Foreword

Thank you for participating in the U.S. IMPACT web survey! From March through June, 2009, over 400 public libraries across the United States participated in the web survey, with a result of over 45,000 completed responses from library patrons and public access computing users. The data have provided rich and valuable insights about how library patrons use public access computers, wireless Internet connections, and other related library resources and services and the impact it has on their lives. The following report aggregates the results we gathered from libraries in Delaware that participated in the web survey. We hope you will find this information useful for internal decision-making, demonstrating the value of offering such services to stakeholders and elected officials, and for advocacy efforts with the public.

The implementation of the U.S. IMPACT web survey was the first time public libraries were enlisted in a nationwide effort to gather patron-level data. We are grateful to the Bill & Melinda Gates Foundation and the Institute of Museum and Library Services for their support of this effort. We also greatly appreciate the assistance of the Delaware library in coordinating the participation of individual libraries in this study and hope that you find this report helpful as you continue library advocacy efforts in your state. We invite you to learn about the overall research findings in the project report, Opportunity for All: How the American Public Benefits from Internet Access in U.S. Libraries.

Sincerely,

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About this report

The U.S. IMPACT Studies research project and associated survey instruments were designed around a situated logic model which contextualizes public access computing (PAC) resources and services within seven domains: civic engagement, eGovernment, education, health, employment and entrepreneurship, eCommerce, and social inclusion. In this framework, the inputs, activities, outputs, and outcomes associated with public access computing are connected with broad-level public policy goals. An example of this connection is illustrated in Figure 1, where measures related to using PAC for job-seeking are linked to workforce development goals.

The situated logic model is a useful tool for libraries to evaluate how the library’s computing resources are being used and also to show policy makers and funders how computing and networking resources and services contribute to public policy goals. The data in this report can be used to understand the types of activities library patrons engage in with public computers and the outcomes of that use. It can also be used over time to track how changes in resources, services, and policies affect outcomes and can help focus the library’s resources on carrying out those activities with high value in the library’s community.

The web survey was conducted in public library systems selected using a stratified probability proportionate to size (PPS) sampling procedure, with the measure of size being the population of the library service area (LSA) as reported in the 2006 Public Libraries Data Files. The probability proportionate to size sample was necessary to ensure that the survey was deployed in communities with populations large enough to yield the target number of completed surveys. The sample stratified these libraries between self-representing libraries, single-outlet systems, and multiple-outlet systems, and an oversample of libraries serving fewer than 5,000.

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1 The self-representing strata threshold equals 75 percent of the sum of the legal service area populations divided by 580 library systems (number of sampled libraries not including the small library over-sample).
The following results are from Delaware libraries that participated in the web survey; while they are not generalizable to the state population, they can be used to understand the ways in which patrons are using PAC in the library. Appendix A contains tables reporting the national weighted averages as well as the actual (unweighted) results from other libraries participating in the web survey; these results are organized by library size to aid in comparisons between peer libraries. Appendix B contains a list of the libraries that participated in the web survey along with the number of completed surveys received by each.

The U.S. IMPACT Study website contains additional tools and suggestions for using the information contained in this report and to communicate with the public, policymakers, and funders about the value of PAC resources and services, including examples of how the data might be used in presentations to policymakers, samples of factsheets that could be used for generating financial support for PAC resources, and short summaries of benefits of PAC in specific domains that could be used to gain support from sector-specific agencies. Please visit http://tascha.uw.edu/usimpact to download these materials.
Overall results

We received 412 completed survey responses from libraries in Delaware that participated in the web survey. Figure 2 shows the concentration of responses by the ZIP codes reported by survey respondents.

Figure 2: ZIP codes of web survey respondents

Library use

All but 4 survey respondents had visited the library in the past 12 months. Of those who did,
- 224 (55%) visited the library once a week or more frequently;
- 137 (34%) visited the library about 1-3 times a month;
- 47 (12%) visited the library less than once a month.

Accessing library resources through the library website

Survey respondents were asked how they access library resources available through the library website. About 80% (328) of respondents used computers in a library to access online resources such as the catalog, placing holds or interlibrary loan requests, or to access the library’s subscription databases. Of those who reported using library computers for these purposes,
• 123 (38%) did so once a week or more frequently;
• 93 (28%) did so about 1-3 times a month;
• 112 (34%) did so less than once a month.

Over 87% (358) of respondents accessed library resources remotely through a library website from outside the library (e.g. from home, school, or work). Of those who accessed library resources this way

• 54% (194) did so once a week or more frequently;
• 29% (104) did so about 1-3 times a month;
• 17% (60) did so less than once a month.

Finally, 7% (30) reported they had used a handheld device such as an iPhone or Blackberry to access library resources through a library website.

Use of public access computers or wireless network
Overall, 59% of survey respondents had used a public access computer or wireless connection on their own computer to access the Internet in a public library in the past 12 months. Using either means of access qualified respondents as public access technology users.

When asked specifically if they had used a computer in a library to access the Internet, 56% (230) reported that they had done so, with frequencies as follows:

• 49% (113) once a week or more frequently;
• 15% (35) about 1-3 times a month;
• 36% (82) less than once a month.

Wireless use was less frequently reported: 18% (76) of respondents had used a library’s wireless network on their own computers to access the Internet. Of those who did,

• 39% (30) used the library’s wireless network once a week or more frequently;
• 20% (15) used the library’s wireless network about 1-3 times a month;
• 41% (31) used the library’s wireless network less than once a month.

Most survey respondents (88%) reported having regular access to a computer and the Internet somewhere other than a public library. Of those with alternative access, the reported locations were as follows:

• 92% (331) at home;
• 39% (140) at work;
• 11% (39) at school;
• 2% (7) at a community center;
• 6% (20) someplace else.

2 Some respondents reported having access to computers and the Internet at more than one location.
One important reason for using computers in the library when alternative access is available is while traveling. Of the users, **39% (94)** reported that they had used a library computer or wireless Internet connection while out-of-town for business or pleasure.

In addition to use while traveling, the U.S. IMPACT Study main findings included several other important reasons why respondents with alternative access use networked computers in the public library:

- **Lack of access to high speed Internet at home.** The library Internet connection is used to download large files or access websites that require a high speed connection.
- **During gaps in access,** such as when moving to a new location or during power outages, or when a primary computer is broken or lacking in necessary software.
- **Household competition.** Especially among youth, competition with siblings or parents over a single household computer was a significant reason for using the library’s computers when one was available at home.
- **For a change in scenery.** People who work at home sometimes use library computers and wireless Internet network to get out of the house. Job seekers also reported using computers in the library to maintain a normal schedule and stay connected to the community.
- **During lunch breaks or while out running errands.** Many users reported that they stop in to use the library’s computers to check email, look up phone numbers or driving directions, or other quick tasks.
- **As a supplement to the library catalog** for such activities as looking up book reviews, reading lists, and other aids for selecting materials.

**Help and training**

Another reason why some patrons with alternative access use library computers may also have to do with help available at the library: **72% of public access computer or wireless users reported having gotten technology help from library staff or volunteers.** As seen in Figure 3, of those receiving help, the most frequent types of help received were using computer equipment (49%) and printing or saving files (34%).
Though not as frequently used as one-on-one help, 15% (36) of users took advantage of computer-related training or classes at a public library. Note that this question was not asked of nonusers; the participating libraries in Delaware may have patrons who take computer-related training but otherwise do not use the library’s computers.

**Using the library’s computers on behalf of others**

While many people used computer services in libraries primarily for themselves, 70% (169) of users find information or perform tasks for other people using library computers. Thus the benefits of computers and Internet access in public libraries extend beyond the individual users. As seen in Figure 4, of users reporting using library computers on behalf of others, the most frequent beneficiaries were family members (70%), followed by friends (47%).

**Figure 4: Relationship of those receiving help to computer user**
Public access technology uses by activity area

The following detailed results reflect the activities of qualified public access technology users from libraries in Delaware that participated in the U.S. IMPACT web survey. A qualified user is defined as a library patron who used a library computer or wireless network to access the Internet in the past 12 months.

Public access technology users use library computers and wireless Internet connections to satisfy their information needs and do tasks in a variety of areas. The U.S. IMPACT Study focused on seven activity areas based on their relevance to public policy and public library goals. These activity areas include civic engagement, eGovernment, education, health, employment and entrepreneurship, eCommerce, and social inclusion. As seen in Figure 5, library computer users from Delaware showed the most activity in the areas of social inclusion, employment, and health.

**Figure 5: Public computer use by area for self and others**

### Civic engagement

Public libraries provide a venue for citizens to engage with their community by keeping track of local events, local causes and political candidates, and clubs and nonprofits in the area. Of the 100 users who reported they had used the Internet for civic engagement, the most frequently reported uses were to keep up with news or current events and to learn about a political activity or candidate or social cause (Table 1). In comments and interviews, many users who accessed news websites using public library computers reported that they were doing so to keep up with international or hometown news.
Table 1: Civic Engagement

<table>
<thead>
<tr>
<th>Used library computers to:</th>
<th>% of users</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keep up with news/current events</td>
<td>34%</td>
<td>83</td>
</tr>
<tr>
<td>Learn about political activity/candidate or social cause</td>
<td>34%</td>
<td>82</td>
</tr>
<tr>
<td><strong>Get involved with political activity, candidate, or cause</strong></td>
<td><strong>26%</strong></td>
<td><strong>62</strong></td>
</tr>
<tr>
<td>Make a donation to political candidate/cause</td>
<td>5%</td>
<td>13</td>
</tr>
<tr>
<td>Learned about starting club/non-profit</td>
<td>7%</td>
<td>18</td>
</tr>
<tr>
<td><strong>Started club/non-profit</strong></td>
<td><strong>2%</strong></td>
<td><strong>5</strong></td>
</tr>
<tr>
<td>Organized/managed club, civic/community/church group, or non-profit</td>
<td>12%</td>
<td>29</td>
</tr>
<tr>
<td>Scheduled meetings</td>
<td>9%</td>
<td>22</td>
</tr>
<tr>
<td><strong>Promoted activities</strong></td>
<td><strong>8%</strong></td>
<td><strong>20</strong></td>
</tr>
<tr>
<td>Looked for grants/funding for group</td>
<td>5%</td>
<td>12</td>
</tr>
<tr>
<td><strong>Applied for grants/funding</strong></td>
<td><strong>3%</strong></td>
<td><strong>7</strong></td>
</tr>
<tr>
<td><strong>Received grants/funding</strong></td>
<td><strong>1%</strong></td>
<td><strong>2</strong></td>
</tr>
</tbody>
</table>

*Bolded rows indicate activities that show outcomes of other activities, i.e. users actually followed through on their earlier information seeking to accomplish a task.

**eGovernment**

Libraries play a significant role in connecting citizens with essential eGovernment services, such as filing tax returns, applying for Medicare or other benefits, and getting immigration forms. In emergencies, public libraries play a role helping the community find missing family, request aid, or file FEMA and insurance claims.

As seen in Table 2, the most frequent use in the eGovernment area was to get government forms (29% of computer users), followed by learning about government programs or services (28%), learning about laws or regulations (27%), and seeking help from a government agency (26%).

Table 2: eGovernment

<table>
<thead>
<tr>
<th>Used library computers to:</th>
<th>% of users</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seek help from government agency</td>
<td>26%</td>
<td>63</td>
</tr>
<tr>
<td><strong>Got help needed</strong></td>
<td><strong>24%</strong></td>
<td><strong>58</strong></td>
</tr>
<tr>
<td>Get government forms</td>
<td>29%</td>
<td>70</td>
</tr>
<tr>
<td><strong>Submit forms online</strong></td>
<td><strong>12%</strong></td>
<td><strong>29</strong></td>
</tr>
<tr>
<td>Learn about laws/regulations</td>
<td>27%</td>
<td>65</td>
</tr>
<tr>
<td>Learn about permits/licenses</td>
<td>22%</td>
<td>54</td>
</tr>
<tr>
<td><strong>Apply for permit/license</strong></td>
<td><strong>5%</strong></td>
<td><strong>13</strong></td>
</tr>
<tr>
<td>Seek legal assistance/advice</td>
<td>16%</td>
<td>39</td>
</tr>
<tr>
<td><strong>Got legal help needed</strong></td>
<td><strong>14%</strong></td>
<td><strong>34</strong></td>
</tr>
<tr>
<td>Learn about government programs/services</td>
<td>28%</td>
<td>68</td>
</tr>
<tr>
<td><strong>Apply for government programs/services</strong></td>
<td><strong>8%</strong></td>
<td><strong>20</strong></td>
</tr>
</tbody>
</table>
**Education**

Children, teenagers, and adults all benefit from educational services offered at the library, not just by having Internet access for class research, but also by participating in online classes, finding resources for homeschooling, and learning through educational games. From early literacy programs, homework help, and information on college admission, the library offers many educational opportunities to the community. Overall, 47% of users indicated they had used public library computers or Internet access for education or learning and 24% had done so on behalf of someone else.

**Youth education**

The U.S. IMPACT Study web survey collected responses from youth aged 14-18. **The most frequent youth educational use of public access technology was to do homework, with 80% of youth users reporting having used the library’s computers for this purpose** (Table 3).

<table>
<thead>
<tr>
<th>Youth used library computers to:</th>
<th>% of youth users</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do homework</td>
<td>80%</td>
<td>4</td>
</tr>
<tr>
<td>Do online assignment/course</td>
<td>20%</td>
<td>1</td>
</tr>
<tr>
<td>Learn about colleges/admissions</td>
<td>20%</td>
<td>1</td>
</tr>
<tr>
<td><strong>Apply for college</strong></td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td><strong>Apply for financial aid</strong></td>
<td>0%</td>
<td>0</td>
</tr>
</tbody>
</table>

**Table 3: Youth education**

**Adult education**

The most frequent (18% of adult users) educational use of library computers reported among adult users was to learn about a degree or certificate program (Table 4). Of those looking for this type of information, the most common programs were at the graduate (57%) and baccalaureate (36%) levels; 6% used their library’s computers to apply for a degree or certificate program.

<table>
<thead>
<tr>
<th>Adults used library computers to:</th>
<th>% of adult users</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learn about degree/certificate program</td>
<td>18%</td>
<td>44</td>
</tr>
<tr>
<td>Apply for degree/certificate program</td>
<td>6%</td>
<td>14</td>
</tr>
<tr>
<td><strong>Admitted to program</strong></td>
<td>4%</td>
<td>10</td>
</tr>
<tr>
<td>Apply for financial aid</td>
<td>7%</td>
<td>16</td>
</tr>
<tr>
<td><strong>Received financial aid</strong></td>
<td>5%</td>
<td>12</td>
</tr>
<tr>
<td>Do online tutorial</td>
<td>12%</td>
<td>29</td>
</tr>
<tr>
<td>Take online class/workshop</td>
<td>9%</td>
<td>21</td>
</tr>
<tr>
<td>Complete coursework</td>
<td>15%</td>
<td>35</td>
</tr>
<tr>
<td>Communicate with school or classmates</td>
<td>15%</td>
<td>36</td>
</tr>
</tbody>
</table>
Health

Increasingly, information about health care providers and medical records is provided online. Survey respondents reported using the library Internet to research illnesses, insurance and health care providers, and online medical records. Meeting health-related information needs was the third most common use of library computers reported by users from the Delaware libraries included in this report, with 48% of the users indicating they had used a public library computer or wireless Internet connection for this purpose.

The most frequent (40%) use of library technology for health and wellness needs was to learn about an illness, disease, or medical condition (Table 5). The second most frequent (30%) health-related use was to learn about diet or nutrition. 26% of all library computer users, or 89% of those who learned about diet or nutrition using computers in the library, reported that this use helped them decide to make a change to their diets.

Table 5: Health and wellness

<table>
<thead>
<tr>
<th>Used library computers to:</th>
<th>% of users</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learn about illness, disease, or medical condition</td>
<td>40%</td>
<td>97</td>
</tr>
<tr>
<td>Learn about medical procedure</td>
<td>24%</td>
<td>59</td>
</tr>
<tr>
<td>Find online/in-person support groups for health need</td>
<td>7%</td>
<td>18</td>
</tr>
<tr>
<td>Learn about prescription/OTC drugs</td>
<td>24%</td>
<td>59</td>
</tr>
<tr>
<td>Made decision about prescription/OTC drug use</td>
<td>12%</td>
<td>30</td>
</tr>
<tr>
<td>Purchased drugs online</td>
<td>3%</td>
<td>8</td>
</tr>
<tr>
<td>Find out about diet/nutrition</td>
<td>30%</td>
<td>72</td>
</tr>
<tr>
<td>Made decision about diet changes</td>
<td>26%</td>
<td>64</td>
</tr>
<tr>
<td>Learn about exercise/fitness</td>
<td>21%</td>
<td>52</td>
</tr>
<tr>
<td>Made changes in exercise habits</td>
<td>20%</td>
<td>49</td>
</tr>
<tr>
<td>Find info about doctor/health care provider</td>
<td>20%</td>
<td>49</td>
</tr>
<tr>
<td>Made appointment</td>
<td>12%</td>
<td>30</td>
</tr>
<tr>
<td>Received needed care</td>
<td>12%</td>
<td>29</td>
</tr>
<tr>
<td>Find info on health insurance/drug discount program</td>
<td>15%</td>
<td>36</td>
</tr>
<tr>
<td>Bought insurance/enrolled in drug discount program</td>
<td>9%</td>
<td>23</td>
</tr>
</tbody>
</table>

Employment & entrepreneurship

Public libraries in the United States play a vital role for job seekers, from providing Internet access to find online job postings and fill out online applications, to helping write cover letters and resumes. With the national unemployment rate at 9.5% (Bureau of Labor Statistics, 2009), many libraries across the country have reported an increase in the use of library computers for job searches. 49% of the users from the Delaware libraries included in this report reported they had used library computers or wireless networks for employment or career purposes in the past 12 months. The most frequent (37% of library computer users) use of library computing resources for employment purposes was to search for a job.
or career opportunity, followed by researching job-related information (Table 6). Of users who used library computers to search for a job opportunity, 32% were granted an interview and 11%, or 10 Delaware survey respondents, were actually hired for a new position.

<table>
<thead>
<tr>
<th>Used library computers to:</th>
<th>% of users</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>Look for job</td>
<td>37%</td>
<td>91</td>
</tr>
<tr>
<td>Apply for job/send out resume</td>
<td>29%</td>
<td>70</td>
</tr>
<tr>
<td>Got interview</td>
<td>12%</td>
<td>29</td>
</tr>
<tr>
<td>Got job</td>
<td>4%</td>
<td>10</td>
</tr>
<tr>
<td>Work on resume</td>
<td>25%</td>
<td>60</td>
</tr>
<tr>
<td>Receive skill-based training</td>
<td>9%</td>
<td>22</td>
</tr>
<tr>
<td>Research/find info related to job/profession</td>
<td>33%</td>
<td>79</td>
</tr>
</tbody>
</table>

In comments and interviews, many users participating in the U.S. IMPACT Study also indicated they used computer access at libraries to do actual work for an existing job, either while away from the workplace on travel, or for self-employment needs like freelance writing, website design, and also as an alternative location for home-based offices.

People looking to start or maintain their own business also find library computers and Internet access valuable resources. From looking up a business plan to finding new clients and contracting opportunities, library Internet access is essential for these users. Using library computers and Internet connections to start or manage a business was the area with the least frequent use, with just 10% of users using library technology for this purpose. However, use for this purpose did have a few significant outcomes (Table 7): of those respondents who used library computers for self-employment activities, 46% started a business and 46% (11) located potential customers.

<table>
<thead>
<tr>
<th>Used library computers to:</th>
<th>% of users</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>Started own business</td>
<td>5%</td>
<td>11</td>
</tr>
<tr>
<td>Wrote business plan</td>
<td>3%</td>
<td>7</td>
</tr>
<tr>
<td>Got loans/venture capital</td>
<td>2%</td>
<td>4</td>
</tr>
<tr>
<td>Apply for business license/permit</td>
<td>4%</td>
<td>10</td>
</tr>
<tr>
<td>Found potential customers</td>
<td>5%</td>
<td>11</td>
</tr>
<tr>
<td><strong>Business increased</strong></td>
<td>2%</td>
<td>4</td>
</tr>
<tr>
<td>Learned about government contract opportunities</td>
<td>2%</td>
<td>6</td>
</tr>
<tr>
<td><strong>Applied for government contract</strong></td>
<td>1%</td>
<td>3</td>
</tr>
<tr>
<td><strong>Received government contract</strong></td>
<td>1%</td>
<td>2</td>
</tr>
</tbody>
</table>
eCommerce

eCommerce activities include online banking, looking up investment information, and comparing product prices and reviews. Access to the Internet allows people to research prices and reviews on products to gain information that would not be available to them otherwise. Consumers without Internet access are at a disadvantage when it comes to making informed purchasing decisions.

38% of Delaware users included in this report indicated that they used a public library computer or Internet connection for eCommerce purposes. The most common tasks were to do online banking (26%) and to pay bills (22%) (Table 8).

Table 8: eCommerce

<table>
<thead>
<tr>
<th>Activities and Outcomes</th>
<th>% of users</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online banking</td>
<td>26%</td>
<td>63</td>
</tr>
<tr>
<td>Paid bills</td>
<td>22%</td>
<td>53</td>
</tr>
<tr>
<td>Investment info</td>
<td>8%</td>
<td>19</td>
</tr>
<tr>
<td>Researched products/services</td>
<td>19%</td>
<td>46</td>
</tr>
<tr>
<td>Bought online</td>
<td>20%</td>
<td>49</td>
</tr>
<tr>
<td>Sold online</td>
<td>4%</td>
<td>10</td>
</tr>
<tr>
<td>Looked up credit rating</td>
<td>7%</td>
<td>18</td>
</tr>
<tr>
<td>Researched loans/refinancing</td>
<td>6%</td>
<td>14</td>
</tr>
<tr>
<td>Learn about getting out of debt</td>
<td>6%</td>
<td>15</td>
</tr>
<tr>
<td>Reduced/managed debt</td>
<td>5%</td>
<td>13</td>
</tr>
</tbody>
</table>

Social inclusion

Patrons use public access technology to keep in touch with family and friends, for social networking, and pursue hobbies. Social inclusion uses were the most frequently reported, with 65% of users reporting having used the library computers and Internet connection for a social purpose. The most common (50%) social use was to communicate with family and friends; 30% (36) of those using library technology for this purpose communicated with people living outside the United States. Figure 6 shows other social uses accomplished using library computers and Internet connections.
Figure 6: Social inclusion activities

**Patron Satisfaction/Suggestions for Improvement**

Respondents indicated their satisfaction levels with their access to public computing services. Of users from the Delaware libraries that participated in the web survey, *70% said that they were either satisfied or very satisfied with their library and access to public computing services.*

**Satisfaction with public access technology**

Respondents were also given an opportunity to write-in suggestions for improving library computing services and resources; 107 computer users from the Delaware libraries that participated in the web survey provided responses to this question.
Importance of computer resources

We asked all respondents about the importance of free computer access for themselves and their community. 57% of respondents reported that public computing resources are important or very important to themselves, personally; however, even more (83%) felt that these resources are important or very important to have available for others in their communities (Figure 9).

**Figure 9: Responses to the importance of having public computers personally and for the community**
Demographic Information

The following Figures 10-12 provide demographic information about survey respondents from the Delaware libraries that participated in the web survey.

Figure 10 – Race and sex of respondents

Figure 11 – Citizenship status and level of education attained among respondents
Conclusion

We hope that this report has given you useful information about your library and public computer users. Linking this information with higher level policy goals and current, relevant concerns in the library’s community will help demonstrate the value that the public library and free computing resources and services bring to your community. Suggestions for framing your advocacy efforts in a way that shows the value and political importance of the library’s services can be found on the U.S. IMPACT Study website at http://tascha.uw.edu/usimpact.
Appendix A: Comparison of results of weighted population estimate to actual responses by library size

The following tables provide comparative data to aid in interpreting the results from your individualized library report. The weighted population estimates are from the national surveys and are representative of the U.S. population age 14 or older. The full report discussing these findings from the U.S. IMPACT Study, *Opportunity for All: How the American Public Benefits from Internet Access in U.S. Libraries*, can be found at: [http://tascha.washington.edu/usimpact/projects/us-public-library-study/](http://tascha.washington.edu/usimpact/projects/us-public-library-study/). The table also contains the average responses from libraries according to the strata used in drawing the sample of web survey participants. All responses represent use over the past 12 months.

<table>
<thead>
<tr>
<th>Library characteristics</th>
<th>Libraries participating in web survey</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Small libraries</td>
</tr>
<tr>
<td>Average population served</td>
<td>2,942</td>
</tr>
<tr>
<td>Average per capita expenditures</td>
<td>$6.76</td>
</tr>
<tr>
<td>Average number of branches</td>
<td>0</td>
</tr>
<tr>
<td>Average number of public access computer terminals</td>
<td>6</td>
</tr>
<tr>
<td>Average number of completed surveys</td>
<td>11</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Library and public access technology use</th>
<th>Percent of respondents from libraries participating in web survey</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Weighted population estimate&lt;sup&gt;1&lt;/sup&gt;</td>
</tr>
<tr>
<td>Visited library or bookmobile</td>
<td>69.2%</td>
</tr>
<tr>
<td>Used public library computer to access library resources</td>
<td>53.9%</td>
</tr>
<tr>
<td>Used handheld mobile device to access library resources</td>
<td>6.3%</td>
</tr>
<tr>
<td>Used Internet from outside the library to access library resources</td>
<td>65.0%</td>
</tr>
<tr>
<td>Used computer in public library to access Internet</td>
<td>29.5%</td>
</tr>
<tr>
<td>Used public library wireless Internet connection on own computer</td>
<td>11.6%</td>
</tr>
<tr>
<td>Used public library computer or wireless network to access the Internet</td>
<td>31.5%</td>
</tr>
</tbody>
</table>

<sup>1</sup> Percent of U.S. population age 14 or older
## General public access technology use

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percent of users from libraries participating in web survey</th>
<th>Weighted user estimate²</th>
<th>Small libraries</th>
<th>Single outlet libraries</th>
<th>Multiple outlet libraries</th>
<th>Large libraries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have regular access to a computer and Internet somewhere other than public library</td>
<td></td>
<td>77.8%</td>
<td>59.9</td>
<td>82.8</td>
<td>86.0</td>
<td>88.7</td>
</tr>
<tr>
<td>Used PAC³ while traveling</td>
<td></td>
<td>24.1%</td>
<td>15.2</td>
<td>13.5</td>
<td>10.4</td>
<td>10.1</td>
</tr>
<tr>
<td>Check or send email</td>
<td></td>
<td>72.4%</td>
<td>83.2</td>
<td>77.0</td>
<td>73.4</td>
<td>73.7</td>
</tr>
<tr>
<td>Participated in computer-related training or classes</td>
<td></td>
<td>13.7%</td>
<td>15.1</td>
<td>7.1</td>
<td>5.4</td>
<td>6.3</td>
</tr>
<tr>
<td>Helped by library staff or volunteers to use PAC</td>
<td></td>
<td>67.2%</td>
<td>58.2</td>
<td>37.9</td>
<td>28.1</td>
<td>28.3</td>
</tr>
<tr>
<td>Helped someone else</td>
<td></td>
<td>63.2%</td>
<td>56.7</td>
<td>33.3</td>
<td>27.0</td>
<td>26.9</td>
</tr>
</tbody>
</table>

## Civic Engagement

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percent of users from libraries participating in web survey</th>
<th>Weighted user estimate</th>
<th>Small libraries</th>
<th>Single outlet libraries</th>
<th>Multiple outlet libraries</th>
<th>Large libraries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civic engagement used for self</td>
<td></td>
<td>33.2%</td>
<td>36.5</td>
<td>36.6</td>
<td>34.6</td>
<td>33.9</td>
</tr>
<tr>
<td>Civic engagement helped someone else</td>
<td></td>
<td>13.3%</td>
<td>16.0</td>
<td>14.4</td>
<td>14.9</td>
<td>13.6</td>
</tr>
<tr>
<td>Keep up with news/current events</td>
<td></td>
<td>27.3%</td>
<td>31.2</td>
<td>31.1</td>
<td>28.8</td>
<td>28.4</td>
</tr>
<tr>
<td>Learn about political activity/candidate or social cause</td>
<td></td>
<td>26.9%</td>
<td>29.9</td>
<td>29.7</td>
<td>28.3</td>
<td>28.3</td>
</tr>
<tr>
<td>Got involved with political activity, candidate, or cause</td>
<td></td>
<td>20.1%</td>
<td>24.2</td>
<td>22.6</td>
<td>22.3</td>
<td>21.6</td>
</tr>
<tr>
<td>Make a donation to political candidate or cause</td>
<td></td>
<td>3.4%</td>
<td>4.0</td>
<td>3.3</td>
<td>3.5</td>
<td>3.9</td>
</tr>
<tr>
<td>Learned about starting club/non-profit</td>
<td></td>
<td>5.3%</td>
<td>4.5</td>
<td>4.2</td>
<td>5.0</td>
<td>5.3</td>
</tr>
<tr>
<td>Started club/non-profit</td>
<td></td>
<td>1.8%</td>
<td>0.8</td>
<td>1.5</td>
<td>1.5</td>
<td>1.7</td>
</tr>
<tr>
<td>Organized/managed club or non-profit group</td>
<td></td>
<td>8.3%</td>
<td>10.0</td>
<td>9.4</td>
<td>9.3</td>
<td>8.6</td>
</tr>
<tr>
<td>Scheduled meetings</td>
<td></td>
<td>6.3%</td>
<td>8.1</td>
<td>8.0</td>
<td>7.9</td>
<td>7.0</td>
</tr>
<tr>
<td>Promoted activities</td>
<td></td>
<td>5.6%</td>
<td>6.6</td>
<td>6.3</td>
<td>6.5</td>
<td>5.9</td>
</tr>
<tr>
<td>Looked for grants/funding for group</td>
<td></td>
<td>2.7%</td>
<td>3.4</td>
<td>2.6</td>
<td>3.4</td>
<td>3.2</td>
</tr>
<tr>
<td>Applied for grants/funding</td>
<td></td>
<td>1.6%</td>
<td>1.9</td>
<td>1.3</td>
<td>1.7</td>
<td>1.6</td>
</tr>
<tr>
<td>Received grants/funding</td>
<td></td>
<td>1.1%</td>
<td>1.5</td>
<td>1.1</td>
<td>1.0</td>
<td>0.9</td>
</tr>
</tbody>
</table>

² Percent of U.S. population that used a public access computer or wireless network to access the Internet
³ “PAC” encompasses library computers or wireless networks for access to the Internet
<table>
<thead>
<tr>
<th>eGovernment</th>
<th>Weighted user estimate</th>
<th>Small libraries</th>
<th>Single outlet libraries</th>
<th>Multiple outlet libraries</th>
<th>Large libraries</th>
</tr>
</thead>
<tbody>
<tr>
<td>eGov used for self</td>
<td>34.0%</td>
<td>39.7</td>
<td>38.0</td>
<td>37.1</td>
<td>36.3</td>
</tr>
<tr>
<td>eGov helped someone else</td>
<td>13.6%</td>
<td>18.1</td>
<td>15.7</td>
<td>16.5</td>
<td>14.8</td>
</tr>
<tr>
<td>Seek help from government agency</td>
<td>18.3%</td>
<td>22.1</td>
<td>19.4</td>
<td>19.1</td>
<td>20.5</td>
</tr>
<tr>
<td>Got help needed</td>
<td>15.2%</td>
<td>19.5</td>
<td>17.7</td>
<td>16.4</td>
<td>17.6</td>
</tr>
<tr>
<td>Get government forms</td>
<td>20.1%</td>
<td>26.1</td>
<td>22.7</td>
<td>23.4</td>
<td>23.2</td>
</tr>
<tr>
<td>Submit forms online</td>
<td>9.2%</td>
<td>13.4</td>
<td>8.8</td>
<td>10.8</td>
<td>10.9</td>
</tr>
<tr>
<td>Learn about laws/regulations</td>
<td>20.6%</td>
<td>22.3</td>
<td>21.8</td>
<td>21.8</td>
<td>21.8</td>
</tr>
<tr>
<td>Learn about permits/licenses</td>
<td>15.0%</td>
<td>17.6</td>
<td>14.8</td>
<td>15.6</td>
<td>16.1</td>
</tr>
<tr>
<td>Apply for permit/license</td>
<td>3.9%</td>
<td>5.3</td>
<td>3.9</td>
<td>4.3</td>
<td>4.0</td>
</tr>
<tr>
<td>Seek legal assistance/advice</td>
<td>13.2%</td>
<td>13.2</td>
<td>13.5</td>
<td>13.8</td>
<td>13.9</td>
</tr>
<tr>
<td>Got legal help needed</td>
<td>10.7%</td>
<td>11.5</td>
<td>11.3</td>
<td>11.4</td>
<td>11.6</td>
</tr>
<tr>
<td>Learn about government programs/services</td>
<td>19.4%</td>
<td>21.0</td>
<td>20.1</td>
<td>20.7</td>
<td>21.1</td>
</tr>
<tr>
<td>Apply for government programs or services</td>
<td>7.0%</td>
<td>7.2</td>
<td>5.9</td>
<td>6.5</td>
<td>7.1</td>
</tr>
<tr>
<td>Education</td>
<td>Weighted user estimate</td>
<td>Small libraries</td>
<td>Single outlet libraries</td>
<td>Multiple outlet libraries</td>
<td>Large libraries</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>------------------------</td>
<td>-----------------</td>
<td>-------------------------</td>
<td>--------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Education used for self</td>
<td>42.3%</td>
<td>42.0</td>
<td>39.4</td>
<td>39.9</td>
<td>39.1</td>
</tr>
<tr>
<td>Education helped someone else</td>
<td>19.8%</td>
<td>19.8</td>
<td>18.7</td>
<td>21.0</td>
<td>18.7</td>
</tr>
</tbody>
</table>

| Youth education                                                          |                        |                 |                         |                          |                 |
| Do homework                                                              | 41.6%                  | 48.3            | 41.3                    | 44.9                     | 42.8            |
| Do online assignment/course                                              | 17.7%                  | 13.8            | 17.4                    | 16.2                     | 20.3            |
| Learn about colleges/admissions                                          | 18.0%                  | 17.2            | 17.4                    | 18.6                     | 20.4            |
| Apply for college                                                       | 5.3%                   | 10.3            | 7.6                     | 7.8                      | 7.7             |
| Apply for financial aid                                                 | 3.6%                   | 6.9             | 5.4                     | 5.4                      | 4.4             |

<p>| Adult education                                                          |                        |                 |                         |                          |                 |
| Learn about degree/certificate program                                   | 15.4%                  | 15.7            | 13.3                    | 14.4                     | 15.2            |
| Apply for degree/certificate program                                     | 6.0%                   | 6.2             | 3.9                     | 4.9                      | 4.9             |
| Admitted to program                                                     | 7.5%                   | 6.8             | 4.9                     | 5.5                      | 6.2             |
| Apply for financial aid                                                 | 3.8%                   | 4.0             | 2.6                     | 2.9                      | 3.4             |
| Received financial aid                                                  | 10.1%                  | 11.9            | 10.8                    | 11.2                     | 10.7            |
| Do online tutorial                                                       | 9.1%                   | 10.6            | 8.4                     | 9.5                      | 8.6             |
| Take online class/workshop                                              | 11.3%                  | 8.9             | 10.0                    | 11.4                     | 10.9            |
| Complete coursework                                                     | 10.7%                  | 9.1             | 8.9                     | 10.8                     | 9.8             |</p>
<table>
<thead>
<tr>
<th>Health</th>
<th>Percent of users from libraries participating in web survey</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Weighted user estimate</td>
</tr>
<tr>
<td>Health used for self</td>
<td>36.6%</td>
</tr>
<tr>
<td>Health helped someone else</td>
<td>20.6%</td>
</tr>
<tr>
<td>Learn about illness, disease, or medical condition</td>
<td>30.8%</td>
</tr>
<tr>
<td>Learn about medical procedure</td>
<td>19.7%</td>
</tr>
<tr>
<td>Find online/in-person support groups for health need</td>
<td>18.7%</td>
</tr>
<tr>
<td>Learn about prescription/OTC drugs</td>
<td>12.6%</td>
</tr>
<tr>
<td>Made decision about prescription or OTC drug use</td>
<td>3.4%</td>
</tr>
<tr>
<td>Purchased drugs online</td>
<td>22.1%</td>
</tr>
<tr>
<td>Find out about diet/nutrition</td>
<td>18.2%</td>
</tr>
<tr>
<td>Made decision about diet changes</td>
<td>17.8%</td>
</tr>
<tr>
<td>Learn about exercise/fitness</td>
<td>14.9%</td>
</tr>
<tr>
<td>Made changes in exercise habits</td>
<td>6.4%</td>
</tr>
<tr>
<td>Find info about doctor/health care provider</td>
<td>13.9%</td>
</tr>
<tr>
<td>Made appointment</td>
<td>6.8%</td>
</tr>
<tr>
<td>Received needed care</td>
<td>6.3%</td>
</tr>
<tr>
<td>Find info on health insurance/drug discount program</td>
<td>14.9%</td>
</tr>
</tbody>
</table>
### Employment

<table>
<thead>
<tr>
<th>Activity</th>
<th>Weighted user estimate</th>
<th>Small libraries</th>
<th>Single outlet libraries</th>
<th>Multiple outlet libraries</th>
<th>Large libraries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment used for self</td>
<td>39.9%</td>
<td>42.5</td>
<td>41.5</td>
<td>40.7</td>
<td>41.7</td>
</tr>
<tr>
<td>Employment helped someone else</td>
<td>14.8%</td>
<td>16.6</td>
<td>15.6</td>
<td>18.3</td>
<td>16.5</td>
</tr>
<tr>
<td>Look for job</td>
<td>30.6%</td>
<td>28.0</td>
<td>31.2</td>
<td>29.8</td>
<td>32.3</td>
</tr>
<tr>
<td>Apply for job/send out resume</td>
<td>20.6%</td>
<td>18.7</td>
<td>20.3</td>
<td>19.5</td>
<td>22.2</td>
</tr>
<tr>
<td>Got interview</td>
<td>9.9%</td>
<td>8.9</td>
<td>10.0</td>
<td>9.9</td>
<td>10.9</td>
</tr>
<tr>
<td>Got job</td>
<td>4.8%</td>
<td>5.1</td>
<td>4.7</td>
<td>4.8</td>
<td>5.2</td>
</tr>
<tr>
<td>Work on resume</td>
<td>18.7%</td>
<td>18.7</td>
<td>20.2</td>
<td>18.6</td>
<td>21.6</td>
</tr>
<tr>
<td>Receive skill-based training</td>
<td>9.3%</td>
<td>11.7</td>
<td>10.1</td>
<td>9.2</td>
<td>10.2</td>
</tr>
<tr>
<td>Research/find info related to job/profession</td>
<td>24.4%</td>
<td>23.8</td>
<td>26.9</td>
<td>25.1</td>
<td>27.7</td>
</tr>
</tbody>
</table>

### Entrepreneurship

<table>
<thead>
<tr>
<th>Activity</th>
<th>Weighted user estimate</th>
<th>Small libraries</th>
<th>Single outlet libraries</th>
<th>Multiple outlet libraries</th>
<th>Large libraries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entrepreneurship used for self</td>
<td>7.0%</td>
<td>7.0</td>
<td>7.5</td>
<td>7.5</td>
<td>8.3</td>
</tr>
<tr>
<td>Entrepreneurship helped someone else</td>
<td>3.2%</td>
<td>2.8</td>
<td>2.7</td>
<td>3.6</td>
<td>3.5</td>
</tr>
<tr>
<td>Started own business</td>
<td>3.3%</td>
<td>3.0</td>
<td>2.8</td>
<td>3.1</td>
<td>3.5</td>
</tr>
<tr>
<td>Wrote business plan</td>
<td>2.3%</td>
<td>1.1</td>
<td>2.2</td>
<td>2.0</td>
<td>2.8</td>
</tr>
<tr>
<td>Got loans/venture capital</td>
<td>2.3%</td>
<td>1.3</td>
<td>1.7</td>
<td>1.6</td>
<td>2.3</td>
</tr>
<tr>
<td>Apply for business license/permit</td>
<td>3.1%</td>
<td>3.4</td>
<td>3.2</td>
<td>2.7</td>
<td>3.5</td>
</tr>
<tr>
<td>Found potential customers</td>
<td>3.5%</td>
<td>2.8</td>
<td>3.5</td>
<td>3.2</td>
<td>3.7</td>
</tr>
<tr>
<td>Business increased</td>
<td>1.7%</td>
<td>1.7</td>
<td>1.7</td>
<td>1.4</td>
<td>1.7</td>
</tr>
<tr>
<td>Learned about government contract opportunities</td>
<td>2.1%</td>
<td>1.7</td>
<td>1.4</td>
<td>1.5</td>
<td>2.1</td>
</tr>
<tr>
<td>Applied for government contract</td>
<td>.9%</td>
<td>0.4</td>
<td>0.5</td>
<td>0.5</td>
<td>0.7</td>
</tr>
<tr>
<td>Received government contract</td>
<td>.6%</td>
<td>0.4</td>
<td>0.3</td>
<td>0.3</td>
<td>0.5</td>
</tr>
</tbody>
</table>
### eCommerce

<table>
<thead>
<tr>
<th>Activity</th>
<th>Weighted user estimate</th>
<th>Small libraries</th>
<th>Single outlet libraries</th>
<th>Multiple outlet libraries</th>
<th>Large libraries</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>eCommerce used for self</strong></td>
<td>25.0%</td>
<td>35.0</td>
<td>30.7</td>
<td>31.0</td>
<td>29.2</td>
</tr>
<tr>
<td><strong>eCommerce helped someone else</strong></td>
<td>7.3%</td>
<td>8.7</td>
<td>8.5</td>
<td>9.4</td>
<td>7.9</td>
</tr>
<tr>
<td><strong>Online banking</strong></td>
<td>15.8%</td>
<td>22.5</td>
<td>19.4</td>
<td>20.6</td>
<td>19.7</td>
</tr>
<tr>
<td><strong>Paid bills</strong></td>
<td>12.8%</td>
<td>17.4</td>
<td>16.7</td>
<td>17.3</td>
<td>16.4</td>
</tr>
<tr>
<td><strong>Investment info</strong></td>
<td>5.7%</td>
<td>5.3</td>
<td>7.9</td>
<td>6.6</td>
<td>6.8</td>
</tr>
<tr>
<td><strong>Researched products/services</strong></td>
<td>12.4%</td>
<td>17.6</td>
<td>15.5</td>
<td>16.1</td>
<td>15.5</td>
</tr>
<tr>
<td><strong>Bought online</strong></td>
<td>13.5%</td>
<td>21.0</td>
<td>17.8</td>
<td>18.0</td>
<td>16.6</td>
</tr>
<tr>
<td><strong>Sold online</strong></td>
<td>3.1%</td>
<td>4.5</td>
<td>5.0</td>
<td>3.6</td>
<td>3.5</td>
</tr>
<tr>
<td><strong>Looked up credit rating</strong></td>
<td>4.2%</td>
<td>6.8</td>
<td>5.3</td>
<td>4.8</td>
<td>4.9</td>
</tr>
<tr>
<td><strong>Researched loans /refinancing</strong></td>
<td>2.6%</td>
<td>1.9</td>
<td>3.2</td>
<td>3.2</td>
<td>3.3</td>
</tr>
<tr>
<td><strong>Learn about getting out of debt</strong></td>
<td>3.7%</td>
<td>3.6</td>
<td>4.8</td>
<td>4.3</td>
<td>4.7</td>
</tr>
<tr>
<td><strong>Reduced/managed debt</strong></td>
<td>2.7%</td>
<td>3.0</td>
<td>3.7</td>
<td>3.1</td>
<td>3.5</td>
</tr>
</tbody>
</table>

### Social engagement

<table>
<thead>
<tr>
<th>Activity</th>
<th>Weighted user estimate</th>
<th>Small libraries</th>
<th>Single outlet libraries</th>
<th>Multiple outlet libraries</th>
<th>Large libraries</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Social engagement used for self</strong></td>
<td>60.1</td>
<td>65.4</td>
<td>60.6</td>
<td>57.0</td>
<td>55.3</td>
</tr>
<tr>
<td><strong>Social engagement helped someone else</strong></td>
<td>20.2</td>
<td>23.0</td>
<td>18.3</td>
<td>19.9</td>
<td>17.7</td>
</tr>
<tr>
<td><strong>Used PAC to communicate with friends</strong></td>
<td>44.7</td>
<td>53.3</td>
<td>48.2</td>
<td>43.9</td>
<td>42.5</td>
</tr>
<tr>
<td><strong>Friends or family live in local community</strong></td>
<td>29.1</td>
<td>27.0</td>
<td>31.2</td>
<td>28.5</td>
<td>28.2</td>
</tr>
<tr>
<td><strong>Friends or family live outside the United States</strong></td>
<td>15.3</td>
<td>14.6</td>
<td>14.5</td>
<td>13.1</td>
<td>14.7</td>
</tr>
<tr>
<td><strong>Communicate to friends or family in languages other than English</strong></td>
<td>8.1</td>
<td>5.5</td>
<td>6.3</td>
<td>4.4</td>
<td>6.6</td>
</tr>
<tr>
<td><strong>Visit social networking site</strong></td>
<td>29.4</td>
<td>29.7</td>
<td>29.1</td>
<td>26.5</td>
<td>25.4</td>
</tr>
<tr>
<td><strong>Maintain personal website</strong></td>
<td>13.0</td>
<td>11.0</td>
<td>11.8</td>
<td>11.3</td>
<td>11.3</td>
</tr>
<tr>
<td><strong>Explore family genealogy</strong></td>
<td>15.5</td>
<td>19.1</td>
<td>15.3</td>
<td>15.6</td>
<td>12.8</td>
</tr>
<tr>
<td><strong>Meet new friends</strong></td>
<td>13.7</td>
<td>12.5</td>
<td>10.2</td>
<td>8.7</td>
<td>9.6</td>
</tr>
<tr>
<td><strong>Get in touch with old friends</strong></td>
<td>18.2</td>
<td>22.3</td>
<td>18.4</td>
<td>16.2</td>
<td>15.9</td>
</tr>
<tr>
<td><strong>Do something online with family or friends</strong></td>
<td>12.9</td>
<td>13.8</td>
<td>11.8</td>
<td>11.4</td>
<td>10.6</td>
</tr>
<tr>
<td><strong>Learn new skills</strong></td>
<td>15.5</td>
<td>16.8</td>
<td>14.6</td>
<td>14.6</td>
<td>14.5</td>
</tr>
<tr>
<td><strong>Pursue a hobby</strong></td>
<td>19.9</td>
<td>18.5</td>
<td>18.5</td>
<td>19.1</td>
<td>17.8</td>
</tr>
<tr>
<td><strong>Organize an event</strong></td>
<td>6.4</td>
<td>7.9</td>
<td>7.4</td>
<td>7.0</td>
<td>6.9</td>
</tr>
<tr>
<td><strong>Find support for a personal problem</strong></td>
<td>10.2</td>
<td>10.8</td>
<td>10.9</td>
<td>10.6</td>
<td>10.4</td>
</tr>
</tbody>
</table>
Appendix B: Delaware public libraries participating in the U.S. IMPACT web survey

<table>
<thead>
<tr>
<th>Library Name</th>
<th>Number of completed surveys</th>
<th>Percent of total responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department of Community Services</td>
<td>68</td>
<td>21%</td>
</tr>
<tr>
<td>Wilmington Institute Library</td>
<td>86</td>
<td>16%</td>
</tr>
<tr>
<td>Special State Library participation URL</td>
<td>258</td>
<td>63%</td>
</tr>
</tbody>
</table>