



## **EVALUATION OF THE LSTA FIVE-YEAR PLAN FOR THE FELETI BARSTOW PUBLIC LIBRARY IN AMERICAN SAMOA 2008–2012**

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# Evaluation of the LSTA Five-Year Plan for the Feleti Barstow Public Library in American Samoa

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# Evaluation of the LSTA Five-Year Plan for the Feleti Barstow Public Library in American Samoa

## EVALUATION SUMMARY

### PRIMARY QUESTIONS

PREL's evaluation of the Feleti Barstow Public Library's (FBPL) *Library Services and Technology Act (LSTA) Five-Year Plan* is guided by the following questions:

- 1) To what extent were the goals described in the *LSTA Five-Year Plan* achieved?
- 2) How were data used to alter the *LSTA Five-Year Plan*?
- 3) How can data be used to develop the next *LSTA Five-Year Plan*?

### METHODOLOGY

A PREL evaluator traveled to American Samoa in February 2012 and interviewed FBPL staff. In addition to interview data, FBPL staff provided PREL with the following sources of information:

- Computer class attendance
- Computer class satisfaction survey results
- Bibliography of the Polynesian Photo Archive items requested
- EBSCO usage

Data sources were provided to PREL in digital and physical formats. A PREL evaluator imported all digital data into Microsoft Excel in order to produce descriptive statistics.

### KEY FINDINGS

#### Goal 1

Pursuant to *LSTA* priority #1—expand services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages, and develop public and private partnerships with other agencies and community-based organizations.

- The Polynesian Photo Archive has been expanded to over 300,000 items.
- Library catalogs have been converted to the Destiny platform.
- 1,390 requests for Polynesian Photo Archive materials have been made since 2009.
- Polynesian Photo Archive staff have been trained in using archival methods.
- Polynesian Photo Archive hours have been expanded from 8 to 20 hours per week.
- Outcome data for outreach programming has not been collected.
- Computer class attendees rate their satisfaction with the classes very highly.

#### Goal 2

Pursuant to *LSTA* priority #8— develop library services that provide all users access to information through local, state, regional, national, and international electronic networks.

- Two types of computer classes are held at FBPL, a basic computing course and a Microsoft Excel course.
- An average of 16.7 patrons out of a maximum of 20 registered for each computer class.
- Computer class examinations were self-correcting and final student outcome data were not collected.
- All American Samoa libraries are able to share resources through the Destiny platform.

- Over 22,000 searches have been conducted and 1,432 full-text articles downloaded through EBSCO.
- Outcome data on the ability to retrieve online resources has not been conducted for FBPL staff and patrons.

### Goal 3

Pursuant to *LSTA* priority #2—provide electronic and other linkages between all types of libraries.

- FBPL has collaborated with PREL to encourage numerous continuing education opportunities.
- Continuing education and training opportunities were not assessed.
- Library databases, catalogs, and other electronic resources are now accessible from the FBPL website.
- The American Samoa Library Cooperative (ASLC) member sites received network administrator and staff level training in using library services and equipment.

### Goal 4

Pursuant to *LSTA* priority #7—target library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line, and target library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, to individuals with disabilities, and to individuals with limited functional literacy or information skills.

- The Every Child Ready to Read (ECRR) program was implemented at FBPL.
- FBPL trained parents and caregivers in American Samoa in delivering ECRR to the greater population.
- Numerous community literacy programs have been developed by FBPL and are in operation.
- No evaluation of FBPL's community literacy programs has been conducted.

### **RECOMMENDATIONS**

Based upon its evaluation, PREL recommends the following for FBPL:

- 1) Improve data tracking and collection.
- 2) Prioritize data collection outcomes for a select number of outcome measures.
- 3) Create more measurable and reachable goals.

## **BACKGROUND**

In February 2012, PREL was contacted and contracted by FBPL to evaluate its *LSTA* Five-Year Plan. The intended audience for this evaluation process and report is FBPL staff and the Institute of Museum and Library Services (IMLS). FBPL staff will use the evaluation process to improve library services to the American Samoa community, and alter their administrative operations to allow for better data-based decision making. IMLS will use the evaluation report as a summative assessment of FBPL's IMLS-funded activities.

## **SELECTION OF EVALUATOR**

PREL was chosen as the evaluator for the FBPL *LSTA* Five-Year Plan due to a previous relationship developed between PREL's director of Library and Information Literacy Initiatives and FBPL staff. PREL and FBPL staff have previously collaborated on numerous library-related projects in American Samoa.

Additionally, PREL has provided educational services to the American Samoa for over two decades and is very familiar with the territory, its operations, and its culture. Richard Li, Evaluation Specialist at PREL, was selected as the Lead Evaluator. Mr. Li has worked with PREL's director of Library and Information Literacy Initiatives in evaluating other IMLS-funded projects.

## **AMERICAN SAMOA**

American Samoa is a territory of the United States comprised of numerous islands located roughly 2,400 miles southwest of Hawai'i. The 2010 Census identified the population of American Samoa to be 55,519. The 2000 Census estimated that nearly 92% of the population of American Samoa is ethnically Samoan, 3% Asian, and 1% white. Almost 91% of the population speaks Samoan natively, and most people are bilingual in English (CIA World Factbook, 2012).

In 2007, the estimated per capita gross domestic product (GDP) for American Samoa was \$8,000. Unemployment in 2005 was reported to be almost 30% (CIA World Factbook, 2012). Internet access is available, although not as widespread as in the continental U.S. and considerably more expensive. A monthly 512 kbps Internet plan with a data cap of one gigabyte, for example, costs \$149 (BlueSky Samoa, 2012).

In 2000, 66.1% of American Samoan adults (defined as 25 years and over) held a high school diploma. 7.4% held a bachelor's degree or higher (2000 Census of Population and Housing, 2003).

## **EVALUATION PLANNING**

PREL's evaluation of the FBPL *LSTA* Five-Year Plan is guided by respect for the uniqueness of the American Samoan environment. The needs of the American Samoan community differ greatly from communities on the continental U.S., and the operations of the FBPL are designed to satisfy those particular needs. Our evaluation questions and methods, therefore, are likewise adapted for the specific context of American Samoa and the FBPL.

### Evaluation Questions

- 1) To what extent were the goals described in the *LSTA* Five-Year Plan achieved?
- 2) How was data used to alter the *LSTA* Five-Year Plan?
- 3) How can data be used to develop the next *LSTA* Five-Year Plan?

## **METHODOLOGY**

### **DATA COLLECTION**

PREL gathered data for this evaluation through interviews with FBPL staff and analyzing documents provided by FBPL staff and PREL staff. The following sources of information were given to a PREL evaluator:

- Computer class attendance
- Computer class survey results
- Bibliography of Polynesian Photo Archive items requested
- EBSCO usage

### **DATA ANALYSIS**

Most data provided to PREL was in a “finished state,” meaning FBPL had already performed the analysis independent of PREL (e.g., the bibliography of used photographs), or was simply explanatory in nature (e.g., interviews with FBPL staff). The only data collected by PREL that was in a “raw state” were computer class attendance records, the resulting satisfaction surveys, and EBSCO usage.

#### Computer Class Attendance

Attendance records from 11 separate computer classes were selected at random by FBPL and given to PREL for analysis. The records show how many patrons registered for computer classes and how many finished the course. Instructors’ notes also explain why a patron might not have finished the course. PREL entered the data into Microsoft Excel in order to produce descriptive statistics.

#### Computer Class Satisfaction Survey Results

Each computer class is accompanied by satisfaction surveys. Surveys consist of 10 closed-ended questions based on a Likert Scale of one to five, with five representing the most patron satisfaction and one the least. An open-ended comments section followed the closed-ended questions. PREL randomly selected three surveys from each of the 11 computer classes (33 surveys total) for analysis. Data was entered into Microsoft Excel in order to produce descriptive statistics.

Due to time constraints, and surveys being delivered in hard copy, analysis of open-ended survey items was not conducted.

#### Bibliography of Polynesian Photo Archive Items Requested

FBPL documents all requests for Polynesian Photo Archive items. Requests are made by government officials, newspapers, academic researchers, and the general republic. A bibliography of all requests was compiled and provided to PREL.

#### EBSCO Usage

PREL tracks all EBSCO search requests that are made through its American Samoa account. This data reflects usage from October 2008 to November 2011, with 2 months missing for unknown reasons. These data were entered into Microsoft Excel in order to produce descriptive statistics.

## **FINDINGS**

Findings are organized according to the four goals outlined in the FBPL *LSTA* Five-Year Plan. A description of each goal and the *LSTA* priorities it addresses introduces each finding. Those descriptions are followed by summaries detailing to what extent the goals’ programs, output targets,

and outcome targets were achieved, and then more in-depth explanations of each of the components.

## **GOAL 1**

Pursuant to *LSTA* priority #1—expand services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages, and develop public and private partnerships with other agencies and community-based organizations.

## **Success of Goal 1**

<b>Programs</b>	<b>Did not complete</b>	<b>Somewhat complete</b>	<b>Complete</b>
Maintain and expand the Polynesian Photo Archive (2008–2012).			X
Evaluate hardware, software, and training needs as necessary for digitization and electronic image delivery (2009–2012).		X	
Support cultural literacy programs and partnerships with cultural organizations (2008–2012).			X
Support the overall preservation and promotion of cultural heritage and cultural literacy reproduction programs.		X	
<b>Output Targets</b>			
100% of designated Polynesian Photo Archive staff will be completely trained to maintain, digitize, and successfully archive all collection images and electronically deliver them as requested to local, regional, and international venues.			X
100% of cultural literacy partnerships will be documented and evaluated for future collaborations.		X	
<b>Outcome Targets</b>			
Polynesian Photo Archive staff expands and improves their electronic delivery services to the local, regional, and international community.			X
The Polynesian Photo Archive collection is expanded each year to include images held in other locations.	X		
Participants in cultural events gain confidence when sharing their talent with the community.		X	
Community members enjoy increased educational and recreational opportunities.		X	

## **Programs**

### *Program 1—Maintain and expand the Polynesian Photo Archive (2008–2012).*

According to catalog records, the size of the Polynesian Photo Archive in 2008 was 6,000 items. Currently, there are over 300,000 items in the Polynesian Photo Archive. Most of the new items were given as part of a large donation. Roughly 700,000 items were donated, and many have yet to be processed and archived.

### *Program 2—Evaluate hardware, software, and training needs as necessary for digitization and electronic image delivery (2009–2012).*

The curator of the Polynesian Photo Archive completed online training courses. Additionally, the library purchased a new scanner and computer. Library catalogs have also been converted from a local CIRC/CAT platform to an online, Web-based Destiny format.



*Program 3—Support cultural literacy programs and partnerships with cultural organizations (2008–2012).*

Due to the similarity between this program and Program 4 below, both programs will be evaluated in conjunction with each other in the next section.

*Program 4—Support the overall preservation and promotion of cultural heritage and cultural literacy reproduction programs (2008–2012).*

The American Samoan community has frequently requested materials from FBPL to support their cultural programming. According to Polynesian Photo Archive records, pictures have been requested 1,390 times since 2009. This figure includes 144 requests which have appeared in published works such as textbooks, television programs, dissertations, etc. The remaining requests are 327 from the American Samoa government, 477 from schools and students, and 442 from miscellaneous sources such as families conducting genealogy research.

### Output Targets

*Output Target 1—100% of designated Polynesian Photo Archive staff will be completely trained to maintain, digitize, and successfully archive all collection images and electronically deliver them as requested to local, regional, and international venues.*

There are two staff members who work specifically with the Polynesian Photo Archive. Both have been trained in using machine readable cataloging format, scanning, photo preservation, and disaster planning, response, and recovery. Trainers included Western States and Territories Preservation Assistance, the FBPL head cataloguer, and a professional photo curator.

*Output Target 2—100% of cultural literacy partnerships will be documented and evaluated for future collaborations.*

FBPL has partnered with the American Samoa Community College, the Samoan Studies Institute, and the Office of Historical Preservation. In conjunction with these organizations, FBPL has developed outreach programs, a lecture series about Samoan legends, and helped coordinate book launches. Assessment of the effects and successes of these partnerships has not occurred.

### Outcome Targets

*Outcome Target 1—Polynesian Photo Archive staff expands and improves their electronic delivery services to the local, regional, and international community.*

Previously, the Polynesian Photo Archive was only open to the public for 8 hours per week. It is now open to the public for 20 hours per week, and is available to be viewed by appointment. A full-time employee has also been hired to work in the Polynesian Photo Archive, along with the extant part-time employee. Moreover, the collection is now available online on the FBPL website.

*Outcome Target 2—The Polynesian Photo Archive collection is expanded each year to include images held in other locations.*

Due to the time needed to archive and preserve the 700,000 items received from the aforementioned large donation, the FBPL has not tried to expand its collection to include images held in other locations.

*Outcome Target 3—Participants in cultural events gain confidence when sharing their talent with the community.*

Anecdotal evidence corroborates this outcome target. The Territorial librarian comments that 10 years ago hardly any works were published by Samoan authors and artists. From 2008–2012, the FBPL held six book launches by Samoan authors and foreign authors who write about Samoa. FBPL

staff state that authors appreciate having the opportunity to showcase their work and are more confident about sharing their work in the future.

*Outcome Target 4—Community members enjoy increased educational and recreational opportunities.*

Not all educational and recreational programming at FBPL was assessed. PREL was given evaluation surveys for one program, the computer classes at FBPL. The following information reflects the results of those surveys.

FBPL's computer class evaluation survey consists of 10 questions based on a Likert Scale of one to five, with five representing the most patron satisfaction and one the least. Results indicate that patron satisfaction with regards to this piece of educational programming appears to be extremely high. The questions, means, and standard deviations for a sample of the surveys PREL analyzed are listed below:

**Computer Class Evaluation Surveys (n=33)**

Question	Mean	Standard Deviation
This class/program is what I expected.	4.84	0.51
I learned a lot from this class.	4.91	0.38
What I learned in this class/program is valuable.	4.88	0.33
The instructor was knowledgeable about the material.	4.94	0.25
The room was comfortable/suitable for the program/class or event.	4.97	0.17
The class/program was worth my time.	4.88	0.33
The hours were suitable for my needs.	4.63	0.79
I would like to take more classes/programs like this one.	4.81	0.54
I would take another class from this instructor.	4.97	0.18

**GOAL 2**

Pursuant to *LSTA* priority #8—develop library services that provide all users access to information through local, state, regional, national, and international electronic networks.

**Success of Goal 2**

Programs	Did not complete	Somewhat complete	Complete
Maintain and expand computer lab services for the general public (2008–2012).			X
Schedule computer classes, staff time, and revise materials as needed (2008–2012).			X
Advertise classes and register participants (2008–2012).			X
Record and report on students' skills upon completion of the class (2008–2012).	X		
Maintain and expand the online Union Catalog and train patrons and library personnel for information retrieval as needed (2008–2012).			X
Maintain and expand online database prescription services as needed and train patrons and library personnel for information retrieval as needed (2008–2012).			X
<b>Output Targets</b>			

## *Evaluation of the Feleti Barstow Public Library*

100% of participants who complete the computer class can successfully turn a computer on and off and use the mouse and keyboard effectively.	X
100% of participants who complete the computer class can open and close one program successfully.	X
100% of participants who complete the class can search the online Union Catalog to locate an assignment within the library.	X
100% of participants who complete the computer class can use an Internet search engine to locate at least two applicable websites.	X
100% of participants who complete the class can create, save, and print a document in a word processor program.	X
100% of participants who complete the class can establish an Internet email account and send a message.	X
100% of advanced skills class participants can demonstrate two skills using their newly learned software (e.g., PowerPoint, Excel).	X
100% of library personnel and patrons will receive training as needed and will be able to locate any requested cataloged item identified in the online Union Catalog, and retrieve any database prescription service items.	X
<b>Outcome Targets</b>	
Computer class participants demonstrate the ability to effectively use computer resources and have a basic understanding of computer operation. All trained library personnel and patrons demonstrate increased success in retrieving online resources.	X

### Programs

*Program 1—Maintain and expand computer lab services for the general public (2008–2012).*

All computers are maintained and upgraded by the systems administrator at FBPL. Software upgrades include Microsoft Windows 7 and Microsoft Office 2007. Hardware upgrades include purchasing a public access scanner. The computer laboratories are now open 40 hours a week.

*Program 2—Schedule computer classes, staff time, and revise materials as needed (2008–2012).*

Two types of computer classes are held at FBPL. One is a basic computer course which instructs patrons in how to turn on a computer, open programs, compose email, etc. A second class teaches clients how to use Microsoft Excel. Computer classes are held monthly (look at quarterly reports).

Materials for classes were revised semiannually, including syllabi, handouts, and assignments. Additionally, based upon survey feedback received from patrons, the basic computer course was doubled in length from 5 days to 10 days. The Microsoft Excel class was created due to the same survey feedback.

*Program 3—Advertise classes and register participants (2008–2012).*

FBPL computer classes are advertised in the newspaper, on the radio, and internally within the library. Every computer class was advertised with one newspaper advertisement every day for 5 days, and four radio announcements every day for 5 days.

A maximum of 20 patrons are allowed to register for each computer class. From the records for the 11 computer classes that PREL received, an average of 16.7 patrons registered each class, with a low of 10 and a high of 20. An average of 14.5 patrons finished each class, or 87% of all registrants, with a low of 9 and a high of 20.

*Program 4—Record and report on students’ skills upon completion of the class (2008–2012).*

All computer classes are administered by FBPL’s systems administrator. At the end of each course, the systems administrator distributes a skills examination. Students are asked to complete the examination and correct themselves as necessary. They may ask questions, and, after all students are finished, a class discussion ensues to address difficult portions of the examination.

Due to the self-correcting nature of the computer skills examination, no report has been compiled about the progress of the students.

*Program 5—Maintain and expand the online Union Catalog and train patrons and library personnel for information retrieval as needed (2008–2012).*

The Union Catalog was converted from a local CIRC/CAT platform to an online, Web-based Destiny platform. As a result, all five libraries in American Samoa are able to share resources through the same library catalog. FBPL staff was trained by Follett personnel prior to the platform upgrade. After being trained, FBPL staff then trained library patrons in using the new platform.

*Program 6—Maintain and expand online database prescription services as needed and train patrons and library personnel for information retrieval as needed (2008–2012).*

FBPL partners with PREL to receive access to the EBSCO service. All computer terminals display EBSCO stickers encouraging patrons to use it. The FBPL website also displays an EBSCO banner. Desktops on all computer terminals also have a shortcut to EBSCO.

PREL has delivered training in using EBSCO to FBPL staff and patrons. Focused workshops were also held for medical personnel who work at the American Samoa hospital.

According to PREL’s EBSCO usage data, over 22,000 searches have been conducted and 1,432 full-text articles downloaded through EBSCO from American Samoa.

Output Targets

All output targets are measured by the computer skills examination referenced in Program 4. As previously mentioned, students are allowed to ask questions during the examination, correct themselves, and then discuss the examination after it has concluded. The instructor does not grade the examination, nor does he record how many students he observes successfully completing a task. Consequently, it is difficult to ascertain how many students leave the class with the skills described in the output targets. This evaluation report therefore assumes that some students do meet all the output targets listed below, but that 100% competency cannot be expected.

*Output Target 1–100% of participants who complete the computer class can successfully turn a computer on and off and use the mouse and keyboard effectively.*

*Output Target 2–100% of participants who complete the computer class can open and close one program successfully.*

*Output Target 3–100% of participants who complete the class can search the online Union Catalog to locate an assignment within the library.*

*Output Target 4–100% of participants who complete the computer class can use an Internet search engine to locate at least two applicable websites.*

*Output Target 5–100% of participants who complete the class can create, save, and print a document in a word processor program.*

*Output Target 6–100% of participants who complete the class can establish an Internet email account and send a message.*

*Output Target 7–100% of the advanced skills class participants can demonstrate two skills using their newly learned software (e.g., PowerPoint, Excel).*

*Output Target 8–100% of library personnel and patrons will receive training as needed and will be able to locate any requested cataloged item in the online Union Catalog, and retrieve any database prescription service items.*

The Territorial librarian sits directly behind the help desk at FBPL. The training policy currently in place requires that if the librarian observes a staff member being unable to help a patron, all staff members will receive training in that particular topic/skill at the next staff meeting. These trainings include using the online Union Catalog and EBSCO, in which library staff already received initial training for from Follett and PREL respectively.

While FBPL staff make an effort to assist all patrons with their questions and concerns, it cannot be expected that 100% of patrons who visit FBPL, particularly those who do not visit the help desk, are fluent in using the Union Catalog and database prescription service items.

#### Outcome Targets

*Outcome Target 1–Computer class participants demonstrate the ability to effectively use computer resources and have a basic understanding of computer operation. All trained library personnel and patrons demonstrate increased success in retrieving online resources.*

As mentioned above, patrons who enroll in the computer class demonstrate increased ability to effectively use computers. However, the full extent to which they have increased their ability is unknown due to the nature of their examinations.

The Territorial librarian reports that the staff have demonstrated increased success in retrieving online resources, and FBPL staff themselves have said the same about the library's patrons. These comments are made as a result of personal observations relayed to PREL during interviews. Formal assessment into how much more successful FBPL staff and patrons are at retrieving online resources has not been conducted.

#### **GOAL 3**

Pursuant to LSTA priority #2–provide electronic and other linkages between all types of libraries.

#### **Success of Goal 3**

## Evaluation of the Feleti Barstow Public Library

Programs	Did not complete	Somewhat complete	Complete
Seek collaborations to promote and encourage continuing education for librarians and support staff through resource sharing between libraries, visiting instructors, distance learning opportunities, and other means that are deemed appropriate for local needs (2008–2012).			X
Promote and publicize training opportunities to all library personnel territory-wide when appropriate (2008–2012).			X
Evaluate all training opportunities and request input for further training topics (2008–2012).	X		
Expand use of the State Library website for online resource sharing and to publicize all ASLC training (2008–2012).			X
Evaluate hardware and software needs for the ASLC and provide training for any upgrades (2008–2012).			X
Conduct annual consultations with all member sites for recommendations for the online Union Catalog, database subscription services, and any other online resource requests (2008–2012).		X	
<b>Output Targets</b>			
75% of librarians who complete a workshop or seminar will demonstrate basic understanding of skills taught (specific indicators to be agreed upon for each workshop or seminar by the instructor and Territorial librarian).			X
100% of ASLC member sites will be trained on all software, hardware, and network upgrades.			X
<b>Outcome Targets</b>			
The Territory's librarians and support staff demonstrate improved library and online skills to the community.		X	
ASLC members provide reliable/accurate online retrieval services and improved access to online resources for the community.	X		

### Programs

*Program 1—Seek collaborations to promote and encourage continuing education for librarians and support staff through resource sharing between libraries, visiting instructors, distance learning opportunities, and other means that are deemed appropriate for local needs (2008–2012).*

FBPL has collaborated with PREL to promote and encourage numerous continuing education and distance learning opportunities for the American Samoan community. FBPL provided the facilities for many of these collaborations, such as conference space and equipment. Three such collaborations are mentioned below.

Library Education in the U.S.-Affiliated Pacific (LEAP): In 2011, PREL and the University of North Texas developed a distance education program leading to a master's degree in library and information science. Three students from American Samoa were selected to be part of the cohort.

Strategic Collaborations for Information Literacy: Beginning in 2011, PREL has been working with teams of school librarians in integrating information literacy and content for students. In American Samoa, librarians and teachers are partnering to meet grade 6 social studies standards.

Pacific Library Training Institute: From 2007 to 2009, PREL held three workshops to increase the professional capacity of Pacific islands librarianship. The workshops were about preservation, grant writing, and digital library development. These efforts culminated in the development of the Pacific Digital Library.

Additionally, FBPL has conducted training for other members of the ASLC in cataloging and using the new Destiny system.

*Program 2—Promote and publicize training opportunities to all library personnel territory-wide when appropriate (2008–2012).*

All training opportunities sponsored by FBPL are publicized in the local newspaper and television broadcasting. Five newspaper advertisements and one television “spot” are reserved for every training opportunity.

*Program 3—Evaluate all training opportunities and request input for further training topics (2008–2012).*

Training opportunities were not evaluated.

*Program 4—Expand use of the State Library website for online resource sharing and to publicize all ASLC training (2008–2012).*

Library databases, catalogs, and other electronic resources are now accessible from the FBPL website. Moreover, FBPL has developed a Facebook page to act as a dynamic resource of library information.

*Program 5—Evaluate hardware and software needs for the ASLC and provide training for any upgrades (2008–2012).*

When FBPL and the ASLC upgraded the Union Catalog from CIRC/CAT to Destiny, all members of the ASLC received training from Follett in using the new platform.

*Program 6—Conduct annual consultations with all member sites for recommendations for the online Union Catalog, database subscription services, and any other online resource requests (2008–2012).*

Consultations with member sites occur, but not annually. Phone calls and email discussions between members sites and FBPL are exchanged in order to assess feedback about FBPL services, including catalogs and database subscriptions.

### Output Targets

*Output Target 1—75% of librarians who complete a workshop or seminar will demonstrate basic understanding of skills taught (specific indicators for each workshop or seminar to be agreed upon by the instructor and Territorial librarian).*

The Territorial librarian's policy regarding workshops and training is that all staff members who attend are required to give a presentation to the rest of FBPL staff upon completion of the workshop or training. Not only does this method give staff members the opportunity to demonstrate competency, but it also allows other staff members to learn new skills from the presentations.

*Output Target 2—100% of ASLC member sites will be trained on all software, hardware, and network upgrades.*

After FBPL upgraded to the Destiny system, all ASLC member sites attended training in FBPL. Training was divided into two levels, a network administrator level and a staff level. Network administrators received training in advanced technical procedures and infrastructural maintenance, while staff received training in how to use new and upgraded technology. After performing small

upgrades to the current system, FBPL also sends emails to all ASLC members to inform them of upgrade results.

#### Outcome Targets

*Outcome Target 1—The Territory’s librarians and support staff demonstrate improved library and online skills to the community.*

American Samoa’s librarians assist patrons with their improved library and online skills, both in the library and through online forums such as the FBPL Facebook page. No assessment has been conducted to measure their improved skills, or to what extent those skills improve patrons’ experiences.

*Outcome Target 2—ASLC members provide reliable/accurate online retrieval services and improved access to online resources for the community.*

While ASLC members were trained to deliver reliable and accurate services, no assessment has been conducted regarding the effectiveness of their support to library patrons.

#### **GOAL 4**

Pursuant to *LSTA* priority #7—target library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line, and target library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, to individuals with disabilities, and to individuals with limited functional literacy or information skills.

#### **Success of Goal 4**

<b>Programs</b>	<b>Did not complete</b>	<b>Somewhat complete</b>	<b>Complete</b>
Train library staff as needed and consult with program participants (2008–2012).			X
Develop early literacy programs and materials for on-site delivery (2008–2012).			X
Train program participants and partners as needed (2008–2012).			X
Promote programs, register participants, conduct and evaluate programs (2008–2012).			X
Continue all other student-level programs and evaluate programs with stakeholder input (2008–2012).		X	
Maintain the State Library in-house listening station for audiobooks, and expand the audiobooks and large print collections (2008–2012).			X
<b>Output Targets</b>			
100% of designated library staff will be trained on delivering emergent literacy programs to partner organizations.			X



100% of partner participants trained in emergent literacy programs will be able to conduct and present their own emergent literacy programs for child care centers.	X
90% of parents and child care worker participants will report high satisfaction with completed programs.	X
90% of participants in student-level programs will report high satisfaction with completed programs.	X
80% of audiobook users will report high satisfaction with listening station and available audiobook collections.	X
<b>Outcome Targets</b>	
Literacy partnerships increase educational opportunities for the community.	X
Participants demonstrate increased literacy and language skills.	X
Audiobook patrons demonstrate increased reading opportunities.	X

### Programs

*Program 1—Train library staff as needed and consult with program participants (2008–2012).*

The Public Library Association's (PLA) Every Child Ready to Read (ECRR) program was brought to FBPL. ECRR trains parents and caregivers to deliver research-based methods that promote early childhood literacy. A PLA trainer visited American Samoa for 2 weeks and conducted an intensive literacy workshop at FBPL. During the training, parents were consulted about how to promote early childhood literacy in American Samoa.

*Program 2—Develop early literacy programs and materials for on-site delivery (2008–2012).*

ECRR was implemented at FBPL. Appropriate materials, including flyers and brochures, were developed and delivered to program participants.

*Program 3—Train program participants and partners as needed (2008–2012).*

Parents and caregivers, such as daycare providers, in American Samoa were trained in ECRR practices. After being trained by the PLA, FBPL developed an interactive training program and delivered it on-site at different daycare centers. Participants who were unable to attend on-site training visited FBPL for training.

One organization, Helping Hands, which works with disabled children, brought their program participants to FBPL for ECRR every week for 3 years.

*Program 4—Promote programs, register participants, conduct and evaluate programs (2008–2012).*

FBPL programs were publicized through the local newspaper, radio stations, and television stations. Participants registered, but registration information was not retained by FBPL. Evaluation was not conducted.

*Program 5—Continue all other student-level programs and evaluate programs with stakeholder input (2008–2012).*

The following programs are in continuous operation by FBPL:

- 1) Activities, Books, and Crafts – A 2-hour program held every Saturday, open to all ages, and typically serving families. All sessions end in a song and dance.

- 2) Homework Club – Every day, after school students interact with library staff and receive homework help. Roughly 300 students attend each session.
- 3) Reading Program – Younger children are read to after school by FBPL staff.
- 4) Crafts Program – After the Reading Program participants finish reading, they participate in a related crafts project to reinforce their reading experience.
- 5) Games Program – On Fridays, FBPL hosts a game day. Participants can play boardgames, solve puzzles, complete a scavenger hunt, or participate in a library trivia game called Library Lingo. Prizes are awarded to the winners.
- 6) Chicken Soup – FBPL staff visit the pediatric ward in the American Samoa hospital weekly to engage hospitalized children in arts and crafts.
- 7) Summer Reading Program – The Summer Reading Program was implemented using curriculum and materials developed by the Collaborative Library Program from the United States. Every summer, for 8 weeks, roughly 200 children participate in the Summer Reading Program. Younger children are read to while older children read independently. Participants track what they read and FBPL delivers lesson plans to reinforce literacy.

No evaluation was conducted for FBPL programming.

*Program 6–Maintain the State Library in-house listening station for audiobooks, and expand the audiobooks and large print collections (2008–2012).*

The audio device at the listening station has been replaced numerous times to ensure proper working condition. In 2008, FBPL held 120 audiobooks and 2,051 large print books. In 2012, FBPL held 219 audiobooks and 3,586 large print books. Output Targets

*Output Target 1–100% of designated library staff will be trained on delivering emergent literacy programs to partner organizations.*

All FBPL staff have been trained in ECRR procedures.

*Output Target 2–100% of partner participants trained in emergent literacy programs will be able to conduct and present their own emergent literacy programs for child care centers.*

Caregivers from daycare centers were trained by FBPL staff in implementing ECRR practices. Follow-up assessment to review the effectiveness of their implementation was not conducted.

*Output Target 3–90% of parents and child care worker participants will report high satisfaction with completed programs.*

Survey evaluation of FBPL programming was not conducted.

*Output Target 4–90% of participants in student-level programs will report high satisfaction with completed programs.*

Survey evaluation of FBPL programming was not conducted.

*Output Target 5–80% of audiobook users will report high satisfaction with listening station and available audiobook collections.*

No survey was distributed to audiobook users to capture their opinions.

## Outcome Targets

*Outcome Target 1—Literacy partnerships increase educational opportunities for the community.*

More organizations have access to educational opportunities due to FBPL's literacy partnerships. For example, daycare centers and their clients have more early childhood literacy resources as a result of FBPL's partnership with the PLA and ECRR. No assessment of these increased opportunities has been conducted.

*Outcome Target 2—Participants demonstrate increased literacy and language skills.*

The effect of FBPL programming on participants' literacy and language skills has not been studied.

*Outcome Target 3—Audiobook patrons demonstrate increased reading opportunities.*

The effect of audiobook availability on patrons' reading opportunities has not been studied.

## **DISCUSSION**

### **MODIFICATIONS TO THE FIVE-YEAR PLAN**

According to the Territorial librarian, no modifications or additions to the FBPL Five-Year Plan were made.

### **MISSING OUTCOME DATA**

Various Five-Year Plan goals required outcome data, and in most cases, outcome data was not collected to evaluate the success of the goals. The following Five-Year Plan goals match this description:

Goal	Description
Goal 1, Outcome 3	Participants in cultural events gain confidence when sharing their talent with the community.
Goal 1, Outcome 4	Community members enjoy increased educational and recreational opportunities.
Goal 2, Outputs 1–7	-
Goal 2, Outcome 1	Computer class participants demonstrate the ability to effectively use computer resources and have a basic understanding of computer operation. All trained library personnel and patrons demonstrate increased success in retrieving online resources.
Goal 3, Output 1	75% of librarians who complete a workshop or seminar will demonstrate basic understanding of skills taught (specific indicators for each workshop or seminar to be agreed upon by the instructor and Territorial librarian).
Goal 3, Outcome 1	The Territory's librarians and support staff demonstrate improved library and online skills to the community.
Goal 3, Outcome 2	ASLC members provide reliable/accurate online retrieval services and improved access to online resources for the community.
Goal 4, Output 2	100% of partner participants trained in emergent literacy programs will be able to conduct and present their own emergent literacy programs for child care centers.
Goal 4, Output 3	90% of parents and child care worker participants will report high satisfaction with completed programs.
Goal 4, Output 4	90% of participants in student-level programs will report high satisfaction with completed programs.
Goal 5, Output 5	80% of audiobook users will report high satisfaction with the listening station and available audiobook collections.

### ***Evaluation of the Feleti Barstow Public Library***

Goal 5, Outcome 1	Literacy partnerships increase educational opportunities for the community.
Goal 5, Outcome 2	Participants demonstrate increased literacy and language skills.
Goal 5, Outcome 3	Audiobook patrons demonstrate increased reading opportunities.

For Goal 2, Outputs 1–7, an examination was administered to computer class students. However, because the examination was meant to be formative rather than summative, students were able to ask questions and correct their answers as they took the examination. Additionally, the examinations were not collected after the students completed them. Consequently, it was not possible to determine to what extent Goal 2, Outputs 1–7 were achieved.

For the remaining goals, outcome data was not collected at all. Without this information, it was not possible to determine how successful these goals were.

#### **HARD TO MEASURE GOALS**

In addition to not collecting outcome data, many goals would be difficult to measure even if outcome data had been collected. Two examples will be explained here.

Goal 1, Outcome 3, states, “Participants in cultural events gain confidence when sharing their talent with the community.” Assessing “confidence gain” is a somewhat vague and challenging task. A reliable scale would need to be developed to measure confidence, and administered to patrons before and after FBPL holds cultural events. Even with such an effort, controlling for other factors and isolating the effect of FBPL cultural programming on patron confidence would be difficult to achieve.

Similarly, Goal 5, Outcome 2, reads, “Participants demonstrate increased literacy and language skills.” In order to measure this outcome, a literacy examination would have to be developed and administered to participants before and after programming. Since the programming in question is concerned with early childhood literacy, the participants of the examination would be young children, and the administrators would be their caregivers at daycare. This raises concerns about the reliability of the instrument, as well as certain ethical concerns. Such an undertaking is probably outside the scope of services that FBPL can provide.

#### **UNREALISTIC GOALS**

Some goals set by FBPL are probably overly ambitious. Achieving them to their full extent is unrealistic, regardless of how well FBPL provided library services. For instance, Goal 2, Outputs 1–7 stipulates that 100% of the students enrolled in FBPL computer classes will have mastery of the concepts taught by the instructor. While accurate data was not collected to measure student learning, it is likely that such data would have revealed that less than 100% of the students had mastery of the concepts taught in the class. Unanimous competency is unrealistic to expect given a challenging subject like computer literacy, and expecting 100% mastery might result in an unachievable goal.

#### **LACK OF DOCUMENTATION FOR LIBRARY ACTIVITIES**

FBPL’s documentation of the services it provides is not very comprehensive. Data provided was frequently in the form of interviews and anecdotal accounts. As mentioned above, the outcome data is lacking, but the descriptive data is also sometimes lacking. For example, attendance count records exist for computer classes, but not for other library programming like Homework Club or Game Programs.

The same can be said for staff activities. FBPL's internal staff training policy appears to be effective, in that staff who receive training must also give a presentation at staff meetings, but these activities were not documented. A list of the types of training staff received, and their ability to execute what they learned, was not given to PREL, although accounts of such events were provided through interviews.

## **RECOMMENDATIONS**

Based upon the evaluation conducted, PREL has developed the following recommendations for FBPL.

### **IMPROVE DATA COLLECTION**

FBPL seems to be providing a wide array of services to American Samoa, but not adequately documenting those services. Almost all data collected from FBPL was from speaking directly with staff. Very few records or documents were provided that contained information relevant to evaluating the goals described in the Five-Year Plan.

Staff from FBPL should make an effort to better track the activities they undertake. For example, program registration, attendance, and completion can all be documented. Trainings that FBPL staff complete, and the presentations they subsequently give during staff meetings, can also be recorded. Having these data not only eases the evaluation process, but also informs decision making, leading to better resource allocation and delivery of services.

### **PRIORITIZE SELECT OUTCOME DATA COLLECTION EFFORTS**

As mentioned in the discussion section, numerous goals from the Five-Year Plan require the collection of outcome data, and this was rarely performed. PREL recommends that FBPL collect outcome data, but that it be judicious in deciding which outcome data to collect.

Performing outcome evaluations is time-consuming and resource intensive. It is not feasible for FBPL to collect all the outcome measures described in its Five-Year Plan. Some outcomes, such as "increasing literacy" (Goal 5, Outcome 2), are particularly difficult to measure. FBPL staff should decide which outcome measures are most important to collect and most feasible to collect, and then concentrate their efforts on gathering those select data.

Focusing on the outcomes of the computer class is a reasonable beginning point for outcome data collection because collection efforts have already begun for those classes. The final examination can be modified from being self-correcting to instructor-corrected, thus ensuring that student learning information can be gathered and recorded.

Another outcome to prioritize for collection might be client satisfaction with the new Destiny system. The transition to Destiny is a large component of the current Five-Year Plan, but assessment has yet to be conducted.

### **CREATE MEASUREABLE, REACHABLE GOALS**

FBPL created strong goals, but sometimes the wording and reach of the goals prevented them from actually being achieved. These were identified in the discussion section as hard to measure and unrealistic goals.

For its next Five-Year Plan, FBPL should create goals that are more measurable. For example, "Participants in cultural events gain confidence when sharing their talent with the community" (Goal 1, Outcome 3) can be rewritten as, "50% of participants in cultural events rate their experience as 'high' or 'very high.'" The latter is a much more measurable goal than the former, since "gain confidence" is a vague indicator.

Moreover, FBPL should create goals that are within its reach. As mentioned before, some of the goals seem unrealistically lofty, such as, “100% of students will learn the concepts from computer class” (Goal 2, Outputs 1–7). Reducing the target rate would render the goal more reachable. These efforts can also be coupled with outcome data collection efforts. After identifying how student learning is progressing, FBPL staff can set the benchmark for the next Five-Year Plan at slightly above what they discovered from their outcome data collection.

## **WORKS CITED**

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CIA World Factbook. (2012). Retrieved February 14, 2012, from

<https://www.cia.gov/library/publications/the-world-factbook/geos/aq.html>

## **APPENDICES**

### **APPENDIX A. LIST OF ACRONYMS**

- PREL–Pacific Resources for Education and Learning
- FBPL–Feleti Barstow Public Library
- ECRR–Every Child Ready to Read
- ASLC–American Samoa Library Cooperative
- PLA–Public Library Association

### **APPENDIX B. LIST OF PEOPLE INTERVIEWED**

- Territorial Librarian
- Systems Administrator
- Assistant Librarian

### **APPENDIX C. BIBLIOGRAPHY OF ALL DOCUMENTS REVIEWED**

Feleti Barstow Public Library. (2012). *Bibliography of Polynesian Photo Archive items in use*. Unpublished internal document.

Feleti Barstow Public Library. (2012). *Computer class attendance*. Unpublished internal document.

Feleti Barstow Public Library. (2012). *Computer class survey results*. Unpublished internal document.

Pacific Resources for Education and Learning (2012). American Samoa *EBSCO usage*. Unpublished internal document.

APPENDIX D. FBPL COMPUTER CLASS SURVEY

Program Survey



Program/Class: Computer Date: 07/08/2011

Instructor(s) Loring Faira and Iupeli Toaititi

How did you hear about this program?

Radio		Friend	
TV		FBPL Staff	
NEWSPAPER	✓	Other (please describe):	
FLYER			

School Name or Occupation: Matafao Elementary School

Other (Please Describe): \_\_\_\_\_

PLEASE CIRCLE THE NUMBER THAT BEST REPRESENTS YOUR FEELINGS

5 Strongly Agree (SA)	2 Disagree (D)
4 Agree (A)	1 Strongly Disagree (SD)
3 Agree Somewhat (AS)	0 No opinion or not applicable (NA)

	SA	A	AS	D	SD	NA
This Class/Program is what I expected	5	4	3	2	1	0
I learned a lot from this class	5	4	3	2	1	0
What I learned in this class/program is valuable	5	4	3	2	1	0
The instructor was knowledgeable about the material	5	4	3	2	1	0
The room was comfortable/ suitable for the program/class or event	5	4	3	2	1	0
The class/program was worth my time	5	4	3	2	1	0
The hours were suitable for my needs	5	4	3	2	1	0
I would like to take more classes/programs like this one	5	4	3	2	1	0
I would take another class from this instructor	5	4	3	2	1	0

Other Comments: