EVALUATION OF THE LSTA FIVE-YEAR PLAN FOR THE FELETI BARSTOW PUBLIC LIBRARY SYSTEM 2013–2017

Submitted to:

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Table of Contents

I. Evaluation Summary

Background

This document is an evaluation of the implementation of the 2013-2017 five-year Library Services and Technology Act (LSTA) Plan for the Feleti Barstow Public Library System (FBPL), which also serves as the designated State Library Administrative Agency (SLAA) of the U.S. Territory of American Samoa. The Institute of Museum and Library Services (IMLS) is the federal agency responsible for implementing the LSTA, which distributes federal funds to each of the U.S. states and territories. The IMLS' authorizing legislation requires LSTA fund recipients to conduct an independent evaluation of each five-year plan period for programs funded.

The FBPL is the sole public library of American Samoa, with one central location in Pago Pago and a small branch in the Community Center on the island of Ofu. Other populated islands in American Samoa do not have library service. LSTA funds are used primarily to support continuing education, literacy programs, equipment and technology, staff salaries, and library materials. FBPL worked with Joyce Chapman, an independent evaluator, to conduct the 2013-2017 five-year plan evaluation.

Retrospective questions

Retrospective question A-1 asks the extent to which five-year plan activities made progress towards goals.

Goal #1: Expand service 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.

FBPL made good progress towards goal 1 despite serious setbacks to the Polynesian Photo Archive (PPA) program caused by budget cuts. Island-wide budget cuts in FY15 eliminated the photo curator position based on seniority; this position was both created and eliminated within the five-year period. Without the position, the library unable to meet the targets of expanding PPA staffing, making the PPA available online, conducting outreach and marketing around the PPA, and collecting crowdsourced metadata. The library successfully evaluated and purchased scanning hardware, supported preservation, promoted cultural heritage and cultural literacy, consulted with the Northeast Document Conservation Center (NEDCC) to improve PPA procedures, and developed an input form to crowdsource metadata creation.

Goal #2: Develop library services that provide all users access to information through local, state, regional, national and international electronic networks.

FBPL successfully maintained computer lab services, developed and offered computer classes and a class on effective and secure ways of using the Internet, maintained and expanded the OPAC, and trained patrons in its use. The library was unable to develop a needs assessment for computer users or expand online database subscription services as planned. Outcome targets were not easily assessed because the library did not collect the before and after data necessary to evaluate them.

Goal #3: Provide electronic and other linkages between all types of libraries.

FBPL promoted training opportunities to all library personnel island-wide, conducted training for staff on EBSCOHost databases, and held annual consultations with member sites of the American Samoa Library Cooperative (ASLC). The library had limited success in seeking continuing education (CE) collaborations with other island libraries, evaluating training opportunities, and evaluating hardware and software needs for the ASLC. FBPL was unable to expand use of the website for online resource sharing or increase annual opportunities for staff development due to budget cuts. Outcome targets could not be assessed because FBPL does not have direct access to EBSCO usage reports or training records, and the library was unable to obtain these files from ESBSCO in a timely manner.

Goal #4: 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 library struggled to achieve progress in goal 4 and had particular trouble in the area of evaluating programs and outcome targets, as data collection was not planned over the course of the five-year cycle that would allow these to be measured. The library was also unable to collaborate with Community Based Organizations (CBOs) to pilot marketing ideas and promote services, or to develop new literacy programs targeting families of diverse backgrounds. FBPL succeeded in continuing student-level programs, maintaining the in-house listening stations for audio books, and collaborating with CBOs to implement emergent literacy programs. A plan was not drafted to address service deficiencies to underserved areas of the Territory.

Goal #5: Professionally qualified library staff will be hired to enhance and expand library services and provide in-house staff training. FBPL and branch staff will participate in selected online learning opportunities.

FBPL developed and implemented a training program for newly hired staff, conducted staff workshops on the use of e-books, and selected online training programs for PPA staff. While all staff completed customer service training, research skill training did not take place during this five-year cycle as planned. The library was unable to provide staff with the expected best practices for CE, and had some difficulty developing new formal annual training opportunities due to budgetary constraints. Outcomes were unable to be assessed, as before and after data was not collected that would enable their measurement.

Goal #6: The FBPL will provide e-books as part of expanded collection services.

The library made excellent progress in goal 6. The Acting Territorial Librarian (ATL) investigated and evaluated different e-book platforms, identified budget sources to support an e-book program, acquired e-books and made them accessible to all cardholders, and both staff and patrons were trained in use of e-books. Additionally, computer facilities were expanded to include wireless connectivity. A number of outcomes were unable to be assessed because before and after data was not collected that would enable their measurement.

Additional retrospective questions

Question A-2 asks the extent to which funds were spent on the Measuring Success focal areas.[1] LSTA funds have been spent over the past five-year cycle in direct relation to lifelong learning, information access, and institutional capacity. In terms of lifelong learning, goal 2 achieved results related to increasing general knowledge and skills among the public and goal 4 included the implementation of emergent literacy programs in collaboration with CBOs. Goals this cycle did not relate to formal education of patrons. Goals 1, 2, 5, and 6 achieved results related to information access and patrons' increasing ability to discover, obtain, and use information resources. Goal 1 continued to make progress towards work needed to allow the PPA to be discoverable online, goal 2 trained patrons on information retrieval via the OPAC, and goals 5 and 6 include teaching patrons and staff how to identify, access, and use e-books. Institutional Capacity was addresses with goal 5, which worked toward improving the library's workforce and operations. FBPL also improved the library's technology infrastructure via goal 6, which saw wireless Internet made available at the library. Funds were not spent in direct relation to economic and employment development, human services, and civic engagement during this cycle.

Question A-3 asks State Library Administrative Agencies (SLAAs) to identify groups from a list that were of substantial focus during the five-year plan. While programs and services are not explicitly targeted at patrons of ethnic minorities, virtually all residents of American Samoa are part of ethnic or minority populations according to definitions of such groups by the IMLS. In this way, these groups form a substantial focus for the library. The library additionally spends more than 10% of LSTA funds on the library workforce. Two part time staff and all staff continuing education are paid for with LSTA funds. The majority of the library's use is by students and school-aged children and almost all programming is targeted at school-aged children. The library does not have a way to identify the percentage of its LSTA budget that directly goes to serving this population, but believes it to be more than 10%.

Process questions

B-1 asks how libraries have used data from State Program Reports (SPRs) to guide activities included in the five-year plan. FBPL has not used data from the old or new SPR to guide activities included in the five-year plan, but does plan to use the SPRs as a tool to assist in authoring the next five-year plan.

B-2 asks whether changes were made to the five-year plan. Staff did not make changes to the plan, though they made the decision to set aside one goal 4 program #3 for the time being. See explanation in section A-1 below.

B-3 asks how libraries have shared data from SPRs. FBPL has shared data from the old and new SPR with grant writers and with the Library Board. The previous Territorial Librarian may have shared the SPR with other groups as well during the first half of the five-year cycle.

Methodology

C-1 addresses the selection of an independent evaluator. The ATL hoped to use the same evaluators as last time, but found that the Pacific Resources for Education and Learning (PREL) no longer offers this

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[1] See a list of the Measuring Success Focal Areas in Appendix A

service. The ATL then requested a list of evaluators from the IMLS. After contacting several evaluators and speaking with fellow Pacific islands FBPL selected Chapman, who had also been contracted by GPLS and the Northern Mariana Islands.

C-2 explores evaluation methods. The evaluation process relied on interviews with the ATL and analysis of existing administrative documents and data that had been collected over the course of the five-year period. During preliminary discussions with the ATL, the evaluator identified documents and data needed, and these were located and delivered by the ATL as quickly as possible. The evaluator reviewed documents and analyzed data to determine the extent to which program targets, target outputs, and target outcomes had been met. Analysis of documents and data was augmented by meetings with the ATL via Skype and frequent email contact. In some cases, data needed for evaluation was not available.

C-3 examines stakeholder engagement. The evaluator worked with the ATL, who is also the only Librarian in the FBPL system. Meetings were conducted via Skype, from December 2016 through March 2017. Stakeholders beyond the ATL were not involved in the evaluation process.

C-4 asks how the evaluation report will be shared. The ATL will share the report with stakeholders on American Samoa, including the Library Board and library staff. FBPL will additionally share the report with granting agencies and others, as needed.

Lessons learned & recommendations

1. Clarity and detail: There are certain targets and programs in the current five-year plan that are so vague that the ATL – who was not present for the authoring of the plan – was unsure how to interpret their intent during this evaluation process. When writing the next five-year plan, be sure to provide enough detail and clarity so that staff who were not part of the original drafting of the plan can interpret its meaning.
2. Setting appropriate output and outcome targets: Out of 19 outputs, 8 (42%) are not true outputs. Out of 22 outcomes, 6 (27%) are not true outcomes. In the next five-year plan, be sure that each output is an output and not a target that would be better placed as a program; similarly be sure each outcome is not actually an output or program. It is particularly difficult to gather the data necessary to evaluate outcomes, and doing so typically requires at least two points of data collection: before and after.
3. Outcome data: For many of the outcome evaluation was impossible, as there was no pre and post data available. In planning outcomes for the next plan, be sure to consider what data will need to be collected in order to evaluate outcomes and whether this data can realistically be obtained.
4. Planning data collection: At the beginning of the five-year period, consider mapping out all the evaluation that must be undertaken to complete the new plan and set up data tracking mechanisms from day one to collect the data that will be required. Begin tracking webinar participation as part of CE logs, and request that vendors consistently provide usage statistics for databases and e-books.
5. Length of plan: The current five-year plan is quite long, including six goals. It is not necessary to retain this many goals in the next plan; four or five are perfectly acceptable, if it meets the needs of the library. Additionally, some goals include five or even seven target outcomes. As outcomes are so challenging to measure, it is not expected that a SLAA have many outcomes per goal. It may be

easier moving forward to reduce the overall number of goals and measures so that the library is better able to focus on completing its core targets.

6. Implement a patron satisfaction survey: Requesting feedback from patrons is of great value to any organization in understanding how well it is meeting its customers' needs. In this five-year cycle, changes in staffing meant that a patron satisfaction survey was not conducted at all during the five years. Conducting a patron satisfaction survey at least once per five-year cycle, if not twice, would be an excellent source of feedback for the library to use in guiding its services and programs.

II. Body of the report

Background

The LSTA is administered by the IMLS and provides federal funding to SLAAs to support statewide library initiatives and services. SLAAs develop a five-year plan for how the funds will be used, how use aligns with LSTA purposes and priorities and the library's goals, and how success will be evaluated at the end of the five-year period. At the end of the period, SLAAs must partner with an independent evaluator to conduct an evaluation assessing their success in meeting the program goals, target outputs, and target outcomes in the plan.

FBPL is the SLAA of the U.S. Territory of American Samoa. The library system has a main facility in the capitol city of Pago Pago and a small branch library in a community center on Ofu. Other populated islands in American Samoa do not have library service. LSTA funds have historically served a foundational role in "establishing, maintaining, and improving services to underserved communities in American Samoa by allowing increased outreach to remote communities…and by promoting improved electronic delivery services throughout the Territory."[2] In this five-year cycle, LSTA program funds continued to play a vital role in the SLAA's ability to staff library facilities, preserve American Samoan cultural heritage, offer professional development and training for staff, and provide effective literacy programs, technology, and services to the public.

The library worked with Joyce Chapman, an independent evaluator, to conduct the 2013-2017 five-year plan evaluation. This evaluation was completed in accordance with guidelines distributed by the IMLS, which provide a reporting framework that includes questions about retrospective assessments, process assessments, and methodology. Due to monetary constraints and geographic distance, the evaluator (located on the eastern coast of the United States) was not able to physically visit American Samoa. Interviews with the ATL were conducted via Skype from December through March. Data and other administrative files were shared via Google Drive, and email was used for frequent communications.

The main audiences intended for this report are the IMLS, which will use the evaluations to understand trends and inform policy across SLAAs at the federal level; FBPL, which will use the report as a tool in authoring the next five-year plan; and the citizens and government of American Samoa, who may use the report to better understand how the territory's LSTA funds are used. The report will be made publically available on the IMLS' website, and FBPL is free to distribute or make the report public in any other way desired.

American Samoa

American Samoa is comprised of seven islands (five volcanic islands and two coral atolls)[3] located in the South Pacific Ocean about midway between New Zealand and Hawai'i.[4] The largest island, Tutuila, is inhabited by the majority of the Territory's 54,194 people.[5] Roughly 48,000 people live in the capitol city of Pago Pago, or 89% of the population.[6] The total land area of American Samoa is 77 square miles. The

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[2] American Samoa LSTA Five-Year Plan, 2013-2017 https://www.imls.gov/sites/default/files/state-profiles/plans/americansamoa5yearplan.pdf

[3] American Samoa LSTA Five-Year Plan, 2013-2017

[4] CIA World Factbook https://www.cia.gov/library/publications/the-world-factbook/geos/aq.html

[5] Population estimate as of 2016, *Ibid.*

[6] *Ibid.*

majority of American Samoans are bilingual in English and Samoan, and the library offers programs to promote uses of the Samoan language among schoolchildren. Ninety-three percent of the population is ethnically Pacific Islander; more specifically, 89% are Samoan, and less than 1.5% are Caucasian. A 2005 estimate puts the unemployment rate at 30%.[7] As of July 2015, 31% of the population had home Internet, or 17,000 people. According to FBPL staff, this number has jumped to 65% in the past two years due to a new fiber optic cable leading to the island. Only 27% of the population 25 years or older has attended any college or has an associate's degree; 34% never completed high school, and 39% have a high school degree as their highest level of educational attainment.[8] Tuna fishing and processing are the main industries on the island in the private sector, with canneries alone providing 13% of all employment in 2013.[9]

General note

FBPL found itself in a unique position for the evaluation period of the current five-year plan: the current ATL was not present when the last five-year plan was authored, and no other staff at the library were involved in creating the document. The previous Territorial Librarian had to leave the island due to illness in the family, and was not available to guide the completion of the five-year plan after the mid-way point. When the ATL took over, he did not know how long he would be in this temporarily-assigned position, and planned not to implement new programs during that time. The ATL did not assume he would complete the five-year period in this acting role; however, he has now been in the role several years and it is still not clear when a new Territorial Librarian will be put in place. This uncertainty caused delays in completing areas of the five-year plan.

Additionally, the year the ATL began there was a 10% island-wide government budget cut, and the library had a $70,000 shortfall his first fiscal year on the job. The following year, much of the library's funds were not distributed until the end of the fiscal year, making it difficult to initiate programs or know what could be funded. These financial situations made it difficult to work on the programs written into the five-year plan. The library instead had to focus on keeping staff paid and the doors open.

Retrospective questions

This report contains a retrospective assessment of each of the five-year plan's five goals and its corresponding program components, output targets, and outcome targets. Below is an assessment of the progress made to date towards these targets. For each goal, the corresponding LSTA purposes or priorities are listed, followed by a table showing whether the targets were met, and a narrative explanation of progress made toward each target. A discussion of lessons learned from evaluation of the current plan, along with recommendations for the forthcoming plan, can be found at the end.

The five-year plan consists of six targeted goals that address seven of the LSTA and Grants to States priorities, as shown in the table below. This section explores the degree to which programs, output targets, and outcome targets were met over the five-year period.

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[7] *Ibid.*

[8] American Samoa LSTA Five-Year Plan, 2013-2017

[9] CIA World Factbook

Table 1. Five-year plan goals and related LSTA priorities

Goal	LSTA Priorities
Goal #1: Expand service 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.	#1
Goal #2: Develop library services that provide all users access to information through local, state, regional, national and international electronic networks.	#8
Goal #3: Provide electronic and other linkages between all types of libraries.	#2
Goal #4: 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.	Grants to States Priorities #6, #7
Goal #5: Professionally qualified library staff will be hired to enhance and expand library services and provide in-house staff training. FBPL and branch staff will participate in selected online learning opportunities.	#6
Goal #6: The FBPL will provide e-books as part of expanded collection services.	#3

A-1. To what extent did your Five-Year Plan activities make progress towards each goal?

Goal #1: Expand service 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.

This goal relates to LSTA Purpose #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 in order to support such individuals' needs for education, lifelong learning, workforce development, and digital literacy skills.

Programs	Incomplete/unable to assess	Somewhat complete	Complete
Maintain, expand and promote the Polynesian Photo Archives (PPA). (2013 – 2017)		X	
Increase staffing for the Polynesian Photo Archives. (2014-2017)		X	
Expand number of platforms upon which the PPA is accessible. (2014-2107)	X		
Implement crowdsourcing for the PPA through a variety of face-to-face and virtual methods. (2013-2017)	X		
Evaluate hardware, software and training needs as necessary for the expansion of digitization and electronic image delivery. (2013 – 2017)			X
Support cultural literacy programs and partnerships with cultural organizations. (2013-2017)			X

	Incomplete/unable to assess	Somewhat complete	Complete
Support the overall preservation and promotion of cultural heritage and cultural literacy through a variety of media including sound and video recording, print, and digital reproduction programs. (2013 – 2017)			X
Consult with staff at the NEDCC to improve PPA procedures. (2013-2017)			X
Develop input form for crowdsourcing: documenting images, identifying information, people, events, places, etc. and use with all PPA users, both virtual (internet, social media) and face-to-face. (2013)			X
Output Targets	Incomplete/unable to assess	Somewhat complete	Complete
The FBPL will expand PPA web-based services for library public access by 2017.			X
Management team will review and revise existing training opportunities by 2013 in order to provide PPA staff with relevant and up-to-date best practices.		X	
FBPL and PPA staff will be supported in training opportunities to improve operations, procedures, and services. All staff will successfully complete a minimum of one training opportunity per year.			X
Crowdsourcing/input form for documenting images, identifying information, people, events, places, etc. will result in enhanced PPA metadata for at least 100 images per year.		X	
PPA staffing will increase from the current level of two part-time staff to one fulltime and one part-time staff by 2016.		X	
Outcome Targets	Incomplete/unable to assess	Somewhat complete	Complete
FBPL staff will demonstrate the knowledge and skills obtained from trainings, workshops, and conferences and apply these skills to improve public services.			X
FBPL staff will manage the PPA by selecting adequate equipment and archival supplies and providing services to effectively maintain the collections.			X
FBPL staff will provide PPA outreach services to actively promote the use of the PPA.	X		

Programs

Maintain, expand and promote the Polynesian Photo Archives (PPA). (2013 – 2017)

The library was able to hire a fulltime PPA photo curator in 2012, and the PPA was willed 750,000 analog photographs by a local photographer who died in 2011. During this five-year period, FBPL began cataloging the collection, sorting photographs, and scanning. However, the photo curator position was

lost in budget cuts in 2015. The PPA now only has part-time library assistants and work has slowed. The collections have successfully been promoted on the website during this period.

Increase staffing for the Polynesian Photo Archives. (2014-2017)

An island-wide governmental 10% budget cut in FY15 caused the library not only to be unable to increase staffing, but to cut the full time photo curator dedicated to the PPA since 2012.

Expand number of platforms upon which the PPA is accessible. (2014-2107)

To date, the PPA is not yet available online on any platform. Budget cuts eliminated the photo curator in 2015, causing delays in this work.

Implement crowdsourcing for the PPA through a variety of face-to-face and virtual methods. (2013-2017)

While the library successfully developed an online form for crowdsourcing metadata creation, because the PPA has not been deployed on any platforms the library has been unable to begin using the form.

Evaluate hardware, software and training needs as necessary for the expansion of digitization and electronic image delivery. (2013 – 2017)

The ATL evaluated scanning equipment from several vendors in the summer of 2015, and purchased equipment the following summer. Training needs were also evaluated, and the PPA Library Assistant was subsequently sent to the Northeast Document Conservation Center (NEDCC) for training.

Support cultural literacy programs and partnerships with cultural organizations. (2013-2017)

FBPL partnered with the Samoan Language Institute (SLI) in 2016 to offer a summer camp that combined cultural heritage, the Samoan language, and technology. The library plans to continue this successful collaboration in 2017 or 2018.

Support the overall preservation and promotion of cultural heritage and cultural literacy through a variety of media including sound and video recording, print, and digital reproduction programs. (2013 – 2017)

During this five-year period, the library collected scientific material from science centers around the Pacific, partnered with the Office of Historic Preservation to digitize a Samoan longboat racing film in 2016, and continued collecting works by local authors for the Pacific Collection around subjects such as tattooing, Pacific culture, and legends.

Consult with staff at the NEDCC to improve PPA procedures. (2013-2017)

The PPA photo curator successfully consulted with NEDCC in 2013 to improve procedures.

Develop input form for crowdsourcing: documenting images, identifying information, people, events, places, etc. and use with all PPA users, both virtual (internet, social media) and face-to-face. (2013)

The metadata contribution form was successfully created and pilot tested. Due to budget cuts that eliminated the PPA photo curator position, the PPA is still not accessible online. The form, therefore, cannot yet be used.

Target Outputs

The FBPL will expand PPA web-based services for library public access by 2017.

Due to budget cuts that eliminated the photo curator, FBPL was unable to provide web-based services for public access to digital PPA materials. The ATL is currently in the process of evaluating vendors for a web-based service, which he hopes to have in place before the end of FY17.

Management team will review and revise existing training opportunities by 2013 in order to provide PPA staff with relevant and up-to-date best practices.

The ATL reviewed various training opportunities for PPA staff, who then participated in several trainings. These included travel to the NEDCC training and 2016 onsite training in use of the new scanning equipment.

FBPL and PPA staff will be supported in training opportunities to improve operations, procedures, and services. All staff will successfully complete a minimum of one training opportunity per year.

This goal was successfully completed. However, FBPL did not track the webinars in which staff participated as part of their records on continuing education. This will be remedied in the future.

Crowdsourcing/input form for documenting images, identifying information, people, events, places, etc. will result in enhanced PPA metadata for at least 100 images per year.

See above. While the form was developed, it has not yet been deployed.

PPA staffing will increase from the current level of two part-time staff to one fulltime and one part-time staff by 2016.

This target was met in the first half of the five-year period; however, subsequent budget cuts forced the library to cut the photo curator position based on seniority.

Target Outcomes

FBPL staff will demonstrate the knowledge and skills obtained from trainings, workshops, and conferences and apply these skills to improve public services.

While formal data was not collected to evaluate this outcome, staff complete a "reflections" form after each training or workshop. Analysis of reflections shows that staff believe training has improved their knowledge and skills, and that they believe they are better able to apply these to improve public services.

FBPL staff will manage the PPA by selecting adequate equipment and archival supplies and providing services to effectively maintain the collections.

This target was met. During the five-year period, the library purchased its first scanners: a WideTek 25 and an Overhead Indus Book Scanner 9000, as well as numerous albums and protective sheets. The collections have been effectively maintained in a dedicated, climate-controlled room.

FBPL staff will provide PPA outreach services to actively promote the use of the PPA.

While the library has not conducted explicit outreach programs due to the loss of the photo curator position, the collection is promoted when materials are used and credited to the library; for example, the local television station recently did a credited piece that was followed by an influx of new users.

Goal #2: Develop library services that provide all users access to information through local, state, regional, national and international electronic networks.

This goal relates to LSTA Purpose #8, develop library services that provide all users access to information through local, state, regional, national, and international collaborations and networks.

Programs	Incomplete/unable to assess	Somewhat complete	Complete
Develop needs assessment for computer lab users and potential users. (2013) Maintain and expand Computer Lab services for the general public. (2013 – 2017)	X		
Schedule computer classes, staff time, and revise class materials as needed. (2013 – 2017)			X
Advertise classes and register participants. (2013 – 2017)			X
Record and report on students' skills at completion of class. (2013 – 2017)		X	
Maintain and expand the online Union Catalog and train patrons and library personnel as needed for information retrieval. (2013 – 2017)			X
Maintain and expand online database subscription services as needed and train patrons and library personnel as needed for information retrieval. (2013 – 2017)	X		
Develop training programs to teach community users advanced use of computers, the internet and Microsoft Office application software. (2014-2017)			X
Develop program to teach Internet research skills and effective and secure ways of using the Internet. (2014-2017)		X	
Pilot the use of SurveyMonkey to track computer class participants after classes end.	X		
Output Targets	Incomplete/unable to assess	Somewhat complete	Complete
Advanced computer training programs for patrons will be developed and offered on a pilot basis by 2014.		X	
Expanded online Union Catalog by 2013 and increasing with each successive year.			X
Expanded online database subscription services by 2013 and increasing with each successive year.	X		
Outcome Targets	Incomplete/unable to assess	Somewhat complete	Complete
Computer class participants will self-report increased confidence and efficacy in the use of computers and the other technology-enhanced services.		X	

Computer class participants will use the knowledge and skills from the class(es) in their work place, school, or at home (SurveyMonkey).	X		

Programs

Develop needs assessment for computer lab users and potential users. (2013)

Staff cannot find evidence that this program was completed in 2013, though the Territorial Librarian from that time is no longer with the library and it is possible that it was completed.

Maintain and expand Computer Lab services for the general public. (2013 – 2017)

The program was completed. The library offers basic computing courses for the general public, as well classes in Microsoft Office products such as Word and Excel. Additionally, FBPL now offers a summer computer course for children, and has partnered with the SLI in Hawai'i to offer a technology course in which students write an e-book in the Samoan language.

Schedule computer classes, staff time, and revise class materials as needed. (2013 – 2017)

While computer classes were scheduled and class materials revised as needed, library staff are unsure of the original meaning of the phrase "schedule staff time" in this goal and cannot evaluate it.

Advertise classes and register participants. (2013 – 2017)

Classes are advertised through the newspaper and the radio. Students are accepted on a first-come-first-serve basis, and the computer lab can hold 20 students. While the library must pay for newspaper advertising, radio advertisements are free of charge.

Record and report on students' skills at completion of class. (2013 – 2017)

A short quiz is conducted in each class, testing students on the skills they have acquired. Additionally, an assessment was performed in the SLI summer camp, and a full report was included for the library as a partner.

Maintain and expand the online Union Catalog and train patrons and library personnel as needed for information retrieval. (2013 – 2017)

During the five-year period a local TV station, KVZK, was added on October 2 2014 and four high schools previously using card catalogs were also added to the library's Union Catalog on September 22 2015. These included Tafuna High School, Nu'uuli Vocational Technical High School, Faga'itua High School, and Leone High School.

Maintain and expand online database subscription services as needed and train patrons and library personnel as needed for information retrieval. (2013 – 2017)

There were no expansions of the online databases during the five-year period. Ebsco Discovery remains the sole database service.

Develop training programs to teach community users advanced use of computers, the internet and Microsoft Office application software. (2014-2017)

These programs were developed and offered at the beginning of the five-year period to different departments in the government. The classes stopped for two years when the Department of Youth and Women's Affairs (DYWA) opened a new computer lab that offers free, basic computing classes, negating the demand for the classes at the library. FBPL is working with the DYWA to develop collaborative courses, and will soon begin a basic computer course for local cannery staff.

Develop program to teach Internet research skills and effective and secure ways of using the Internet. (2014-2017)

The second half of this program was completed. The internet safety is part of the basic computer course, developed in 2003 and offered once a month with the exception of the last couple years when it was instead offered once every two or three months.

Pilot the use of SurveyMonkey to track computer class participants after classes end.

Staff are not completely clear on why SurkeyMonkey was suggested as a tool to use in statistics tracking, as its main purpose is survey distribution. SurkeyMonkey was not implemented.

Output targets
Advanced computer training programs for patrons will be developed and offered on a pilot basis by 2014.

This output is behind schedule; the program is being developed now and will be offered for the first time in summer 2017.

Expanded online Union Catalog by 2013 and increasing with each successive year.

While the original five-year plan set an unrealistic target of expanding the catalog shortly after the plan's implementation, the expansion did subsequently take place in 2014 and 2015.

Expanded online database subscription services by 2013 and increasing with each successive year.

The library was unable to expand online database subscription services during the five-year period.

Outcome targets
Computer class participants will self-report increased confidence and efficacy in the use of computers and the other technology-enhanced services.

The library did not collect formal data to evaluate this outcome target. Instead, it relied on patron comments from program surveys distributed to participants to indicate increased confidence and efficacy in use of computers.

Computer class participants will use the knowledge and skills from the class(es) in their work place, school, or at home (SurveyMonkey).

The library did not collect formal data to evaluate this outcome target.

Goal #3: Provide electronic and other linkages between all types of libraries.

This goal is related to LSTA Purpose #2: Establish or enhance electronic and other linkages and improved coordination among and between libraries and entities for the purpose of improving the quality of and access to library and information services.

Programs	Incomplete/unable to assess	Somewhat complete	Complete
Seek collaborations to promote and encourage Continuing Education (CE) 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. (2013 – 2017)		X	
Promote and publicize training opportunities to all library personnel territory-wide when appropriate. (2013 – 2017)			X
Conduct training on EBSCOHost databases. (2013-2017)			X
Evaluate all training opportunities and request input for further training topics. (2013 – 2017)		X	
Expand use of the State Library website for online resource sharing and to publicize all American Samoa Library Cooperative training. (2013 – 2017)	X		
Evaluate hardware and software needs for the American Samoa Library Cooperative and provide training for any upgrades. (2013 – 2017)		X	
Conduct annual consultations with all member sites for recommendations for online Union Catalog, database subscription services, and any other online resource requests. (2013 – 2017)			X
Output Targets	Incomplete/unable to assess	Somewhat complete	Complete
Increased opportunities in various subjects for staff development annually by 2017	X		
Outcome Targets	Incomplete/unable to assess	Somewhat complete	Complete
Pre- and post-test results from EBSCOHost training sessions will result in an 80% increase in ability to conduct research using EBSCOHost databases	X		
EBSCOHost usage in American Samoa will increase by 5% in each year of the plan, to reach 25% increase by 2017	X		

Programs

Seek collaborations to promote and encourage CE 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. (2013 – 2017)

Continuing education is an ongoing challenge due to American Samoa's remote geographic location and time zone differences from the mainland U.S. (relevant for online training). FBPL has collaborated with the NEDCC around physical preservation of the Keith Dahl collection, and two staff members were able

to attend ALA in 2016. Another collaboration underway is a new effort to work with the local community college to create an associate's degree in Library Science. The library sees this target area as one in which they could continue to improve.

Promote and publicize training opportunities to all library personnel territory-wide when appropriate. (2013 – 2017)

The library had a competitive professional development grant in 2015 for which all staff were invited to apply. This opportunity was available to all library staff, including those at the school libraries and the consortium, though the library did not received applications from staff at the school libraries.

Conduct training on EBSCOHost databases. (2013-2017).

This training was successfully completed in 2013. Jane Barnwell from PREL traveled to the island from Hawai'i to train staff.

Evaluate all training opportunities and request input for further training topics. (2013 – 2017)

Current staff are unsure of the meaning of this target, but they do not believe it was met. However, the libraries has developed a new form for staff input that includes a question about what kinds of training they would like to experience. This data will be collected in 2017 and beyond.

Expand use of the State Library website for online resource sharing and to publicize all American Samoa Library Cooperative training. (2013 – 2017)

The library was unable to accomplish this program target due to lack of funding. Additionally, the library has had ongoing problems with the hosting service of the website and is in the process of renegotiating the contract and considering other vendors. The ATL contacts staff directly about professional training; this is not something he envisions being done on the website in the future.

Evaluate hardware and software needs for the American Samoa Library Cooperative and provide training for any upgrades. (2013 – 2017)

The original purpose of including this program is unclear to current staff, as each member of the ASLC is under different administrative governance and hardware/software are not communally managed. The program was been successfully completed for FBPL and the SLAA in 2016. During the evaluation, some hardware was found to be obsolete, resulting in a grant received in FY17 to upgrade their computer lab.

Conduct annual consultations with all member sites for recommendations for online Union Catalog, database subscription services, and any other online resource requests. (2013 – 2017)

The ATL meets with members of the ASLC at least once a year for consultation. All members are happy with the EBSCO service, which is the only database subscription. Members have not put in any requests for other subscription services or online resource requests during the five-year period.

Output Targets

Increased opportunities in various subjects for staff development annually by 2017.

FBPL is unable to measure the success of this output for two reasons: First, the original wording is unclear and staff are unsure of its meaning. Second, staff participation in webinars – one of the main sources of professional development -- was not tracked during the five-year period.

Outcome Targets:

Pre- and post-test results from EBSCOHost training sessions will result in an 80% increase in ability to conduct research using EBSCOHost databases.

The EBSCOHost training sessions took place in 2012-2013 and did include pre- and post-tests. The ATL has reached out to PREL requesting test results; however, the employee who led the training is no longer with PREL and cannot be reached. It is unlikely that FBPL will be able to acquire the test data in order to evaluate this target outcome.

EBSCOHost usage in American Samoa will increase by 5% in each year of the plan, to reach 25% increase by 2017.

Because American Samoa shares an EBSCOHost subscription with eight other libraries in the Pacific, they do not have direct access to their reports. Only the lead member, PREL, has access. FBPL has requested copies of the reports but has not received them. This outcome could not be evaluated.

Goal #4: 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.

This goal is related to LSTA Grants to States Priority #6: Target library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, and to individuals with limited functional literacy or information skills; and 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.

Programs	Incomplete/unable to assess	Somewhat complete	Complete
Train library staff as needed and consult with program participants. (2013 – 2017)	X		
Develop early literacy programs and materials for onsite delivery. (2013 – 2017)		X	
Train program participants and partners as needed. (2013 – 2017)			
Promote programs, register participants, conduct, and evaluate programs. (2013 – 2017)	X		
Continue all other student level programs and evaluate programs with stakeholder input. (2013 – 2017)		X	

	Incomplete/unable to assess	Somewhat complete	Complete
Maintain the State Library in-house listening station for audio books, and expand the audio books and large print collections. (2013 – 2017)			X
Assess programs and services at the all branch libraries. Identify underserved areas of the Territory and draft plan for addressing service deficiencies.		X	
FBPL will collaborate with community-based organizations (CBOs) to implement emergent literacy programs.			X
FBPL staff will collaborate with CBOs to pilot marketing ideas and strategies to better promote emergent literacy services and special events that the FBPL offers.	X		
Output Targets	**Incomplete/unable to assess**	**Somewhat complete**	**Complete**
Develop and sustain one new literacy program targeting individuals or families of diverse background or need by September 2014; a total of two new island-wide literacy programs targeting individuals or families of diverse background or need, including those under the age of five (5) years, will be developed and sustained by FBPL.	X		
Expanded audio book and large print collections by 2013 and increasing with each successive year.			X
A developed plan to address service deficiencies in underserved areas of the Territory by 2015.	X		
Outcome Targets	**Incomplete/unable to assess**	**Somewhat complete**	**Complete**
Increase library usage by families of diverse background or need by 5% by 2014; 10% by 2017.	X		
Increase patron usage of children under the age of five (5) years by 10% by 2014; by 25% by 2017.	X		
35% of patrons surveyed in May 2015 and 50% surveyed in May 2017 will rate the satisfaction level with their FBPL experience as good or excellent.	X		

Programs

Train library staff as needed and consult with program participants. (2013 – 2017)

There are no records of staff training on working with people with disabilities or underrepresented communities, though there is now a weekly program targeted towards patrons with disabilities.

Develop early literacy programs and materials for onsite delivery. (2013 – 2017)

The library holds an Every Child Ready to Read Program every Tuesday and Thursday for toddlers and parents. Staff have begun discussions with the University of Hawai'i's Manoa American Samoa Territorial Teacher Training Apprentice Program (TTTAP) about workshops that their specialists may provide; FBPL will continue to focus on this area in years to come.

Train program participants and partners as needed. (2013 – 2017)

This target was removed from the five-year plan because FBPL staff are not themselves trained in working with these groups, and cannot therefore train others. The Acting Director is talking to the Office of Disabilities and the University of Hawai'i about possible trainings for FBPL staff.

Promote programs, register participants, conduct, and evaluate programs. (2013 – 2017)

This goal has not been met. While the library does offer one program specifically for children with disabilities, all other programs are inclusive and not targeted at specific populations. No evaluations of programming have been completed, other than the collaboration with the SLI.

Continue all other student level programs and evaluate programs with stakeholder input. (2013 – 2017)

This target has been partially completed. Student programs have been continued, including Summer Reading, Homework Club, Art Books and Crafts, Monday Mathness, and Tuesday Tales. Programs have not been evaluated.

Maintain the State Library in-house listening station for audio books, and expand the audio books and large print collections. (2013 – 2017)

The two listening stations have been successfully maintained. Audiobooks are purchased by request only; the collection did not expand much because there were few requests for these materials. The large print collection did expand, adding between 208 and 238 volumes each year during the five-year period.

Assess programs and services at the all branch libraries. Identify underserved areas of the Territory and draft plan for addressing service deficiencies.

In early years of this cycle, staff distributed a program survey in all programs. However, the surveys were lost during staff turnover and current staff are not able to locate data from the surveys. The only program assessment available is a SLI Technology Camp report from 2016, which conducted a pre- and post-test that showed knowledge was gained, with test scores improving by 14-18% in one week. A collaboration with the American Samoa Power Authority and the American Samoa Telecommunications Authority allowed FBPL to open the Ofu Community Center during this five-year period, which offers limited library services on the island of Ofu. The former Territorial Librarian began talks to extend library services to the neighboring, unserved island of Ta'u, aimed at using the Manu'a High School Library as a venue to offer public library services. However, the library budget was subsequently cut by 10% and priorities shifted to maintaining core services. Future plans include using American Samoa Department of Education School Library sites to extend public library services throughout unserved islands.

FBPL will collaborate with community-based organizations (CBOs) to implement emergent literacy programs.

FBPL partnered with the American Samoa Community College Teacher Education Department to provide weekly "Read Alouds" from October to December 2016, and anticipates this continuing from April to June 2017. The library has additionally begun talks with TTTAP to offer programs.

FBPL staff will collaborate with CBOs to pilot marketing ideas and strategies to better promote emergent literacy services and special events that the FBPL offers.

The library was unable to complete this goal due to budget cuts.

Output targets

Develop and sustain one new literacy program targeting individuals or families of diverse background or need by September 2014; a total of two new island-wide literacy programs targeting individuals or families of diverse background or need, including those under the age of five (5) years, will be developed and sustained by FBPL.

New literacy programs have not been developed since the ATL took over, as he was unsure of how long he would be in the role and wanted to leave things as he inherited them. The library did begin offering a special session of the "On Your Mark, Get Set, Read!" program for children with disabilities, though the program itself already existed.

Expanded audio book and large print collections by 2013 and increasing with each successive year.

The large print collection successfully expanded each year of the five-year period by over 200 volumes. The audio book collection did not expand significantly, as audio books are purchased by request.

A developed plan to address service deficiencies in underserved areas of the Territory by 2015.

While the library introduced several initiatives to provide services in underserved areas, no plan was developed.

Outcome targets

Increase library usage by families of diverse background or need by 5% by 2014; 10% by 2017.

There is no way for the library to acquire or track the data necessary to measure this target.

Increase patron usage of children under the age of five (5) years by 10% by 2014; by 25% by 2017.

Usage of the library by children under five is difficult to measure, as these children do not have library cards. A proxy measure of circulation of board books was used to evaluate these outcomes. While circulation of such books remained relatively steady for much of the five-year period, it did not increase by 10% and 25% by 2014 and 2016. Data for 2017, as mentioned in the original outcome, is not available at this time.

35% of patrons surveyed in May 2015 and 50% surveyed in May 2017 will rate the satisfaction level with their FBPL experience as good or excellent.

Due to the departure of the previous Territorial Librarian and arrival of the ATL, the May 2015 survey did not occur.

This goal is related to LSTA Purpose #6: To enhance the skills of the current library workforce and to recruit future professionals to the field of library and information services.

Programs	Incomplete/unable to assess	Somewhat complete	Complete
Develop and implement a training program for all newly-hired library staff. (2013-2014)			X
Explore and select appropriate online training programs offered by the Society of American Archivists (SAA) and other appropriate professional organizations for the staff of the Polynesian Photo Archives. (2013-2014)			X
Professional staff will deliver training to paraprofessional staff in customer service and research skills. (2014-2017)		X	
Conduct staff workshops on the use of e-books. (2014-2017)			X
Management team will review and revise existing training opportunities by 2014 in order to provide staff with relevant and up-to-date best practices.			
Output Targets	Incomplete/unable to assess	Somewhat complete	Complete
Key public service staff members will complete at least one training on customer service and research skills by 2017.		X	
All staff will be trained on how to identify, access, and use e-books by 2016.			X
New formal annual training opportunities will be developed for library staff to improve services that better the operations and procedures of FBPL (and branches) to the public by 2014.		X	
Outcome Targets	Incomplete/unable to assess	Somewhat complete	Complete
Library services to the community will be improved with the use of new technology	X		
Library staff trained in research skills will be able to provide computer literacy training for the community, thereby improving the knowledge and confidence of the patrons in using the internet and computers at their library.	X		
Library patrons will experience a more efficient level of assistance from FBPL staff, increasing customer satisfaction.	X		
Library patrons will experience a more efficient and effective knowledge base from their library service.	X		

FBPL staff will consistently demonstrate the knowledge and skills obtained from trainings, workshops, and conferences and apply these skills to improve public services.	X		

Programs

Develop and implement a training program for all newly-hired library staff. (2013-2014)

The new Director has created a procedure for training new staff, though only two new staff members have been hired since he came on board.

Explore and select appropriate online training programs offered by the Society of American Archivists (SAA) and other appropriate professional organizations for the staff of the Polynesian Photo Archives. (2013-2014)

The target was completed, and the staff member was sent to Denver for training.

Professional staff will deliver training to paraprofessional staff in customer service and research skills. (2014-2017)

While this is not a formal training, customer service is emphasized at each staff meeting. All staff members are currently reading a book on customer service together, one chapter between each meeting. Staff then reflect on the chapter at the next meeting. Research services are not included.

Conduct staff workshops on the use of e-books. (2014-2017)

Staff were trained on working with e-books in three ways: through an online ALA program, by an onsite presentation by the library's systems administrator, and by a Follet representative who flew in to American Samoa to do a training for staff (2015).

Management team will review and revise existing training opportunities by 2014 in order to provide staff with relevant and up-to-date best practices.

Management has reviewed and revised existing training opportunities, but has not created a concrete set of best practices. This program was written by the previous Territorial Librarian, and current management is not sure that a formal set of best practices is required.

Output targets

Key public service staff members will complete at least one training on customer service and research skills by 2017.

All staff have completed a customer service training, but staff have not completed training on research skills in this five-year cycle.

All staff will be trained on how to identify, access, and use e-books by 2016.

This output was completed. See programs above.

New formal annual training opportunities will be developed for library staff to improve services that better the operations and procedures of FBPL (and branches) to the public by 2014.

The Library Education for the Affiliated Pacific (LEAP) program is now available to staff at the library.

Outcome targets

Library services to the community will be improved with the use of new technology; Library staff trained in research skills will be able to provide computer literacy training for the community, thereby improving the knowledge and confidence of the patrons in using the internet and computers at their library; Library patrons will experience a more efficient level of assistance from FBPL staff, increasing customer satisfaction; Library patrons will experience a more efficient and effective knowledge base from their library service; FBPL staff will consistently demonstrate the knowledge and skills obtained from trainings, workshops, and conferences and apply these skills to improve public services.

No data was collected that could formally evaluate these target outcomes.

Goal #6: The FBPL will provide e-books as part of expanded collection services.

This goal is related to LSTA Purpose #3 Facilitate access to resources in all types of libraries for the purpose of cultivating an educated and informed citizenry.

Programs	Incomplete/unable to assess	Somewhat complete	Complete
Investigate, compare, and evaluate various e-book platforms, devices, and vendors. (2013-2014)			X
Identify appropriate budget sources and alternatives to support a program for e-book collection services. (2014-2015)			X
Provide access to e-books for FBPL and branch library card holders. (2015-2017)			X
Training for patrons in the use of e-book access will be offered to promote optimal use of the e-book services. (2015-2017)			X
Output Targets	Incomplete/unable to assess	Somewhat complete	Complete
Existing computer facilities in FBPL and branches will expand to include wireless connectivity, and enable patrons to access e-books on personal devices by 2015.			X
Public access computers at the FBPL and branches will be used to access e-books by 2015.			X
All library staff will be trained in the use of e-book devices by 2015.			X
Wireless devices, including iPads, computer tablets and smartphones, will be able to access e-books within FBPL by 2016.			X
Outcome Targets	Incomplete/unable to assess	Somewhat complete	Complete

Increase usage of library services and materials, including e-books, by 10% by 2014.	X		
Increase usage of library services and materials, including e-books, by 20% by 2015.	X		
Increase usage of library services and materials, including e-books, by 30% by 2017.	X		
All registered borrowers in American Samoa will have access to e-books; more selection and awareness of the collections will be available online. Patrons will have access to an expanded library collection.		X	
Patrons will utilize e-book readers and related technology for accessing e-books.			X
Library patrons will be able to access bibliographic records for e-books through the ASLC union catalog.			X
Library patrons will be able to locate, reserve and download e-books online.			X

Programs

Investigate, compare, and evaluate various e-book platforms, devices, and vendors. (2013-2014)

This program was successfully completed, though change in library leadership caused it to be delayed. Staff compared Overdrive, Follet, EBSCO, and Recorded Books. Ultimately, Follet was chosen because FBPL already has the platform for their OPAC and did not have to implement a second platform.

Identify appropriate budget sources and alternatives to support a program for e-book collection services. (2014-2015)

FBPL acquired an IMLS grant to support e-book collection services in 2014.

Provide access to e-books for FBPL and branch library cardholders. (2015-2017)

All library cardholders at both FBPL and other branches have access to online e-books as of 2014.

Training for patrons in the use of e-book access will be offered to promote optimal use of the e-book services. (2015-2017)

Training for e-book devices is done at point of need. In addition, the library has scheduled a second launch of e-books to the public for April, because the collection has not received as much use as hoped. As part of this effort, they will be offering a 30-45 minute training in how to download and use e-books.

Output targets

Existing computer facilities in FBPL and branches will expand to include wireless connectivity, and enable patrons to access e-books on personal devices by 2015.

Wireless was acquired in 2013 and e-books in 2014.

Public access computers at the FBPL and branches will be used to access e-books by 2015.

This goal was successfully completed.

All library staff will be trained in the use of e-book devices by 2015.

Staff were trained on working with e-books in three ways: through an online ALA program, by an onsite presentation by the library's systems administrator, and by a Follet representative who flew in to American Samoa to do a training for staff (2015).

Wireless devices, including iPads, computer tablets and smartphones, will be able to access e-books within FBPL by 2016.

This output was completed in 2014.

Outcome targets

Increase usage of library services and materials, including e-books, by 10% by 2014; increase usage of library services and materials, including e-books, by 20% by 2015; increase usage of library services and materials, including e-books, by 30% by 2017.

Combined, the above three outcome targets equal a target of a 10% increase in usage each year for a three-year period. Statistics for six different measurements can be found in appendix C. While changes in usage were erratic, about half the indicators increase and half decreased each year. Increases and decreases in certain areas were not necessarily consistent over time. While the number of cardholders, computer users, and attendees at Homework Club increased steadily, the library saw declines in areas such as circulation and reference transactions. This is a national trend.

All registered borrowers in American Samoa will have access to e-books; more selection and awareness of the collections will be available online. Patrons will have access to an expanded library collection.

While patrons do all have access to an expanded collection via e-books, it is unknown whether they achieved the outcome target of increased awareness of the collections. No data was collected that would enable measurement of this outcome.

Patrons will utilize e-book readers and related technology for accessing e-books.

This target has been achieved.

Library patrons will be able to access bibliographic records for e-books through the ASLC union catalog.

Currently, only the main library has bibliographic records for e-books. ASLC experienced technical issues with the platform in attempting to implement this goal, and is still working on completion.

Library patrons will be able to locate, reserve and download e-books online.

This target has been achieved.

A-2. To what extent did your five-year plan activities achieve results that address national priorities associated with the Measuring Success focal areas and their corresponding intents?

Lifelong learning: Goal 2 achieved results related to increasing general knowledge and skills by offering computer and Internet safety training classes to the public. Goal 4 included the implementation of emergent literacy programs in collaboration with CBOs. Goals this cycle did not relate to formal education of patrons.

Information Access: Goals 1, 2, 5, and 6 achieved results related to increasing ability to discover, obtain, and use information resources. Goal 1 continued to make progress towards work needed to allow the PPA to be discoverable online, including cataloging and scanning analog material in the PPA. Goal 2 trained patrons on information retrieval via the OPAC. Goals 5 and 6 include teaching patrons and staff how to identify, access, and use e-books.

Institutional Capacity: Goal 5 focused on staff continuing education, worked toward improving the library's workforce and operations. FBPL also improved the library's technology infrastructure via goal 6. Goal 6 saw wireless Internet made available at the library.

Economic and employment development, Human services, & Civic engagement: Funds were not spent in direct relation to these national priorities.

A-3. Did any of the following groups represent a substantial focus for your Five-year plan activities?

- ✓ **Library workforce (current and future)**
- ✓ **Ethnic or minority populations**
- ✓ **School-aged youth (age 6-17)**

FBPL is a small library and the sole public library system -- as well as the SLAA -- of American Samoa. The majority of LSTA funds are spent on literacy services, technology services, staff, and staff development staff. The library spends more than 10% of LSTA funds on the library workforce: two part time staff people and all staff continuing education are paid for with LSTA funds. Virtually all residents of American Samoa are part of ethnic/minority populations, according to definitions of such groups by the IMLS.[10] According to the CIA World Factbook, 93% of the population is ethnically Pacific Islander and less than 1.5% are Caucasian. Ethnic minorities therefore represent a substantial focus of the five-year plan and use of funds. The majority of the library's use is by students and school-aged children, and almost all programming is targeted at school-aged children. The library does not have a way to identify the percentage of its LSTA budget that directly goes to serving this population, but believes it to be more than 10%.

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[10] Email correspondence from IMLS staff to Sandra Stanley of the Guam Public Library System (GPLS) on February 12, 2017 indicated that the Pacific island populations would fall into the categories of ethnic and minority populations.

Process questions

B-1. How have you used data from the old and new State Program Report and elsewhere to guide activities included in the five-year plan?

FBPL has not used data from the old or new SPR to guide activities included in the five-year plan, but does plan to use the SPRs as a tool to assist in authoring the next five-year plan in the coming months.

B-2. Specify any changes you made to the five-year plan, and why this occurred

Staff did not make formal changes to the plan, though one program – goal 4 program #3 – was set aside for the duration of the plan. Details can be found in the body of the report.

B-3. How and with whom have you shared data from the old and new SPR and from other evaluation resources?

FBPL has shared data from the old and new SPR with grant writers working in tandem with library staff to author grants, and with the Library Board. The previous Territorial Librarian may have shared the annual SPR with other groups as well during the first half of the five-year cycle; which groups is unknown.

Methodology

C-1. Identify how you implemented an independent evaluation using the criteria described in "Selection of Evaluators."

The ATL began the process by contacting the previous Territorial Librarian for a recommendation based on previous evaluators. However, the last evaluator used by American Samoa, PREL, no longer offers this service. The ATL requested a list of evaluators from the IMLS and contacted several, including Chapman. Upon hearing from staff at the Guam Public Library that they had selected Chapman to complete their evaluation, FBPL decided to use the same evaluator, as the Pacific islands have tended to all use the same evaluator in the past.

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

The evaluation process for FBPL relied on interviews with the ATL, existing administrative documents, and existing data that had been collected over the course of the five-year period. Existing data included financial records, ESBSO usage statistics, district library statistics report, statistics on programs offered and program attendance, cardholders, reference questions, materials held, computer and wifi use, data on library advertising, continuing education data, and an SLI Technology Camp report. Other administrative records reviewed included the staff training reflections, metadata crowdsourcing form, PPA user feedback form, general library feedback form, data on staff, a program survey, and the staff training feedback form.

The evaluator conducted initial conversations with the ATL, and together they identified documents that would be required for evaluation and analysis. The ATL worked to locate and delivery these documents

via a Google Drive shared folder. The evaluator compiled information from documents, analyzed data, and conducted a series of Skype interviews with the ATL to determine the extent to which program targets, target outputs, and target outcomes had been met.

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

One stakeholder from FBPL worked directly with the evaluator: the ATL. The evaluator met with the stakeholder via Skype in a series of meetings from November through March. After the meetings, the evaluator produced a list of information, data, and documents that would assist in the evaluation process. The ATL delivered data and documents via a shared Google drive folder and involved other staff members at the library as needed to find data and information necessary for the evaluation process. However, the evaluator did not have direct contact with staff other staff. Stakeholders beyond library staff were not involved in the evaluation process.

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

The ATL will share the report with stakeholders on American Samoa, including the Library Board and library staff, who will better understand improvements the library needs to focus on after reading the report. If needed, FBPL will share the report with granting agencies and others who will benefit from viewing it. FBPL will also use the final approved evaluation report to help guide the creation of the next five-year plan.

III. Lessons learned and recommendations

Using clear language

There are certain targets and programs in the current five-year plan that are so vague that the ATL – who was not present for the authoring of the plan – was unsure how to interpret their intent during this evaluation process. For example, goal 5 outcome 4 states that "library patrons will experience a more efficient and effective knowledge base from their library service." It is unclear what "experiencing a knowledge base" means, or how it was intended to be measured. Goal 2 program 3 states that the library will "schedule computer classes, staff time, and revise class materials as needed." During the evaluation process staff had no idea what had been meant by "schedule staff time" in this context. When writing the next five-year plan, be sure to provide enough detail and clarity so that staff who were not part of the original drafting of the plan can interpret its meaning.

Setting appropriate output and outcome targets

In the 2013-2017 five-year plan, some of the target outputs and outcomes are not actually outputs and outcomes. Out of 19 outputs, 8 (42%) are not true outputs. Out of 22 outcomes, 6 (27%) are not true outcomes. An output tells the measurable story of what an organization does or produces – these are countable targets such as the number of patrons served or programs taught. Outputs are direct products

of program activities, usually measured in terms of work accomplished.[11] An outcome measures benefit or change – change in attitudes, behavior, knowledge, skills, or an improved condition or state – for individuals or populations during or after participation in library programming or using library services. Outcome data is used as proof of effectiveness or impact.

Output targets that are not countable targets include goal #1 (the first two), goal #2 (the first two), goal #4 (all), and goal #5 (first and third). Where output targets do not truly measure outputs, many could instead be listed as programs. An example of an output target that could have been written as a program due to a missing measurable component is goal #4, "Develop a plan to address service deficiencies in underserved areas of the Territory by 2015." This is a binary achievement, yes or no; a program that the library hopes to implement. An output of the implementation of such a program might be a measurable target such as "complete three of 10 steps in the plan to reach underserved areas by 2016." In the next five-year plan, be sure that each output is an output and not a target that would be better placed as a program.

Some outcomes in the 2013-2017 five-year plan are not truly outcomes. For example, goal #6 outcome #7, "Library patrons will be able to locate, reserve and download e-books online" does not measure a change in skill level, knowledge, attitude, behavior, etc. This should be rewritten as a program. Several outcomes in goal #6, "Increase usage of library services and materials, including e-books, by 10% by 2014…" are actually outputs instead of outcomes. Be careful that outcomes always measure a change, such as goal #5 outcome #2: "Library staff trained in research skills will be able to provide computer literacy training for the community, *thereby improving the knowledge and confidence of the patrons* in using the internet and computers at their library." This goal requires that the library measure a change in knowledge and confidence on the part of patrons in order to evaluate program success.

It is particularly difficult to gather the data necessary to evaluate outcomes, and doing so typically requires at least two points of data collection: before and after. Baseline data must be collected prior to the experience being measured, and data must again be collected after the experience being measured. For many of the outcomes in the current five-year plan that were correctly written, there was no pre and post data available and the outcome therefore could not be evaluated. In planning for the next five-year period, be sure to consider what data will need to be collected in order to evaluate outcomes, and whether this data can realistically be obtained.

Planning data collection

At the beginning of the five-year period, consider mapping out all the evaluation that must be undertaken to complete the new plan, and set up data tracking mechanisms from day one. Much of the data needed in 2022 – in particular measurement of outcome baseline data – cannot be acquired retrospectively. Consider revising data collection workflows to make sure all data desired for decision-making by management is being collected consistently over time. The library should begin tracking all staff's CE participation, including webinars, as these are a valuable piece of the CE landscape currently missing from FBPL's evaluation capabilities. ESBCO and e-book usage logs represent data that is captured but to which the library does not have direct access. During this evaluation effort, vendors did not respond to requests for this data in a timely fashion, and several targets were unable to be evaluated due to the missing data. It may be helpful to set up an ongoing arrangement with vendors requesting

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[11] http://publiclibrariesonline.org/2014/12/inputs-outputs-and-outcomes-oh-my/

that they provide monthly, quarterly, or annual usage statistics to the library that can be stored locally. In this way, the library would not have to request the data each time it was needed for decision-making.

General considerations

The current five-year plan is quite long, including six goals. It is not necessary to retain this many goals in the next plan; four or five are perfectly acceptable, if it meets the needs of the library. Additionally, some goals included many target outcomes; goals 5 and 6 have five and seven outcomes respectively. As outcomes are so challenging to measure, it is not expected that a SLAA have many outcomes per goal. It may be easier moving forward to reduce the overall number of goals and measures so that the library is better able to focus on completing its core targets.

Requesting feedback from patrons is of great value to any organization in understanding how well it is meeting its customers' needs. In this five-year cycle, changes in staffing meant that a patron satisfaction survey was not conducted at all during the five years. While minimal feedback was gathered for some programming, this cannot replace the utility of a larger effort to understand how well the library is meeting the community's needs. Conducting a patron satisfaction survey at least once per five-year cycle, if not twice, would be an excellent source of feedback for the library to use in guiding its services and programs.

IV. Appendices

Appendix A. LSTA purposes and priorities & Measuring Success Focal Areas

According to the IMLS website,[12] the LSTA Purposes and Priorities for Grants to States program are as follows. Note that numbering of Purposes and Priorities has been added by the author for clarity's sake in referencing Purposes and Priorities throughout the body of the report.

Overall Purposes of LSTA

1. Enhance coordination among federal programs that relate to library and information services;
2. Promote continuous improvement in library services in all types of libraries in order to better serve the people of the United States;
3. Facilitate access to resources in all types of libraries for the purpose of cultivating an educated and informed citizenry;
4. Encourage resource sharing among all types of libraries for the purpose of achieving economical and efficient delivery of library services to the public;
5. Promote literacy, education, and lifelong learning and to enhance and expand the services and resources provided by libraries, including those services and resources relating to workforce development, 21st century skills, and digital literacy skills;
6. Enhance the skills of the current library workforce and to recruit future professionals to the field of library and information services;
7. Ensure the preservation of knowledge and library collections in all formats and to enable libraries to serve their communities during disasters;
8. Enhance the role of libraries within the information infrastructure of the United States in order to support research, education, and innovation; and
9. Promote library services that provide users with access to information through national, state, local, regional, and international collaborations and networks.

LSTA-specified Grants to States Priorities

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 in order to support such individuals' needs for education, lifelong learning, workforce development, and digital literacy skills;
2. Establish or enhance electronic and other linkages and improved coordination among and between libraries and entities for the purpose of improving the quality of and access to library and information services;
3. Provide training and professional development, including continuing education, to enhance the skills of the current library workforce and leadership, and advance the delivery of library and information services;
4. Enhance efforts to recruit future professionals to the field of library and information services;
5. develop public and private partnerships with other agencies and community-based organizations;
6. Target library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, and to individuals with limited functional literacy or information skills;
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

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[12] https://www.imls.gov/grants/grants-state/purposes-and-priorities-lsta

families with incomes below the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with section 9902(2) of title 42) applicable to a family of the size involved;

8. develop library services that provide all users access to information through local, state, regional, national, and international collaborations and networks; and

9. carry out other activities consistent with the purposes set forth in section 9121, as described in the SLAA's plan

Measuring Success Focal Areas

- Lifelong learning
  a. Improve users' formal education
  b. Improve users' general knowledge and skills
- Information access
  a. Improve users' ability to discover information resources
  b. Improve users' ability to obtain and/or use information resources
- Institutional capacity
  a. Improve the library workforce
  b. Improve the library's physical and technological infrastructure
  c. Improve library operations
- Economic & employment development
  a. Improve users' ability to use resources and apply information for employment support
  b. Improve users' ability to use and apply business resources
- Human services
  a. Improve users' ability to apply information that furthers their personal, family, or household finances
  b. Improve users' ability to apply information that furthers their personal or family health or wellness
  c. Improve users' ability to apply information that furthers their parenting and family skills
- Civil engagement
  a. Improve users' ability to participate in their community
  b. Improve users' ability to participate in community conversations around topics of concern

Appendix B. Abbreviations and acronyms

ABCs   Art, Books, and Crafts

ALA   American Library Association

ASLC   American Samoa Library Cooperative

ATL   Acting Territorial Librarian

CBO   Community Based Organization

CE   Continuing Education

DYWA   Department of Youth and Women's Affairs

ECRR   Every Child Ready to Read

FBPL   Feleti Barstow Public Library

GPLS   Guam Public Library System

IMLS   Institute for Museum and Library Services

ITC   Information Technology Center

LBPH   Library for the Blind and Physically Handicapped

LEAP   Library Education for the Affiliated Pacific

LSTA   Library Services and Technology Act

NEDCC Northeast Document Conservation Center

OPAC   Online Public Access Catalog

PPA   Polynesian Photo Archives

PREL   Pacific Resources for Education and Learning

SLAA   State Library Administrative Agency

SLI   Samoan Language Institute

TTTAP   Territorial Teacher Training Apprentice Program

Appendix C. Documents and data reviewed

- Staff training reflection documents
- Metadata crowdsourcing form
- PPA user feedback form
- General library feedback form
- Data on staff (hire date, position title, departure dates)
- Staff training feedback form
- Program survey
- EBSCO usage statistics
- District library statistics report
- Statistics on programs offered and program attendance
- Statistics on cardholders
- Statistics on reference questions
- Statistics on materials held
- Statistics on computer and wifi use
- Data on library advertising
- Continuing education data
- SLI Technology Camp report and evaluation

Table 2. Percentage increase in services and materials usage by year

	FY13-FY14	FY14-FY15	FY15-FY16
Homework club	13%	0.3%	14%
Reference questions	57%	14%	-31%
Cardholders	-64%*	6%	5%
Program attendance	15%	-5%	-14%
Computer use	69%	12%	3%
Circulation	1%	-9%	-33%

* This decrease is due to a system purge of 8,000 inactive cardholders.