm of 45% included:

74%	<i>African Americans</i>
63%	<i>Renters</i>
	<i>Under \$25K hh income</i>
60%	<i>Search engine failure – Call library</i>
57%	<i>Library importance – “More”</i>
	<i>Future MeLCat use - Certain</i>
55%	<i>Future MeL Use – Certain</i>
	<i>Children at public school</i>
54%	<i>Outer Metro residents</i>
	<i>PreK-5th</i>
	<i>No pre-schoolers</i>
	<i>\$25K-\$50K hh income</i>
53%	<i>Library info source – Staff</i>
	<i>Children at home</i>
	<i>Grad 6-8</i>
52%	<i>MeL use – Yes</i>
	<i>Hardcopy reading – 3-4 hrs.</i>
51%	<i>Computer at home – 1</i>
	<i>Web search vs. Database – Web search</i>
	<i>Library info source – Word of mouth</i>
	<i>Age 411-49</i>
	<i>“Other” race</i>
	<i>\$50K-\$75K hh income</i>
	<i>Men 18-49</i>
	<i>College men</i>
50%	<i>Future library use – Certain</i>
	<i>Computer at home – None</i>
	<i>Grade 9-12</i>
	<i>Age 30-40</i>
	<i>Age 18-49</i>
49%	<i>Wayne, Oakland & Macomb residents</i>
	<i>eBook reading – 1-2 hrs.</i>
	<i>Years in community – 1-5</i>
	<i>Age 18-29</i>

Subgroups responding “No” to use of a library computer for Internet access in proportions greater than the norm of 53% included:

78%	Library importance – “Less”
69%	Respondent recently visited library
67%	Future library use – Slim/None
	Future MeL use – Slim/None
64%	West region
	Future MeLCat use – Slim/None
63%	Other hh member recently visited library
61%	Library info source - Newspapers
60%	Library importance – “About the same”
	Library info source - Newsletters
59%	North region
	Age 56-64
	Whites
	Over \$100K hh income
58%	Age 50-55
57%	Future library use – “Likely”
	Computers at home - 2

— **leading reason for not using library computers in 2014: “no need”-“didn’t occur to me”**

Q. 10. What would you say is the main reason why you or someone else in your household has NOT USED computers at a local library to connect to the Internet? Is it because... The connection at the library is slower than the one at home or work; There aren’t enough computer stations available at the library to be able to use one; You just never thought about using the library computers with Internet access; The library does not allow enough time; You wouldn’t feel as comfortable using public computers at the library as you would using your own computer at home or at work; or, is there some other reason?” N=230

The 53 percent of “library users” in the public survey who reported no recent household usage of computers available at the library were read a list of reasons, and asked which one best describes why no one in their household has used computers at a local library to connect to the Internet. The following chart illustrates the distribution of reasons given in survey years 2009 and 2014, when calculating the frequency of responses for only those categories that were recited in the script:

2009	2014	Reasons for not using library computers to connect to the Internet
17%	22%	<i>You just never thought about using the library computers with Internet access</i>
69%	16%	<i>You wouldn’t feel as comfortable using public computers at the library as you would using your own computer at home or at work</i>
7%	9%	<i>The connection at the library is slower than the one at home or work</i>
0%	1%	<i>There aren’t enough computer stations available at the library to be able to use one</i>
0%	0%	<i>Library does not allow enough time</i>
6%	49%	<i>Other</i>
1%	3%	<i>Undecided/don't know</i>

At first blush, the most noticeable discrepancy between the two survey years is found in wide gaps at the, “You wouldn’t feel as comfortable . . .” and the, “Other” categories (in bold). However, a closer analysis of how the script read (i.e. what was recited as options for the respondent to consider) and how the responses were ultimately coded reveals there really is not a wide difference in the response rates between the two study years. The following chart illustrates how incorporating some of the responses from the 2014 “Other” category into the recited “You wouldn’t feel comfortable” category:

2009 N=310	2014 N=230	Reasons for not using library computers to connect to the Internet
17%	22%	<i>You just never thought about using the library computers for Internet access</i>
69%	60%	<i>You wouldn't feel as comfortable using public computers at the library as you would using your own computer at home or at work</i>
	16%	
	0%	24% Have Internet at home
	0%	15% Have a home computer
	0%	5% Inconvenient
7%	9%	<i>The connection at the library is slower than the one at home or work</i>
3%	2%	Do not use Internet
2%	2%	Do not use computers
0%	1%	<i>There aren't enough computer stations available at the library</i>
0%	0%	<i>Library does not allow enough time</i>
1%	1%	Use library for books
6%	0%	Other
1%	3%	Undecided/don't know

As can be seen, by recognizing the responses that speak to convenience of Internet access that could be placed into “Other” as partaking of the “You wouldn’t feel comfortable . . .” category, there are not glaring differences between the results from the 2009 and 2014 surveys for this question. The results from the following question, which was new to the 2014 survey, provides the rationale for the manner in which the data is presented in the 2014 frequency of responses report.

— **“security concerns” tops list of reason for being uncomfortable with library Internet**

Q. 11. What was the main reason why you would not feel as comfortable using public computers at the library as you would using your own computer at home or at work to connect to the Internet? N=36

For the 16 percent from the previous question who selected the recited “You wouldn’t feel as comfortable...” option, a follow-up question was posed asking them to provide a specific reason for their discomfort with using the library’s Internet. Over half (53 percent) cited “security concerns”, with 36 percent citing the convenience of their in-home internet access.

— **“research” and “no home Internet” top 2014 reasons for using library computers**

Q. 12. What was the main reason why you or someone else in your household used the library computers to connect to the Internet? N=194

As in the 2009 survey, “Library users” who reported recent household use of library computers in the 2014 survey were asked to state the main reason they/someone else in the household used the library computers to connect to the Internet. As can be seen from the comparison chart below, there is no movement in the rank order of the top three reasons and none of the various reasons reported varied by a particularly significant degree.

2009 N=159	2014 N=194	
29%	22%	Research
18%	19%	No Internet at Home
15%	13%	Homework-School
4%	8%	No Computer at Home
2%	6%	Location-Convenient
6%	5%	Job Search
---	4%	Access to Printer
4%	3%	Check-Send Email
---	3%	MeLCat
4%	2%	Faster Internet-WiFi
3%	2%	Play Games
---	1%	Access Databases
3%	1%	Entertainment
1%	1%	Free
2%	1%	Genealogy
---	1%	Microsoft Office
---	1%	Quiet
---	1%	Read Book Reviews
---	1%	Retirement Info
---	1%	Teaching Kids How To Use
---	1%	Took Computer Class There
---	---	None
10%	3%	Other/Undecided/Refused

Subgroups citing “No home Internet” in proportions greater than the norm of 19% included:

34% \$25K-\$50K hh income
 30% Computers at home – 1
 28% Age 65+
 25% H .S. or less
 24% Age 18-29
 No college Men

Subgroups citing “Research” in proportions greater than the norm of 22% included:

35% Computers at home – 3+
 33% Future use of MeL - Certain
 30% Wayne, Oakland, Macomb region
 College men
 28% Future use of MeLCat – Certain
 Children at public school
 27% Library importance – “More”
 Children at home
 Women 18-49

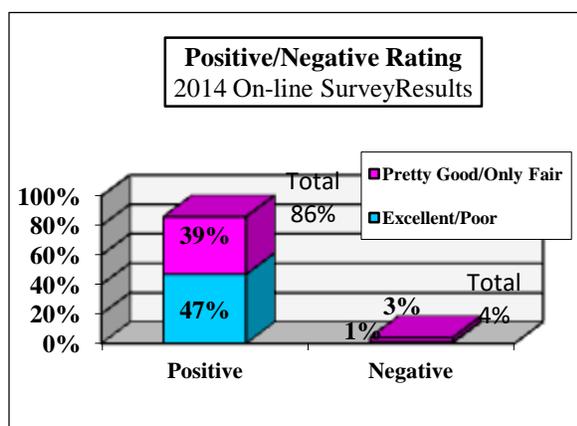
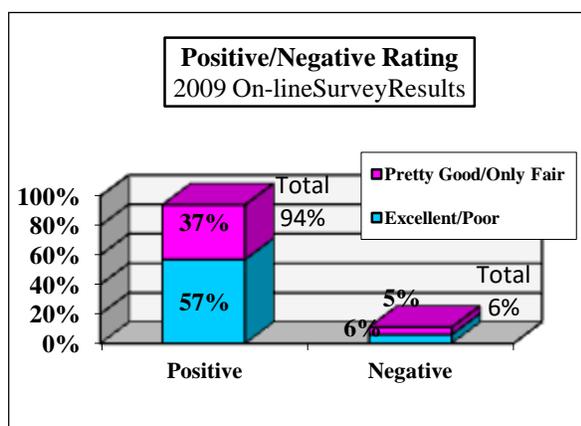
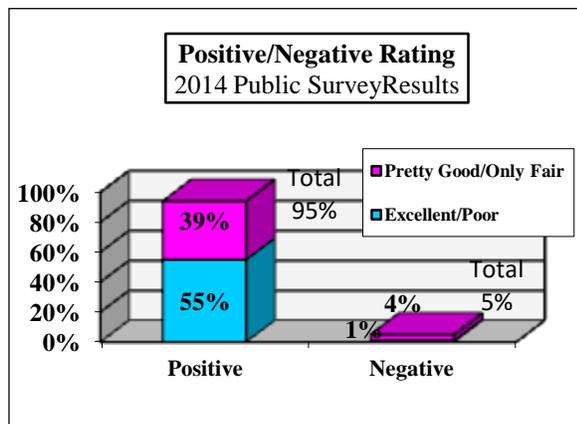
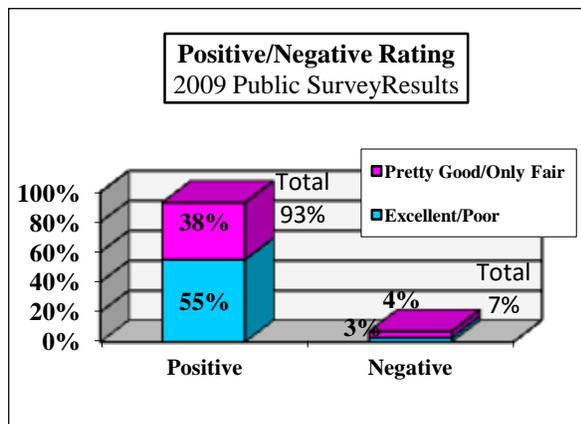
Assessment of library services/facilities

— more than 9-in-10 among the general public offer positive rating; 8-in-10 for patrons

Q. 13. Thinking about all of the services offered, including, the computers and other technology, Internet connection, books, equipment, periodicals and other resource materials available in the local library that you most often use, as well as the quality of the facility, how would you rate the quality of that library – would you give it a positive rating of excellent or pretty good, or a negative rating of only fair or poor? N=433

All “library user” respondents were asked to rate the quality of the services offered by the library they most often use as well as the quality of the facility itself. They were asked to offer either a “positive” (“excellent” or “pretty good”) or a “negative” (“only fair” or “poor”) rating.

As they did in the 2009 survey, the responses to this question show “library users” in both the public survey and the survey of patrons as being extremely satisfied with the quality of library services and the facility, although the 2014 total “Positive” rating among patrons decreased by eight percentage point from the level recorded in 2009. The graphs below illustrate the results from the respective audiences from the respective years:



As noted above and is evident from the comparative graphs, the “Positive” rating for library services and facilities dropped by eight points among patrons responding to the on-line survey. Attention is drawn, however, to the fact that a corresponding increase in the “Negative” rating is not observed; in fact it has gone down by two points. The “missing” ten percentage points for 2014 are found in the proportion of patrons who were either undecided or simply skipped the question. Taken together with the fact that there were considerably fewer respondents in 2014 than in 2009 (N=409 in 2014 vs. N=2,868 in 2009), there cannot be any significance attached to the observed decrease in the positive rating among the patrons.

Ranking of library service usage/Ranking of materials usage

As in 2009, the 2014 survey included a question of all “library users” from the general public and all patrons asking them to name all of the library services they/others in the household have used. Between the two survey years, however, the 2014 study sought a greater differentiation between responses going to services and those going to availability of materials.

As a result, comparison of the data between the two study years is rendered imprecise.

Nevertheless, similar general results are found between the two survey years.

— **“internet access” and “research assistance” remain top service areas**

Q. 14A-F. Over the past couple of years, what would you say are all of the library services that you or others in your household have used? N=433 general public

Q. 3All. Over the past couple of years, which of the following library services have you or others in your household used? N=409 library patrons

For the 2014 survey, the following chart illustrates the rank ordering of the most used library services as reported by the respective general public and library patron audiences:

<i>Sorted by service use among the General Public</i>		
2014 Patrons N=409	2014 General Public N=433	
11%	14%	Using a computer for Internet Access
8%	14%	Getting research assistance from librarians
8%	11%	Using quiet study spaces
6%	7%	Attending programs for children
7%	6%	Using genealogy/local history info
5%	6%	Searching for a job
1%	6%	None of the above (<i>volunteered – do NOT read</i>)
2%	6%	Getting homework help from librarians
4%	6%	Accessing government services
5%	5%	Using meeting rooms for a club/meeting
9%	5%	Attending programs for adults
20%	3%	Using MeL.org
2%	3%	Using group study or tutoring space
3%	2%	Attending programs for teens
4%	2%	Attending book discussion groups
2%	1%	Attending classes on how to use the Internet
1%	1%	Learning a language
2%	1%	Other/Undecided/Refused

As can be noticed, the greatest difference between the patrons and library users from the general public is found at the wide differential in using MeL.org, (in bold) with the patrons being about seven times more likely than the general public to cite this as the service they use.

— **“borrowing print books/magazines” remains top materials choice**

Q. 15A-F. Over the past couple of years, which of the following library materials have you or others in your household used ? N=433 general public

Q. 4All. Over the past couple of years, which of the following library materials have you or others in your household used ? N=409 library patrons

<i>Sorted by material use among the General Public</i>		
<i>2014 Patrons N=409</i>	<i>2014 General Public N=433</i>	
23%	32%	Borrowing print books and magazines
16%	18%	Borrowing movies/visual materials
12%	12%	Using online library resources at library
11%	11%	Borrowing audio books
13%	10%	Using online library resources outside the library, i.e. from home, work or elsewhere
10%	8%	Borrowing music/CDs
13%	8%	Borrowing eBooks

The chart above shows fairly clearly that when it comes to materials, there is not a great deal of difference between library patrons and “library users” from the general public.

— **“books”, “internet access” perceived as most important services**

Q. 16. What would you say is the most important thing that the local library provides in the way of services, information or technology? N=433

Library users from the general public telephone survey were then asked to identify “the most important thing that the local library provides in the way of services, information or technology.” Given the response to the prior two questions, it is not surprising that “Books” and “Internet access/Access to Information” show up as the most cited services and materials. This result for 2014 is very similar to the result in 2009 even though the chart comparing the results of this question from the two study years initially appears to exhibit fairly wide differences. This is another instance, however, where the 2014 refinement of the 2009 question produced an illusory disparity. To the extent there are wide differences in the frequency of responses in categories for the two survey years, they are largely explained by the fact that in 2009, up to two responses to the question were accepted, whereas in 2014, the question seeks the “most” important thing provided by the library. The upshot of this change is that the dilution of intensity of citation for a category by virtue of allowing multiple responses is eliminated in 2014 by the recording of only

one response to the question. Given that, the following illustrates the top several responses from the respective survey years:

2009 N=469	2014 N=433	
24%	41%	Books
---	11%	Access to Information
12%	10%	Internet Access
7%	4%	Access to Computers
2%	4%	Reading Materials
---	3%	Access to Technology
5%	3%	Kids Programs
7%	3%	Librarians-Staff
1%	3%	Quiet Space
6%	3%	Research Materials
2%	1%	Community Center
---	1%	Copier-Printer
---	1%	eBooks
---	1%	Entertainment
---	1%	Homework Assistance
---	1%	Meeting Space
2%	1%	MeL
1%	1%	MeLCat
3%	1%	Periodicals
8%	1%	Reference Material
---	1%	Variety of Programs
---	1%	Variety of Resources
4%	---	Other @ 0.2% (<i>Audio Books, Location-Close, Databases, Historical Info, Genealogy, Movies-DVD, Senior Programs, Music-CD, Weekend Hours, Computer Classes</i>)
7%	5%	Undecided/Refused

— **library users find little lacking in the way of library offerings**

Q. 17. What would you say is the most important thing that the local library should provide in the way of services, information or technology, which the local library does not currently offer? N=433 general public

In 2009 and again in 2014, over 80 percent of the library users from the general public could not identify anything in particular that their local library should be providing that it is not currently offering. As with the 2009 survey, the 81 percent of respondents in 2014 split between, “Nothing-Fine as is” (32%) and “Undecided” (49%). No single category out of over two dozen specific items mentioned by at least one respondent achieved over two percent of all responses.

Michigan e-Library [MeL]

— 25 percent drop in general public awareness of MeL, but net increase in use

Q. 18. Whether you use a local library on a regular basis or not, have you ever heard of on-line services offered by the Library of Michigan known as the Michigan e-Library, more commonly called MeL? N=600

A primary purpose of the public survey research was to ascertain the number of Michigan residents who have heard of “MeL,” the on-line services available through Michigan e-Library, thus the straightforward inquiry at question 18. Unlike many of the previous questions posed only to “library users” (i.e. “Yes” respondents to: “In the past two years have you or a member of your household visited . . . a library . . . ?) the MeL awareness question was posed to the entire sample of 600 respondents.

A similar question posed in the 2009 survey found 20 percent of respondents had heard of MeL. The 2014 study reveals 15 percent of all respondents reporting in the affirmative to the question; a 25 percent drop from the previous 2009 level. It is worth noting, however, that this question changed slightly from the 2009 version in that a reference to MeLCat was removed from the question and an inquiry specific to MeLCat awareness was inserted at a later point in the 2014 interview. It is possible the removal of the MeLCat reference had some impact on the 2014 decline in reported level of awareness. Indeed, an examination of the N-size increase of six individuals after the progression of the question series regarding MeL and MeLCat substantiates this observation and suggests the real 2014 awareness level of all things MeL (at least subliminally) is closer to seventeen percent.

Subgroups reporting “No” to MeL awareness in proportions greater than the norm of 83% included:

95%	<i>Bay region</i>
	<i>Computer at home - None</i>
93%	<i>Future use of library – Slim/None</i>
	<i>Future MeL use – Slim/None</i>
	<i>African American</i>
92%	<i>Age 65+</i>
91%	<i>MeLCat aware – No</i>
	<i>Reads hard copy – 0 hrs.</i>
	<i>H.S. or less</i>
90%	<i>Recently visited a library – No</i>
	<i>Future MeLCat use – Slim/None</i>
	<i>Years in community – 1-5</i>
	<i>Under 25K hh income</i>
89%	<i>Other hh member recently visited</i>
	<i>Computer at home – 1</i>
	<i>Women 50+</i>
88%	<i>Library info source – Word of mouth</i>
	<i>No college men</i>

The survey was also designed to quantify the percentage of state residents who actually use the services made available by MeL. As noted, the 2014 survey indicated a five point drop from 2009 to 15 percent saying they had heard of the on line service called MeL, and of that number, 68 percent said they have accessed and used a MeL service (*Q. 19. Have you ever accessed and used the any of the services of MeL? N=94*) Taking the overall state population minus children age 10 years or less and adults age 85 and older (who are presumed to be unlikely to use Michigan electronic library services) results in an estimated number of approximately 8.5 million Michiganians who potentially could use e-Library services.

Extrapolating the recognition/use percentages detailed above into this population (15 percent saying they recognize MeL, and 68 percent of these saying they uses MeL services) allows an estimate of about 867,000 residents – a figure representing a little over 10 percent – of state residents taking advantage of what MeL offers. This compares to the estimated 7.5 percent of residents calculated from the 2009 data. This estimated 2.5 percent increase in use is likely even larger since the 2009 data excluded the population age 70 and older in its calculation, thus enlarging the proportion of users of MeL. That is, the 2009 divisor (eligible universe) into which the dividend (proportion of self-reported users of MeL) was considerably smaller, thus enlarging the quotient over what is would have been if only those over age 85 had been excluded. Again, the 2014 MeL access figure is likely higher due to the bifurcation of the MeL and MeLCat awareness questions and how that impacted the progression of the interview skip patterns.

The upshot from the two questions is that, while there was a decrease from 2009 in the proportion of people reporting having heard of MeL, use of MeL services was up even more significantly (from 37 percent to 68 percent), resulting in a net increase in the number of individuals actually availing themselves of MeL services.

Subgroups reporting MeL use (N=94) in proportions greater than the norm of 68% included:

86%	<i>Use MeL in the future - certain</i>
84%	<i>Aware of MeLCat</i>
82%	<i>Use a library computer</i>
81%	<i>Use a library in the future – certain</i>
76%	<i>Age 18-49</i>
75%	<i>Recently visited a library</i>
	<i>Multiple hh members visit</i>
74%	<i>Central region</i>
	<i>Libraries more important now</i>
	<i>Computers at home – 3+</i>
	<i>20+ yrs in community</i>
	<i>College educated</i>
73%	<i>Outer metro region</i>
72%	<i>Time spent reading hard copy – 1-2 hrs</i>

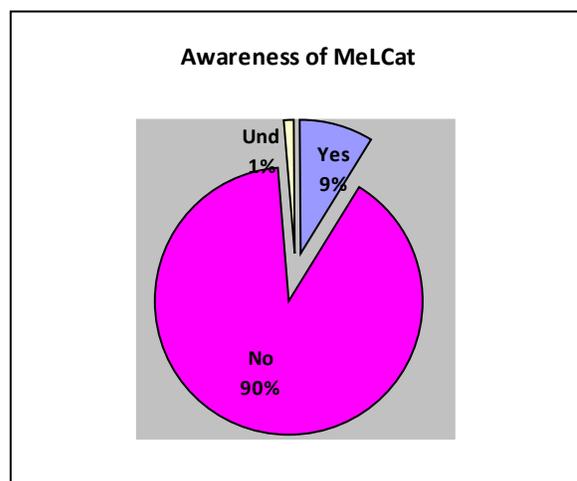
— fewer than 1-in-10 of general public aware of MeLCat

Q. 20. Whether you use a local library on a regular basis or not, have you ever heard of the on-line service offered by the Library of Michigan known as the MeLCat? N=600

For 2014, the survey separated awareness of MeLCat from a previous measurement of awareness of MeL, in general. The overwhelming majority (90%) said “no,” to the MeLCat awareness question, while nine percent said “yes” and one percent was undecided. Of the 55 individuals who reported awareness of MeLCat, 80 percent reported having accessed the service (Q. 21).

Subgroups reporting awareness of MeLCat (N=55) in proportions greater than the norm of 9% included:

64%	<i>Used Mel - Yes</i>
52%	<i>Aware of Mel – Yes</i>
30%	<i>Future MeL use – Certain</i>
	<i>Future MeLCat use – Certain</i>
21%	<i>Age 18-29</i>
20%	<i>Central region</i>
19%	<i>Search engine failure – Call library</i>
16%	<i>Future library use – Certain</i>
15%	<i>Years in community – 6-10</i>
	<i>Renters</i>
14%	<i>Visit library – multiple</i>
	<i>Web search vs. Database – Database</i>
	<i>Library info source - Staff</i>
13%	<i>Computers at home – 3+</i>
	<i>Age 18-49</i>
	<i>College women</i>



MeL users

In a new question for 2014 (Q. 22.), the 100 qualifying respondents who reported being aware of MeL and/or MeLCat in the immediately preceding questions were asked how often they accessed and used any of the services of MeL using a smart phone or tablet. Just over one-in-five (21%) responded “Yes” to this question.

— accessed 10 or more times in the past year by 1-in-4, mostly through local library website

Q. 23. How many times have you accessed and used MeL in the past year – 10 or more times, 6 to 9 times, 3 to 5 times, or only once or twice? N=100

“MeL user” respondents from the survey of the general public (100 respondents) were asked how many times they have accessed and used MeL in the past year. The comparison of responses for 2009 and 2014 reveals a large percentage of 2014 respondents volunteering a response of “none”, while this volunteered response did not show up at all in 2009. In addition, there were no “Undecided” responses in 2014, while five percent are recorded as fitting this description in 2009.

These discrepancies would be more perplexing if one did not take into account the fact that the 2009 questionnaire did not accommodate a “None” (volunteered) coding category as well as the relative N-sizes for these questions. The 2009 survey saw 44 respondents qualify for the question, with 100 being asked in 2014. These are very small N-sizes which carry a margin of error of about $\pm 14\%$ and about $\pm 10\%$ respectively. Thus, the differences are not likely nearly as large as they appear, especially if the five percent “undecided” in 2009 is deducted from the 29 percent “none” from 2014. Viewed in this light, and ignoring the 2014 “none” category, the results are fairly similar between the two study years, as the following chart illustrates:

2009 N=44	2014 N=100	
39%	25%	10 or more times
11%	8%	6 to 9 times
18%	11%	3 to 5 times
27%	27%	Once or twice
---	29%	None (<i>volunteered</i>)
5%	---	Undecided/Refused

Respondents from the survey of the general public and respondents from the on-line survey of patrons were also asked to identify the means by which they most frequently access the Michigan e-Library:

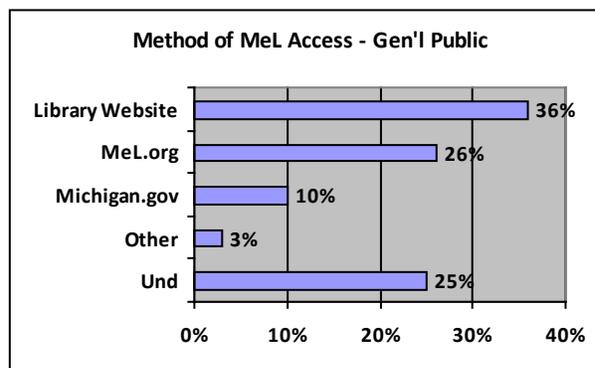
*General public: Q. 24. What is the **most** frequent means by which you access the Michigan e-Library? Is it . . . N=100*

*Through your local library web site
By typing in the “MeL.org” address on your browser
By going through the State of Michigan web site, Michigan.gov
Through links on Work Computer*

On-line patrons: Q. 19. Which of the following is the most frequent means by which you access the Michigan eLibrary? Is it... N=241

*Through your local library web site
By typing in the “MeL.org” address on your browser
By going through the State of Michigan web site, Michigan.gov
Bookmarked as a ‘favorite’
School Library web site*

In 2009, a little more than half of the respondents from the general public and nearly 6-in-10 patrons said they went through their local library web site. For 2014, these numbers are down considerably and in the case of the survey of the library users from the general public, the “Undecided” went up by a significant 20 points to an even 25 percent. Again, the small N-sizes for both the 2009 and 2014 studies for this question, as well as the slight changes made in the order of questions and in their precise wording, make comparative analysis speculative. Suffice it to say that the local library website remains the predominant access vehicle for users of MeL, followed by access directly using the Mel.org address. In the survey of patrons, there is witnessed a considerable increase in the proportion of respondents reporting gaining access to MeL via direct browser address. The following chart illustrates the comparative results:



2009	2014	<u>Survey of Patrons</u>
59%	48%	Local library web site
32%	48%	“MeL.org”
6%	3%	“Michigan.gov”
1%	1%	Undecided/DK/Other

— **MeLCat remains most used MeL service; links to resources by topic up**

Q. 25A-F. “Which of the following specific services have you used that are provided by MeL? (recited in random order: MeLCat, the shared statewide library catalog and inter-library loan service; Databases of articles and resources, which are purchased by the state of Michigan and provided to the public at no cost; Links to the Internet and MeL resources by topic; M.O.R.E., the Michigan on-line resource for educators, which are teaching materials linked to curriculum standards; Michigana, which is a digitized collection of materials focusing on Michigan history; or, Something else).

The survey of library users from the general public survey goes on to inquire of qualified respondents, which of a list of recited services provided by MeL, they use. All responses are recorded resulting in tabulations for the five specific recited optional responses, as well as accommodating the possibility for recording non-scripted responses.

Q. 12All. (Patrons) “Which of the following specific services have you used that are provided by MeL?”

The following chart compares the results from the surveys of 2009 and 2014:

General Public			Patrons	
2009	2014		2014	2009
N=44	N=100		N=259	N=2010
52%	30%	MeLCat, the shared statewide library catalog and inter-library loan service	40%	36%
27%	22%	Databases of articles and resources, which are purchased by the state of Michigan and provided to the public at no cost	24%	23%
N/A	N/A	Full Text Magazines and Newspapers search button on the MeL home page	N/A	14%
8%	18%	Links to the Internet and MeL resources by topic	16%	13%
8%	7%	M.O.R.E., the Michigan on-line resource for educators, which are teaching materials linked to curriculum standards	6%	4%
5%	7%	Michigana, which is a digitized collection of materials focusing on Michigan history	12%	9%
0%	4%	Something else/Other	1%	0%
0%	13%	Undecided/Refused	0%	1%

As can be observed, the greatest difference between the two survey years for the general public is found in the 22 point reduction in the overall frequency of MeLCat responses, which is made up in the ten point increase in citations of Internet links and the 13 percent “Undecided”. Again, it is difficult to draw any conclusions from this movement in the results due to the low N-sizes from each of the surveys and the fact that allowing multiple responses injects further

ambiguity to the results. What can be concluded with some certainty is the rank order of MeL services reported as being used by respondents has not changed.

For the surveys of Patrons, the raw N-sizes do not pose as big an analytical challenge as they do in the surveys of the general public, but the wide difference between the number of respondents in 2009 and 2014 still must be taken into consideration. Happily for this question, the reported frequency of usage as well as the rank ordering of the services matches closely between the patron survey years, despite the four percentage point differential in the margin of error.

— **frequency of MeLCat use up**

The 50 qualifying respondents of the general public from the 2014 survey who reported having used MeLCat in the previous question were asked how many times they have accessed and used MeLCat, “*in the past year*” (Q. 26). The chart below illustrates the distribution of responses from the two subject surveys:

2009	2014	
N=44	N=50	
34%	46%	10 or more times
7%	10%	6 to 9 times
18%	10%	3 to 5 times
16%	34%	Once or twice
25%	0%	Undecided/don't know

— **positive rating for the quality of MeLCat offered overwhelmingly by general public users, patrons, and staff**

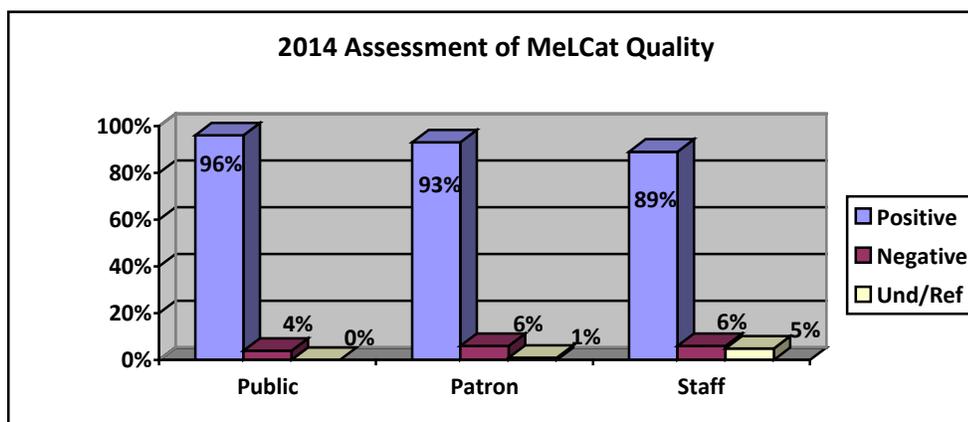
Q. 27. How would you rate the quality of the catalog available by using MeLCat, with the ability to order books, audio books, music, movies and other material and have it delivered to your local participating library – would you give MeLCat a positive rating of excellent or pretty good, or a negative rating of only fair or poor? N=50

For the 50 respondents in the survey of the general public who qualified to be asked the question, all but two of them issues a “Positive” rating (46 percent “excellent”; 50 percent “pretty good”) for MeLCat quality. These results differ from 2009 only in that 25 percent of the 44 qualifying respondent in 2009 were “undecided”, and only one individual issued a “negative” rating instead of the two in 2014.

Similarly, the question of patrons asked:

Q. 30. How would you rate the quality of MeLCat, the shared statewide library catalog and inter-library loan service-- would you give it a positive rating of excellent or pretty good, or a negative rating of only fair or poor?

Again, in 2009 and 2014, over nine-in-ten respondents offered a “Positive” rating. And, in the survey of staff which asked: “*Q. 39. How would you rate the quality of MeLCat? Would you give MeLCat a positive rating of excellent or pretty good, or a negative rating of only fair or poor?*”, the 364 participating staff in 2014 offered a “Positive” rating of 89 percent, within the margin of error of the 93 percent of the 737 staff members in 2009 who offered a “positive” rating for MeLCat.



— awareness of MeLCat among self reported non-users

As may have been surmised from the immediately preceding narrative, of the 100 respondents qualifying for question 25 asking which of MeL’s services they had used, 50 had mentioned MeLCat, leaving 50 remaining individuals to be asked the MeLCat awareness question which read:

Q. 29. Another service of MeL is MeLCat, which is a shared online catalog of materials, such as books, DVD’s, and other information, which is available at participating Michigan libraries. This catalog can inform you what is available at which libraries. Books or resource information can be ordered, and then delivered to a nearby participating library. Again, before I described MeLCat, were you aware or not aware of this online catalog?

The comparison of results between the two survey years is illustrated below:

2009	2014	
N=10	N=50	
30%	44%	Aware
70%	54%	Not Aware
---	2%	Undecided/Refused

— awareness of MeL “database subscription” services

MeL users from the survey of the general public, excluding those who previously said they used the MeL “database subscriptions” service (26 respondents), and all respondents from the on-line survey of patrons were presented with the following information:

Q. 28. General Public: “As you may or may not know, there are over 40 commercial online databases of research information that are available to any Michigan resident through the Library of Michigan, as well as through all types of Michigan libraries. These databases are available through MeL, the state’s on-line library service”.

Q. 08. Patrons: MeL provides database information to Michigan residents of all ages with varying needs, including full-text articles, industry reports, reference information and materials created by experts in almost any field, as well as age appropriate materials to support student education.

These public and patron respondents were then asked if they had been aware of these online databases; In 2009, more than half of respondents from the general public (albeit a tiny N-size) and 3-in-4 patron respondents said they were aware. The following chart compares the results from the surveys of 2009 and 2014:

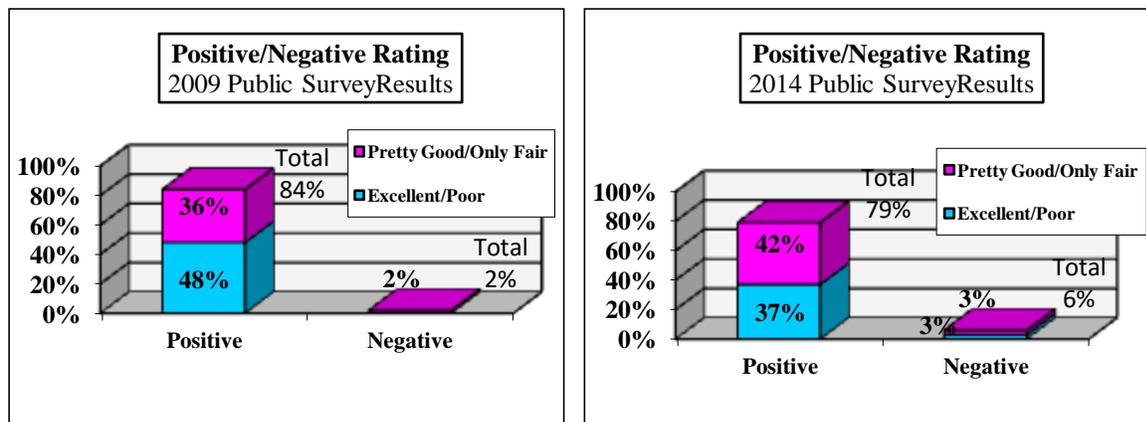
General Public			Patrons	
2009	2014		2014	2009
N=26	N=74		N=409	N=2868
58%	42%	Aware	71%	75%
42%	42%	Not aware	17%	25%
0%	16%	Undecided	12%	0%

With a margin of error of five points in the 2014 patrons’ survey, and a margin of between eleven and nineteen points among the general public survey for this question, a conclusion that there has been no movement of awareness of databases among the respective audiences would be just as valid as any comment addressing the differences in the reported frequency of responses.

— overall rating for MeL online resources

Q. 30. Overall, how would you rate the quality of the online resources available through the use of MeL – would you give MeL a positive rating of excellent or pretty good, or a negative rating of only fair or poor?

With N-sizes of 44 and 72 respectively for this question in the 2009 and 2014 surveys, the differential in “positive” vs. “negative” ratings illustrated in the comparison graphs below is not significant. That is to say, roughly four-out-of-five respondents from the surveys in both years in a position to have an opinion about the quality of MeL on line services have a “positive” opinion of them and of this group; approximately half of them offer the higher component portion of “excellent”.



— awareness of MeL access through Internet remains high among patrons, drops among general public

Finally, all “MeL users”, whether from the survey of the general public or the online survey of patrons, were asked:

“Were you aware or not aware of the fact that you can access MeL, the Michigan eLibrary, at www.MeL.org from anywhere via the Internet?” (General Public - Q. 31; Patrons - Q.16).

Awareness of MeL’s accessibility among library patrons moves up five points from the already high level of 87 percent recorded in 2009. By contrast, a 21-point drop in awareness of anywhere access to MeL via the Internet is observed among general public respondents between the 2009 and 2014 surveys. However, with the very small N-sizes of qualified respondents in the surveys – and their accompanying wide margins of error – solid conclusions about cognizance of MeL’s accessibility among the general public cannot be drawn.

The following chart compares the results from the surveys of 2009 and 2014:

General Public			Patrons	
2009	2014		2014	2009
N=44	N=100		N=269	N=2,010
80%	59%	Aware	92%	87%
20%	39%	Unaware	2%	13%
0%	2%	Refused/Skipped Question	6%	0%

Future Library Visitation; Use of MeL/MeLCat

— about 3-in-4 would visit a library

All 600 respondents in the 2014 survey of the general public were given a description of MeL and MeLCat which read:

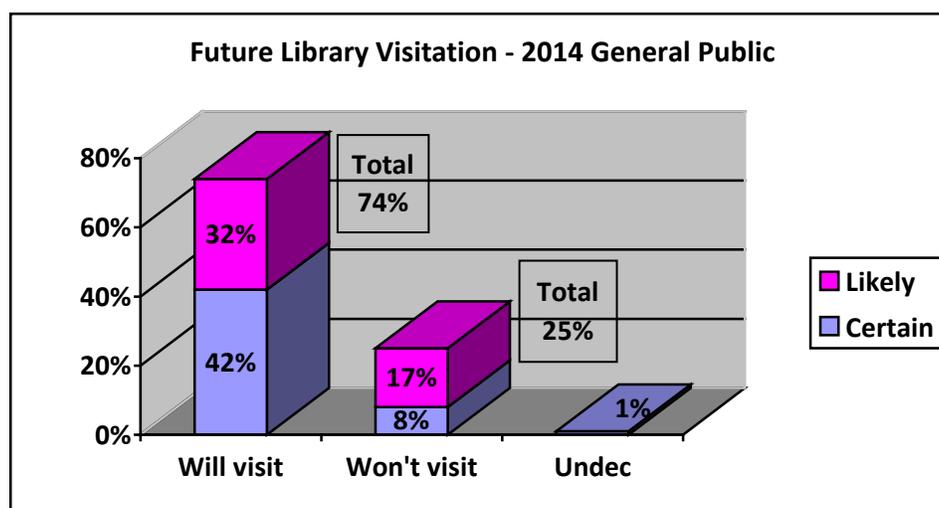
Intro to Q. 32. “MeL stands for Michigan e-Library and it is a service offered by the Library of Michigan to provide a variety of online information resources that are available at no cost to any Michigan resident through the Library of Michigan, as well as through all types of libraries throughout the state. Some of these services include a collection of over 40 commercial online databases of research information, which cannot be found on a google or other browser search, as well as other information such as full-text articles, industry reports, reference information and materials created by experts in almost any field, as well as age appropriate materials to support student education. The online service also includes information to research genealogy as well as a complete collection of digitized materials focusing on Michigan history.

Another service of MeL is MeLCat, which is a shared online catalog of materials, such as books, DVD’s, and other information, which is available at participating Michigan libraries. This catalog can inform you what is available at which libraries. Books or resource information can be ordered, and then delivered to a nearby participating library.

Any Michigan resident can access MeL, the Michigan e-Library, from anywhere, as long as you have Internet access.”

Q. 32. Thinking about what I just read, and what you may have heard about the information that is available, would you say that in the future you are certain to visit a local library, likely to visit a local library, not likely to visit a local library, or certain that you will not visit a local library? N=600

The following graph illustrates the distribution of the 2014 results to this question:



The following chart shows the comparison of results between the 2009 and 2014 surveys:

2009	2014	
N=556	N=600	
48%	42%	Certain to visit library
29%	32%	Likely to visit library
77%	74%	TOTAL WILL VISIT
19%	25%	TOTAL WILL NOT VISIT
15%	17%	Not likely to visit library
4%	8%	Certain to Not visit library
4%	1%	Undecided/Refused

While there appears to be a six percentage point drop in the “Certain to visit” category and a six percentage point increase in the two categories suggesting no future visitation, the two surveys were not completely the same in terms of who was asked this question. That is, in 2009, those respondents who reported either being aware of MeL and/or having used MeL were excluded. While not dispositive of the question about future visitation to a local library, there is no dispute that different audiences for the question between the two years could very well have an impact on what are relatively minor fluctuations in the results. Indeed, the cross tabulation analysis reveals that the 94 individuals who reported being aware of MeL expressed a certainty to visit their local library in the future at a 63 percent level and the 64 individuals who indicated having used MeL were certain of a future library visit at the rate of seventy-five percent.

Subgroups reporting “Certain” in proportions greater than the norm of 42% included:

82%	<i>Future use of MeLCat – Certain</i>
79%	<i>Search engine failure – Call library</i>
78%	<i>Future use of MeL - Certain</i>
75%	<i>Used MeL</i>
73%	<i>Aware of MeLCat</i>
64%	<i>Multiple library users</i>
63%	<i>Used a library computer</i>
	<i>Aware of MeL</i>
62%	<i>6th-8th grade</i>
60%	<i>Library info source – Newsletter</i>
	<i>Library info source – Staff</i>
59%	<i>Pre-K – 5th children</i>
57%	<i>Importance of libraries - More</i>
56%	<i>Library user</i>
54%	<i>Children at home</i>
53%	<i>Children in public school</i>
	<i>Years in community – 6-10</i>
51%	<i>West region</i>
	<i>Has not used a library computer</i>
	<i>Time reading hard copy – 3-4 hrs.</i>

\$50K-\$75K hh income
College women
 50% *Time spent on line – 1-2 hrs*
Age 41-49
 49% *Respondent is a library user*
 48% *Time reading hardcopy – 1-2 hrs.*
College education

A similar question is posed of library patrons, although for patrons the intent to visit a local library in the future (along with subsequent questions regarding future use of MeL and MeLCat) are posed toward the end of the questionnaire after the patron-respondents were presented with detailed questions concerning eLibrary services.

Q. 52. Thinking about what you may have learned about MeL and its components, such as MeL databases and MeLCat, while taking this survey, putting aside whether you currently visit your local library or not, would you say that in the future you are certain to visit your local library, likely to visit your local library, not likely to visit the library, or certain that you will not visit your local library? N=409

Not surprisingly, patrons are far more likely than the general public to respond that they are at least likely to visit their local library in the future. Indeed, their status as patrons suggests that all of them would have the intent to visit their library in the future, irrespective of what they found out about eLibrary services over the course of the questionnaire. Still, one percent indicated earlier in the survey (Q. 5) that they seldom or never visit their library and the comparison between the survey years of the intensity of intent is useful to know. Accordingly, the following charts illustrate the distribution of patron responses for this question:

Patrons WITH “Skipped”			Patrons WITHOUT “Skipped	
2009	2014		2014	2009
N=2,868	N=409		N=316	N=2,868
81%	60%	Certain to visit library	78%	81%
14%	15%	Likely to visit library	20%	14%
95%	75%	TOTAL Will Visit	98%	95%
2%	2%	Not likely to visit library	2%	2%
1%	0%	Certain to Not visit library	0%	1%
3%	2%	TOTAL Will Not Visit	2%	3%
1%	23%	Und/Ref/Skipped Question	---	1%

— disparity between general public and current patrons regarding future use of MeL remains but has narrowed; probably considerably

After having heard MeL described in the previous question, the general public respondents were then asked if, in the future, they would use MeL, and how certain they were about that intended action.

Q. 33. How about accessing on-line resources by using the Michigan e-Library, called MeL? Putting aside whether or not you currently visit the MeL website, would you say that in the future you are certain to use the MeL website, likely to use the website, not likely to use the website, or certain that you will not use the MeL website provided by the Library of Michigan? N=600

Respondents in the on-line survey of patrons were asked a similar question:

Q. 53. How about accessing online resources by using the Michigan eLibrary, called MeL? Putting aside whether you currently visit the MeL website, would you say that in the future you are certain to use the MeL website, likely to use the website, not likely to use the website, or certain that you will not use the MeL website provided by the Library of Michigan? N=409

The charts below illustrate the relative differences in response rates regarding future intent to use the Michigan eLibrary between members of the general public and current library patrons, as well as between like audiences between the two survey years. As can be observed, 2009 revealed a fairly wide disparity between Patrons and the Public regarding “certainty” to use MeL in the future (67 percent to 12 percent respectively), as well as in the combined “Certain/Likely” categories, which shows a 50 percentage point gap. The 2014 survey, by contrast, indicates a significant closing of that gap in intent on future use of the MeL website, with the Public’s “certain” figure rising eight percentage points and the “Total Will Use” figure drawing even with that of the Patrons.

General Public			Patrons	
2009	2014		2014	2009
N=556	N=600		N=409	N=2,868
12%	20%	Certain to use MeL website	49%	67%
29%	52%	Likely to use MeL website	23%	24%
41%	72%	TOTAL Will Use	72%	91%
37%	15%	Not likely to use MeL website	5%	6%
10%	11%	Certain to not use MeL website	1%	2%
47%	26%	TOTAL Will Not Use	6%	8%
0%	2%	Und/Ref/Skipped Question	23%	1%

While one cannot argue with the significant overall rise in the Public's intent to use MeL results seen in the 2014 survey, the resulting dramatic closing of the 2009 gap between the respective audience's intent to use figure is somewhat illusory. For one thing, the 2009 survey of the general public did not include respondents who had previously indicated either Awareness and/or Use of MeL; an exception not included in the 2014 study and undoubtedly served to deflate the 2009 data concerning intent to use. In addition, the 2014 Patron on-line survey included a significant number of interviews where respondents opted to skip questions. This fact, too, serves to skew the data somewhat. The chart below illustrates the frequency results of the 2014 Patrons if the 23 percent "Und/Ref/Skipped Question" is removed.

Without the 94 patrons from the 2014 survey who did not respond to the question, the total N-size for the question becomes 319, resulting in a marked increase in the percentages within the individual response categories. Accordingly, the total 2014 Patron intent to use MeL figure moves up 21 percentage points, leaving a 21 point differential between the 2014 general public and patron audiences. To be sure, this movement in the Public results between 2009 and 2014 is still significant, but not nearly as dumbfounding as an initial review might suggest. In addition, the disparity between the results of the 2009 and 2014 survey of Patrons that would otherwise exist is eliminated.

General Public			Patrons	
2009	2014		2014	2009
N=556	N=600		N=319	N=2,868
12%	20%	Certain to use MeL website	63%	67%
29%	52%	Likely to use MeL website	30%	24%
41%	72%	<i>TOTAL Will Use</i>	93%	91%
37%	15%	Not likely to use MeL website	6%	6%
10%	11%	Certain to not use MeL website	1%	2%
47%	26%	<i>TOTAL Will Not Use</i>	6%	8%

Assuming that respondents who report "Likely to use" may need some coaxing to bring their expressed intent to fruition, a demographic breakdown of those respondents who expressed that sentiment by the highest percentages is listed below:

Subgroups reporting "Likely" in proportions greater than the norm of 52% included:

80% Future MeLCat use – Likely
73% Library info source - Staff

67%	<i>Future library use – Likely</i>
64%	<i>North region</i>
63%	<i>Age 50-55</i>
62%	<i>Web search vs. Database – Web search</i>
	<i>Years in community – 1-5</i>
61%	<i>Search engine failure – Friends/Family</i>
60%	<i>Library user – Respondent</i>
	<i>Time spent on line – 3-4 hrs.</i>
	<i>Pre-K – 5th</i>
59%	<i>West region</i>
	<i>No pre-schoolers</i>
	<i>9-12 grade</i>
	<i>Women 18-49</i>
58%	<i>Children at home</i>
	<i>Post H.S.</i>
57%	<i>Used a library computer</i>
	<i>College women</i>
56%	<i>Bay region</i>
	<i>Importance of Libraries – More</i>
	<i>Library user – Multiple</i>
	<i>Computers at home – 2</i>
	<i>Years in community – 11-20</i>
	<i>Over \$100K hh income</i>

— **reasons given for not being likely to use MeL similar to those for not visiting a library**

In a question introduced in the 2014 survey of the general public, respondents who indicated they were unlikely to or certain not to access MeL in the future were asked, why not.

Q. 34. What would you say is the main reason why you would not likely access on-line resources by using the Michigan e-Library, called MeL? N=154

The chart below demonstrates that the top three reasons given by respondents in both 2009 and 2014 for not visiting their local library closely parallel the top reasons cited by the 2014 respondents for not being likely to access MeL in the future. To be sure, if reasons such as lack of a computer and/or lack of Internet were eliminated in this follow up roster of reasons why the respondent is unlikely to use MeL in the future, even greater similarities between the two follow-up “Why not?” rosters would emerge.

2014 - Q. 34 Why not use MeL?		2009 N=180	2014 N=132	Q. 5 Why not visit local library?
20%	Have No-Don't Use Internet			
19%	Use Internet-Searches	31%	36%	Use Internet from home
14%	No Desire-Interest	9%	14%	No desire/interest
12%	No Need	19%	12%	No need
8%	Don't Use Library			
5%	Have No-Don't Use Computer			
5%	Prefer Physical Library			
3%	Use Google			
2%	Buy Books-Materials			
2%	Prefer Actual Books			
2%	Too Busy-No Time			
1%	Cannot Read			
1%	Disabled-Medical Reasons			
1%	Unfamiliar With It			
1%	Use CADL			
4%	Other/Undecided/Refused			

— intended future MeLCat use

Respondents from both the survey of the general public and the online survey of patrons who reported that they would be “certain/likely” to use the MeL website in the future were asked if they are “certain” or “likely” to “access the catalog called MeLCat.

General Public: Q. 35. How about accessing the catalog called MeLCat to find out what books, and other materials are available at other libraries so you can order materials and have them delivered to a nearby participating library? Putting aside whether you currently use MeLCat, would you say that in the future you are certain to use MeLCat, likely to use MeLCat, not likely to use MeLCat, or certain that you will not use MeLCat? N=600

Patrons: Q. 54. How about accessing the catalog called MeLCat to find out what books, and other materials are available at other libraries so you can order materials and have them delivered to a your participating library? Putting aside whether you currently use MeLCat, would you say that in the future you are certain to use MeLCat, likely to use MeLCat, not likely to use MeLCat, or certain that you will not use MeLCat? N=409

As with the preceding question concerning intent to access MeL in the future (Q. 33 General Public; Q. 53 Patron), comparisons with the 2009 data are complicated by the radically smaller N-size of the 2014 Patron survey along with the high percentage of “skipped” questions in the most recent survey, as well as the respondent qualification protocols used in the 2009 survey of the Public. In the case of the latter survey of the public, only those respondents who reported “Certain/Likely” or “Undecided” about future accessing of the MeL website were asked the question about intended future use of MeLCat; a qualifying criteria resulting in a reduced

number of respondents qualifying for the question while also serving drive up the percentage of 2009 respondents reporting an intention to use MeLCat in the future. The chart below illustrates the comparison of outcomes for the survey of the general public.

General Public		
2009	2014	
N=290	N=600	
25%	17%	Certain to use MeLCat
62%	48%	Likely to use MeLCat
87%	65%	<i>TOTAL Will Use</i>
9%	21%	Not likely to use MeLCat
1%	12%	Certain to not use MeLCat
10%	33%	<i>TOTAL Will Not Use</i>
3%	2%	Und/Ref/Skipped Question

In the survey of the general public, a 22 point reduction in total intent to use MeLCat is observed. However, since the 2009 respondent pool for this question consisted only of those who had previously expressed an intent to use MeL in the future or, had not outright rejected the notion (i.e. “undecided”) were asked the future intended MeLCat use question, suggesting that the comparison of the data signals a significant decrease in interest in future MeLCat use would be highly misleading. A better analysis under the circumstances would be to look to the cross tabulations on this question to see if the 2014 subgroups with characteristics similar to the 2009 respondents who qualified for the question reported an intent to use MeLCat in the future in substantially higher proportions than the overall 2014 average. Listed below is such an analysis with the pertinent groups in bold:

Subgroups reporting “Certain/Likely” in proportions greater than the norm of 65% included:

91%	<i>Future use of MeL – Certain</i> <i>Search engine failure – Call library</i>
89%	<i>Used MeL</i>
87%	<i>Aware of MeLCat</i>
86%	<i>Future library use – Certain</i>
85%	<i>Future use of MeL - Likely</i>
83%	<i>Used a library computer</i>
81%	<i>Library info source – Staff</i>
80%	<i>PreK-5th</i>
79%	<i>Aware of MeL</i> <i>Library info source - Newsletter</i>
78%	<i>Library users - multiple</i>
77%	<i>Library users</i>

	<i>Importance of libraries – More</i>
	<i>Library user - respondent</i>
	<i>Time spent with eBooks – 1-2 hrs.</i>
	<i>Children at home</i>
	<i>College women</i>
76%	<i>9th-12th grade</i>
75%	<i>Computer at home – 3+</i>
73%	<i>Outer metro region</i>
	<i>Women 18-49</i>
72%	<i>Time spent on line – 3-4 hrs.</i>
	<i>College educated</i>
71%	<i>Time spent on line – 1-2 hrs.</i>
	<i>Age 41-49</i>
70%	<i>6th-8th grade</i>
	<i>Age 30-40</i>
69%	<i>Age 18-29</i>
	<i>Age 50-55</i>
	<i>Women</i>

Based on the proportions of the subgroups most closely matching the 2009 general public audience for this question, there is not much, if any, reduction in the proportions of the general public from the 2014 survey who express the intent to use MeLCat in the future and, in fact, it may be higher.

Just as was the case in the question of Patrons concerning intended future access of MeL, the results are dramatically different depending upon whether or not respondents who skipped the question on the on-line survey are treated as being truly “undecided” or are treated as being missing cases. In the former instance, their presence is included in the total N-size for purposes of calculating the frequency and in the latter case they are not. The actual difference is, in all likelihood negligible, either as an increase or a decrease in intended future use of MeLCat.

Patrons WITH “Skipped”			Patrons WITHOUT “Skipped”	
2009	2014		2014	2009
N=2,868	N=409		N=319	N=2,868
73%	59%	Certain to use MeLCat	76%	73%
18%	14%	Likely to use MeLCat	18%	18%
91%	72%	TOTAL Will Use	94%	91%
6%	4%	Not likely to use MeLCat	5%	6%
2%	1%	Certain to not use MeLCat	1%	2%
8%	5%	TOTAL Will Not Use	6%	8%
1%	22%	Und/Ref/Skipped Question	0%	1%

— **lack of interest and/or need cited for non-intent to use MeLCat**

Q. 36. What would you say is the main reason why you would not likely use MeLCat to find out what books, and other materials are available at other libraries so you can order materials and have them delivered to a nearby participating library? N=196

A new question for the 2014 survey asked respondents who reported “not likely” or “certain not” to use MeLCat for a reason for their response. As was found in the follow-up “Why not?” for not visiting a library (Q. 5) and not accessing MeL, (Q. 34) the reasons centered primarily on a lack of interest or a professed lack of need.

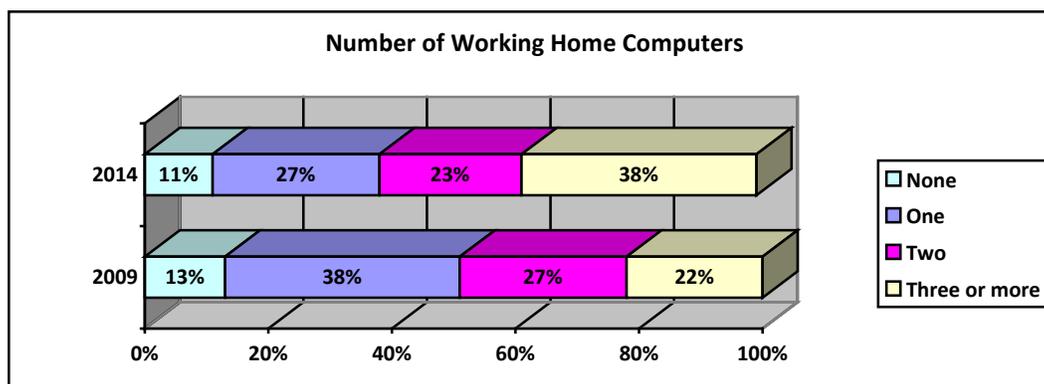
2014	
N=196	
28%	No Desire – Interest
15%	No Need
10%	Have no – Don’t Use Internet
9%	Use Internet Searches
8%	Don’t Use Library
30%	Other/Undecided/Refused

Household computer use

— **close to 9-in-10 report one/more computers in home**

Q. 37. How many working computers do you currently have at home – one, two, three or more, or, do you not have a working computer at all in your home? N=600

All respondents in the survey of the general public were asked how many working computers they have in their homes. Just as in 2009, nearly 9-in-10 said they have at least one but the comparison data between the two survey years reveals a substantial increase in the proportion of respondents reporting “three or more”.



— **nearly all able to connect to the Internet**

Q. 38A-E. Are you able to connect to the Internet, either at home, at work, at your local library, on a laptop computer or other portable device with a wireless connection, at some other location, or, would you say that you do you NOT connect to the Internet at any location? [IF CONNECTS TO INTERNET, PROBE TO DETERMINE WHERE - CODE ALL RESPONSES MENTIONED FOR UP TO 5 RESPONSES OR WRITE-IN UNDER "OTHER" - PROBE WITH: "Are there any others?" UNTIL 5 RESPONSES MENTIONED OR UNPRODUCTIVE] N=600

Respondents in the survey of the general public were next asked if they are able to connect to the Internet in any of several locations presented to them. In 2009, just six percent reported having no Internet access and that figure decreased to three percent in the latest survey:

2009 N=600	2014 N=600	
45%	38%	Yes, connects at home
21%	21%	Yes, connects at work
10%	15%	Yes, connects at a local library
7%	0%	Yes, at a cyber café
11%	22%	Yes, on a portable laptop computer with wireless connection
6%	3%	No, does not have a connection to the Internet at any location
0%	0%	Undecided/Refused

The slight decrease in the number of respondents indicating “no connection” is disproportionately represented in the percentage increase found in the “laptop” and, importantly for the questions which follow, in the “connects at local library” categories. In reviewing the data in the chart above, it is important to remember that up to five answers were allowed. This means that theoretically, 3000 responses (i.e. 600 x 5) could have been recorded, making minor variations in the overall percentage differences between the years more significant than if just 600 responses were taken.

The point is made since the following questions are asked among respondents who said they “connect at a local library,” either exclusively or in addition to other locations, and the 2014 N-sizes illustrated for the respective years are more than 50 percent larger (i.e. more than the difference between the 2009 10% and 2014 15% of 600) than the N-sizes for the 2009 survey. For purposes of the narrative concerning these questions, the respondents are called “library connectors”.

— **vast majority find library Internet connection speed to be “adequate”**

Q. 39. Would you say that the speed of the Internet connection at the library is adequate or not adequate?

[POLLERS NOTE: ONLY ASK Q.39 AND Q.40 IF RESPONDENT SAID (03 – at the library) IN Q.38] N=195

“Library connector” respondents from the survey of the general public (Q. 38.) were asked if the speed of the Internet connection at the library is adequate; As can be seen 8-in-10 of these 2014 respondents reported the speed to be “adequate”; a statistically equivalent number as in 2009.

2009	2014	
N=114	N=195	
84%	80%	Adequate
3%	6%	Not adequate
13%	14%	Undecided/don’t know

— **library connection speed competitive with other sources**

Q. 40. Is the Internet connection at your library faster or slower than the other Internet connection(s) available to you? N=195

When “Library connector” respondents from the general public were asked if the Internet connection at the library was faster or slower than the other Internet connections available to them, a plurality noted that they were both of equal speed, with “other source” coming in slightly lower but significantly higher than libraries among those who cited one over the other.

Removing the five percent in 2014 who volunteered that no other Internet source is available to them does not significantly alter the remaining proportions. Accordingly, the 2014 data suggests other sources of Internet access for “Library connectors” – be that the respondents’ homes or other Wi-Fi hot spots – have upgraded their speed.

2009	2014	
N=106	N=195	
19%	16%	Library is faster
26%	30%	Other source is faster
43%	35%	Both of equal speed
0%	5%	No other Internet connection available to me (<i>volunteered</i>)
12%	14%	Undecided/Don’t know

— **most connect from home/work rather than library**

Q. 41. Where do you connect to the Internet the most – [ROTATE] at the library, at home, at work or some other Internet connection source that’s available to you? [POLLERS NOTE: ONLY ASK Q.41 IF RESPONDENT GAVE MORE THAN ONE RESPONSE IN Q.38] N=378

“Library connector” respondents from the general public survey were asked where they connect to the Internet the most. Four-in-five said they connect to the Internet the most from home, with “from work” being the next highest cited location.

2009	2014	
N=106	N=378	
74%	80%	Home
19%	16%	Work
5%	2%	Library
1%	1%	Mobile – Wi Fi
1%	1%	Undecided/Don’t know

In keeping with the large increase in the number of 2014 respondents indicating three or more home computers (Q. 37), the incidence of increased home Internet connection is also noted in this question.

— **average daily Internet connection increased by one-half hour**

Q. 42. How many hours per day do you spend online connected to the Internet? [IF UNDECIDED/REFUSED, CODE ‘99’] N=543

All respondents from the survey of the general public who said they are able to connect to the Internet were asked how many hours per day they spend online connected to the Internet. The mean and median results from the respective survey years are as follows:

		MEAN:	MEDIAN:
2014	N=543	3.569	2.0
2009	N=564	3.035	2.0

As can be observed from the comparison of the mean scores, survey respondents spend, on average, about a half an hour per day more connected to the Internet than did their 2009 counterparts.

— **vast majority of Internet users use search engines at least, “very frequently”**

General public: Q. 43. N=552; Library Patrons: Q. 49. N=409

When you access the Internet, how often do you use a search engine like Google or Bing to research or search for information – every time you are online, almost every time online, very frequently, somewhat frequently, seldom or never?

Respondents from both the survey of the general public and the online survey of library patrons were asked how often they use a search engine such as Google or Bing to research or search for information.

As illustrated by the chart below, better than 9-out-of-10 library patrons (In the N=319 “without skipped” Sample) “very frequently” and three quarters of Internet users in the general public so at the same level. These proportions have remained steady for the six years span between the respective surveys.

2009	2014	GENERAL PUBLIC
N=527	N=552	
23%	30%	Every time online
28%	26%	Almost every time online
23%	19%	Very frequently
74%	75%	TOTAL “VERY” OR MORE
14%	12%	Somewhat frequently
8%	7%	Seldom
4%	6%	Never
0%	0%	Undecided/Refused

Patrons WITH “Skipped”			Patrons WITHOUT “Skipped”	
2009	2014		2014	2009
N=2,868	N=409		N=319	N=2,868
29%	24%	Every time online	31%	29%
38%	27%	Almost every time online	35%	38%
25%	22%	Very frequently	28%	25%
92%	73%	TOTAL “VERY” OR MORE	94%	92%
6%	3%	Somewhat frequently	5%	6%
1%	1%	Seldom	1%	1%
0%	1%	Never	6%	0%
1%	22%	Undecided/Refused	0%	1%

— majority of Internet users in the general public use “another” search engine if necessary

Q. 44. When you are not able to find what you are looking for with the Internet search engine you most often use, which of the following do you usually do to continue to look further for the information? [READ 1 TO 7 BELOW]
N=520

In a question measuring the extent to which other sources of information – particularly libraries – are turned to when familiar search engines fail to turn up the desired result, respondents from the survey of the general public who said they use search engines at least “seldom” were presented with the options of: “Ask a friend or relative”; “Visit or call the library or go to their website to look for a book, magazine or article on the subject”; or, “Go online and use a different search engine”, and then asked which of them they usually turn to. As can be seen, the majority said they use a different online search engine, followed by seeking a friend or relative, with libraries being selected by eight percent; a ranking result that has remained steady through both survey years and by roughly the same proportions.

2009 N=503	2014 N=520	
56%	54%	Go online and use a different search engine
20%	24%	Ask a friend or relative
12%	8%	Visit or call the library or go to their web site to look for a book, magazine or article on the subject
1%	1%	Other sources (less than one percent)
6%	7%	Or, not look any further for the information
5%	6%	Undecided/don't know

Respondents who already go online would seem to be a logical audience to cultivate for turning to the library as an alternate search source if their usual go-to engine does not produce the information they were seeking. The following list provides a roster of subgroups that more frequently turn to alternate on line sources.

Subgroups reporting “Online alternate engine” in proportions greater than the norm of 54% included:

67%	Importance of libraries – Less
66%	College women
64%	Over \$100K hh income
63%	Age 18-49
	Under \$25K hh income
62%	Outer metro region
	Renters
	College education
	Men 18-49
60%	Future MeL use – Certain
	Library info source – Newsletter
	Years in community – 6-10
	Age 50-55
58%	Age 18-49

\$75K=\$100K hh income
 College men
 59% Future library use – Likely
 Time on line – 3-4 hrs.
 Web search vs. Database – Database
 Time reading eBooks – 1-2 hrs.
 9th-12th grade
 Years in community – 1-5
 African Americans
 58% Computers at home – 3+
 6th-8th grade
 Men

—most “library” users actually visit facility

Q. 45. Which do you do *most* often? [READ AND ROTATE 1 TO 3] N=91

Those respondents in the survey of the general public who reported that they would “*visit or call the library or go to their web site*” in the previous question and, in the 2014 survey, the 48 individuals from Q. 38A-F who reported they did not have an Internet connection at any location, were asked the method they most often contacted their library. Note that the inclusion of “*No Internet connection*” respondents from Q 38 presumes those individuals are library users to begin with. Based on the extremely higher proportion of “Undecided” in the 2014 data compared to the 2009 data when all 2014 respondents are included, the presumption regarding the status of the respondents included from Q. 38 is somewhat suspect. While not a perfect resolution, eliminating all respondents who were undecided on this question in 2014 and recalculating the proportions of responses for the respective library contact categories provides a much more realistic comparative result, as illustrated in the last two columns in the chart below.

2009	2014		2014	2009
N=61	N=91		N=69	N=61
70%	61%	Visit the library	80%	70%
20%	11%	Go to the library web site	14%	20%
8%	4%	Call the library	6%	8%
2%	24%	Undecided/don’t know	---	2%

— **slim margin of public perceive research databases as more accurate/reliable than search engines; solid majority of patrons share the same view**

General Public Q. 46. N=600; Library Patrons Q. 50. N=409

Thinking about the relative reliability and accuracy of sources available through on-line search engines such as Google or Bing compared to research articles that are available from subscription databases pursued by the library, which source of information would you say is more accurate and reliable – [ROTATE] Sources found through search engine inquiries, or database sources purchased through subscriptions? [IF RESPONDENT SAYS ONE IS MORE ACCURATE AND RELIABLE FOLLOW-UP BY ASKING: ‘Would that be much or somewhat more accurate and reliable?’ AND CODE BEST RESPONSE]

All respondents from the survey of the general public and the survey of library patrons were asked about the relative reliability and accuracy of sources available through on-line search engines versus research articles from purchased databases. Respondents from the general public from both 2009 and 2014 were pretty evenly split on this question, with slightly more citing “research based database sources than Internet sources. By contrast, however, library patron respondents were solidly of the opinion that research articles from purchased database sources are more accurate. It is noted, however, that the 2014 patrons express a much higher degree of uncertainty about the question than their 2009 counterparts – likely due to the more limited universe entertaining the question.

2014 Patron N=409	2014 Public N=600		2009 Public N=527	2009 Patron N=2868
2%	12%	Internet sources much more accurate/reliable	17%	3%
1%	18%	Internet sources somewhat more accurate/reliable	14%	4%
3%	30%	Total INTERNET MORE RELIABLE	31%	7%
18%	16%	Research based database sources somewhat more accurate/reliable	17%	22%
41%	19%	Research based database sources much more accurate/reliable	16%	42%
59%	35%	Total RESEARCH MORE RELIABLE	33%	64%
11%	7%	Both are equally accurate/reliable (<i>volunteered</i>)	11%	20%
2%	4%	Neither are accurate/reliable (<i>volunteered</i>)	2%	1%
25%	24%	Undecided/don’t know	23%	8%

—**More time spent on the Internet than in reading “hard copy” – more so than in ‘09**

Q. 47. How many hours per day do you spend reading hardcopy books, magazines or newspapers? [IF UNDECIDED/REFUSED, CODE ‘99’] N=600

All respondents in the survey of the general public were asked how many hours per day they spend “reading hardcopy books, magazines or newspapers.” In 2009, the mean response was 1.585 hours spent with hard copy books, compared with 3.035 hours reported as being spent connected to the Internet. In 2014, respondents report 1.378 hours spent with hardcopy versus

the 3.569 hours spent on line as reported in Q.42. The difference, as represented in the chart below, amounts to an average increase in Internet time versus hard copy time over the past six years of just under three-quarters of an hour.

Hardcopy vs. Internet Hours Differential			
	Daily Average Internet Hours	Daily Average Hardcopy Reading Hours	Differential
2014	3.569	1.378	+2.19 - Internet
2009	3.035	1.585	+1.45 - Internet

— **time with eBooks makes up some of the deficit from the prior question**

*Q. 48. How many hours per day do you spend reading eBooks? [IF UNDECIDED/REFUSED, CODE '99']
N=558*

With the increased popularity of eBooks since 2009, a new question for 2014 asked respondents to estimate that average number of hours per day they spend reading these devices. The reported mean score of 0.353, if added to the mean score of time spent with hard copy from the previous question (1.378 hours) would bring the total to 1.731 hours spent with “books”, and essentially eliminates the three-quarters of an hour differential increase of Internet time over time with hard copy noted above.

— **most purchase rather than download their eBook selections**

Q. 49. Do you primarily purchase eBooks, or download them from your library? N=113

In another new question for 2014, respondents who reported spending any time with eBooks in the preceding question were asked the main means by which they acquired the copy.

2014	
N=113	
57%	Purchase
24%	Download from the library
17%	Both equally (<i>volunteered</i>)
2%	Undecided/Refused

— **Top source of library events/services information: local area newspapers**

*Q. 50. Where would you say you get **most** of your information about the events and services available at your local public library? [DO NOT READ – CODE BEST RESPONSE OR WRITE IN UNDER OTHER] N=600*

All public respondents were asked to identify the source of most of their information about the events and services available at their local public library. The leading response in 2014,

as in 2009 was, “*local area newspaper*”. However, 2014 respondents rely less heavily on the local paper source than their 2009 counterparts, with the same pattern holding true for, “*brochures or announcement while in the library.*” The combined 20 point reduction in reliance on those aforementioned sources is partially made up in the “*staff member*” and “*E-Newsletter*” categories, although information from all the other library-based sources is down slightly. In total, 2014 respondents were less apt to look to library-based sources for information about libraries than were respondents in 2009.

2009 N=600	2014 N=600	
27%	17%	Local area newspapers
19%	15%	Library newsletters
4%	13%	Someone outside the library/Word-of-mouth
7%	13%	Library staff members
7%	8%	Other
17%	7%	Brochures or announcements while in the library
0%	6%	E-Newsletters from the Library of Michigan
5%	4%	TV news programs
4%	2%	Library website
10%	15%	Undecided/don't know

Appendix I

"Library of Michigan Narrative Summary Survey of Patrons" July 2014

SUMMARY OF ONLINE SURVEY OF LIBRARY PATRONS

The main report shows responses of library patrons and library staff throughout where the questions were identical or very similar. The summary of the online survey of library patrons which follows, and the summary of library staff which will appear later, focuses on those questions unique to each online survey. The 2009 online patron survey had the participation of 2,868 library patrons from throughout Michigan. In 2014, the participation rate was substantially lower with only 409 patrons responding to the solicitation to complete the online survey. This considerable differential poses some challenges when making a comparative analysis of the data, but they are not insurmountable. One of the greater difficulties is found in the inability to in many questions, breakout demographic subsets of the 2014 sample due to meager subset N-sizes.

—Nearly 9-in-10 library patrons say the library they visit is a public library

Q. 2. Which type of library do you use more frequently? N=409

This question changed slightly from the 2009 version which read: *Is the library you named above (in Q. 1) [one of the answer options],* accounting for the fact that the preceding question in 2014 simply asked the respondent for their county of residence instead of the name of a specific library. In any event, the thrust of the question remained the same and the distribution of results from the two survey years saw no significant change, as is illustrated in the chart below:

2009	2014	
N=2823	N=409	
86%	85%	A public library
5%	6%	A K-12 school library
7%	9%	A College or university library
1%	0%	State or Government library
1%	0%	Other

— continued high awareness of MeL among patrons; far exceeding the general public

Q. 8. As you may know, there are thousands of newspaper, magazine and journal articles and other information resources available to any Michigan resident from the Library of Michigan, as well as through most Michigan libraries. These are in databases available as a service of the Library of Michigan called “MeL,” which stands for Michigan eLibrary, the states online library available at www.MeL.org. MeL provides information to Michigan residents of all ages with varying needs, including full-text articles, industry reports, reference information and materials created by experts in almost any field, as well as age appropriate materials to support student education. Before you read this description of databases available, were you aware or not aware of these online databases?

Patrons WITH “Skipped”			Patrons WITHOUT “Skipped	Public Q. 28	Public Q. 18
2009	2014		2014	2014	2014
N=2,868	N=409		N=359	N=74	N=600
75%	71%	Aware	80%	42%	15%
25%	17%	Not Aware ----- GO TO Q.28	20%	42%	83%
0%	12%	Refused/Skipped Question	0%	16%	1%

The chart above first and foremost, illustrates that 2014 patron respondents are aware of MeL, as described in Q. 8, at levels of between three-quarters and four fifths of all qualified respondents – depending on whether or not the “skipped/refused” respondents are included in the calculation. This comports with the levels recorded among patrons in the 2009 study. In addition, the patron awareness continues to greatly exceed ‘library users’ in the general public (Q. 28) and far exceeds the awareness level found among the public at large.

— reported vs. perceived use of MeL databases fairly close

Library patrons were asked in the online survey: Q. 9. How often do you use the MeL databases available through the Library of Michigan and local libraries and at www.MeL.org? N=409

A similar question was posed to respondents in the online survey of library staff: Q. 8. Based on your observations, how much would you say your library patrons use the MeL databases? N=364.

The proportion of responses in each of the available response categories is illustrated in the chart below:

2014			Actual/Perceived Use of MeL bases	2009		
Combo	Patron	Staff		Combo	Patron	Staff

	N=288	N=364				N=2152	N=737	
72%	33%	15%	68%	A lot	77%	43%	44%	87%
	38%	53%		Some		34%	43%	
	4 point differential					10 point differential		
28%	19%	29%	31%	Only a little	23%	17%	11%	13%
	9%	3%		Not at all/Unsure		6%	2%	
	3 point differential					10 point differential		
	1%	0%		Skipped/Refused		0%	1%	

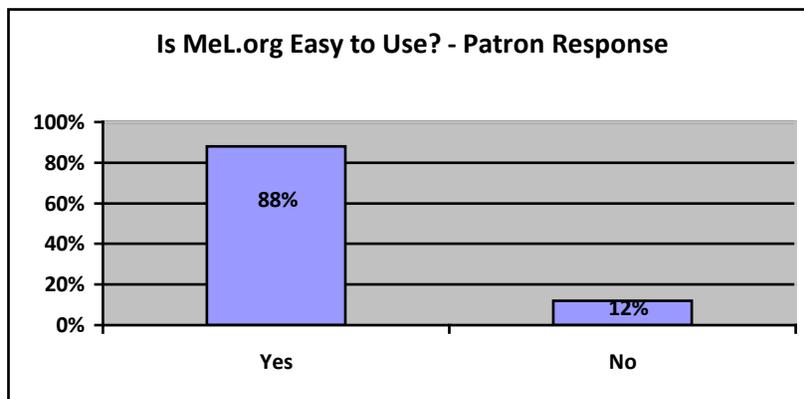
It is observed that in 2009, the agreement in frequency between what patrons reported in terms of their use of MeL databases and what staff perceived based on their observations was fairly close in each of the individual response categories; a circumstance that does not hold true in 2014. However, the differential may not be as stark as one might initially think.

Putting aside the margin of error considerations occasioned by the disparate N-sizes for the respective audiences, the seemingly incongruous 2009 and 2014 results vanish if the categories are collapsed into what might be termed Use vs. Non-Use of MeL databases categories. Indeed, when combined in this manner, the agreement between staff and patrons on database usage in 2014 is closer than it was in 2009.

—nearly nine out of ten patrons find MeL “easy to use”

Q. 10. Do you find “www.MeL.org” an easy website to access and use for the information you require?

In a new question for patrons in 2014, those who responded they were “Aware” of MeL and reported at least a “little” use, were asked if they found the MeL.org website easy to use. As the graph below illustrate, nearly 90 percent responded “Yes”:



Subgroups reporting “No” in proportions greater than the norm of 12% included:

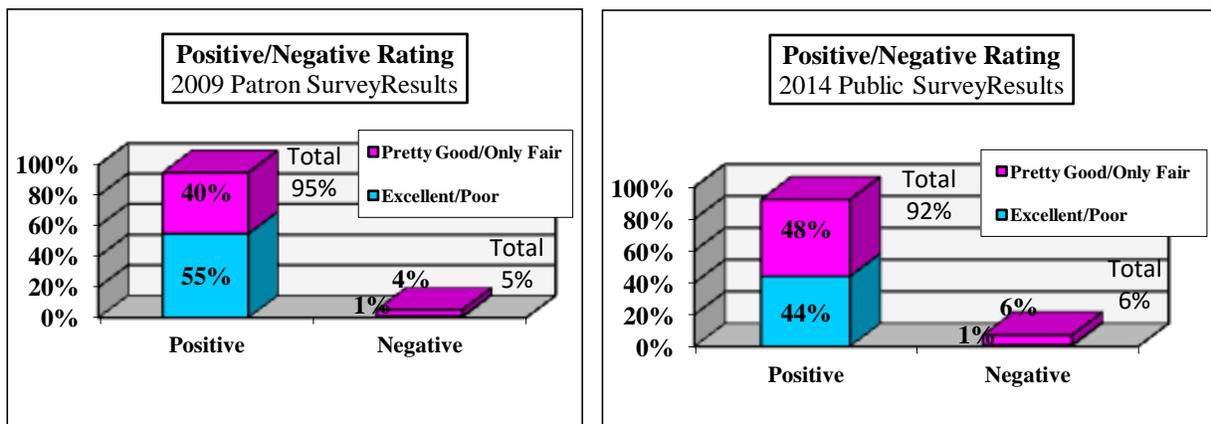
- 24% Future use of MeLCat - Likely
- 20% Future use of MeL – Likely

- Men 18-49
- 19% North region
- Age 65+
- 17% Library info source – Local newspaper
- Men

—rate MeL databases

Q. 11. How would you rate the quality of the MeL databases that you use -- would you give them a positive rating of excellent or pretty good, or a negative rating of only fair or poor? N=259

The patron respondents who were aware of and used MeL databases, were asked to rate them, the following graphs illustrate the results from the 2009 and 2014 surveys:



As can be seen, there is very little difference in the overall Positive/Negative rating for the MeL databases between the two survey years, although the “Excellent” portion of the Positive rating drops by eleven points from 2009 to 2014.

Subgroups reporting “Negative” in proportions greater than the norm of 6% included:

- 16% Under age 30
- 15% Use MeL database – Seldom/Never
- Men 18-49
- 12% Southeast region
- Library visitation – Monthly
- Future use of MeLCat - Likely

—MeLCat most used service provided by MeL

Q. 12All. Which of the following have you used that are provided by MeL? [CODE ALL THAT APPLY] N=255

2009	2014	
N=2010	N=255	
36%	40%	MeLCat, the shared statewide library catalog and inter-library loan service
23%	24%	Database subscriptions, purchased by the Library of Michigan and made available to the public at no cost
14%	NA	Full Text Magazines and Newspapers search button on the MeL home page
13%	16%	Links to the Internet and MeL resources by topic (MeL Gateways)
9%	12%	Michigana, a collection of digitized materials focusing on Michigan history

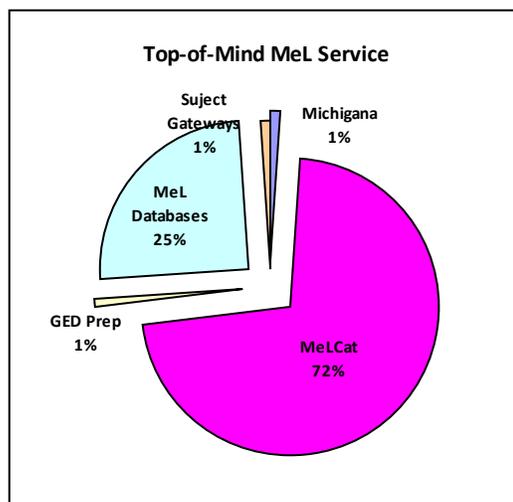
<p>4% --- 1%</p>	<p>6% 1% ---</p>	<p>M.O.R.E., the Michigan Online Resources for Educators -- teaching materials linked to curriculum standards GED Prep Other/Undecided/Refused</p>
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As can be seen from the chart above, MeLCat remains the dominant MeL.org service selected by MeL user patrons, with the remaining five pertinent service categories lining up substantially as they did in the 2009 survey.

—MeLCat popularity substantiated in a subsequent open-ended question

Q. 13. When you think of MeL.org, what do you think of the most? N=253

Another new for 2014 asked respondents to name what they thought of the most when they thought MeL.org. This top-of-mind request for a single answer substantiates MeLCat’s first place ranking in the previous question which allowed multiple responses. can be seen in the accompanying chart, nearly three-in-four think first of MeLCat when asked generally about MeL.



of
As

—More than 7-in-10 library patrons access MeL from their home computers

Q. 14A-E. On a scale from 1 to 10, with 1 being the least important, and 10 being the most important, please rate how important and /or useful each of the following eResources, that are not currently available but could be made available in the Michigan eLibrary, are to you. N=259

Another series of questions was introduced for the 2014 survey of patrons asking respondents to rate the importance of five presented MeL services on a scale of one-to-ten. The following chart illustrates the outcome:

Ranking of importance/usefulness of MeL eResources – N=259	
Fiction eBooks	7.152
Historical Newspapers	6.504
General Encyclopedia	5.962
Streaming Video	5.702
Language Learning	5.574

—Ancestry.com/Genealogy eResources most cited as lacking

Q. 15. Are there any other eResources that are not currently available in the Michigan eLibrary that you feel should be made available? If so, please specify: N=57

Another new question for 2014 patrons asks what they would like to see included as a resource of MeL.org. Only 57 individuals responded to the question, with one quarter of them responding “Nothing”. To the extent there was anything specific mentioned, “Ancestry.com” at 14 percent and, “Genealogy” at seven percent combined to form a little over one-in-five of the responses.

—office computers, mobile devices increase as means of access to MeL databases

Q. 17. How do you access MeL databases most often; from computers available at the library, at your home computer, or a computer at work? N=259

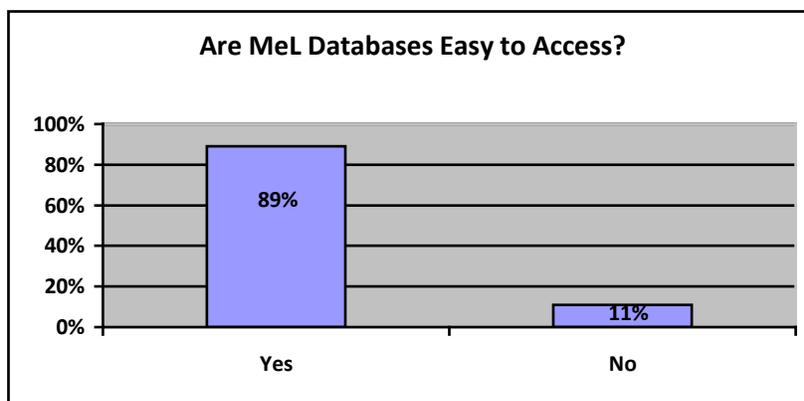
While home computers and computers available at the library remain the dominant vehicles by which patrons access MeL, the chart below demonstrates the increased prevalence of mobile devices for Internet access and greater use of office computers:

2009 N=2010	2014 N=259	
71%	52%	Home computers
19%	18%	Computers available at the library
9%	13%	Office computers
---	7%	Tablet or other mobile device
---	3%	Smart phone
1%	1%	Do NOT use MeL databases ----- GO TO Q.28
---	6%	Refused/Skipped Question

—patrons overwhelmingly find MeL databases easy to access

Q. 18. Do you find MeL databases easy to access and use for the information you require? N=241

2014 also saw the introduction of a question asking patrons how easy they believed access to MeL databases to be. Nearly nine-of-ten responding to the question said “Yes”:



—patrons increase direct access to MeL via browser

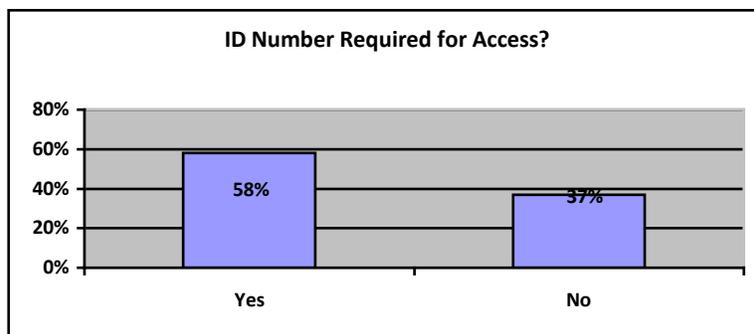
Q. 19. Which of the following is the most frequent means by which you access the Michigan eLibrary? Is it... N=241

2009 N=2010	2014 N=235	Survey of Patrons
59%	48%	Local library web site
32%	48%	“MeL.org”
6%	3%	“Michigan.gov”
1%	1%	Undecided/DK/Other

The chart above indicates that patrons who use MeL have become more accustomed to directly accessing the MeL.org website via their browser which is consistent with the results found at Q. 17 showing a surge in use of mobile Internet devices.

Q. 20. Do you ever get a request to enter your driver’s license number or library card number to access MeL databases outside the library? N=235

A new question for 2014 asked patrons if they are ever requested to provide their drivers license number or library card number to access MeL databases. About six-in-ten replied in the affirmative.



Subgroups reporting “Yes” in proportions greater than the norm of 58% included:

- 72% Age50-55
- 71% Access MeLCat – A Lot
- 68% Most access MeL – Mobile device

Library info source – Newsletter
 Age 30-40
 66% Southwest region
 Visits Library – Monthly
 65% College educated
 64% Visit Library online – Monthly
 Future MeL use – Certain
 Future MeLCat use – Certain
 College women

—request for ID number has slightly increased chilling effect ; privacy concerns dominate the reasons

Q. 21. Does the need to enter your driver’s license number or library card number influence you to NOT try to access MeL databases, or, is having to enter that information not really a concern? N=141

In 2009, eight percent of patron respondents reported that entering their ID number influenced them NOT to access MeL databases. In 2014 survey, that reluctance climbed to 13 percent but, with an N-size of 141 for 2014, it is difficult to conclude that an actual increase in this concern exists.

The follow up question asked why the respondent is reluctant to enter their ID number. “Privacy Concerns” dominated the 2009 responses at 45 percent and continue to do so in 2014 at forty-seven percent or, eight of the seventeen individuals qualifying for the question.

Q. 22. What is the main reason why do you not want to enter a drivers license or library card number?

2009 N=161	2014 N=17	
45%	47%	Privacy Concerns
25%	---	ID Theft
15%	12%	Lazy-Takes Time
10%	---	Tracking
5%	41%	Don’t Know my Number-Not Handy
---	---	Other/Undecided/Refused

—Doing research or homework remains the top reason for using MeL databases

Q. 23All. For which of the following reasons do you use the MeL databases? [CODE ALL THAT APPLY] N=228

As in 2009, patrons in the 2014 survey were asked to identify which, among an offered array of purposes, they used MeL databases, with the opportunity to volunteer a response that was not listed.

However, the 2014 response category was amended to add “*Car repair*”; “*Early literacy materials*”; “*Job searching*”; and the option of selecting, “*I do NOT use MeL databases*”.

As the chart below illustrates, the top major purposes for using MeL databases did not change their rank ordering between the two survey years, with “doing research”; “doing genealogy”; and “getting health information” remaining the top three pursuits among patron respondents. It is noted, however, that including the above-referenced specific purpose categories (e.g. car repair), appears to have allowed the 2014 respondents to be more precise in their selections, resulting in an overall reduction in the more general description of “Doing research”. The respective years’ responses were:

2009	2014	
N=2010	N=228	
39%	27%	Doing research or homework
16%	15%	Doing genealogy research
15%	14%	Getting consumer health information
6%	8%	Getting legal information
---	8%	Car repair
---	7%	Job searching
---	5%	Early literacy materials
2%	4%	Taking vocational GED or college prep tests
10%	4%	Doing business development
---	1%	Request Books
---	1%	Browse Movies
---	1%	Browse Books
1%	---	Teaching – education resources
1%	---	Request Movies
3%	---	Personal Interest
6%	---	Inter-library loans
---	5%	I do NOT use MeL databases ----- GO TO Q.28
1%	---	Other/Undecided/Refused

—Specific databases match they look for all or nearly all the time using MeL

Q. 24 If you use MeL databases, which MeL database do you use the most? N=195

New for 2014 was a follow-up question to the previous general topic area inquiry which asked the respondent to identify the specific database they consulted the most. As might be expected, the top several specific databases cited comport closely with the top topic areas selected earlier. The following chart provides the 2014 ranking:

2014	
N=195	
32%	Academic OneFile (journal articles)
19%	Health & Wellness Resource Center (health information)
17%	Heritage Quest (genealogy)
9%	Chilton's (auto repair manuals)
8%	Learning Express (test preparation)
16%	Other/Undecided/Refused

—Database searches reported as being less fruitful than in 2009

Q. 21. How often are you able to find what you are looking for when using MeL databases? N=226

For patron respondents who used MeL databases, the question was asked how successful they were in finding what they were seeking. As indicated in the chart below, the comparison between the 2009 and 2014 results indicates that the “Total All the time” is considerably lower in 2014 and is primarily responsible for the lower “Total All/Nearly All” combined response – irrespective of which of the 2014 total methods is used. Also clear, however, is that in neither 2009 or 2014 were respondents apt to report usually not being able to find what they were after.

2009	2014	2014 – Without “Skipped/Refused”	
N=2010	N=226	N=187	
9%	2%	2%	All of the time
48%	40%	48%	Nearly all of the time
57%	42%	50%	Total All/Nearly all the time
30%	31%	37%	Most of the time
8%	10%	12%	Some of the time
1%	0%	0%	Seldom
---	0%	0%	Never
2%	17%	---	Refused/Skipped

—Majority of users of early literacy resources find them helpful

Q. 26. Do you use the MeL.org early literacy resources? N=226/188

Two-hundred-twenty six patron respondents qualified for a new 2014 question asking about use of early literacy resources, however, only 188 of these opted to respond to the question. The following chart illustrates the results:

2014	2014 – Without “Skipped/Refused”	
N=226	N=188	
11%	14%	Yes

72%	86%	No
17%	---	Refused/Skipped

Q. 27. Are the resources helpful at improving a family member’s literacy? N=26

Of the 26 respondents reporting that they used early literacy resources, 21 – or, 81 percent – responded “Yes” when asked if they were helpful in improving their family’s literacy.

—Nearly 9-in-10 aware of MeLCat

Q. 28. Another specific service of MeL is MeLCat, which is a shared online catalog of materials, such as books, DVDs, audio recordings, and other information, which is available from participating Michigan libraries. This catalog can inform you what is available at other libraries. You can order books or other resources, and have them delivered to your own participating library. Again, before you read the description of MeLCat, were you aware or not aware of this online catalog?

The chart below demonstrates that awareness of MeLCat has not changed substantially since 2009 if the patron respondents from the 2014 survey are not factored into the frequency of responses. Indeed, the proportion “Aware” of MeLCat appears to have risen from 2009, although even the higher of the two 2014 figures is within the margin of error.

2009 N=2868	2014 N=409	2014 – Without “Skipped/Refused” N=335	
84%	72%	88%	Aware
15%	10%	12%	Not Aware
1%	18%	---	Refused/Skipped

It is noted that MeLCat awareness questions are posed in the survey of the general public (Q’s. 20 & 29), but the entire respondent pool of 600 is asked only a bare bones awareness question, while the more complete description as is provided in the instant question of patrons is posed to only the 50 respondents who survived the preceding screening questions.

Subgroups reporting “Not Aware” in proportions greater than the norm of 12% included:

- 30% Visit the library – Seldom/Never
- Visit library online – Seldom/Never
- 19% Children at home
- Children in public school
- 18% Most visited library – Not Public
- 6th – 8th grade
- 17% Age 50-55

—MeLCat used at least “some” by more than 8-in-10

Library patrons who are aware of MeLCat were asked: *Q. 23. How often do you use the MeLCat, the shared statewide library catalog? N=294*

The responses were:

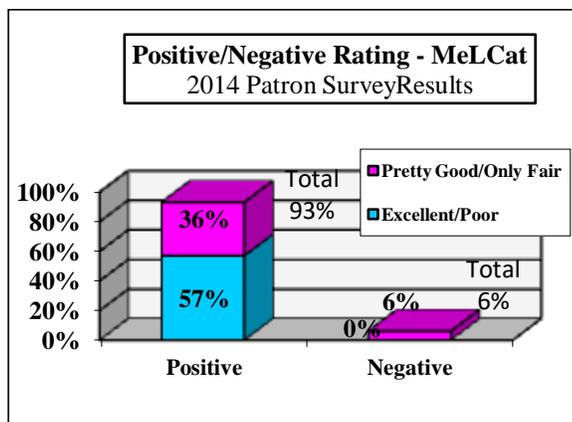
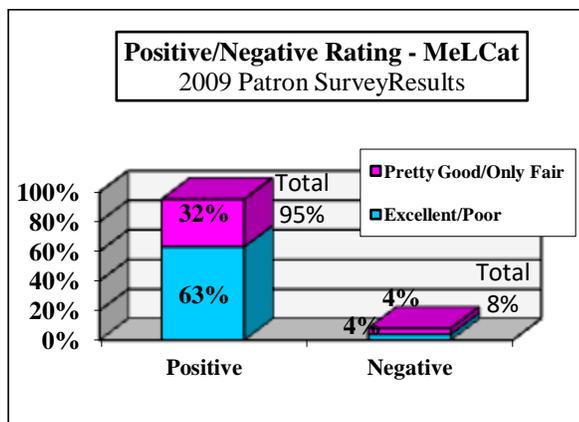
2009	2014	
N=2419	N=294	
56%	53%	A lot
27%	30%	Some
10%	12%	Only a little
7%	5%	Not at all

The upshot of the previous two questions is that between 2009 and 2014, little has changed in terms of patrons' awareness of MeLCat (it remains high) and among those who are aware of it, the vast majority use it with some regularity.

—Maintenance of high “Positive” rating for MeLCat

30. How would you rate the quality of MeLCat, the shared statewide library catalog and inter-library loan service-- would you give it a positive rating of excellent or pretty good, or a negative rating of only fair or poor? N= 277

Qualified patron respondents were asked to offer a “Positive” or “Negative” assessment of MeLCat. The graphs below demonstrate that MeLCat quality continues to be met well:



—Over 4-of-5 find MeLCat easy to use

Q. 31. Do you find MeLCat an easy website to access and use for the information you require? N=277

A new question asked of Patrons in 2014 sought to measure the ease of MeLCat use. With 83 percent answering “Yes” to the question, it is clear that the vast majority of the qualified patrons find access to and use of the website easy.

Subgroups reporting “No” in proportions greater than the norm of 15% included:

- 26% *PreK-5th children*
- 24% *Under age 30*
- 22% *Children at home*
- 21% *MeL database use – Seldom/Never*
- Age 65+
- 20% *North region*
- Use of MeLCat – Seldom/Never*

—Reading for recreational purposes remains top reason for using MeLCat the most

Q. 32. For which of the following reasons do you use MeLCat the most? N=272

2009 N=2231	2014 N=272	
62%	74%	Reading for recreational purposes
9%	9%	Homework
6%	4%	Business research
9%	3%	Genealogy research
6%	2%	Homeschool support
1%	2%	Academic research
1%	1%	Music
1%	1%	Locate – Request materials
1%	1%	Employment, as an employer or job seeker
1%	0%	Videos – Movies
1%	0%	Teaching support
1%	0%	Self Help – Technical
1%	0%	Personal research

The relative positions of the main reason for using MeLCat remained unchanged between 2009 and 2014. Although “Reading for recreation” jumped 12 points and “Genealogy research” dropped by four points, the widely divergent N-sizes between the studies would account for the respective differentials.

—Drop in proportion of patrons able to find what they look for all/nearly all the time

Q. 33. How often are you able to find what you are looking for when using MeLCat? N=277

The chart below reveals that 2014 patron respondents report being able to find what they’re looking for at least “Nearly all of the time” via MeLCat in a proportion eight points lower than their 2009 counterparts. While the drop in the proportion is no doubt an accurate measurement, it is important to remember that an N= 277 carries a margin of error of ±5.9%, presenting the likelihood that the drop is not nearly as severe as an initial review would suggest.

2009 N=2253	2014 N=277	
13%	5%	All of the time
60%	60%	Nearly all of the time
73%	65%	Total All/Nearly all the time
21%	26%	Most of the time
5%	7%	Some of the time
0%	0%	Seldom/Never
1%	2%	Refused/Skipped

—Patrons receive what they request all/nearly all the time

Q. 34. How often do you receive what you request by using MeLCat? N=277

The results to the question asking patrons how often they receive what they request shows a much greater similarity between the survey years than did the results of the immediately preceding question. This suggests that the margin of error discrepancy – together with the somewhat subjective nature of the available response categories – worked to exhibit a greater difference in audience experiences than is actually the case.

2009 N=2253	2014 N=277	
42%	34%	All of the time
40%	44%	Nearly all of the time
82%	78%	Total All/Nearly all the time
11%	13%	Most of the time
3%	5%	Some of the time
1%	1%	Seldom
1%	0%	Never
2%	3%	Undecided/Refused

— **“Unavailable” nearly the exclusive reason for patron NOT getting what was requested**

Q. 35. What was the main reason why you did not get what you requested? N=133

Respondents who did not answer “All of the time” in the immediately preceding question were asked to identify the main reason they did not receive what was requested. As in 2009, the primary reason for non-filling of a request was the unavailability of the item requested or, a variation on that theme that made the item unavailable.

For instance, if the percentages listed in the indented section of the chart below were added to the “Not Available” category – where they would logically land if the respondent had not been specific – then the total “Not Available” would be just under three-quarters of all responses. A result quite similar to the complimentary question posed in 2009.

2014 N=133	
35%	Not Available
12%	Too new
10%	Item Missing-Lost
10%	Non-Circulating Item
6%	Item Checked Out
6%	Lender Cancels Request
3%	Lender Blocks Request

— **Patrons think they should receive the materials within a week’s time**

Q. 36. How quickly do you think you should be able to receive the materials you requested? N=271

In 2009, the 1,867 patrons responding to this question reported an average expected wait time of seven and one-half days. In 2014, the question was altered to eliminate the open-ended “Number of days” response offering and substituted a pre-coded set of possible responses, the results to which are shown below:

2014 Without “Refused/Skipped”	
N=271	
6%	1 to 2 days
46%	3 to 6 days
44%	1 week
4%	2 weeks

Because 2014 responses were taken slightly differently than in 2009, an exact mean score comparison is not possible. Nevertheless, the chart of results suggests 2014 respondents are a bit more impatient than their 2009 counterparts, with a majority of them expecting receipt of a requested item in less than one week.

—Before MeLCat system, traditional interlibrary loan service used infrequently

Q. 37. Before MeLCat was available, how often did you use traditional interlibrary loan services? N=326

As might be expected with the passage of time, 2014 patron respondents report having used pre-MeLCat traditional interlibrary loan services with even less regularity than did their 2009 counterparts.

2009	2014 Without “Refused/Skipped”	
N=2253	N=326	
19%	11%	A lot
26%	24%	Some
26%	30%	Only a little
27%	35%	Not at all
1%	---	Undecided/Refused

–Question change, disparate response rates make analysis of training for MeL, MeLCat or both unclear

Q. 38. Does the library you use provide training in the use of MeL databases, MeLCat, both or neither? N=323

The chart below indicates a sharp drop in the number of patrons who report that their library provided training in MeL, MeLCat or both. As can be seen, the 2009 findings showed nearly half of the respondents reporting training availability, while the 2014 result show a reduction by nearly half – to just below 20 percent total “Training available”. This initial impression is illusory, however, since the first set of frequency numbers in the left hand columns include the total number of possible respondents, while the second set of results in the last two right hand columns present results without including those who skipped the question or, reported they were “Undecided”.

2009 N=2253	2014 N=409	Without “Undecided/Refused/Skipped”	2014 N=323	2009 N=1638
7%	3%	Provides training in the use of MeL databases	3%	9%
12%	4%	Provides training in the use of MeLCat	5%	23%
29%	12%	Provides training in both	16%	40%
48%	19%	Total training	24%	72%
27%	4%	Provides training in neither	5%	37%
---	57%	Not aware of training being provided	72%	---
25%	20%	Undecided/Refused	---	---

While it is certainly possible for a patron respondent to be truly “undecided” about what the answer to the question ought to be, removal of all responses denominated as “undecided” is appropriate since the option was not provided to patrons in the online questionnaire in either survey year. Moreover, the 2014 version was altered to provide “Not aware of training being provided” as a response option unavailable in 2009. As can be seen, aggregating the data in this manner provides significantly different results. Still, the question remains why the 2014 results to this question are so dramatically different than those reported in 2009. The answer likely lies in the overall N-size differential.

In 2009, 2,868 patrons representing 72 of Michigan’s 83 counties, plus a separate code for Detroit and 5 other non-county library entities representing 94 interviews were included in the results. By contrast, the 2014 survey saw 409 patrons from 61 counties – many of which were disproportionately represented – with just five responses not being geographically assigned. Inasmuch as the resources available to provide training in MeL and MeLCat varies widely from library district to library district, the smaller N-size of the 2014 survey, its accompanying disparate geographic coverage and the inclusion of a response option of “Unaware” that was not part of the 2009 questionnaire are

almost certainly the reasons for the wide disparity in the results to this particular question between survey years 2009 and 2014.

—Nearly two-thirds believe they need no training in either MeL databases or MeLCat

39. *Do you feel you need training in the use of MeL databases, MeLCat, both or neither? N=323*

A question new for 2014 asked patron respondents to assess their need for training in the use of MeL databases or MeLCat. Of the 323 patron respondents answering the question, nearly two-thirds professed no need for training.

2014	Without “Skipped”
N=323	
17%	Need training in the use of MeL databases
2%	Need training in the use of MeLCat
16%	Need training in both MeL databases and MeLCat
65%	Need training in neither

Subgroups expressing a need for training in both in proportions greater than the norm of 16% included:

51%	<i>Aware of MeLCat – No</i>
37%	<i>Future use of MeLCat - Likely</i>
25%	<i>Use MeLCat – Seldom/Never</i>
24%	<i>Visit library on line – Seldom/Never</i>
23%	<i>Library info source – Newspaper</i>
	<i>Future use of MeL - Likely</i>
22%	<i>Visit library – Seldom/Never</i>
	<i>Age 500-55</i>
20%	<i>Age 50+</i>
	<i>Children at home</i>
	<i>Men</i>
19%	<i>Age 56-64</i>
	<i>Women 50+</i>
18%	<i>Visit library – Daily</i>
	<i>Public school children</i>
17%	<i>Access MeL via – Library computer</i>

—Virtually all patrons receiving training in MeL/MelCat find it adequate

Q. 40. If you have received training in the use of MeL databases/and or MeLCat, would you say you have been completely trained, mostly trained, only adequately trained, inadequately trained, or poorly trained? N=409; Effective N=72

The questionnaires in both 2009 and 2014 presented patrons with an opportunity to answer a question assessing the effectiveness of any training in MeL or MeLCat they had received. The question also allows the respondent to indicate they were self-trained or never received training; these latter responses being useful in gauging the level to which patrons as a whole sought out instruction. However, by including these latter responses in the total, the measurement of training quality assessment by those who did receive training is significantly diluted.

The chart below bears stark witness to the radically different measurements of training adequacy that result by including or excluding those respondents who, by their own answers, never received training:

2009 N=2253	2014 N=409	Without “Skipped and Not/Self/Never”	2014 N=72	2009 N=651
7%	3%	Completely trained	19%	23%
15%	10%	Mostly trained	57%	52%
6%	4%	Only adequately trained	21%	22%
28%	17%	Total adequately trained	97%	97%
1%	14%	Inadequately trained	3%	2%
0%	0%	Poorly trained	0%	0%
1%	14%	Total inadequately trained	3%	2%
9%	1%	Not trained	---	---
45%	16%	Self trained	---	---
---	43%	Never received training	---	---
17%	22%	Refused/Skipped	---	---

—MeL logo/link on their library website most readily cited promotion

Q. 41ALL. Does your library advertise and encourage the use of MeL databases at your library with any of the following methods? [PLEASE SELECT ALL THAT APPLY] N=325

2009 N=2126	2014 N=325	
42%	35%	A logo or link on the library website
35%	25%	Information from library staff
17%	15%	Promotional flyers and posters
---	4%	Library program
94%	79%	Total Library Source Promotions
0%	18%	Unaware of any (<i>volunteered</i>)
3%	0%	None
3%	---	Other/Undecided/Refused

As can be seen from the chart above, the predominant source of MeL promotion in both 2009 and 2014 is via the website. To the extent there are variations in the results between the two years, attention is again drawn to the fact that MeL promotion – like provision of training – is apt to differ from library system to library system and these idiosyncrasies are magnified by the disparate N-sizes of the two surveys.

An additional factor that likely influences the variation in the results is the fact that the 2009 version of the question incorporated a reference to MeLCat. For the 2014 version of the survey, a measurement of MeLCat promotions was reserved for a subsequent question (i.e. Q. 43); a bifurcation of the eLibrary services that occurred elsewhere in the 2014 project (e.g. Q. 18 – survey of the public).

—Narrow majority would “attend” a training webinar

42. If made available, would you use a webinar that offered instruction on how to use MeL databases at your library? N=324

In a new question for 2014, patron respondents were asked if they would use a webinar on instruction with MeL Databases. A little over half of those answering the question indicated they would.

2014 N=324	
53%	Yes
47%	No

Subgroups reporting “Yes” in proportions greater than the norm of 53% included:

[NOTE: Subgroup selection based on N=409 -- i.e. inclusion of 21% “undecided”, making “Yes” 42%]

76%	MelCat – Unaware
67%	Age 50-55
64%	Post H.S.
62%	Age 65+

- 60% Age 50+
- Future MeL use – Likely
- 58% Children at home
- 54% Use MeLCat – Seldom/Never
- 55% Children in public school
- 53% Women
- 52% Access MeL – Library computer
- 51% Visits library – monthly
- 50% Database use – Some
- 49% Use MeLCat - Some
- 48% North region
- Visits online – monthly

—MeLCat promotion recognition nearly identical with MeL database promotion recognition

Q. 43ALL. Does your library advertise and encourage the use of MeLCat at your library with any of the following methods? [PLEASE SELECT ALL THAT APPLY] N=322

Another “new” question for 2014 sought information regarding patrons’ recognition of library promotions encouraging the use of MeLCat, which replicated an earlier question about MeL database promotions (Q. 41). The segregation of MeLCat for this test – the 2009 version of the question contained references to both MeL databases and MeLCat – did not produce significant variations from the earlier inquiry asking respondents to identify promotions of MeL databases, as the chart below demonstrates.

MeLCat Promo		MeL Database Promo Q. 41	
2014		2014	
N=322		N=325	
37%	A logo or link on the library website	35%	
27%	Information from library staff	25%	
15%	Promotional flyers and posters	15%	
4%	Library program	4%	
83%	Total Library Source Promotions	79%	
17%	Unaware of any (<i>volunteered</i>)	18%	
0%	None	0%	
---	Other/Undecided/Refused	---	

—Mel & MeLCat influences on library usage down from 2009

Q. 44 . Has having access to MeL databases influenced you to be more satisfied and more likely to use your library, less satisfied and less likely to use your library, or, has access to these two programs not really influenced you one way or the other? N=321

Q. 45. Has having access to MeLCat influenced you to be more satisfied and more likely to use your library, less satisfied and less likely to use your library, or, has access to these two programs not really influenced you one way or the other? N=313

Displayed in the chart below are the results to 2014 survey questions 44 & 45 asking patrons to assess the influence MeL databases and MeLCat have had on their using their library. As was the case with several other questions, a decision was made for the 2014 project to segregate the measurement of MeL databases and MeLCat; measurements that were combined in the same question for the 2009 study. The 2014 results clearly indicate a reported reduction in the number of patrons influenced to use their library by virtue of access to the tested eLibrary services. Whether this reduction is a function of the smaller 2014 N-sizes and less comprehensive geographic stratification of responses; a result of the separate testing of the services; a by-product of these services having become perceived as more commonplace; or, is a genuine reduction in their influence on patrons to visit their library is unclear.

2014 Q. 44 MeL N=321	2014 Q. 45 MeLCat N=313	Without "Refused/Skipped"	2009 Combo N=2253
56%	69%	More satisfied and more likely to use library	88%
0%	0%	Less satisfied and less likely to use library	0%
44%	31%	No influence	11%

—Less than 1-in-10 patrons use M.O.R.E.

Q. 46. Do you use Michigan Online Resources for Educators (MORE), a curriculum-based collection in MeL? N=317

There is essentially no change in the number of patrons reporting use of M.O.R.E. from the measurement taken in 2009.

2009 N=2868	2014 N=317	Without "Refused/Skipped"
8%	9%	Yes
91%	91%	No
1%	---	Undecided/Refused

—Michigana usage up slightly

Q. 47. Do you use with Michigana, the digital history collections in MeL? N=317

2009 N=2868	2014 N=317	Without "Refused/Skipped"
17%	23%	Yes
82%	77%	No
1%	---	Undecided/Refused

—State of Michigan thought to be top tax source of MeL and MeLCat funding

Q. 48. Based on your understanding, how are MeL and its components, such as MeLCat, funded? N=235

Similar to the results in 2009, 2014 patrons identified a taxing authority of one form or another as the source of funding for MeL and MeLCat, with the State of Michigan being the one specific source identified by most of them.

2014			
N=235			
40%	State of Michigan	6%	Grants
24%	Taxes	6%	LSTA
10%	Federal Government	5%	Library of Michigan
4%	Local Property Taxes	3%	Individual Libraries
		2%	Other

—**Library of Michigan E-Newsletters overtake library website as preferred info source**

Q. 51All. Where would you like to get information about MeL and the events and services available at your public library?

[CODE ALL THAT APPLY] N=309

In comparing the results for this question between the 2009 and 2014 surveys, the relative proportions of patron respondents citing the several possible sources from which they would prefer to receive information about MeL is fairly constant with the exception of two categories: Library websites and Library of Michigan E-Newsletters. In 2009, “library website” received nearly a quarter of the allowed multiple responses to this question while in 2014 the category garnered only one percent. Making up half the difference in 2014 is the category “Library of Michigan E-Newsletters – a category not mentioned at all in 2009. The other half of the difference between the 2009 and 2014 proportions for “library website” are scattered fairly evenly across the remaining categories, all of which are well within the margin of error for the N-sizes in both survey years.

2009	2014	
N=386	N=309	
17%	17%	Library newsletters
15%	15%	Library staff members
8%	13%	Newspapers
15%	13%	Brochures or announcements while in the library
0%	12%	E-Newsletters from the Library of Michigan
7%	8%	School district newsletters
4%	5%	TV News programs
4%	5%	Radio news programs
2%	4%	Word of Mouth
3%	2%	Cable TV programs
23%	1%	Library website
1%	0%	Email
1%	4%	Other/Undecided/Refused

Appendix J

EPIC-MRA "Library of Michigan Online Survey of Library Staff - Frequencies" 2016

Library of Michigan Online Survey of Library Staff

[FREQUENCY REPORT OF SURVEY RESPONSES – 950 SAMPLE – ERROR $\pm 3.1\%$]

Survey Open Dates: August 22, 2016 through September 10, 2016

[FREQUENCY REPORT OF SURVEY RESPONSES – 364 SAMPLE – ERROR $\pm 5.1\%$]

Survey Open Dates: June 17, 2014 through July 5, 2014

[FREQUENCY REPORT of SURVEY RESPONSES – TOTAL 737 SAMPLE – ERROR $\pm 3.6\%$]

[FREQUENCY REPORT of SURVEY RESPONSES – TOTAL OF ‘OPEN ENDED’ RESPONES
– SELECTED AT RANDOM - 400 SAMPLE – ERROR $\pm 4.9\%$]

Survey Open Dates: November 3, 2009 through December 7, 2009

Thank you for participating in this survey about library resources and services. The survey is being done for the Library of Michigan about statewide library resources provided by the Library of Michigan and local libraries. We appreciate your time.

01. In what county in Michigan do you work?

2009 ASKED: “What is the name of the library where you work?” - **RESPONSES WERE CONVERTED “BY COUNTY”**

<u>2016</u> <u>N=950</u>	<u>2014</u> <u>N=364</u>	<u>2009</u> <u>N=737</u>	
---	---	---	Alcona
---	---	---	Alger
1%	1%	2%	Allegan
---	---	---	Alpena
---	---	---	Antrim
---	1%	---	Arenac
---	---	---	Baraga
---	1%	1%	Barry
---	1%	1%	Bay
---	---	---	Benzie

4%	2%	2%	Berrien
1%	---	---	Branch
1%	2%	2%	Calhoun
---	1%	1%	Cass
---	2%	1%	Charlevoix
---	---	---	Cheboygan
---	---	1%	Chippewa
---	1%	1%	Clare
1%	1%	1%	Clinton
---	1%	---	Crawford
---	---	---	Delta
---	1%	1%	Dickinson
2%	3%	2%	Eaton
---	1%	1%	Emmet
3%	4%	2%	Genesee
---	---	---	Gladwin
---	---	---	Gogebic
1%	1%	---	Grand Traverse
1%	1%	1%	Gratiot
2%	1%	2%	Hillsdale
---	1%	---	Houghton
1%	2%	1%	Huron
6%	12%	5%	Ingham
1%	1%	---	Ionia
---	---	---	Iosco
---	---	---	Iron
3%	2%	1%	Isabella
1%	1%	2%	Jackson
5%	3%	2%	Kalamazoo
1%	---	---	Kalkaska
5%	2%	4%	Kent
---	---	---	Keweenaw
---	---	---	Lake
2%	1%	1%	Lapeer
---	1%	---	Leelanau
2%	2%	2%	Lenawee
3%	2%	3%	Livingston
---	---	---	Luce
---	---	---	Mackinac
6%	4%	4%	Macomb
4%	---	---	Manistee
---	1%	1%	Marquette
---	---	---	Mason
---	1%	1%	Mecosta
---	---	---	Menominee
---	1%	---	Midland
---	---	---	Missaukee
---	5%	1%	Monroe

---	1%	1%	Montcalm
---	---	---	Montmorency
---	1%	1%	Muskegon
1%	1%	---	Newaygo
12%	10%	12%	Oakland
---	---	1%	Oceana
---	1%	---	Ogemaw
---	---	---	Ontonagon
---	---	---	Osceola
---	---	---	Oscoda
---	---	---	Otsego
1%	1%	2%	Ottawa
---	---	2%	Presque Isle
---	1%	1%	Roscommon
2%	2%	3%	Saginaw
---	---	1%	St. Clair
1%	2%	2%	St. Joseph
1%	2%	1%	Sanilac
---	---	1%	Schoolcraft
---	---	1%	Shiawassee
1%	1%	1%	Tuscola
1%	2%	1%	Van Buren
7%	3%	6%	Washtenaw
---	---	---	Wexford
11%	7%	8%	Wayne
1%	1%	2%	Refused/Skipped

(please note: totals may not equal 100% due to rounding)

02. Is the library where you work. . .

<u>2016</u>	<u>2014</u>	<u>2009</u>	
<u>N=948</u>	<u>N=362</u>	<u>N=737</u>	
83%	78%	65%	A public library
4%	4%	12%	A K-12 school library, or media center
9%	15%	22%	An academic library at a college or university
1%	1%	1%	School and Public Combined library
---	1%	---	Medical Library
3%	1%	---	Other (<i>less than 1% each</i>)/Undecided/Refused/Skipped

For each of the following statements, please indicate to what extent you agree or disagree.

03. MeL databases and online materials meet my needs as a library staff member.

<u>2016</u>	
<u>N=950</u>	
35%	Strongly Agree
53%	Agree
88%	TOTAL AGREE
10%	Neutral
2%	TOTAL DISAGREE
2%	Disagree
---	Strongly Disagree
---	Refused/Skipped

04. I am satisfied with the extent to which the MeL databases and online materials meet my needs.

<u>2016</u>	
<u>N=950</u>	
32%	Strongly Agree
52%	Agree
84%	TOTAL AGREE
13%	Neutral
3%	TOTAL DISAGREE
2%	Disagree
1%	Strongly Disagree
---	Refused/Skipped

05. The MeL database and online materials will improve my library's ability to provide services to the public.

<u>2016</u>	
<u>N=950</u>	
57%	Strongly Agree
36%	Agree
93%	TOTAL AGREE
6%	Neutral
1%	TOTAL DISAGREE
1%	Disagree
---	Strongly Disagree
---	Refused/Skipped

06. Based on your observations, what percentage of your library patrons would you say are aware of the Michigan eLibrary (MeL)?

2016 (N=940) MEAN: 47.27% MEDIAN: 50.0%

2014 (N=354) MEAN: 42.18% MEDIAN: 42.5%

NOTE: FOR 2014 AND 2009, "M.O.R.E." WAS INCLUDED AS A VIABLE SELECTION – NO LONGER AVAILABLE IN 2106

07. Based on your records or observations, which one of the following resources provided by the Michigan eLibrary (MeL) have the greatest number of your library patrons used over the past year or two?

<u>2016</u> <u>N=937</u>	<u>2014</u> <u>N=363</u>	<u>2009</u> <u>N=733</u>	
85%	83%	61%	MeLCat, the shared statewide library catalog and inter-library loan service
12%	16%	36%	Database subscriptions, purchased by the Library of Michigan and made available to the public at no cost
1%	---	---	Michigana, a digitized collection of resources focusing on Michigan history
1%	---	2%	Links to the Internet and MeL resources by topic (MeL Gateways)
1%	---	---	None of them
---	1%	1%	Other (<i>less than 1% each</i>)/Undecided/Refused/Skipped

08. Which of the resources listed is the second most used service by your library patrons?

<u>2016</u> <u>N=796</u>	<u>2014</u> <u>N=350</u>	<u>2009</u> <u>N=720</u>	
69%	61%	48%	Database subscriptions, purchased by the Library of Michigan and made available to the public at no cost
15%	14%	25%	MeLCat, the shared statewide library catalog and inter-library loan service
12%	16%	18%	Links to the Internet and MeL resources by topic (MeL Gateways)
3%	3%	2%	Michigana, a digitized collection of resources focusing on Michigan history
---	1%	---	Online tests
---	1%	---	Chilton's Auto
1%	4%	7%	Other (<i>less than 1% each</i>)/Undecided/Refused/Skipped

Q.7/Q.8 COMBINED:

<u>2016</u> <u>N=937</u>	<u>2014</u> <u>N=363</u>	<u>2009</u> <u>N=733</u>	
53%	49%	43%	MeLCat, the shared statewide library catalog and inter-library loan service
38%	39%	42%	Database subscriptions, purchased by the Library of Michigan and made available to the public at no cost
6%	8%	10%	Links to the Internet and MeL resources by topic (MeL Gateways)
2%	2%	1%	Michigana, a digitized collection of resources focusing on Michigan history
1%	2%	4%	Other (<i>less than 1% each</i>)/Undecided/Refused/Skipped

For each of the following MeL databases, please tell me you if you feel MeL provides enough coverage in that area, if much more coverage is needed, if somewhat more coverage is needed, or if too much coverage is provided in that area already.

		<u>Enough Provided</u>	<u>Much More</u>	<u>TOTAL More</u>	<u>Too Much</u>	<u>Undec/Refused</u>
9A.	Elementary grades (N=950)	53%	5%	20%	1%	26%
	2014 (N=364) Pre-K through 3 rd	43%	4%	18%	1%	38%
	2014 (N=364) Grades 2 through 5	42%	5%	19%	1%	38%
9B.	Middle school grades (N=950)	51%	6%	23%	1%	25%
	2014 (N=364) Grades 6 through 8	43%	5%	18%	1%	38%
9C.	High School grades (N=950)	50%	7%	24%	---	26%
	2014 (N=364) Grades 9 through 12	44%	5%	19%	1%	36%
9D.	College (N=950)	43%	10%	30%	---	27%
	2014 (N=364)	41%	9%	27%	1%	31%
9E.	Adult/Continuing Education (N=950)	39%	12%	34%	---	27%
	2014 (N=364)	38%	11%	31%	1%	30%
9F.	Adult Literacy/Reading (N=950)	38%	11%	34%	---	28%
	2014 (N=364)	32%	11%	31%	1%	36%
9G.	eBooks (N=950)	35%	18%	38%	1%	26%
	2014 (N=364)	22%	28%	35%	1%	32%
9H.	Job Search/Support (N=950)	38%	13%	35%	---	27%
	2014 (N=364)	37%	12%	32%	1%	30%
9I.	Entrepreneurship/Business (N=950)	46%	7%	25%	1%	28%
	2014 (N=364)	43%	9%	20%	1%	36%
9J.	Legal (N=950)	46%	9%	27%	---	27%
	2014 (N=364)	43%	9%	22%	1%	34%
9K.	Health and Wellness (N=950)	50%	7%	24%	---	26%
	2014 (N=364)	50%	8%	21%	1%	28%
9L.	Family History (N=950)	41%	11%	32%	1%	26%
	2014 (N=364)	33%	14%	36%	1%	30%
9M.	Michigan History (N=950)	51%	7%	23%	1%	25%
	2014 (N=364)	46%	10%	25%	1%	28%

10. Are there any other databases that are not currently available through MeL that you feel should be made available? If so, please specify:

<u>2016</u> <u>N=950</u>	<u>2014</u> <u>N=131</u>	
12%	19%	Ancestry
12%	12%	Novelist

11%	10%	No, none
9%	---	CultureGrams
7%	4%	Reference USA
3%	5%	Consumer Reports
3%	3%	Mango
3%	---	Gale
2%	2%	Newspapers
2%	2%	ProQuest
2%	1%	Rosetta Stone
2%	---	SIRS
1%	2%	JSTOR
1%	2%	Lynda
1%	2%	PebbleGO
1%	1%	IBIS-World
1%	1%	Lexis Nexis
1%	1%	World Book-Student
1%	---	A to Z
1%	---	Art-Music Specific
1%	---	Brainfuse
1%	---	Chilton's Auto
1%	---	CINAHL
1%	---	Computer Literacy Help
1%	---	English as a 2nd Language
1%	---	Facts on File
1%	---	Fold3
1%	---	K-12 Test-Exams
1%	---	Sanborn Maps
1%	---	Teacher Resources
---	4%	EBSCO
---	3%	Historic Newspapers
---	2%	Biography in Context
---	2%	Genealogy
---	2%	Phone Directories
---	1%	ATLA
---	1%	Business-Science Journals Full Text
---	1%	Children's Materials
---	1%	Current Magazines
---	1%	Films Database
---	1%	Graphic Novels-Comics
---	1%	Handyman-DIY
---	1%	Health-Wellness
---	1%	Military Acceptance Tests
---	1%	MUSE
---	1%	National Geographic
---	1%	Newsbank
---	1%	Overdrive
---	1%	Oxford English Dictionary
---	1%	Primary Source Documents-MI

---	1%	Readers Advisory
---	1%	Streaming Videos Database
---	1%	World CAT
35%	9%	Other (<i>less than 1% each</i>)/Undecided/Refused/Skipped

(please note: totals may not equal 100% due to rounding)

On a scale from 1 to 10, with 1 being the least important, and 10 being the most important, please rate how important and /or useful each of the following eResources, that are not currently available but could be made available in the Michigan eLibrary, are to you.

11A. Language Learning

<u>2016</u>	<u>2014</u>	
<u>N=950</u>	<u>N=364</u>	
13%	17%	0 to 4
13%	12%	5
29%	34%	6 to 8
24%	31%	9 to 10
21%	6%	Undecided/Refused/Skipped
6.784	6.921	MEAN

11B. Fiction eBooks

<u>2016</u>	<u>2014</u>	
<u>N=950</u>	<u>N=364</u>	
13%	14%	0 to 4
11%	8%	5
27%	29%	6 to 8
29%	43%	9 to 10
20%	6%	Undecided/Refused/Skipped
7.015	7.433	MEAN

11C. Streaming Video

<u>2016</u>	<u>2014</u>	
<u>N=950</u>	<u>N=364</u>	
17%	22%	0 to 4
11%	17%	5
29%	33%	6 to 8
22%	21%	9 to 10
21%	7%	Undecided/Refused/Skipped
6.423	6.186	MEAN

11D. Historical Newspapers

<u>2016</u>	<u>2014</u>	
<u>N=950</u>	<u>N=364</u>	
13%	16%	0 to 4
11%	13%	5
30%	33%	6 to 8
26%	31%	9 to 10
20%	7%	Undecided/Refused/Skipped
6.979	6.941	MEAN

12. Are there any other eResources that are not currently available in the Michigan eLibrary that you feel should be made available? If so, please specify:

<u>2016</u>	<u>2014</u>	
<u>N=99</u>	<u>N=60</u>	
23%	22%	No, none
8%	2%	Mango
5%	3%	Ancestry
5%	---	Detroit Newspapers
5%	---	eAudio Books
5%	---	Genealogy
3%	7%	eBooks
3%	---	Hoopla
2%	---	American History Online
2%	---	Investment-Financial Materials
2%	---	Professional Exam Preparation (Law, Real Estate, Certifications)
2%	---	Reference USA
2%	2%	Tutorials
2%	---	Videos
2%	---	Yearbooks
1%	7%	English as a 2nd Language
1%	3%	Consumer Reports
1%	3%	Novelist
1%	---	Academic Search
1%	---	Academic-Science Resources
1%	---	CultureGrams
1%	---	EBSCO
1%	---	eMagazines
1%	---	FirstSearch
1%	---	Full Length Albums-Music
1%	---	Full Text Business Articles
1%	---	Hobbies-Crafts
1%	---	K-12 Test-Exams
1%	---	Lynda
1%	---	Search Engine Integration
1%	---	Video Database
1%	---	Wilson Databases

---	7%	Music
---	3%	Flipster
---	2%	Archives.org
---	2%	ARTstot
---	2%	Atomic Training
---	2%	Braille
---	2%	Chilton's Auto
---	2%	CREDO
---	2%	Current Magazines
---	2%	Current Newspapers
---	2%	eBook Inter-Library Loans
---	2%	GALE
---	2%	Grant Writing
---	2%	Natural Health Database
---	2%	Overdrive
---	2%	Powerspeak
---	2%	ProQuest
---	2%	PubMed
---	2%	Streaming Video
---	1%	Foundation Directory
12%	10%	Other (<i>less than 1% each</i>)/Undecided/Refused/Skipped

(please note: totals may not equal 100% due to rounding)

13. What percentage of your library patrons would you say are aware of MeL databases?

2016 (N=769) MEAN: 38.97% MEDIAN: 38.0%

2014 (N=335) MEAN: 30.65% MEDIAN: 25.0%

2009 (N=656) MEAN: 42.60% MEDIAN: 40.0%

14. What percentage of your library patrons would you say actually use MeL databases?

2016 (N=768) MEAN: 30.216% MEDIAN: 25.0%

2014 (N=306) MEAN: 24.23% MEDIAN: 15.0%

2009 (N=640) MEAN: 34.67% MEDIAN: 30.0%

15. Based on your observations, how much would you say your library patrons use the MeL databases?

<u>2016</u>	<u>2014</u>	<u>2009</u>	
<u>N=950</u>	<u>N=364</u>	<u>N=737</u>	
10%	15%	44%	A lot
34%	53%	43%	Some
33%	29%	11%	Only a little
5%	3%	1%	Not at all
18%	---	1%	Refused/Skipped

16. Have you ever participated in MeL database training classes?

2014 ASKED: “Have you ever participated in MeL database training classes offered by the Library of Michigan through the Midwest Collaborative for Library Services?”

2009 ASKED: “Have you ever participated in MeL database training classes offered by the Library of Michigan through the Michigan Library Consortium?”

<u>2016</u> <u>N=950</u>	<u>2014</u> <u>N=364</u>	<u>2009</u> <u>N=737</u>	
41%	51%	55%	Yes
41%	44%	44%	No --- GO TO Q.24
18%	5%	1%	Refused/Skipped

17. Have you participated in any of the Midwest Collaborative for Library Services (MCLS) or vendor provided webinars on MeL databases?

<u>2016</u> <u>N=389</u>	
64%	Yes
35%	No --- GO TO Q.22
1%	Refused/Skipped

For each of the following statements, please indicate to what extent you agree or disagree.

18. The webinar(s) I attended improved my knowledge.

<u>2016</u> <u>N=247</u>	
30%	Strongly Agree
57%	Agree
87%	TOTAL AGREE
11%	Neutral
1%	TOTAL DISAGREE
1%	Disagree
---	Strongly Disagree
1%	Refused/Skipped

19. I will be able to apply what I learned in the webinar in my daily work.

<u>2016</u> <u>N=247</u>	
25%	Strongly Agree
55%	Agree
80%	TOTAL AGREE
17%	Neutral
2%	TOTAL DISAGREE
2%	Disagree

--- Strongly Disagree
 1% Refused/Skipped

20. I will be able to provide improved services to the public from what I learned.

2016
N=247
 30% Strongly Agree
 58% Agree
88% TOTAL AGREE
 9% Neutral
1% TOTAL DISAGREE
 1% Disagree
 --- Strongly Disagree
 2% Refused/Skipped

21. How did you hear about the webinars? [PLEASE SELECT ALL THAT APPLY]

2016
N=241
 33% Library of Michigan
 39% MCLS Listserv
 7% Library of Michigan social media
 4% MCLS social media
 4% Director-Supervisor
 2% Cooperative
 --- MLA
 --- Conference
 4% Michlib
 --- MCLS
 3% Emails
 --- Vendors
 1% Coworkers
 --- MAME
 --- LM NET
 3% Other (*less than 1% each*)/Undecided/Refused/Skipped

22. Through either the classes or webinars, would you describe the training that you have received in the use of MeL databases? Would you say you have been...

<u>2016</u> <u>N=389</u>	<u>2014</u> <u>N=188</u>	<u>2009</u> <u>N=728</u>	
8%	8%	9%	Completely trained
58%	54%	37%	Mostly trained
28%	30%	8%	Only adequately trained
2%	4%	1%	Inadequately trained
---	---	---	Poorly trained
1%	1%	---	Not trained at all

3% | 3% | 45% | Refused/Skipped

23A-B. What are the one or two things that you think could be done to improve the training provided in the use of MeL?

<u>2016</u> <u>N=182</u>	<u>2014</u> <u>N=93</u>	<u>2009</u> <u>N=330</u>	
15%	20%	10%	Webinars-Videos
11%	7%	4%	More Frequent-Variety of Days and Times
9%	2%	14%	Practice Sessions
7%	7%	---	One on One-In Person
7%	6%	---	Promote it to Patrons
6%	5%	5%	Reference Sheet-How To-Step by Step Guide
6%	4%	6%	Advanced Information-Technical Training
6%	2%	---	Onsite Training
6%	---	---	More Database Specific
5%	8%	14%	More Offered Locally-Closer
4%	2%	12%	Refresher Courses
4%	1%	3%	None; nothing – fine as is
3%	---	---	Q and A Sessions
2%	2%	4%	Improve Awareness of Them
2%	1%	---	Easier to Use
2%	1%	---	Train All Staff
1%	4%	2%	Overviews-Beginner’s Training
1%	---	---	Consistency
1%	---	---	Email Updates
1%	---	1%	Searchable FAQ
1%	---	6%	Shorter Topic-Segments
1%	---	---	Tips and Tricks
---	12%	---	In-depth Topics
---	7%	---	Frequent Updates
---	2%	---	More MeL Marketing Materials
---	2%	---	Smaller Groups
---	1%	2%	Better Trainers
---	1%	---	Faster Pace
---	1%	---	On-call Help
---	1%	---	Troubleshooting
---	---	3%	Slower Pace
---	---	8%	Use “Real World” Examples
---	---	---	
1%	2%	6%	Other (<i>less than 1% each</i>)/Undecided/Refused/Skipped

(please note: totals may not equal 100% due to rounding)

24. Do you offer training classes to your library patrons in the use of MeL databases?

<u>2016</u> <u>N=950</u>	<u>2014</u> <u>N=364</u>	<u>2009</u> <u>N=737</u>	
19%	24%	41%	Yes ----- GO TO Q.26

59%	65%	56%	No
22%	11%	3%	Refused/Skipped

25A-B. What are the one or two main reasons why you have NOT been able to offer training classes in the use of MeL databases? [THEN GO TO Q.27]

<u>2016</u> <u>N=381</u>	<u>2014</u> <u>N=168</u>	<u>2009</u> <u>N=304</u>	
25%	24%	14%	Patrons Lack of Interest
22%	18%	22%	Staff Limited
13%	13%	13%	No Time-Too Busy
8%	11%	4%	Staff Untrained In
7%	11%	8%	Do One on One
4%	6%	10%	Computers Limited
4%	2%	3%	Not My Position to Know-Do So
3%	2%	6%	Space Limited
2%	5%	7%	Offer Database Instruction
2%	3%	6%	Budget-Lack of Funding
2%	1%	---	Does Not Apply-Do Not Participate
2%	---	2%	Never Thought To
2%	---	---	Patrons Trained Elsewhere-Already Trained
1%	1%	1%	Will Offer Soon
1%	---	---	Unaware Training was Available
---	1%	---	None-No reason
2%	2%	4%	Other (<i>less than 1% each</i>)/Undecided/Refused/Skipped

(please note: totals may not equal 100% due to rounding)

26. Does the training in the use of MeL databases include how to access the databases from home?

<u>2016</u> <u>N=184</u>	<u>2014</u> <u>N=86</u>	<u>2009</u> <u>N=304</u>	
94%	97%	---	Yes
3%	3%	---	No
3%	---	---	Refused/Skipped

27. Do you include MeL resources in your library programming?

<u>2016</u> <u>N=950</u>	<u>2014</u> <u>N=364</u>	
41%	51%	Yes
29%	31%	No ----- GO TO Q.29
30%	18%	Refused/Skipped

28. How do you include MeL resources in your library programming? **[PLEASE SELECT ALL THAT APPLY]**

<u>2016</u>	<u>2014</u>	
<u>N=376</u>	<u>N=183</u>	
27%	26%	MeL logos on your library's website
16%	15%	Library signage
15%	14%	Newsletters and other printed marketing resources
9%	11%	Offer classes for library patrons
8%	9%	Programs for adults
7%	7%	Programs for kids
6%	6%	Programs for teens
5%	4%	Outreach programs
2%	---	Presentations
1%	5%	In Class-Required Assignments
1%	1%	One on One
1%	---	Library Events
---	1%	Genealogy classes
---	1%	Links on our Website
2%	---	Other (<i>less than 1% each</i>)/Undecided/Refused/Skipped

(please note: totals may not equal 100% due to rounding)

29. Do you use the MeL promotions resources available at the MeL.org website?

<u>2016</u>	<u>2014</u>	
<u>N=950</u>	<u>N=364</u>	
32%	44%	Yes
36%	36%	No
32%	20%	Refused/Skipped

30. Do you promote MeL resources to community and business groups in your outreach efforts?

<u>2016</u>	<u>2014</u>	
<u>N=950</u>	<u>N=364</u>	
39%	45%	Yes
29%	34%	No
32%	21%	Refused/Skipped

31. How much would you say your library patrons use MeLCat, the statewide shared catalog?

<u>2016</u>	<u>2014</u>	<u>2009</u>	
<u>N=950</u>	<u>N=281</u>	<u>N=597</u>	
40%	56%	66%	A lot
25%	36%	26%	Some
7%	6%	6%	Only a little
3%	1%	1%	Not at all
25%	1%	1%	Refused/Skipped

32. What percentage of your library patrons would you say are aware of MeLCat?

2016 (N=693) MEAN: 54.788% MEDIAN: 53.0%
 2014 (N=266) MEAN: 49.42% MEDIAN: 50.0%
 2009 (N=512) MEAN: 54.46% MEDIAN: 50.0%

33. What percentage of your library patrons would you say actually use MeLCat?

2016 (N=690) MEAN: 44.106% MEDIAN: 45.0%

2014 (N=252) MEAN: 38.35% MEDIAN: 38.5%

2009 (N=502) MEAN: 39.93% MEDIAN: 40.0%

34. How would you rate the quality of MeLCat– would you give it a POSITIVE rating of Excellent or Pretty Good; or, a NEGATIVE rating of Only Fair or Poor?

<u>2016</u> <u>N=950</u>	<u>2014</u> <u>N=281</u>	<u>2009</u> <u>N=597</u>	
33%	44%	55%	Excellent
36%	45%	38%	Pretty good
69%	89%	93%	TOTAL POSITIVE
3%	6%	5%	TOTAL NEGATIVE
3%	6%	4%	Only fair
---	---	1%	Poor
28%	5%	2%	Refused/Skipped

35. Overall, do you think your library patrons like or dislike MeLCat?

<u>2016</u> <u>N=950</u>	<u>2014</u> <u>N=281</u>	<u>2009</u> <u>N=597</u>	
53%	73%	83%	Strongly like ----- GO TO Q.37
17%	21%	15%	Somewhat like ----- GO TO Q.37
70%	94%	98%	TOTAL LIKE
1%	---	---	TOTAL DISLIKE
1%	---	---	Somewhat dislike
---	---	---	Strongly dislike
29%	6%	2%	Refused/Skipped

36. In your opinion, what might be done to make MeLCat more useful or appealing to your patrons?
 [THEN GO TO Q.38]

<u>2016</u> <u>N=10</u>	<u>2014</u> <u>N=1</u>	
20%	---	Do Not Use MeLCat
20%	---	Easier to Use
20%	---	Faster Service
10%	---	Allowed Hold Items
10%	---	Fix NCIP
10%	---	Item Availability

10%	---	Statistical Resources
---	100%	More Libraries Participating
---	---	Other (<i>less than 1% each</i>)/Undecided/Refused/Skipped

37. What feedback on MeLCat is most often heard from your library users?

2009 ASKED: “What is the main reason why you think your library patrons like MeLCat?”

<u>2016</u> <u>N=471</u>	<u>2014</u> <u>N=208</u>	<u>2009</u> <u>N=581</u>	
36%	38%	72%	Access To-Variety Of Materials
22%	27%	3%	Positive-Great
9%	2%	---	Takes Too Long
6%	11%	---	Confusing-Hard to Use
5%	3%	10%	Fast-Convenient
4%	1%	---	Items Unavailable-Not Able to Lend
4%	---	---	Previously Unaware Of It
3%	1%	---	Renewal Issues
2%	3%	7%	Easy to Use
2%	1%	2%	Free
2%	1%	---	None-nothing
2%	---	---	No Holds Allowed
1%	---	---	Duplicate Items Received
1%	---	---	Tests-Educational Resources
---	4%	---	System Down
---	3%	2%	Frequently Used
---	3%	2%	Self Service
---	1%	---	Canceled Request with No Notice
---	1%	---	Trouble Requesting Items
---	1%	---	Want Home Access
1%	1%	2%	Other (<i>less than 1% each</i>)/Undecided/Refused/Skipped

(please note: totals may not equal 100% due to rounding)

38. If your current job at the library puts you in a position to know, have you changed your collection practices and/or funding efforts since deciding to participate in MeLCat?

<u>2016</u> <u>N=950</u>	<u>2014</u> <u>N=281</u>	<u>2009</u> <u>N=597</u>	
13%	21%	15%	Yes
19%	30%	36%	No----- GO TO Q.40
40%	425	48%	Not Knowledgeable -- GO TO Q.40
28%	7%	1%	Refused/Skipped

39. Have the changes you have made in your collection practices and/or funding efforts since joining MeLCat been successful, such as allowing you to provide more resources?

<u>2016</u> <u>N=127</u>	<u>2014</u> <u>N=79</u>	
92%	85%	Yes
4%	10%	No
4%	5%	Refused/Skipped

40. Have you received training in the use of MeLCat?

<u>2016</u> <u>N=950</u>	<u>2014</u> <u>N=281</u>	<u>2009</u> <u>N=737</u>	
45%	62%	63%	Yes
28%	29%	36%	No ----- GO TO Q.45
27%	9%	1%	Refused/Skipped

41. Have you ever participated in MeLCat training classes offered by the Library of Michigan through the Midwest Collaborative for Library Services?

2009 ASKED: "Have you ever participated in MeLCat training classes offered by the Library of Michigan through the Michigan Library Consortium?"

<u>2016</u> <u>N=432</u>	<u>2014</u> <u>N=173</u>	<u>2009</u> <u>N=461</u>	
50%	63%	60%	Yes
49%	35%	39%	No
1%	2%	1%	Refused/Skipped

42. Where, or where else, did you receive your training in the use of MeLCat?

<u>2016</u> <u>N=286</u>	<u>2014</u> <u>N=120</u>	<u>2009</u> <u>N=461</u>	
33%	44%	29%	On the Job-Training
15%	---	8%	Staff-Coworker
9%	---	2%	Conference-Seminar
8%	7%	6%	Lansing
8%	---	---	MCLS
6%	9%	15%	Cooperative
4%	7%		Webinar
4%	6%		Online
3%	6%	8%	Self Taught
3%	---	---	Library of MI
1%	---	13%	Consortium
1%	---	---	In Class
1%	---	3%	University
---	7%	1%	None; received no additional training
---	3%	---	Library Network

---	2%	---	MeLCat Staff
---	2%	1%	MeLCat User Day
---	1%	---	MLA
---	1%	---	OJT
---	---	3%	ISD-RESA
4%	6%	11%	Other (<i>less than 1% each</i>)/Undecided/Refused/Skipped

43. How would you describe the training that you have received in the use of the MeLCat? Would you say you have been...

<u>2016</u> <u>N=432</u>	<u>2014</u> <u>N=173</u>	<u>2009</u> <u>N=461</u>	
22%	29%	25%	Completely trained
55%	56%	57%	Mostly trained
20%	12%	15%	Only adequately trained
1%	1%	1%	Inadequately trained
---	---	---	Poorly trained
---	1%	---	Not trained at all
2%	1%	2%	Refused/Skipped

44A-B. What are the one or two things that you think could be done to improve the training provided on the use of MeLCat?

<u>2016</u> <u>N=141</u>	<u>2014</u> <u>N=62</u>	<u>2009</u> <u>N=405</u>	
10%	---	5%	Improve Search Function
9%	9%	10%	None; nothing – fine as is
7%	10%	5%	Offer More Frequently-Variety of Days and Times
6%	1%	---	Train All Staff
5%	11%	7%	More Webinars-Videos (online)
5%	9%	14%	Refresher Courses
4%	9%	13%	Advanced-Technical Training
4%	2%	---	Onsite Trainer-One on One-In Person
4%	2%	2%	Overview of Offerings-Beginners Courses
3%	4%	7%	More Local-Closer
3%	2%	1%	Consistency Across It
3%	2%	1%	Promote Use Of
3%	2%	3%	Reference Sheet-How To-Step by Step Guide-Manual
3%	---	---	Highlight Changes To
3%	---	1%	Searchable FAQ
3%	---	---	Site Features
2%	2%	---	Easier Use-Understand
2%	---	---	Database Specific
2%	---	---	Less Paperwork
1%	---	---	Able to Select Lending Library
1%	---	---	Allow Item Holds
1%	---	---	Email Updates

1%	---	---	Inter-Library Communication
1%	---	---	Offer at MLA Conference
1%	---	---	Reports
1%	---	---	Stop Catalog Errors
1%	---	---	Stop Duplicate Orders
1%	---	---	Streamline Item Return
---	12%	---	In-Depth Topics
---	7%	10%	Practice Sessions-Time to Explore It
---	4%	2%	Better Trainers
---	2%	1%	Smaller Groups
---	2%	---	Troubleshooting
---	1%	---	Gear Toward Patron Use
---	1%	1%	On-Call Help
---	---	10%	“Use “Real World” Examples
---	---	2%	Slower Pace
10%	3%	5%	Other (<i>less than 1% each</i>)/Undecided/Refused/Skipped

(please note: totals may not equal 100% due to rounding)

45. Do you offer specific training classes to your library patrons in the use of MeLCat?

<u>2016</u> N=950	<u>2014</u> N=281	<u>2009</u> N=737	
7%	11%	14%	Yes ----- GO TO Q.47
62%	78%	81%	No
31%	11%	5%	Refused/Skipped

46A-B. What are the one or two main reasons why you have NOT been able to offer training in the use of MeLCat?

<u>2016</u> N=393	<u>2014</u> N=154	<u>2016</u> N=526	
18%	22%	16%	Do One on One
17%	24%	9%	Patrons Lack of Interest
16%	15%	17%	Staff Limited
11%	11%	12%	No Time-Too Busy
9%	4%	7%	No Need-Easy to Use
4%	2%	4%	Space Limited
4%	---	6%	Does Not Apply-Do Not Participate
3%	4%	1%	Not My Position to Know-Do So
3%	2%	4%	Staff Untrained In
2%	5%	6%	Part of Courses-Orientation
2%	3%	4%	Computers Limited
2%	2%	3%	Budget-Lack of Funding
2%	---	1%	Never Thought To
1%	2%	---	Offer on Website
1%	---	2%	Offer Database Instruction
1%	---	2%	Patrons Trained Elsewhere-Already Trained
4%	4%	6%	Other (<i>less than 1% each</i>)/Undecided/Refused/Skipped

(please note: totals may not equal 100% due to rounding)

47. Do you market and encourage the use of MeLCat at your library?

<u>2016</u> <u>N=950</u>	<u>2014</u> <u>N=281</u>	<u>2009</u> <u>N=737</u>	
58%	78%	75%	Yes
11%	11%	21%	No ----- GO TO Q.49
31%	11%	4%	Refused/Skipped

48A-B. What are the one or two main methods of marketing that you use to encourage the use of MeLCat?

<u>2016</u> <u>N=437</u>	<u>2014</u> <u>N=174</u>	<u>2009</u> <u>N=548</u>	
43%	39%	12%	Word of Mouth
25%	23%	21%	Website
10%	11%	12%	Print Materials
6%	5%	4%	Signage
5%	8%	8%	Instruction-Classes-Workshops
4%	3%	4%	Bookmarks
3%	4%	5%	Newsletter
1%	---	---	In Class
1%	---	---	Social Media
---	4%	---	Catalog Link
---	2%	4%	Press Release-Newspapers
---	1%	---	eNewsletters
---	---	23%	One on One
---	---	5%	Reference Desk
2%	---	2%	Other (<i>less than 1% each</i>)/Undecided/Refused/Skipped

49. Are you familiar with Michigana, the digital history collections in MeL?

<u>2016</u> <u>N=950</u>	<u>2014</u> <u>N=281</u>	<u>2009</u> <u>N=737</u>	
41%	66%	55%	Yes
31%	26%	43%	No ----- GO TO Q.52
28%	8%	2%	Refused/Skipped

50. Do you recommend the use of Michigana to your patrons?

<u>2016</u> <u>N=387</u>	<u>2014</u> <u>N=184</u>	<u>2009</u> <u>N=405</u>	
65%	67%	59%	Yes ----- GO TO Q.52
34%	31%	37%	No
1%	2%	4%	Refused/Skipped

51. What is the main reason you do not recommend the use of Michigana to your patrons?

<u>2016</u>	<u>2014</u>	<u>2009</u>	
<u>N=130</u>	<u>N=56</u>	<u>N=139</u>	
35%	40%	23%	Little-No Patron Interest
24%	29%	21%	Need training
10%	11%	16%	Need promotional resources
9%	7%	---	Don't Think To Do So
7%	2%	---	Not My Position to Know-Do So
5%	5%	11%	It is not useful
3%	2%	1%	Too Busy-No Time
2%	---	---	Refer Patrons to Other Materials
1%	---	---	Have a Genealogy Department
1%	---	1%	Information is Not Comprehensive
1%	---	---	Not in Curriculum
---	4%	8%	Unfamiliar with it
---	---	9%	Does not Apply
---	---	9%	Not for Students
2%	---	1%	Other (<i>less than 1% each</i>)/Undecided/Refused/Skipped

Finally, I would like to ask you a few questions for statistical purposes only.

52. Which of the following would best describe you occupation/position at the library where you work?

<u>2016</u>	<u>2014</u>	<u>2009</u>	
<u>N=950</u>	<u>N=364</u>	<u>N=737</u>	
32%	31%	49%	Librarian
13%	20%	18%	Director
12%	14%	12%	Clerk
9%	8%	13%	Paraprofessional
5%	6%	6%	Administrator
2%	---	1%	Page
---	---	---	Board member
---	---	---	Friend of the Library
27%	21%	1%	Refused/Skipped

53. In which of the following categories does your age fall?

<u>2016</u>	<u>2014</u>	<u>2009</u>	
<u>N=950</u>	<u>N=364</u>	<u>N=737</u>	
---	---	---	Under 18
2%	2%	4%	18 to 24
5%	6%	6%	25 to 29
10%	5%	7%	30 to 35
5%	8%	10%	36 to 40
13%	16%	21%	41 to 49
12%	12%	20%	50 to 55
19%	23%	28%	56 to 64
6%	7%	3%	65 or older
28%	21%	1%	Refused/Skipped

54. What is the last grade or level of schooling you completed?

<u>2016</u> <u>N=950</u>	<u>2014</u> <u>N=364</u>	<u>2009</u> <u>N=737</u>	
---	---	---	1st to 11th Grade ----- GO TO Q.56
2%	2%	3%	High School Graduate ----- GO TO Q.56
1%	1%	1%	Non-college post high school (technical training) – GO TO Q.56
9%	10%	13%	Some college ----- GO TO Q.56
18%	17%	21%	College graduate ----- GO TO Q.56
44%	49%	61%	Post graduate school ----- ASK Q.55
27%	21%	1%	Refused/Skipped

55. Do you have an MLS degree?

<u>2016</u> <u>N=402</u>	<u>2014</u> <u>N=176</u>	<u>2009</u> <u>N=453</u>	
84%	88%	87%	Yes
16%	12%	13%	No
---	---	---	Refused/Skipped

56. What is your race?

<u>2016</u> <u>N=950</u>	<u>2014</u> <u>N=364</u>	<u>2009</u> <u>N=737</u>	
66%	73%	90%	White
1%	---	2%	Black
1%	---	1%	Hispanic (Puerto Rican, Mexican-American etc.)
1%	---	1%	Asian
---	---	---	Native American
1%	1%	1%	Mixed-race
2%	2%	2%	Other
28%	24%	3%	Refused/Skipped

57. Gender

<u>2016</u> <u>N=950</u>	<u>2014</u> <u>N=364</u>	<u>2009</u> <u>N=737</u>	
9%	10%	11%	Male
62%	67%	87%	Female
29%	23%	2%	Refused/Skipped

Appendix K

EPIC-MRA "Library of Michigan; Online Survey of Library Patrons" 2016

Library of Michigan Online Survey of Library Staff

[FREQUENCY REPORT OF SURVEY RESPONSES – 950 SAMPLE – ERROR $\pm 3.1\%$]

Survey Open Dates: August 22, 2016 through September 10, 2016

[FREQUENCY REPORT OF SURVEY RESPONSES – 364 SAMPLE – ERROR $\pm 5.1\%$]

Survey Open Dates: June 17, 2014 through July 5, 2014

[FREQUENCY REPORT of SURVEY RESPONSES – TOTAL 737 SAMPLE – ERROR $\pm 3.6\%$]

[FREQUENCY REPORT of SURVEY RESPONSES – TOTAL OF ‘OPEN ENDED’ RESPONES

– SELECTED AT RANDOM - 400 SAMPLE – ERROR $\pm 4.9\%$]

Survey Open Dates: November 3, 2009 through December 7, 2009

Thank you for participating in this survey about library resources and services. The survey is being done for the Library of Michigan about statewide library resources provided by the Library of Michigan and local libraries. We appreciate your time.

01. In what county in Michigan do you work?

2009 ASKED: “What is the name of the library where you work?”- **RESPONSES WERE CONVERTED “BY COUNTY”**

<u>2016</u> N=950	<u>2014</u> N=364	<u>2009</u> N=737	
---	---	---	Alcona
---	---	---	Alger
1%	1%	2%	Allegan
---	---	---	Alpena
---	---	---	Antrim
---	1%	---	Arenac
---	---	---	Baraga
---	1%	1%	Barry
---	1%	1%	Bay
---	---	---	Benzie
4%	2%	2%	Berrien
1%	---	---	Branch
1%	2%	2%	Calhoun
---	1%	1%	Cass
---	2%	1%	Charlevoix
---	---	---	Cheboygan
---	---	1%	Chippewa
---	1%	1%	Clare

1%	1%	1%	Clinton
---	1%	---	Crawford
---	---	---	Delta
---	1%	1%	Dickinson
2%	3%	2%	Eaton
---	1%	1%	Emmet
3%	4%	2%	Genesee
---	---	---	Gladwin
---	---	---	Gogebic
1%	1%	---	Grand Traverse
1%	1%	1%	Gratiot
2%	1%	2%	Hillsdale
---	1%	---	Houghton
1%	2%	1%	Huron
6%	12%	5%	Ingham
1%	1%	---	Ionia
---	---	---	Iosco
---	---	---	Iron
3%	2%	1%	Isabella
1%	1%	2%	Jackson
5%	3%	2%	Kalamazoo
1%	---	---	Kalkaska
5%	2%	4%	Kent
---	---	---	Keweenaw
---	---	---	Lake
2%	1%	1%	Lapeer
---	1%	---	Leelanau
2%	2%	2%	Lenawee
3%	2%	3%	Livingston
---	---	---	Luce
---	---	---	Mackinac
6%	4%	4%	Macomb
4%	---	---	Manistee
---	1%	1%	Marquette
---	---	---	Mason
---	1%	1%	Mecosta
---	---	---	Menominee
---	1%	---	Midland
---	---	---	Missaukee
---	5%	1%	Monroe
---	1%	1%	Montcalm
---	---	---	Montmorency
---	1%	1%	Muskegon
1%	1%	---	Newaygo
12%	10%	12%	Oakland
---	---	1%	Oceana
---	1%	---	Ogemaw
---	---	---	Ontonagon

---	---	---	Osceola
---	---	---	Oscoda
---	---	---	Otsego
1%	1%	2%	Ottawa
---	---	2%	Presque Isle
---	1%	1%	Roscommon
2%	2%	3%	Saginaw
---	---	1%	St. Clair
1%	2%	2%	St. Joseph
1%	2%	1%	Sanilac
---	---	1%	Schoolcraft
---	---	1%	Shiawassee
1%	1%	1%	Tuscola
1%	2%	1%	Van Buren
7%	3%	6%	Washtenaw
---	---	---	Wexford
11%	7%	8%	Wayne
1%	1%	2%	Refused/Skipped

(please note: totals may not equal 100% due to rounding)

02. Is the library where you work. . .

<u>2016</u> <u>N=948</u>	<u>2014</u> <u>N=362</u>	<u>2009</u> <u>N=737</u>	
83%	78%	65%	A public library
4%	4%	12%	A K-12 school library, or media center
9%	15%	22%	An academic library at a college or university
1%	1%	1%	School and Public Combined library
---	1%	---	Medical Library
3%	1%	---	Other (<i>less than 1% each</i>)/Undecided/Refused/Skipped

For each of the following statements, please indicate to what extent you agree or disagree.

03. MeL databases and online materials meet my needs as a library staff member.

<u>2016</u> <u>N=950</u>	
35%	Strongly Agree
53%	Agree
88%	TOTAL AGREE
10%	Neutral
2%	TOTAL DISAGREE
2%	Disagree
---	Strongly Disagree
---	Refused/Skipped

04. I am satisfied with the extent to which the MeL databases and online materials meet my needs.

<u>2016</u>	
<u>N=950</u>	
32%	Strongly Agree
52%	Agree
84%	TOTAL AGREE
13%	Neutral
3%	TOTAL DISAGREE
2%	Disagree
1%	Strongly Disagree
---	Refused/Skipped

05. The MeL database and online materials will improve my library's ability to provide services to the public.

<u>2016</u>	
<u>N=950</u>	
57%	Strongly Agree
36%	Agree
93%	TOTAL AGREE
6%	Neutral
1%	TOTAL DISAGREE
1%	Disagree
---	Strongly Disagree
---	Refused/Skipped

06. Based on your observations, what percentage of your library patrons would you say are aware of the Michigan eLibrary (MeL)?

2016 (N=940) MEAN: 47.27% MEDIAN: 50.0%

2014 (N=354) MEAN: 42.18% MEDIAN: 42.5%

NOTE: FOR 2014 AND 2009, “M.O.R.E.” WAS INCLUDED AS A VIABLE SELECTION – NO LONGER AVAILABLE IN 2106

07. Based on your records or observations, which one of the following resources provided by the Michigan eLibrary (MeL) have the greatest number of your library patrons used over the past year or two?

<u>2016</u> <u>N=937</u>	<u>2014</u> <u>N=363</u>	<u>2009</u> <u>N=733</u>	
85%	83%	61%	MeLCat, the shared statewide library catalog and inter-library loan service
12%	16%	36%	Database subscriptions, purchased by the Library of Michigan and made available to the public at no cost
1%	---	---	Michigana, a digitized collection of resources focusing on Michigan history
1%	---	2%	Links to the Internet and MeL resources by topic (MeL Gateways)
1%	---	---	None of them
---	1%	1%	Other (<i>less than 1% each</i>)/Undecided/Refused/Skipped

08. Which of the resources listed is the second most used service by your library patrons?

<u>2016</u> <u>N=796</u>	<u>2014</u> <u>N=350</u>	<u>2009</u> <u>N=720</u>	
69%	61%	48%	Database subscriptions, purchased by the Library of Michigan and made available to the public at no cost
15%	14%	25%	MeLCat, the shared statewide library catalog and inter-library loan service
12%	16%	18%	Links to the Internet and MeL resources by topic (MeL Gateways)
3%	3%	2%	Michigana, a digitized collection of resources focusing on Michigan history
---	1%	---	Online tests
---	1%	---	Chilton's Auto
1%	4%	7%	Other (<i>less than 1% each</i>)/Undecided/Refused/Skipped

Q.7/Q.8 COMBINED:

<u>2016</u> <u>N=937</u>	<u>2014</u> <u>N=363</u>	<u>2009</u> <u>N=733</u>	
53%	49%	43%	MeLCat, the shared statewide library catalog and inter-library loan service
38%	39%	42%	Database subscriptions, purchased by the Library of Michigan and made available to the public at no cost
6%	8%	10%	Links to the Internet and MeL resources by topic (MeL Gateways)
2%	2%	1%	Michigana, a digitized collection of resources focusing on Michigan history
1%	2%	4%	Other (<i>less than 1% each</i>)/Undecided/Refused/Skipped

For each of the following MeL databases, please tell me you if you feel MeL provides enough coverage in that area, if much more coverage is needed, if somewhat more coverage is needed, or if too much coverage is provided in that area already.

		<u>Enough Provided</u>	<u>Much More</u>	<u>TOTAL More</u>	<u>Too Much</u>	<u>Undec/ Refused</u>
9A.	Elementary grades (N=950)	53%	5%	20%	1%	26%
	2014 (N=364) Pre-K through 3 rd	43%	4%	18%	1%	38%
	2014 (N=364) Grades 2 through 5	42%	5%	19%	1%	38%
9B.	Middle school grades (N=950)	51%	6%	23%	1%	25%
	2014 (N=364) Grades 6 through 8	43%	5%	18%	1%	38%
9C.	High School grades (N=950)	50%	7%	24%	---	26%
	2014 (N=364) Grades 9 through 12	44%	5%	19%	1%	36%
9D.	College (N=950)	43%	10%	30%	---	27%
	2014 (N=364)	41%	9%	27%	1%	31%
9E.	Adult/Continuing Education (N=950)	39%	12%	34%	---	27%
	2014 (N=364)	38%	11%	31%	1%	30%
9F.	Adult Literacy/Reading (N=950)	38%	11%	34%	---	28%
	2014 (N=364)	32%	11%	31%	1%	36%
9G.	eBooks (N=950)	35%	18%	38%	1%	26%
	2014 (N=364)	22%	28%	35%	1%	32%
9H.	Job Search/Support (N=950)	38%	13%	35%	---	27%
	2014 (N=364)	37%	12%	32%	1%	30%
9I.	Entrepreneurship/Business (N=950)	46%	7%	25%	1%	28%
	2014 (N=364)	43%	9%	20%	1%	36%
9J.	Legal (N=950)	46%	9%	27%	---	27%
	2014 (N=364)	43%	9%	22%	1%	34%
9K.	Health and Wellness (N=950)	50%	7%	24%	---	26%
	2014 (N=364)	50%	8%	21%	1%	28%
9L.	Family History (N=950)	41%	11%	32%	1%	26%
	2014 (N=364)	33%	14%	36%	1%	30%
9M.	Michigan History (N=950)	51%	7%	23%	1%	25%
	2014 (N=364)	46%	10%	25%	1%	28%

10. Are there any other databases that are not currently available through MeL that you feel should be made available? If so, please specify:

<u>2016</u> <u>N=950</u>	<u>2014</u> <u>N=131</u>	
12%	19%	Ancestry
12%	12%	Novelist
11%	10%	No, none
9%	---	CultureGrams
7%	4%	Reference USA
3%	5%	Consumer Reports
3%	3%	Mango
3%	---	Gale
2%	2%	Newspapers
2%	2%	ProQuest
2%	1%	Rosetta Stone
2%	---	SIRS
1%	2%	JSTOR
1%	2%	Lynda
1%	2%	PebbleGO
1%	1%	IBIS-World
1%	1%	Lexis Nexis
1%	1%	World Book-Student
1%	---	A to Z
1%	---	Art-Music Specific
1%	---	Brainfuse
1%	---	Chilton's Auto
1%	---	CINAHL
1%	---	Computer Literacy Help
1%	---	English as a 2nd Language
1%	---	Facts on File
1%	---	Fold3
1%	---	K-12 Test-Exams
1%	---	Sanborn Maps
1%	---	Teacher Resources
---	4%	EBSCO
---	3%	Historic Newspapers
---	2%	Biography in Context
---	2%	Genealogy
---	2%	Phone Directories
---	1%	ATLA
---	1%	Business-Science Journals Full Text
---	1%	Children's Materials
---	1%	Current Magazines
---	1%	Films Database
---	1%	Graphic Novels-Comics
---	1%	Handyman-DIY
---	1%	Health-Wellness

---	1%	Military Acceptance Tests
---	1%	MUSE
---	1%	National Geographic
---	1%	Newsbank
---	1%	Overdrive
---	1%	Oxford English Dictionary
---	1%	Primary Source Documents-MI
---	1%	Readers Advisory
---	1%	Streaming Videos Database
---	1%	World CAT
35%	9%	Other (<i>less than 1% each</i>)/Undecided/Refused/Skipped

(please note: totals may not equal 100% due to rounding)

On a scale from 1 to 10, with 1 being the least important, and 10 being the most important, please rate how important and /or useful each of the following eResources, that are not currently available but could be made available in the Michigan eLibrary, are to you.

11A. Language Learning

<u>2016</u>	<u>2014</u>	
<u>N=950</u>	<u>N=364</u>	
13%	17%	0 to 4
13%	12%	5
29%	34%	6 to 8
24%	31%	9 to 10
21%	6%	Undecided/Refused/Skipped
6.784	6.921	MEAN

11B. Fiction eBooks

<u>2016</u>	<u>2014</u>	
<u>N=950</u>	<u>N=364</u>	
13%	14%	0 to 4
11%	8%	5
27%	29%	6 to 8
29%	43%	9 to 10
20%	6%	Undecided/Refused/Skipped
7.015	7.433	MEAN

11C. Streaming Video

<u>2016</u>	<u>2014</u>	
<u>N=950</u>	<u>N=364</u>	
17%	22%	0 to 4
11%	17%	5
29%	33%	6 to 8
22%	21%	9 to 10
21%	7%	Undecided/Refused/Skipped
6.423	6.186	MEAN

11D. Historical Newspapers

<u>2016</u>	<u>2014</u>	
<u>N=950</u>	<u>N=364</u>	
13%	16%	0 to 4
11%	13%	5
30%	33%	6 to 8
26%	31%	9 to 10
20%	7%	Undecided/Refused/Skipped
6.979	6.941	MEAN

12. Are there any other eResources that are not currently available in the Michigan eLibrary that you feel should be made available? If so, please specify:

<u>2016</u>	<u>2014</u>	
<u>N=99</u>	<u>N=60</u>	
23%	22%	No, none
8%	2%	Mango
5%	3%	Ancestry
5%	---	Detroit Newspapers
5%	---	eAudio Books
5%	---	Genealogy
3%	7%	eBooks
3%	---	Hoopla
2%	---	American History Online
2%	---	Investment-Financial Materials
2%	---	Professional Exam Preparation (Law, Real Estate, Certifications)
2%	---	Reference USA
2%	2%	Tutorials
2%	---	Videos
2%	---	Yearbooks
1%	7%	English as a 2nd Language
1%	3%	Consumer Reports
1%	3%	Novelist
1%	---	Academic Search
1%	---	Academic-Science Resources
1%	---	CultureGrams

1%	---	EBSCO
1%	---	eMagazines
1%	---	FirstSearch
1%	---	Full Length Albums-Music
1%	---	Full Text Business Articles
1%	---	Hobbies-Crafts
1%	---	K-12 Test-Exams
1%	---	Lynda
1%	---	Search Engine Integration
1%	---	Video Database
1%	---	Wilson Databases
---	7%	Music
---	3%	Flipster
---	2%	Archives.org
---	2%	ARTstot
---	2%	Atomic Training
---	2%	Braille
---	2%	Chilton's Auto
---	2%	CREDO
---	2%	Current Magazines
---	2%	Current Newspapers
---	2%	eBook Inter-Library Loans
---	2%	GALE
---	2%	Grant Writing
---	2%	Natural Health Database
---	2%	Overdrive
---	2%	Powerspeak
---	2%	ProQuest
---	2%	PubMed
---	2%	Streaming Video
---	1%	Foundation Directory
12%	10%	Other (<i>less than 1% each</i>)/Undecided/Refused/Skipped

(please note: totals may not equal 100% due to rounding)

13. What percentage of your library patrons would you say are aware of MeL databases?

2016 (N=769) MEAN: 38.97% MEDIAN: 38.0%

2014 (N=335) MEAN: 30.65% MEDIAN: 25.0%

2009 (N=656) MEAN: 42.60% MEDIAN: 40.0%

14. What percentage of your library patrons would you say actually use MeL databases?

2016 (N=768) MEAN: 30.216% MEDIAN: 25.0%

2014 (N=306) MEAN: 24.23% MEDIAN: 15.0%

2009 (N=640) MEAN: 34.67%

MEDIAN: 30.0%

15. Based on your observations, how much would you say your library patrons use the MeL databases?

<u>2016</u> <u>N=950</u>	<u>2014</u> <u>N=364</u>	<u>2009</u> <u>N=737</u>	
10%	15%	44%	A lot
34%	53%	43%	Some
33%	29%	11%	Only a little
5%	3%	1%	Not at all
18%	---	1%	Refused/Skipped

16. Have you ever participated in MeL database training classes?

2014 ASKED: “Have you ever participated in MeL database training classes offered by the Library of Michigan through the Midwest Collaborative for Library Services?”

2009 ASKED: “Have you ever participated in MeL database training classes offered by the Library of Michigan through the Michigan Library Consortium?”

<u>2016</u> <u>N=950</u>	<u>2014</u> <u>N=364</u>	<u>2009</u> <u>N=737</u>	
41%	51%	55%	Yes
41%	44%	44%	No ---GO TO Q.24
18%	5%	1%	Refused/Skipped

17. Have you participated in any of the Midwest Collaborative for Library Services (MCLS) or vendor provided webinars on MeL databases?

<u>2016</u> <u>N=389</u>	
64%	Yes
35%	No ---GO TO Q.22
1%	Refused/Skipped

For each of the following statements, please indicate to what extent you agree or disagree.

18. The webinar(s) I attended improved my knowledge.

<u>2016</u> <u>N=247</u>	
30%	Strongly Agree
57%	Agree
87%	TOTAL AGREE
11%	Neutral
1%	TOTAL DISAGREE
1%	Disagree

--- Strongly Disagree
 1% Refused/Skipped

19. I will be able to apply what I learned in the webinar in my daily work.

2016
N=247
 25% Strongly Agree
 55% Agree
80% TOTAL AGREE
 17% Neutral
2% TOTAL DISAGREE
 2% Disagree
 --- Strongly Disagree
 1% Refused/Skipped

20. I will be able to provide improved services to the public from what I learned.

2016
N=247
 30% Strongly Agree
 58% Agree
88% TOTAL AGREE
 9% Neutral
1% TOTAL DISAGREE
 1% Disagree
 --- Strongly Disagree
 2% Refused/Skipped

21. How did you hear about the webinars? **[PLEASE SELECT ALL THAT APPLY]**

2016
N=241
 33% Library of Michigan
 39% MCLS Listserv
 7% Library of Michigan social media
 4% MCLS social media
 4% Director-Supervisor
 2% Cooperative
 --- MLA
 --- Conference
 4% Michlib
 --- MCLS
 3% Emails
 --- Vendors
 1% Coworkers
 --- MAME

--- LM NET
 3% Other (*less than 1% each*)/Undecided/Refused/Skipped

22. Through either the classes or webinars, would you describe the training that you have received in the use of MeL databases? Would you say you have been...

<u>2016</u> N=389	<u>2014</u> N=188	<u>2009</u> N=728	
8%	8%	9%	Completely trained
58%	54%	37%	Mostly trained
28%	30%	8%	Only adequately trained
2%	4%	1%	Inadequately trained
---	---	---	Poorly trained
1%	1%	---	Not trained at all
3%	3%	45%	Refused/Skipped

23A-B. What are the one or two things that you think could be done to improve the training provided in the use of MeL?

<u>2016</u> N=182	<u>2014</u> N=93	<u>2009</u> N=330	
15%	20%	10%	Webinars-Videos
11%	7%	4%	More Frequent-Variety of Days and Times
9%	2%	14%	Practice Sessions
7%	7%	---	One on One-In Person
7%	6%	---	Promote it to Patrons
6%	5%	5%	Reference Sheet-How To-Step by Step Guide
6%	4%	6%	Advanced Information-Technical Training
6%	2%	---	Onsite Training
6%	---	---	More Database Specific
5%	8%	14%	More Offered Locally-Closer
4%	2%	12%	Refresher Courses
4%	1%	3%	None; nothing – fine as is
3%	---	---	Q and A Sessions
2%	2%	4%	Improve Awareness of Them
2%	1%	---	Easier to Use
2%	1%	---	Train All Staff
1%	4%	2%	Overviews-Beginner’s Training
1%	---	---	Consistency
1%	---	---	Email Updates
1%	---	1%	Searchable FAQ
1%	---	6%	Shorter Topic-Segments
1%	---	---	Tips and Tricks
---	12%	---	In-depth Topics
---	7%	---	Frequent Updates

---	2%	---	More MeL Marketing Materials
---	2%	---	Smaller Groups
---	1%	2%	Better Trainers
---	1%	---	Faster Pace
---	1%	---	On-call Help
---	1%	---	Troubleshooting
---	---	3%	Slower Pace
---	---	8%	Use "Real World" Examples
---	---	---	
1%	2%	6%	Other (<i>less than 1% each</i>)/Undecided/Refused/Skipped

(please note: totals may not equal 100% due to rounding)

24. Do you offer training classes to your library patrons in the use of MeL databases?

<u>2016</u>	<u>2014</u>	<u>2009</u>	
<u>N=950</u>	<u>N=364</u>	<u>N=737</u>	
19%	24%	41%	Yes ----- GO TO Q.26
59%	65%	56%	No
22%	11%	3%	Refused/Skipped

25A-B. What are the one or two main reasons why you have NOT been able to offer training classes in the use of MeL databases? [**THEN GO TO Q.27**]

<u>2016</u>	<u>2014</u>	<u>2009</u>	
<u>N=381</u>	<u>N=168</u>	<u>N=304</u>	
25%	24%	14%	Patrons Lack of Interest
22%	18%	22%	Staff Limited
13%	13%	13%	No Time-Too Busy
8%	11%	4%	Staff Untrained In
7%	11%	8%	Do One on One
4%	6%	10%	Computers Limited
4%	2%	3%	Not My Position to Know-Do So
3%	2%	6%	Space Limited
2%	5%	7%	Offer Database Instruction
2%	3%	6%	Budget-Lack of Funding
2%	1%	---	Does Not Apply-Do Not Participate
2%	---	2%	Never Thought To
2%	---	---	Patrons Trained Elsewhere-Already Trained
1%	1%	1%	Will Offer Soon
1%	---	---	Unaware Training was Available
---	1%	---	None-No reason
2%	2%	4%	Other (<i>less than 1% each</i>)/Undecided/Refused/Skipped

(please note: totals may not equal 100% due to rounding)

26. Does the training in the use of MeL databases include how to access the databases from home?

<u>2016</u> <u>N=184</u>	<u>2014</u> <u>N=86</u>	<u>2009</u> <u>N=304</u>	
94%	97%	---	Yes
3%	3%	---	No
3%	---	---	Refused/Skipped

27. Do you include MeL resources in your library programming?

<u>2016</u> <u>N=950</u>	<u>2014</u> <u>N=364</u>	
41%	51%	Yes
29%	31%	No ----- GO TO Q.29
30%	18%	Refused/Skipped

28. How do you include MeL resources in your library programming? **[PLEASE SELECT ALL THAT APPLY]**

<u>2016</u> <u>N=376</u>	<u>2014</u> <u>N=183</u>	
27%	26%	MeL logos on your library's website
16%	15%	Library signage
15%	14%	Newsletters and other printed marketing resources
9%	11%	Offer classes for library patrons
8%	9%	Programs for adults
7%	7%	Programs for kids
6%	6%	Programs for teens
5%	4%	Outreach programs
2%	---	Presentations
1%	5%	In Class-Required Assignments
1%	1%	One on One
1%	---	Library Events
---	1%	Genealogy classes
---	1%	Links on our Website
2%	---	Other (<i>less than 1% each</i>)/Undecided/Refused/Skipped

(please note: totals may not equal 100% due to rounding)

29. Do you use the MeL promotions resources available at the MeL.org website?

<u>2016</u> <u>N=950</u>	<u>2014</u> <u>N=364</u>	
32%	44%	Yes
36%	36%	No
32%	20%	Refused/Skipped

30. Do you promote MeL resources to community and business groups in your outreach efforts?

<u>2016</u> <u>N=950</u>	<u>2014</u> <u>N=364</u>	
39%	45%	Yes
29%	34%	No
32%	21%	Refused/Skipped

31. How much would you say your library patrons use MeLCat, the statewide shared catalog?

<u>2016</u> <u>N=950</u>	<u>2014</u> <u>N=281</u>	<u>2009</u> <u>N=597</u>	
40%	56%	66%	A lot
25%	36%	26%	Some
7%	6%	6%	Only a little
3%	1%	1%	Not at all
25%	1%	1%	Refused/Skipped

32. What percentage of your library patrons would you say are aware of MeLCat?

2016 (N=693) MEAN: 54.788%	MEDIAN: 53.0%
2014 (N=266) MEAN: 49.42%	MEDIAN: 50.0%
2009 (N=512) MEAN: 54.46%	MEDIAN: 50.0%

33. What percentage of your library patrons would you say actually use MeLCat?

2016 (N=690) MEAN: 44.106%	MEDIAN: 45.0%
2014 (N=252) MEAN: 38.35%	MEDIAN: 38.5%
2009 (N=502) MEAN: 39.93%	MEDIAN: 40.0%

34. How would you rate the quality of MeLCat– would you give it a POSITIVE rating of Excellent or Pretty Good; or, a NEGATIVE rating of Only Fair or Poor?

<u>2016</u> <u>N=950</u>	<u>2014</u> <u>N=281</u>	<u>2009</u> <u>N=597</u>	
33%	44%	55%	Excellent
36%	45%	38%	Pretty good
69%	89%	93%	TOTAL POSITIVE
3%	6%	5%	TOTAL NEGATIVE
3%	6%	4%	Only fair
---	---	1%	Poor
28%	5%	2%	Refused/Skipped

35. Overall, do you think your library patrons like or dislike MeLCat?

<u>2016</u> <u>N=950</u>	<u>2014</u> <u>N=281</u>	<u>2009</u> <u>N=597</u>	
53%	73%	83%	Strongly like ----- GO TO Q.37
17%	21%	15%	Somewhat like ----- GO TO Q.37
70%	94%	98%	TOTAL LIKE
1%	---	---	TOTAL DISLIKE
1%	---	---	Somewhat dislike
---	---	---	Strongly dislike
29%	6%	2%	Refused/Skipped

36. In your opinion, what might be done to make MeLCat more useful or appealing to your patrons?
[THEN GO TO Q.38]

<u>2016</u> <u>N=10</u>	<u>2014</u> <u>N=1</u>	
20%	---	Do Not Use MeLCat
20%	---	Easier to Use
20%	---	Faster Service
10%	---	Allowed Hold Items
10%	---	Fix NCIP
10%	---	Item Availability
10%	---	Statistical Resources
---	100%	More Libraries Participating
---	---	Other (<i>less than 1% each</i>)/Undecided/Refused/Skipped

37. What feedback on MeLCat is most often heard from your library users?

2009 ASKED: "What is the main reason why you think your library patrons like MeLCat?"

<u>2016</u> <u>N=471</u>	<u>2014</u> <u>N=208</u>	<u>2009</u> <u>N=581</u>	
36%	38%	72%	Access To-Variety Of Materials
22%	27%	3%	Positive-Great
9%	2%	---	Takes Too Long
6%	11%	---	Confusing-Hard to Use
5%	3%	10%	Fast-Convenient
4%	1%	---	Items Unavailable-Not Able to Lend
4%	---	---	Previously Unaware Of It
3%	1%	---	Renewal Issues
2%	3%	7%	Easy to Use
2%	1%	2%	Free
2%	1%	---	None-nothing
2%	---	---	No Holds Allowed
1%	---	---	Duplicate Items Received
1%	---	---	Tests-Educational Resources
---	4%	---	System Down
---	3%	2%	Frequently Used
---	3%	2%	Self Service
---	1%	---	Canceled Request with No Notice
---	1%	---	Trouble Requesting Items
---	1%	---	Want Home Access
1%	1%	2%	Other (<i>less than 1% each</i>)/Undecided/Refused/Skipped

(please note: totals may not equal 100% due to rounding)

38. If your current job at the library puts you in a position to know, have you changed your collection practices and/or funding efforts since deciding to participate in MeLCat?

<u>2016</u> <u>N=950</u>	<u>2014</u> <u>N=281</u>	<u>2009</u> <u>N=597</u>	
13%	21%	15%	Yes
19%	30%	36%	No----- GO TO Q.40
40%	425	48%	Not Knowledgeable -- GO TO Q.40
28%	7%	1%	Refused/Skipped

39. Have the changes you have made in your collection practices and/or funding efforts since joining MeLCat been successful, such as allowing you to provide more resources?

<u>2016</u> <u>N=127</u>	<u>2014</u> <u>N=79</u>	
92%	85%	Yes
4%	10%	No
4%	5%	Refused/Skipped

40. Have you received training in the use of MeLCat?

<u>2016</u> <u>N=950</u>	<u>2014</u> <u>N=281</u>	<u>2009</u> <u>N=737</u>	
45%	62%	63%	Yes
28%	29%	36%	No ----- GO TO Q.45
27%	9%	1%	Refused/Skipped

41. Have you ever participated in MeLCat training classes offered by the Library of Michigan through the Midwest Collaborative for Library Services?

2009 ASKED: “Have you ever participated in MeLCat training classes offered by the Library of Michigan through the Michigan Library Consortium?”

<u>2016</u> <u>N=432</u>	<u>2014</u> <u>N=173</u>	<u>2009</u> <u>N=461</u>	
50%	63%	60%	Yes
49%	35%	39%	No
1%	2%	1%	Refused/Skipped

42. Where, or where else, did you receive your training in the use of MeLCat?

<u>2016</u> <u>N=286</u>	<u>2014</u> <u>N=120</u>	<u>2009</u> <u>N=461</u>	
33%	44%	29%	On the Job-Training
15%	---	8%	Staff-Coworker
9%	---	2%	Conference-Seminar
8%	7%	6%	Lansing
8%	---	---	MCLS
6%	9%	15%	Cooperative
4%	7%		Webinar
4%	6%		Online
3%	6%	8%	Self Taught
3%	---	---	Library of MI
1%	---	13%	Consortium
1%	---	---	In Class
1%	---	3%	University
---	7%	1%	None; received no additional training
---	3%	---	Library Network
---	2%	---	MeLCat Staff
---	2%	1%	MeLCat User Day
---	1%	---	MLA
---	1%	---	OJT
---	---	3%	ISD-RESA
4%	6%	11%	Other (<i>less than 1% each</i>)/Undecided/Refused/Skipped

43. How would you describe the training that you have received in the use of the MeLCat? Would you say you have been...

<u>2016</u> <u>N=432</u>	<u>2014</u> <u>N=173</u>	<u>2009</u> <u>N=461</u>	
22%	29%	25%	Completely trained
55%	56%	57%	Mostly trained
20%	12%	15%	Only adequately trained
1%	1%	1%	Inadequately trained
---	---	---	Poorly trained
---	1%	---	Not trained at all
2%	1%	2%	Refused/Skipped

44A-B. What are the one or two things that you think could be done to improve the training provided on the use of MeLCat?

<u>2016</u> <u>N=141</u>	<u>2014</u> <u>N=62</u>	<u>2009</u> <u>N=405</u>	
10%	---	5%	Improve Search Function
9%	9%	10%	None; nothing – fine as is
7%	10%	5%	Offer More Frequently-Variety of Days and Times
6%	1%	---	Train All Staff
5%	11%	7%	More Webinars-Videos (online)
5%	9%	14%	Refresher Courses
4%	9%	13%	Advanced-Technical Training
4%	2%	---	Onsite Trainer-One on One-In Person
4%	2%	2%	Overview of Offerings-Beginners Courses
3%	4%	7%	More Local-Closer
3%	2%	1%	Consistency Across It
3%	2%	1%	Promote Use Of
3%	2%	3%	Reference Sheet-How To-Step by Step Guide-Manual
3%	---	---	Highlight Changes To
3%	---	1%	Searchable FAQ
3%	---	---	Site Features
2%	2%	---	Easier Use-Understand
2%	---	---	Database Specific
2%	---	---	Less Paperwork
1%	---	---	Able to Select Lending Library
1%	---	---	Allow Item Holds
1%	---	---	Email Updates
1%	---	---	Inter-Library Communication
1%	---	---	Offer at MLA Conference
1%	---	---	Reports
1%	---	---	Stop Catalog Errors
1%	---	---	Stop Duplicate Orders
1%	---	---	Streamline Item Return
---	12%	---	In-Depth Topics

---	7%	10%	Practice Sessions-Time to Explore It
---	4%	2%	Better Trainers
---	2%	1%	Smaller Groups
---	2%	---	Troubleshooting
---	1%	---	Gear Toward Patron Use
---	1%	1%	On-Call Help
---	---	10%	“Use “Real World” Examples
---	---	2%	Slower Pace
10%	3%	5%	Other (<i>less than 1% each</i>)/Undecided/Refused/Skipped

(please note: totals may not equal 100% due to rounding)

45. Do you offer specific training classes to your library patrons in the use of MeLCat?

<u>2016</u>	<u>2014</u>	<u>2009</u>	
<u>N=950</u>	<u>N=281</u>	<u>N=737</u>	
7%	11%	14%	Yes ----- GO TO Q.47
62%	78%	81%	No
31%	11%	5%	Refused/Skipped

46A-B. What are the one or two main reasons why you have NOT been able to offer training in the use of MeLCat?

<u>2016</u>	<u>2014</u>	<u>2016</u>	
<u>N=393</u>	<u>N=154</u>	<u>N=526</u>	
18%	22%	16%	Do One on One
17%	24%	9%	Patrons Lack of Interest
16%	15%	17%	Staff Limited
11%	11%	12%	No Time-Too Busy
9%	4%	7%	No Need-Easy to Use
4%	2%	4%	Space Limited
4%	---	6%	Does Not Apply-Do Not Participate
3%	4%	1%	Not My Position to Know-Do So
3%	2%	4%	Staff Untrained In
2%	5%	6%	Part of Courses-Orientation
2%	3%	4%	Computers Limited
2%	2%	3%	Budget-Lack of Funding
2%	---	1%	Never Thought To
1%	2%	---	Offer on Website
1%	---	2%	Offer Database Instruction
1%	---	2%	Patrons Trained Elsewhere-Already Trained
4%	4%	6%	Other (<i>less than 1% each</i>)/Undecided/Refused/Skipped

(please note: totals may not equal 100% due to rounding)

47. Do you market and encourage the use of MeLCat at your library?

<u>2016</u> <u>N=950</u>	<u>2014</u> <u>N=281</u>	<u>2009</u> <u>N=737</u>	
58%	78%	75%	Yes
11%	11%	21%	No ----- GO TO Q.49
31%	11%	4%	Refused/Skipped

48A-B. What are the one or two main methods of marketing that you use to encourage the use of MeLCat?

<u>2016</u> <u>N=437</u>	<u>2014</u> <u>N=174</u>	<u>2009</u> <u>N=548</u>	
43%	39%	12%	Word of Mouth
25%	23%	21%	Website
10%	11%	12%	Print Materials
6%	5%	4%	Signage
5%	8%	8%	Instruction-Classes-Workshops
4%	3%	4%	Bookmarks
3%	4%	5%	Newsletter
1%	---	---	In Class
1%	---	---	Social Media
---	4%	---	Catalog Link
---	2%	4%	Press Release-Newspapers
---	1%	---	eNewsletters
---	---	23%	One on One
---	---	5%	Reference Desk
2%	---	2%	Other (<i>less than 1% each</i>)/Undecided/Refused/Skipped

49. Are you familiar with Michigana, the digital history collections in MeL?

<u>2016</u> <u>N=950</u>	<u>2014</u> <u>N=281</u>	<u>2009</u> <u>N=737</u>	
41%	66%	55%	Yes
31%	26%	43%	No ----- GO TO Q.52
28%	8%	2%	Refused/Skipped

50. Do you recommend the use of Michigana to your patrons?

<u>2016</u> <u>N=387</u>	<u>2014</u> <u>N=184</u>	<u>2009</u> <u>N=405</u>	
65%	67%	59%	Yes ----- GO TO Q.52
34%	31%	37%	No
1%	2%	4%	Refused/Skipped

51. What is the main reason you do not recommend the use of Michigana to your patrons?

<u>2016</u> <u>N=130</u>	<u>2014</u> <u>N=56</u>	<u>2009</u> <u>N=139</u>	
35%	40%	23%	Little-No Patron Interest
24%	29%	21%	Need training
10%	11%	16%	Need promotional resources
9%	7%	---	Don't Think To Do So
7%	2%	---	Not My Position to Know-Do So
5%	5%	11%	It is not useful
3%	2%	1%	Too Busy-No Time
2%	---	---	Refer Patrons to Other Materials
1%	---	---	Have a Genealogy Department
1%	---	1%	Information is Not Comprehensive
1%	---	---	Not in Curriculum
---	4%	8%	Unfamiliar with it
---	---	9%	Does not Apply
---	---	9%	Not for Students
2%	---	1%	Other (<i>less than 1% each</i>)/Undecided/Refused/Skipped

Finally, I would like to ask you a few questions for statistical purposes only.

52. Which of the following would best describe you occupation/position at the library where you work?

<u>2016</u> <u>N=950</u>	<u>2014</u> <u>N=364</u>	<u>2009</u> <u>N=737</u>	
32%	31%	49%	Librarian
13%	20%	18%	Director
12%	14%	12%	Clerk
9%	8%	13%	Paraprofessional
5%	6%	6%	Administrator
2%	---	1%	Page
---	---	---	Board member
---	---	---	Friend of the Library
27%	21%	1%	Refused/Skipped

53. In which of the following categories does your age fall?

<u>2016</u> <u>N=950</u>	<u>2014</u> <u>N=364</u>	<u>2009</u> <u>N=737</u>	
---	---	---	Under 18
2%	2%	4%	18 to 24
5%	6%	6%	25 to 29
10%	5%	7%	30 to 35
5%	8%	10%	36 to 40
13%	16%	21%	41 to 49
12%	12%	20%	50 to 55
19%	23%	28%	56 to 64
6%	7%	3%	65 or older

28% | 21% | 1% | Refused/Skipped

54. What is the last grade or level of schooling you completed?

<u>2016</u> <u>N=950</u>	<u>2014</u> <u>N=364</u>	<u>2009</u> <u>N=737</u>	
---	---	---	1st to 11th Grade ----- GO TO Q.56
2%	2%	3%	High School Graduate ----- GO TO Q.56
1%	1%	1%	Non-college post high school (technical training) – GO TO Q.56
9%	10%	13%	Some college ----- GO TO Q.56
18%	17%	21%	College graduate ----- GO TO Q.56
44%	49%	61%	Post graduate school ----- ASK Q.55
27%	21%	1%	Refused/Skipped

55. Do you have an MLS degree?

<u>2016</u> <u>N=402</u>	<u>2014</u> <u>N=176</u>	<u>2009</u> <u>N=453</u>	
84%	88%	87%	Yes
16%	12%	13%	No
---	---	---	Refused/Skipped

56. What is your race?

<u>2016</u> <u>N=950</u>	<u>2014</u> <u>N=364</u>	<u>2009</u> <u>N=737</u>	
66%	73%	90%	White
1%	---	2%	Black
1%	---	1%	Hispanic (Puerto Rican, Mexican-American etc.)
1%	---	1%	Asian
---	---	---	Native American
1%	1%	1%	Mixed-race
2%	2%	2%	Other
28%	24%	3%	Refused/Skipped

57. Gender

<u>2016</u> <u>N=950</u>	<u>2014</u> <u>N=364</u>	<u>2009</u> <u>N=737</u>	
9%	10%	11%	Male
62%	67%	87%	Female
29%	23%	2%	Refused/Skipped

___02. What type of library do you use most often?

2014 and 2009 ASKED: “Is the library closest to where you live . . .”

IN 2009, RESPONDENTS THAT “Do not use a library” WERE IDENTIFIED IN A SUBSEQUENT QUESTION

<u>2016</u> <u>N=500</u>	<u>2014</u> <u>N=600</u>	<u>2009</u> <u>N=600</u>	
64%	89%	95%	A Local public library
27%	6%	---	Do not use a library (<i>volunteered</i>) --- GO TO Q.6
7%	1%	2%	A College or university library
2%	3%	3%	A K-12 school library, or
---	---	---	Federal Library
---	---	---	Lansing Library for the Blind
---	---	---	Tribal Library
---	1%	---	Other (<i>at less than 1% each</i>)/Undecided/Refused

___03. Thinking about all of the services offered, including, the computers and other technology, Internet connection, books, equipment, periodicals and other resource resources available in the local library that you *most* often use, as well as the quality of the facility, how would you rate the quality of that library – would you give it a positive rating of excellent or pretty good, or a negative rating of only fair or poor?

<u>2016</u> <u>N=366</u>	<u>2014</u> <u>N=433</u>	<u>2009</u> <u>N=469</u>	
57%	56%	55%	Excellent
38%	39%	38%	Pretty good
95%	95%	93%	TOTAL POSITIVE
4%	5%	7%	TOTAL NEGATIVE
4%	4%	4%	Only fair
---	1%	3%	Poor
1%	---	---	Undecided/Refused

___04A-F. Over the past couple of years, which of the following library services have you or others in your household used? [**READ AND ROTATE 1 TO 16, 18 – CODE ALL THAT APPLY**]

<u>2016</u> <u>N=366</u>	<u>2014</u> <u>N=433</u>	
14%	14%	Using a computer for Internet Access
13%	14%	Getting research assistance from librarians
9%	11%	Using quiet study spaces
7%	7%	Attending programs for children
7%	6%	Searching for a job
6%	6%	Accessing government services
6%	6%	None of the above (<i>volunteered – do NOT read</i>)

5%	6%	Using genealogy/local history info
5%	3%	Using MeL.org
5%	---	All of the above
4%	6%	Getting homework help from librarians
4%	5%	Attending programs for adults
4%	5%	Using meeting rooms for a club/meeting
3%	3%	Using group study or tutoring space
3%	1%	Attending classes on how to use the Internet
2%	2%	Attending programs for teens
2%	1%	Learning a language
1%	2%	Attending book discussion groups
---	---	Book trading
---	---	Donating books
---	---	Fax-Copy Machine
---	1%	Other (<i>at less than 1% each</i>)/Undecided/Refused

___05A-F. Over the past couple of years, which of the following library resources have you or others in your household used? **[READ AND ROTATE 1 TO 7, 9 – CODE ALL THAT APPLY]**

<u>2016</u>	<u>2014</u>	
<u>N=366</u>	<u>N=433</u>	
28%	32%	Borrowing print books and magazines
15%	18%	Borrowing movies/visual resources
14%	12%	Using online library resources at library
11%	10%	Using online library resources outside the library, i.e. from home, work or elsewhere
10%	11%	Borrowing audio books
10%	8%	Borrowing eBooks
9%	8%	Borrowing music/CDs
---	---	All of the above
---	---	None of the above (<i>volunteered – do NOT read</i>)
3%	1%	Other (<i>at less than 1% each</i>)/Undecided/Refused

NOTE: Q.4 AND Q.5 WERE COMBINED IN 2009 TO READ:

“Over the past couple of years, what would you say are all of the library services that you or others in your household have used? [DO NOT READ - CODE ALL RESPONSES MENTIONED FOR UP TO 6 RESPONSES OR WRITE-IN UNDER “OTHER” – PROBE WITH: “Are there any others?” UNTIL 6 RESPONSES MENTIONED OR UNPRODUCTIVE]”

[IF “BORROWING” BOOKS, PROBE FOR MORE SPECIFIC ANSWER]

19%	Borrowing books, all types	---	Attending classes on how to use the internet
10%	Borrowing fiction best seller books	10%	Using a computer for Internet Access
10%	Borrowing non-fiction books	3%	Using online library resources, either at the library or remotely
4%	Borrowing children's books	5%	Getting research assistance from librarians
---	Borrowing large print books	1%	Getting homework help from librarians
4%	Borrowing audio books	3%	Using quiet study spaces
12%	Borrowing movies & other visual materials	1%	Using group study or tutoring space
1%	Using genealogy or local history materials	1%	Using meeting rooms for a club or organizational meeting
5%	Attending programs for children	1%	Periodicals
3%	Attending programs for adults	1%	Photocopies
1%	Attending book discussion groups	5%	Other (<i>at less than 1% each</i>)/ Undecided/Refused

__06. Have you ever heard of web site where you can access online resources and order books, DVDs, etc. from Michigan libraries, known as the Michigan eLibrary, more commonly called MeL?

2014 ASKED: "Whether you use a local library on a regular basis or not, have you ever heard of online service offered by the Library of Michigan known as the Michigan eLibrary, more commonly called MeL?"

2009 ASKED: "Whether you use a local library on a regular basis or not, have you ever heard of on-line services offered by the Library of Michigan through a program known as the Michigan e-Library, more commonly called MeL; which also includes a feature known as MeLCat?"

<u>2016</u> <u>N=500</u>	<u>2014</u> <u>N=600</u>	<u>2009</u> <u>N=600</u>	
29%	15%	20%	Yes
71%	83%	79%	No ----- GO TO Q.8
---	1%	1%	Undecided/Refused ----- GO TO Q.8

__07. Have you ever used the any of the online resources at MeL?

2009 ASKED: "Have you ever accessed and used the any of the services of MeL, such as MeLCat?"

<u>2016</u> <u>N=144</u>	<u>2014</u> <u>N=94</u>	<u>2009</u> <u>N=120</u>	
49%	68%	37%	Yes, accessed MeL
50%	32%	61%	No, never accessed MeL
1%	---	2%	Undecided/Refused

__08. Have you ever ordered books, DVDs, etc. at MeL? This part of MeL is also called MeLCat.

2014 ASKED: “Have you ever accessed and used the any of the services of MeLCat?” **ONLY AFTER AN AWARENESS QUESTION OF:** “Whether you use a local library on a regular basis or not, have you ever heard of online service offered by the Library of Michigan known as MeLCat?” **WAS ASKED – HENCE THE SMALL N-SIZES FOR 2014 IN SOME QUESTIONS THAT FOLLOW.**

<u>2016</u> <u>N=500</u>	<u>2014</u> <u>N=55</u>	
14%	80%	Yes, accessed MeLCat
86%	18%	No, never accessed MeLCat
---	2%	Undecided/Refused

[POLLERS NOTE: IF “NO/UNDECIDED” TO BOTH Q.6 AND Q.8 - GO TO Q.14]

__09. Have you ever accessed and used the any of the services of MeL using a smart phone or tablet?

<u>2016</u> <u>N=150</u>	<u>2014</u> <u>N=100</u>	
27%	21%	Yes
73%	79%	No
---	---	Undecided/Refused

__10. How many times have you accessed and used MeL in the past year – 10 or more times, 6 to 9 times, 3 to 5 times, or only once or twice?

<u>2016</u> <u>N=150</u>	<u>2014</u> <u>N=100</u>	<u>2009</u> <u>N=44</u>	
16%	25%	39%	10 or more times
9%	8%	11%	6 to 9 times
20%	11%	18%	3 to 5 times
23%	27%	27%	Once or twice
30%	29%		None (<i>volunteered</i>)
2%	---	5%	Undecided/Refused

__11. How many times have you accessed and used MeLCat in the past year– 10 or more times, 6 to 9 times, 3 to 5 times, or only once or twice?

<u>2016</u> <u>N=150</u>	<u>2014</u> <u>N=50</u>	<u>2009</u> <u>N=44</u>	
13%	46%	34%	10 or more times
3%	10%	7%	6 to 9 times
12%	10%	18%	3 to 5 times
27%	34%	16%	Once or twice
43%	---		None (<i>volunteered</i>)
2%	---	25%	Undecided/Refused

___12. How would you rate the quality of the catalog available by using MeLCat, with the ability to order books, audio books, music, movies and other material and have it delivered to your local participating library – would you give MeLCat a positive rating of excellent or pretty good, or a negative rating of only fair or poor?

<u>2016</u> <u>N=150</u>	<u>2014</u> <u>N=50</u>	<u>2009</u> <u>N=44</u>	
23%	46%	55%	Excellent
36%	50%	18%	Pretty good
59%	96%	73%	TOTAL POSITIVE
8%	4%	2%	TOTAL NEGATIVE
7%	4%	---	Only fair
1%	---	2%	Poor
33%	---	25%	Undecided/Refused

___13. Overall, how would you rate the quality of the online resources available through the use of MeL – would you give MeL a positive rating of excellent or pretty good, or a negative rating of only fair or poor?

<u>2016</u> <u>N=150</u>	<u>2014</u> <u>N=72</u>	<u>2009</u> <u>N=44</u>	
26%	37%	48%	Excellent
42%	43%	36%	Pretty good
68%	79%	84%	TOTAL POSITIVE
9%	6%	2%	TOTAL NEGATIVE
8%	3%	2%	Only fair
1%	3%	---	Poor
23%	15%	14%	Undecided/Refused

___14. Putting aside whether or not you currently visit the MeL website, would you say that in the future you are certain to use the MeL website, likely to use the website, not likely to use the website, or certain that you will not use the MeL website?

<u>2016</u> <u>N=500</u>	<u>2014</u> <u>N=600</u>	<u>2009</u> <u>N=556</u>	
13%	20%	12%	Certain to use the MeL website --- GO TO Q16
39%	52%	39%	Likely to use the MeL website ---- GO TO Q.16
52%	72%	51%	TOTAL LIKELY TO USE
41%	26%	47%	TOTAL UNLIKELY TO USE
29%	15%	37%	Not likely to use the MeL website
12%	11%	10%	Certain to Not use the MeL website
7%	2%	2%	Undecided/Refused ----- GO TO Q.16

15. What would you say is the main reason why you would not likely access on-line resources by using the Michigan e-Library, called MeL? [**WRITE COMMENT AS STATED**]

<u>2016</u> <u>N=207</u>	<u>2014</u> <u>N=154</u>	
21%	25%	Have No Computer-No Internet-Dislike Computers
14%	26%	Purchase Materials-Go Online Instead
10%	14%	No Desire-No Interest
10%	5%	Prefer to Go to the Library
9%	13%	No Need-Have Other Source for Materials/Information
8%	1%	Previously Unaware Of It
6%	8%	Do Not Use the Library
4%	2%	No Time-Too Busy
1%	1%	Blind-Disabled
1%	---	Difficult to Use
1%	---	Have No Children
1%	---	Long Wait Time for Materials
1%	---	Too Old
---	1%	Cannot Read
---	---	Laziness
---	---	None-No Reason
13%	4%	Other (<i>at less than 1% each</i>)/Undecided/Refused

___ 16. Putting aside whether you currently use MeLCat, would you say that in the future you are certain to use MeLCat, likely to use MeLCat, not likely to use MeLCat, or certain that you will not use MeLCat?

<u>2016</u> <u>N=500</u>	<u>2014</u> <u>N=600</u>	<u>2009</u> <u>N=290</u>	
12%	17%	25%	Certain to use MeLCat ----- GO TO Q.18
34%	48%	62%	Likely to use MeLCat ----- GO TO Q.18
46%	65%	87%	TOTAL LIKELY TO USE
46%	33%	10%	TOTAL UNLIKELY TO USE
29%	21%	9%	Not likely to use MeLCat
17%	12%	1%	Certain to Not use MeLCat
8%	2%	3%	Undecided/Refused ----- GO TO Q.18

17. What would you say is the main reason why you would not likely use MeLCat to find out what books, and other resources are available at other libraries so you can order resources and have them delivered to a nearby participating library? [**WRITE COMMENT AS STATED**]

<u>2016</u> <u>N=229</u>	<u>2014</u> <u>N=196</u>	
20%	17%	Have No Computer-No Internet-Dislike Computers
13%	18%	No Desire-No Interest
12%	16%	No Need-Have Other Source for Materials/Information
11%	2%	Previously Unaware Of It
10%	11%	Prefer to Go to the Library
6%	18%	Purchase Materials-Go Online Instead
6%	8%	Do Not Use the Library
3%	3%	No Time-Too Busy
1%	1%	Blind-Disabled
1%	---	Too Old
---	1%	Cannot Read
---	1%	Difficult to Use
---	---	Have No Children
---	---	Laziness
---	---	Long Wait Time for Materials
---	---	None-No Reason
17%	4%	Other (<i>at less than 1% each</i>)/Undecided/Refused

___18. When using a library, which do you do *most* often? [**READ AND ROTATE 1 TO 3**]

<u>2016</u> <u>N=500</u>	<u>2014</u> <u>N=91</u>	<u>2009</u> <u>N=61</u>	
75%	61%	70%	Visit the library
10%	11%	20%	Go to the library website
1%	4%	8%	Call the library
14%	24%	2%	Undecided/Refused

___19. Where would you say you get *most* of your information about the events and services available at your local public library? **[DO NOT READ – CODE BEST RESPONSE OR WRITE IN UNDER OTHER]**

<u>2016</u> <u>N=500</u>	<u>2014</u> <u>N=600</u>	<u>2009</u> <u>N=600</u>	
18%	15%	19%	Library newsletters
13%	---	---	Social Media
12%	13%	7%	Library staff members
9%	7%	17%	Brochures or announcements while in the library
9%	17%	27%	<i>Other area local newspapers</i>
6%	13%	4%	Someone outside the library (word of mouth)
4%	6%	---	E-Newsletters from the Library of Michigan
3%	4%	5%	TV News programs
3%	2%	2%	School district newsletters
2%	2%	4%	Library Website
2%	1%	---	Have No Source of Information
2%	---	1%	Cable TV programs
1%	1%	---	Church bulletins
1%	1%	1%	Internet in General
1%	1%	1%	Radio news programs
1%	---	---	Bulletins-Posters
1%	---	2%	<i>The Detroit Free Press</i>
---	2%	---	<i>The Detroit News</i>
---	1%	---	City-Township Website
---	---	1%	Emails from the Library
---	---	---	MLive
---	---	---	Outdoor library Signs
12%	14%	9%	Other (<i>at less than 1% each</i>)/Undecided/Refused

Finally, I would like to ask you a few questions for statistical purposes only.

___20. Do you have children who are school age or younger?

<u>2016</u> <u>N=500</u>	<u>2014</u> <u>N=600</u>	<u>2009</u> <u>N=600</u>	
29%	27%	34%	Yes
71%	72%	66%	No ----- GO TO Q.24
---	1%	---	Undecided/Refused ----- GO TO Q.24

__21A-D. Do you have one or more children who currently attends local public schools, private or parochial schools, charter schools or academies, is home schooled, attends a community college, college or university in Michigan? [CODE ALL THAT APPLY]

<u>2016</u> <u>N=146</u>	<u>2014</u> <u>N=162</u>	<u>2009</u> <u>N=206</u>	
67%	70%	73%	Public schools
4%	11%	16%	Private schools
3%	3%	N/A	Charter schools
5%	3%	N/A	Home schooled
4%	2%	N/A	A community college in Michigan
9%	6%	N/A	College or University in Michigan
7%	5%	11%	No children attending school ----- GO TO Q.23
1%	---	---	Undecided/Refused ----- GO TO Q.23

__22A-D. What grades do your children attend? [DO NOT READ - CODE ALL THAT APPLY]

<u>2016</u> <u>N=134</u>	<u>2014</u> <u>N=153</u>	<u>2009</u> <u>N=183</u>	
8%	7%	5%	Pre-kindergarten or Head Start
29%	35%	20%	Elementary - K-5th Grade
25%	22%	13%	Middle school - 6th through 8th grade
26%	28%	21%	High school – 9th through 12 th grade
3%	2%	N/A	A community college in Michigan
8%	5%	N/A	College or University in Michigan
1%	1%	41%	Undecided/Refused

__23. Do you have infants or pre-school children who will be attending school in the future?

<u>2016</u> <u>N=146</u>	<u>2014</u> <u>N=162</u>	<u>2009</u> <u>N=183</u>	
12%	7%	3%	Yes -- infants
12%	13%	5%	Yes -- pre-school
1%	1%	2%	Both
25%	21%	10%	TOTAL HAS YOUNG CHILDREN
72%	78%	90%	Neither
3%	2%	---	Undecided/Refused

__24. For how many years have you lived in your current community? [DO NOT READ - CODE BEST RESPONSE]

<u>2016</u> <u>N=500</u>	<u>2014</u> <u>N=600</u>	<u>2009</u> <u>N=600</u>	
5%	5%	1%	2 years or less
7%	6%	6%	3 to 5 years
8%	10%	18%	6 to 10 years

11%	13%	11%	11 to 15 years
8%	9%	11%	16 to 20 years
47%	50%	45%	Over 20 years
13%	6%	7%	All of their life (VOLUNTEERED)
1%	1%	1%	Undecided/Refused

__25. Could you please tell me in what year you were born? [**IF REFUSED, ASK:** ‘Would you please tell me into which of the following categories your age would fall? Please stop me when I get to a category that best applies to you.’ **AND READ 1 TO 8**]

[**RECORD YEAR HERE** _____ **AND THEN CODE BELOW**]

<u>2016</u> <u>N=500</u>	<u>2014</u> <u>N=600</u>	<u>2009</u> <u>N=600</u>		
---	---	---	Under 18	Not used - placeholder
6%	8%	4%	18 to 24 years -----	(1992 to 1998)
7%	5%	3%	25 to 29 years -----	(1987 to 1991)
9%	6%	7%	30 to 35 -----	(1981 to 1986)
7%	5%	8%	36 to 40 -----	(1976 to 1980)
17%	17%	18%	41 to 49 -----	(1967 to 1975)
11%	11%	17%	50 to 55 -----	(1961 to 1966)
18%	21%	21%	56 to 64 -----	(1952 to 1960)
23%	20%	20%	65 and over -----	(1951 or before)
2%	7%	2%	Undecided/Refused	

__26. What is the last grade or level of schooling you completed? [**DO NOT READ**]

<u>2016</u> <u>N=500</u>	<u>2014</u> <u>N=600</u>	<u>2009</u> <u>N=600</u>	
3%	2%	3%	1st to 11th Grade
26%	25%	25%	High School Graduate
3%	3%	1%	Non-college post high school (technical training)
18%	21%	19%	Some college
37%	30%	36%	College graduate
11%	16%	15%	Post graduate school
2%	3%	1%	Undecided/Refused

__27. Do you own your home, are you buying it, do you lease your home or do you rent?

<u>2016</u> <u>N=500</u>	<u>2014</u> <u>N=600</u>	<u>2009</u> <u>N=600</u>	
73%	64%	73%	Own home
6%	12%	18%	Buying home
1%	1%	1%	Lease

12%	16%	6%	Rent
8%	7%	2%	Undecided/Refused

__28. What is your race - are you White, African American, Hispanic, Asian, Native American, or of mixed race?

<u>2016</u> <u>N=500</u>	<u>2014</u> <u>N=600</u>	<u>2009</u> <u>N=600</u>	
79%	75%	83%	White
9%	10%	10%	Black
2%	1%	1%	Hispanic (Puerto Rican, Mexican-American etc.)
1%	2%	1%	Asian
1%	1%	---	Native American
2%	3%	1%	Mixed-race
1%	---	1%	Other (<i>volunteered</i>)
5%	8%	3%	Undecided/Refused

__29. Would you please tell me into which of the following categories your total yearly household income falls --- including everyone in the household? Please stop me when I get to the category that applies to you? **[READ 1 TO 6]**

<u>2016</u> <u>N=500</u>	<u>2014</u> <u>N=600</u>	<u>2009</u> <u>N=600</u>	
12%	10%	9%	Under \$25,000
15%	15%	19%	\$25,000 to \$50,000
17%	17%	19%	\$50,000 to \$75,000
11%	11%	14%	\$75,000 to \$100,000
10%	8%	10%	\$100,000 to \$150,000
6%	7%	4%	Over \$150,000
---	---	---	Retired (VOLUNTEERED - ASK: 'But is there an income category I read that would apply to your household?' AND CODE BEST RESPONSE)
29%	32%	25%	Undecided/Refused

__30. Sex of respondent (**BY OBSERVATION ONLY**)

<u>2016</u> <u>N=500</u>	<u>2014</u> <u>N=600</u>	<u>2009</u> <u>N=600</u>	
47%	49%	49%	Male
53%	51%	51%	Female