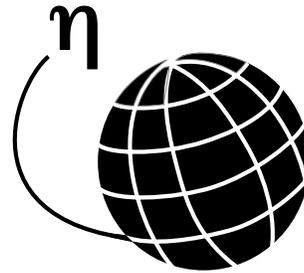


# **Godbe Research**



## **Public Library Survey**

## **Conducted for the City of Hercules Library Commission**

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## **Introduction**

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Godbe Research & Analysis is pleased to present the results of a public opinion research project conducted for the City of Hercules. This report is organized into the following sections:

*Executive Summary*

The *Executive Summary* includes a summary of the *Key Findings* from the survey and a *Findings & Conclusions* section, which details our recommended course of action based on the survey results.

*Methodology*

The *Methodology* section explains the methodology used to conduct this type of survey research. This section also explains how to use the detailed crosstabulation tables in Appendix B.

*Summary of Results*

In the body of the report, we present a question-by-question analysis of the survey. The discussion is organized into the following sections:

- Potential for Use of a Hercules Public Library
- Library Services, Programs and Hours
- Information Sources
- Additional Demographic and Behavioral Measures

*Appendices*

We have included the following two *Appendices*:

- *Appendix A*, which presents the questionnaires with topline results.
- *Appendix B*, which presents the complete crosstabulations for the survey.

## **Executive Summary**

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### **Key Findings**

Based on an analysis of the survey data, Godbe Research & Analysis (GRA) offers the following key findings:

#### *Potential Use of the Hercules Library*

Nine out of ten respondents reported that they or a member of their household is ‘very’ or ‘somewhat likely’ to visit the Hercules Library once it is constructed. Only three percent of the Hercules residents surveyed stated that they are ‘not at all likely’ to visit the new library. Hercules residents expressed a preference for extended evening hours on weekdays over extended Sunday hours by a ratio of 2 to 1.

When residents of Hercules were asked if they or a member of their household has visited a public library in the past year, 86 percent indicated that they have. The most frequently used library in the Hercules area was the Pinole Branch of the Contra Costa Library System (71%) followed by the Richmond Public Library (19%).

#### *Library Resources and Services*

Overall, respondents felt the following five services were most important: ‘Books’, ‘Children’s books/materials’, ‘Library staff to answer questions’, ‘Reference materials’ and ‘Quiet reading and study areas’. ‘Meeting rooms’, ‘Non-English language materials’ and ‘Adult literacy programs’ were rated by respondents as being comparatively less important.

‘Books’ were the most frequently used of the library resources tested, followed by ‘Quiet reading and study areas’ and ‘Library staff to answer questions’. The three least frequently used services and programs were ‘Adult literacy programs’, ‘Meeting rooms’, and ‘Adult programs such as book discussions and computer classes’.

Having a measure of the importance of a service to each respondent as well as a measure of how frequently a respondent uses that service enables GRA to examine the relationship between these two measures and determine the areas where the City has the greatest opportunity to offer resources and services that are both highly regarded in terms of their importance, as well as frequently used by the community. The ‘Importance /Usage Matrix’ can be a valuable tool for decision makers allocating resources.

Hercules residents use ‘Books’ most frequently *and* consider them to be the most important of all the resources and services tested. ‘Children’s books and materials’, ‘Library staff to answer questions’, ‘Quiet reading and study areas’ and ‘Reference materials’ are also both frequently used and rated as being highly important. ‘Children’s story hours and other programs’ and ‘after school programs’ are less frequently used, but still considered to be high in importance by most residents. ‘Meeting rooms’ are used less frequently than average, and are also rated as being relatively less important than the other services and resources tested

in the survey. It is important to note however, that at the time of the survey, no public library was available in the City of Hercules. The frequency of use for some items tested may be related to their lack of availability locally in the City of Hercules, and thus the frequency with which these programs are used may change once the Hercules Public Library is constructed and available for public use.

*Information Sources*

Over half of the residents surveyed indicated that they use the *Herculean* to find out about Hercules news, information and events. Approximately one in five residents mentioned that they use either Newsletters or the *West County Times* for Hercules news and information.

Ninety percent of respondents indicated that they have Internet access. The vast majority of those (94%) access the Internet from their homes. Slightly over one-third access the Internet from work, and seven percent of respondents reported that they access the Internet from a public library.

Of those respondents that have access to the Internet, almost one in five indicated that they have visited the Contra Costa County Library System's web site. The most frequently cited use of the Contra Costa County Library System's web site is to obtain 'Information about the library' or 'Information about media materials such as audio, video, CD's, and books on tape'.

## **Findings and Conclusions**

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Based on the research objectives for the study and the findings of the analyses, GRA is pleased to offer the following findings and conclusions.

The vast majority of residents surveyed indicated that they will be ‘very’ or ‘somewhat likely’ to use the Hercules Public Library once it is constructed.

### *Library Use*

Almost nine out of ten respondents indicated they or a member of their household have used a library in the past year. Most of these respondents (71%) use the Pinole Branch of the Contra Costa County Library System, and nineteen percent indicated they use the City of Richmond Public Library.

Respondents who indicated that neither they nor a member of their household has visited a public library in the last year were asked why. Approximately one-fifth responded that they ‘had no need for a library’ and an additional one-fifth responded that the locations are inconvenient. Ten percent indicated that they did not know where a public library was located. Thus, a public library in Hercules may attract residents who have not visited a public library because there has not been a library that is convenient and accessible to Hercules residents.

### *Library Services*

Of the library services and resources tested, ‘Books’ were rated highest in importance, followed by ‘Childrens books and materials’. ‘Library staff to answer questions’, ‘Reference materials (legal/business publications, medical resources, maps)’, and ‘Quiet reading and study areas’ were also rated as being ‘very important’ services and resources.

The most frequently used programs and services were ‘Books’, ‘Quiet reading and study areas’, ‘Library staff to answer questions’, ‘Reference materials (legal/business publications, medical resources, maps)’, and ‘Magazines, newspapers, or other periodicals’. The services respondents overall use least were ‘Adult programs such as book discussions and computer classes’, ‘Meeting rooms’ and ‘Adult literacy programs’. These services may be more frequently utilized however, once a public library is constructed in the City of Hercules.

### *Importance/Usage Matrix*

The Importance/Usage Matrix is a valuable synthesis of the information found in the importance and usage questions. The matrix takes into account not only the relative importance of a program or service but also the frequency with which residents use that program or service.

‘Books’, ‘Children’s books and materials’, ‘Library staff to answer questions’, ‘Reference materials’, and ‘Quiet reading and study areas’ are each rated as being both very important and frequently used. ‘Children’s story hours and other programs’ and ‘After school pro-

grams' are less frequently used, but still considered to be high in importance by most residents. The high level of importance residents assign to these services and the relatively low frequency of their usage by residents may indicate a need for local children's story hours and after school programs in the local Hercules community.

*Resident Profile*

Although the primary motivation for collecting demographic and behavioral information about respondents is to provide insight into how responses to the substantive questions of the survey vary across various subgroups of residents of the City of Hercules, the information is also useful for profiling Hercules residents. Hercules residents are well-educated; almost two-thirds have some college background or a college degree, and an additional one in five residents have professional or graduate education beyond a college degree. Over half the survey participants have at least one child under the age of 18 living in their household. One third of the respondents describe their ethnicity as 'white', one-fifth describe themselves as 'Asian-American', an additional 15 percent describe themselves as 'Filipino', and five percent describe themselves as 'Chinese'. Approximately ten percent of respondents describe their ethnicity as either 'African-American or Black' (12%) or 'Latino/Latina' (13%). Almost 15 percent speak a language other than English in their home, including approximately 5 percent who speak either Chinese, Tagalog, or Spanish. Sixty percent of the residents sampled have a current library card for the Contra Costa County Public Library system, and 90 percent have access to the Internet, that vast majority of whom access the Internet either at home or at work.

## Methodology

### Research Objectives

At the outset of the project, City of Hercules and GRA identified several research objectives for this study. Broadly defined, the City of Hercules was interested in using this research to:

- assess the existing demand for library services and programs in the City of Hercules;
- identify current Library usage patterns of Hercules residents;
- evaluate residents' perceptions regarding the importance of specific library programs and services; *and*
- profile the demographic characteristics of residents.

### Sample Size

Table 1 briefly outlines the methodology employed in this project. Three hundred one residents of the City of Hercules completed a survey interview, representing a total universe of 11,765 *adult* residents in the City of Hercules. Interviews were conducted on January 2-8, 2001, and each interview typically lasted 11 minutes.

**Table 1. Methodology**

Technique	Telephone interviewing
Interview Length	11 minutes
Interview Language	English: 96% Tagalog: 4%
Universe	Adult residents (over the age of 18) in the City of Hercules
Field Dates	January 2-8, 2001
Sample Size	301

### Subgroup Labels

The following subgroup labels are used in the report and crosstabulation tables:

**Table 2. Subgroup Labels**

Age	Respondents were grouped in the following age categories: 18-29, 30-39, 40-49, 50-64 and 65+ (65 and older).
Education Level	Respondents were grouped based on the highest education level they had achieved: 'Graduate Degree/ Some Graduate', 'College Graduate or Some College' and 'Elementary, High School or Technical/Vocational School'
Ethnicity	Respondents were grouped based on the ethnic group they feel closest to: 'Black', 'Asian-American', 'White', 'Filipino', 'Latino(a)', 'Chinese', and 'Other.'
Gender	'Male' and 'Female' respondents were identified with separate labels.

**Table 2. Subgroup Labels**

Household Income	Respondents were classified into the following household income categories: '\$40,000 or less-\$60,000', '\$60,001-\$80,000', '\$80,001-\$120,000', and '\$120,001+'.
Household Language	Respondents were grouped based on the language primarily spoken at home: 'English', 'Chinese', 'Tagalog', 'Spanish', and 'Other'.
Library card	Respondents were grouped based on whether or not they or a member of their household had a library card: yes or no.
Minors in Home	Respondents were grouped based on how many school-aged children under age 19 live in their household: none, 1, 2, or 3+.

*Randomization of Questions*

To avoid the problem of systematic position bias -- where the order in which a series of questions is asked systematically influences the answers to some of the questions -- several of the questions in this survey were randomized such that respondents were not consistently asked the questions in the same order (Questions 3 and 6).

*Understanding the 'Margin of Error'*

Because a survey typically interviews a limited number of people who are part of a larger population group, by mere chance alone there will almost always be some difference between a sample and the population from which it was drawn. For example, researchers might collect information from 300 adults in a town of 15,000 people. Because not all people in the population were surveyed, there are bound to be differences between the results obtained from interviewing the sample respondents and the results that would be obtained if all people in the population were interviewed. These differences are known as 'sampling error', and they are to be expected to occur regardless of how scientifically the sample has been selected. The advantage of using a scientifically drawn sample, however, is that the margin of error can be estimated using four factors: the size of the population, the chosen sample size, a confidence level and the dispersion of responses to a survey. Of the four factors, sample size is the most influential variable.

The table below shows the possible sampling variation that applies to a percentage result reported from a probability type sample (clustering considered). If a sample of 301 adult residents is drawn from all adult residents of the City of Hercules, one can be 95 percent confident that the margin of error due to sampling will not vary, plus or minus, by more than the indicated number of percentage points from the result that would have been obtained if the interviews had been conducted with all persons in the universe represented in the sample.

**Table 3. Guide to Statistical Significance**

n	Distribution of Responses				
	90% / 10%	80% / 20%	70% / 30%	60% / 40%	50% / 50%
1000	1.78%	2.37%	2.72%	2.90%	2.96%
900	1.88%	2.51%	2.88%	3.08%	3.14%
800	2.01%	2.68%	3.07%	3.28%	3.35%
700	2.16%	2.87%	3.29%	3.52%	3.59%
600	2.34%	3.12%	3.57%	3.82%	3.90%
500	2.57%	3.43%	3.93%	4.20%	4.29%
400	2.89%	3.85%	4.41%	4.72%	4.82%
300	3.35%	4.47%	5.12%	5.47%	5.59%
200	4.12%	5.50%	6.30%	6.73%	6.87%
100	5.86%	7.81%	8.94%	9.56%	9.76%

As the table indicates, the maximum margin of error for all topline responses is between 3.35 and 5.59 for this survey. This means that for a given question with dichotomous response options answered by all 301 respondents who completed the survey, one can be 95 percent confident that the difference between the percentage breakdowns of the sample population and those of the total population is no greater than 5.59 percent. The margin of error percentage applies to both sides of the answer, so that for a question in the survey in which 50 percent of respondents said yes, one can be 95 percent confident that the actual percent of the population that would say yes is between 44.41 percent and 55.59 percent.

The actual margin of error for a given question in this survey depends on the distribution of the responses to the question. In dichotomous questions, such as yes/no questions, where opinions are evenly split, the sample error is 5.59 percent. If that same question were to receive a response in which 10 percent of respondents say yes and 90 percent say no, then the margin of error would be no greater than 3.35 percent. As the number of respondents in a particular subgroup (e.g., gender or age group) is smaller than the number of total respondents, the margin of error associated with estimating a given subgroup's response will be higher.

#### *How to Read a Crosstabulation Table*

The questions discussed and analyzed in this report compose a subset of the various crosstabulation tables available for each question. Only those subgroups that are of particular interest or that illustrate a particular insight are included in the discussion on the following pages. Should readers wish to conduct a closer analysis of subgroups for a given question, the complete breakdowns appear in Appendix B. These crosstabulation tables provide detailed information on the responses to each question by all demographic groups that were assessed in the survey. A typical crosstabulation table looks like this:

**Table 4. Likelihood of Library Use by Gender**

	Gender		
	Overall	Male	Female
Base	301	147	154
<b>Very likely</b>	220 73.1%	97 66.4%	123 79.6%
<b>Somewhat likely</b>	55 18.2%	33 22.3%	22 14.2%
<b>Not too likely</b>	14 4.8%	10 6.8%	4 2.8%
<b>Not at all likely</b>	9 3.0%	5 3.5%	4 2.5%
<b>DK/NA</b>	3 0.9%	1 0.9%	1 0.9%

A short description of the item appears at the top of the table. The sample size (in this example, N=301) is presented in the first column of data under 'Overall'. The results to each possible answer choice of all respondents are also presented in the first column of data under 'Overall'. The aggregate number of respondents in each answer category is presented as a whole number, and the percentage of the entire sample that this number represents is just below the whole number. For example, among respondents overall, 220 people indicated that they were very likely to visit the Library, and 220 represents 73.1 percent of the total sample size of 301. Next to the 'Overall' column are other columns representing opinions of males and females. The data from these columns are read in exactly the same fashion as the data in the 'Overall' column, although each group makes up a smaller percentage of the entire sample.

#### *Understanding a 'Mean'*

In addition to analysis of response percentages, many results will be discussed with respect to a descriptive 'mean'. 'Means' can be thought of as 'averages'. To derive a mean that represents the importance of library programs and services to respondents (Q3.), for example, a number value is first assigned to each response category (e.g., 'extremely important' = +3, 'very important' = +2, 'somewhat important' = +1, and 'not important' = 0). The answer of each respondent is then assigned the corresponding number (from 0 to +3 in this example). Finally, all respondents' answers are averaged to produce a final number that reflects average perceived importance of local issues. The resulting mean makes interpretation of the data considerably easier.

#### *How to Read a 'Means' Table*

In the tables and charts for Questions 3 and 6 in the survey, the reader will find mean scores that represent answers given by the respondent. The mean score represents the average response of each group. The table below shows the scales for each corresponding question.

Responses of ‘don’t know’ and ‘no answer’ are not included in calculating the means for any question.

**Table 5. ‘Means’ Questions and Corresponding Scales**

Question	Measure	Scale	Values
3	Importance of library services	0 to +3	0 = not important +1 = somewhat important +2 = very important +3 = extremely important
6	Household use of library resources	0 to +3	0 = Never +1 = almost never +2 = somewhat often +3 = very often

*A Note on the Tables*

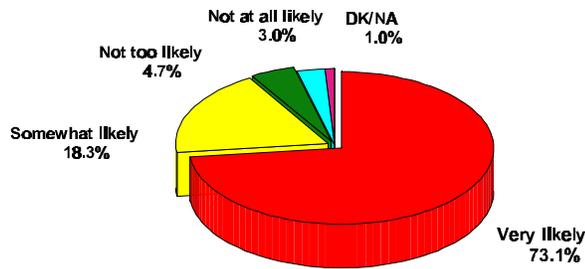
To present the data in the most accurate fashion, we display the results to the first decimal point in the tables and figures. For the purposes of discussion, however, conventional rounding rules are applied, with numbers that include 0.5 or higher rounded to the next highest whole number and numbers that include 0.4 or lower rounded to the next lowest whole number. Because of this rounding, the reader may notice that percentages in the discussion may not sum to 100 percent. Moreover, the decimal numbers shown in pie charts may vary somewhat from the decimal numbers shown in the tables due to software requirements that pie charts sum to exactly 100 percent. These disparities are confined to the first decimal place.

## Potential for Use of a Hercules Public Library

*Q2. Let us start by asking how likely is it that you or members of your household will call or visit this library once it is constructed. Would you say it is very likely, somewhat likely, not too likely, or not at all likely?*

The first substantive question of the survey asks respondents to gauge the likelihood that they will visit or call the Hercules library once it is built. As can be seen in Figure 1, results indicate that 73 percent of respondents claimed they would be ‘very likely’ to call or visit the Library, and an additional 18 percent indicating that they would be ‘somewhat likely’ to call or visit the new Library. Only eight percent of respondents indicated that they would be ‘not too likely’ or ‘not at all’ likely to visit or call the library once it was constructed.

**Figure 1. Likelihood of Visiting the New Hercules Library**



The following tables display the household likelihood of library use across a number of sub-groups within the City of Hercules. Respondents in the higher educational level categories were somewhat more likely to report that they would visit or call the new library than those respondents with comparatively less education.

**Table 6. Likelihood of Library Use by Education**

	Education Level			
	Overall	Elem.- H. School/Tech.	Some or College	Some Grad.- Doctor
Base	301	59	182	56
Very likely	220 73.1%	38 65.1%	129 71.1%	48 86.5%
Somewhat likely	55 18.2%	11 19.3%	38 20.9%	5 9.3%
Not too likely	14 4.8%	6 10.1%	7 3.9%	1 2.5%
Not at all likely	9 3.0%	3 5.5%	5 2.9%	0 0.9%
DK/NA	3 0.9%	- -	2 1.2%	0 0.9%

Table 7 examines the likelihood of visiting the library by age. Respondents who are 30-39 years of age are the most likely to report that they are ‘very likely’ or ‘somewhat likely’ to visit the new library, whereas respondents who are 65 years of age and older are the least likely to report that they are ‘very’ or ‘somewhat likely’ to visit the new Library.

**Table 7. Likelihood of Library Use by Age**

	Age					
	Overall	18-29	30-39	40-49	50-64	65+
Base	301	64	96	73	38	18
Very likely	220 73.1%	42 65.8%	85 88.2%	49 67.4%	25 64.6%	11 60.4%
Somewhat likely	55 18.2%	19 30.2%	9 8.9%	13 18.5%	8 19.6%	4 21.1%
Not too likely	14 4.8%	1 2.1%	3 3.0%	5 6.9%	3 7.4%	2 12.4%
Not at all likely	9 3.0%	1 1.9%	- -	4 6.0%	1 3.7%	1 6.2%
DK/NA	3 0.9%	- -	- -	1 1.2%	2 4.7%	- -

**Table 8. Likelihood of Library Use by Ethnicity**

	Ethnicity						
	Overall	Black	Asian-American	White	Filipino	Latino(a)	Chinese
Base	301	32	56	90	42	34	14
Very likely	220 73.1%	22 69.8%	37 65.8%	61 68.1%	31 74.8%	29 86.9%	12 83.7%
Somewhat likely	55 18.2%	7 20.6%	15 27.3%	17 19.3%	7 15.7%	4 13.1%	1 8.8%
Not too likely	14 4.8%	3 9.6%	4 6.9%	4 4.5%	2 4.0%	- -	1 4.4%
Not at all likely	9 3.0%	- -	- -	7 7.6%	0 1.2%	- -	- -
DKNA	3 0.9%	- -	- -	0 0.5%	2 4.2%	- -	0 3.2%

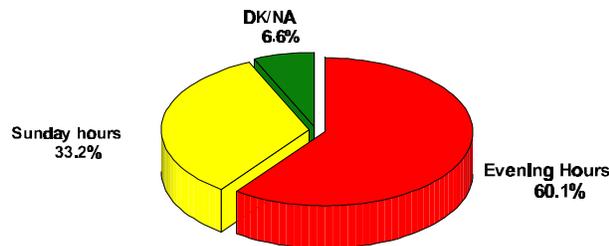
**Table 9. Likelihood of Library Use by Household Income**

	Overall	Household Income			
		<\$40K-\$60K	\$61K-\$80K	\$81K-\$120K	\$121K+
Base	301	83	46	76	24
<b>Very likely</b>	220 73.1%	57 68.5%	31 65.8%	60 79.1%	19 77.8%
<b>Somewhat likely</b>	55 18.2%	17 19.9%	9 20.0%	13 16.7%	2 9.4%
<b>Not too likely</b>	14 4.8%	9 11.0%	3 6.6%	1 1.0%	0 2.0%
<b>Not at all likely</b>	9 3.0%	- -	2 4.8%	1 2.0%	3 10.8%
<b>DK/NA</b>	3 0.9%	0 0.6%	1 2.9%	1 1.2%	- -

*Q4. If given the choice, would you prefer later evening hours or Sunday hours at the new Library?*

Question 4 asked respondents if they would prefer extended weekday hours or extended hours during Sundays. Overall, respondents prefer extended weekday hours to Sunday hours by a ratio of approximately 2 to 1 (60% vs. 33%).

**Figure 2. Evening or Sunday Hours**



The following tables show respondents' preference for evening or Sunday hours across a number of demographic subgroups.

**Table 10. Evening or Sunday Hours by Education**

	Education Level			
	Overall	Elem.- H. School/Tech.	Some or College	Some Grad.- Doctor
Base	301	59	182	56
Evening Hours	181 60.1%	37 62.1%	108 59.3%	34 61.3%
Sunday hours	100 33.3%	20 33.0%	63 34.7%	17 29.6%
DK/NA	20 6.6%	3 4.9%	11 5.9%	5 9.1%

**Table 11. Evening or Sunday Hours by Age**

	Age					
	Overall	18-29	30-39	40-49	50-64	65+
Base	301	64	96	73	38	18
Evening Hours	181 60.1%	44 68.7%	59 61.3%	43 58.5%	20 52.0%	10 55.7%
Sunday hours	100 33.3%	19 29.5%	29 30.2%	24 33.2%	16 40.6%	8 41.4%
DK/NA	20 6.6%	1 1.9%	8 8.5%	6 8.3%	3 7.4%	1 2.9%

**Table 12. Evening or Sunday Hours by Ethnicity**

	Ethnicity					
	Black	Asian-American	White	Filipino	Latino(a)	Chinese
Base	32	56	90	42	34	14
Evening Hours	18 56.9%	34 60.0%	52 57.7%	27 64.4%	23 68.0%	7 54.0%
Sunday hours	12 37.4%	22 39.1%	32 35.2%	13 31.2%	8 24.5%	6 46.0%
DK/NA	2 5.7%	0 0.9%	6 7.1%	2 4.4%	3 7.5%	- -

**Table 13. Evening or Sunday Hours by Household Income**

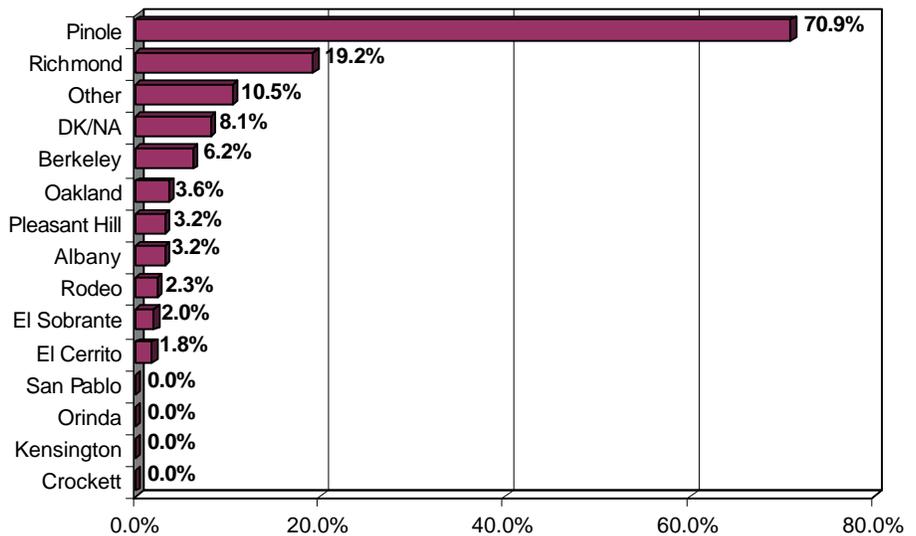
	Overall	Household Income			
		<\$40K-\$60K	\$61K-\$80K	\$81K-\$120K	\$121K+
Base	301	83	46	76	24
Evening Hours	181 60.1%	46 55.6%	27 59.1%	49 64.7%	18 73.5%
Sunday hours	100 33.3%	30 36.4%	13 28.7%	25 33.5%	4 15.5%
DK/NA	20 6.6%	7 8.1%	6 12.1%	1 1.8%	3 11.1%

Q5. Have you or any members of your household visited a public library in the last year?

Q5a. If so, which public libraries in the Hercules area do your household members visit most often?

Question 5 asked respondents if they or a member of their household have visited a public library in the last year. Eighty-six percent of respondents answered that they, or a member of their household, have visited a public library within the past year, whereas fourteen percent indicated they had not. Those respondents who answered that they or a member of their household have visited a public library in the last year were asked ‘Which public libraries in the Hercules area do your household members visit most often’. Figure 3 shows that 71 percent of the respondents eligible to answer this question mentioned having visited the Pinole Branch of the Contra Costa Library System. Nineteen percent indicated that they have used the library facilities at Richmond Public Library.

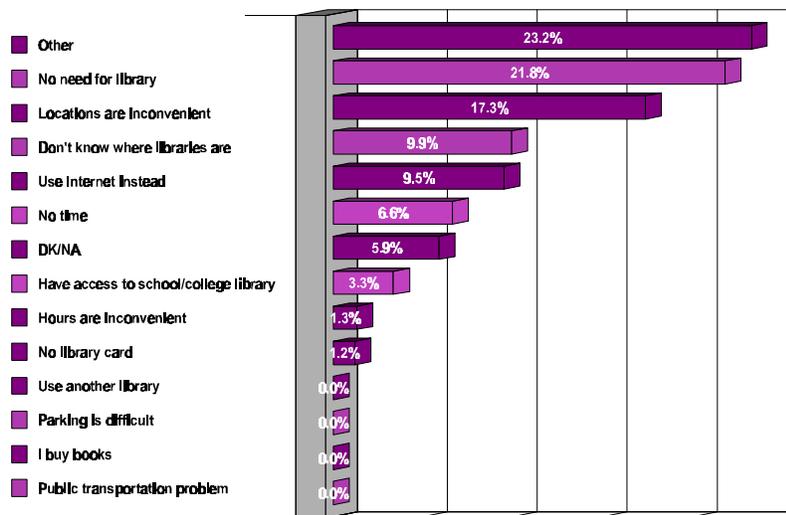
**Figure 3. Household Library Branch Use**



Q7. What is the main reason you or members of your household have not visited a public library in the Hercules Area in the last year?

Respondents who indicated that neither they nor a member of their household had visited a public library in the last year were asked *why* they or any member of their household have not used a public library in the past year. This question was asked in an open ended fashion, so that respondents were not provided with a list of possible responses, but instead were able to offer the answer that first came to mind. The category of ‘Other’ includes individual responses that were unique or mentioned so infrequently that they could not be combined into a substantive category. The most frequent substantive response to this question was that a respondent had ‘No need for a library’. It is important to remember that only those respondents who answered that they have not used a public library in the past year answered this question. Although 22 percent of these respondents feel they do not have a need for a library, this represents approximately 3 percent of the total sample.

**Figure 4. Reasons For Not Visiting a Public Library**



## Library Services, Programs and Hours

*Q3. The Library will have a limited budget and the City of Hercules is interested in providing library resources and services which residents feel are most important. As I read each of the following services and resources, I'd like you to tell me how important you think it is for the library to provide each one. Here's the (first/next) one: \_\_\_\_\_  
Would you say it is extremely important, very important, somewhat important or not important that the Library provide this resource or service?*

Question 2 asked respondents to indicate how important it is for the library to provide each of a list of possible resources and programs. This set of questions provides insight into how important each resource or service is on the scale of importance, and it also provides a relative rating for each resource or program among the other resources and programs that were tested. Respondents indicated whether they felt the particular service was 'extremely important', 'very important', 'somewhat important', or 'not important'.

Participants' responses were coded using the following scale: 'not important' = 0, 'somewhat important' = +1, 'very important' = +2, and 'extremely important' = +3. The aggregate responses to each item are presented below in the form of a mean, which is simply a summary statistic obtained by taking the overall average of the response codes for the entire sample. A mean of +2, for example, indicates that, overall, Hercules residents felt that the service was 'very important'

Figure 5 shows the resources and programs that are rated 2.0 or higher, indicating that they are perceived, on the average, as being 'very' or 'extremely' important. 'Books' were rated highest in importance, followed by 'Childrens books and materials'. 'Library staff to answer questions', 'Reference materials (legal/business publications, medical resources, maps)', and 'Quiet reading and study areas' were also rated as being 'very important' services and resources.

**Figure 5. Importance of Library Resources (Tier I)**

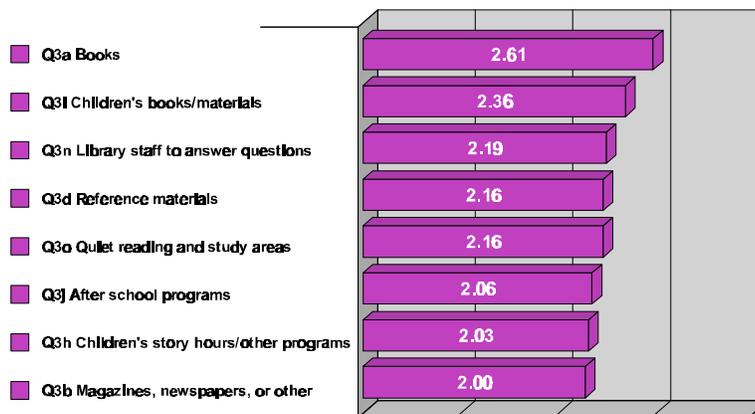
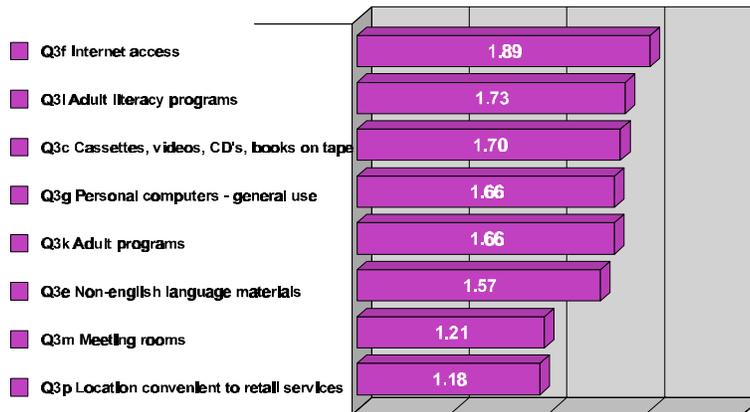


Figure 6 represents the group of resources and programs that respondents indicated were comparatively less important.

**Figure 6. Importance of Library Resources (Tier II)**



The following tables show how the ratings of importance assigned to library resources and programs vary across a number of demographic groups of residents of the City of Hercules.

**Table 14. Importance of Library Resources by Education Level**

	Education Level			
	Overall	Elem.- H. School/Tech.	Some or College	Some Grad.- Doctor
Base	1.89	1.79	1.93	1.81
Q3a Books	2.61	2.38	2.68	2.58
Q3i Children's books/materials	2.36	2.33	2.38	2.28
Q3n Library staff to answer questions	2.19	2.02	2.29	2.08
Q3d Reference materials	2.16	1.98	2.12	2.43
Q3o Quiet reading and study areas	2.16	2.01	2.23	2.06
Q3j After school programs	2.06	2.04	2.11	1.86
Q3h Children's story hours/other programs	2.03	1.90	2.06	2.07
Q3b Magazines, newspapers, or other	2.00	1.83	2.03	2.13
Q3f Internet access	1.89	1.66	1.97	1.80
Q3l Adult literacy programs	1.73	1.61	1.84	1.43
Q3c Cassettes, videos, CD's, books on tape	1.70	1.51	1.73	1.74
Q3g Personal computers - general use	1.66	1.62	1.68	1.60
Q3k Adult programs	1.66	1.68	1.68	1.59
Q3e Non-english language materials	1.57	1.59	1.61	1.37
Q3m Meeting rooms	1.21	1.10	1.27	1.06
Q3p Location convenient to retail services	1.18	1.28	1.24	0.92

**Table 15. Importance of Library Resources by Age**

	Overall	Age				
		18-29	30-39	40-49	50-64	65+
Base	1.89	1.94	1.97	1.76	1.80	1.86
<b>Q3a Books</b>	2.61	2.60	2.70	2.58	2.48	2.38
<b>Q3i Children's books/materials</b>	2.36	2.24	2.56	2.32	2.18	2.18
<b>Q3n Library staff to answer questions</b>	2.19	2.17	2.33	2.03	2.18	2.23
<b>Q3d Reference materials</b>	2.16	2.15	2.24	2.11	2.06	1.96
<b>Q3o Quiet reading and study areas</b>	2.16	2.18	2.32	1.95	2.05	2.11
<b>Q3j After school programs</b>	2.06	2.17	2.05	1.95	1.94	2.21
<b>Q3h Children's story hours/other programs</b>	2.03	1.97	2.11	2.06	1.91	2.00
<b>Q3b Magazines, newspapers, or other</b>	2.00	2.27	2.12	1.80	1.80	1.79
<b>Q3f Internet access</b>	1.89	2.17	1.92	1.69	1.82	1.62
<b>Q3l Adult literacy programs</b>	1.73	1.71	1.86	1.59	1.59	1.87
<b>Q3c Cassettes, videos, CD's, books on tape</b>	1.70	1.64	1.78	1.55	1.77	1.68
<b>Q3g Personal computers - general use</b>	1.66	1.95	1.64	1.48	1.59	1.46
<b>Q3k Adult programs</b>	1.66	1.65	1.78	1.46	1.61	1.93
<b>Q3e Non-english language materials</b>	1.57	1.72	1.64	1.41	1.44	1.44
<b>Q3m Meeting rooms</b>	1.21	1.27	1.17	1.17	1.11	1.42
<b>Q3p Location convenient to retail services</b>	1.18	1.15	1.31	0.99	1.23	1.41

**Table 16. Importance of Library Resources by Ethnicity**

	Ethnicity						
	Overall	Black	Asian-American	White	Filipino	Latino(a)	Chinese
Base	1.89	2.15	1.83	1.74	1.99	2.03	1.88
Q3a Books	2.61	2.63	2.64	2.61	2.55	2.74	2.35
Q3i Children's books/materials	2.36	2.44	2.37	2.35	2.15	2.55	2.36
Q3n Library staff to answer questions	2.19	2.38	2.15	2.21	2.16	2.29	1.64
Q3d Reference materials	2.16	2.35	2.03	2.22	2.09	2.19	1.94
Q3o Quiet reading and study areas	2.16	2.30	2.16	2.01	2.25	2.30	2.01
Q3j After school programs	2.06	2.35	2.11	1.91	2.17	2.16	1.98
Q3h Children's story hours/other programs	2.03	2.10	1.97	1.88	1.98	2.23	2.30
Q3b Magazines, newspapers, or other	2.00	2.21	1.83	1.89	2.10	1.99	2.32
Q3f Internet access	1.89	2.22	1.91	1.56	2.10	2.14	2.23
Q3l Adult literacy programs	1.73	2.09	1.57	1.67	1.79	1.88	1.46
Q3c Cassettes, videos, CD's, books on tape	1.70	2.04	1.54	1.59	1.84	1.94	1.86
Q3g Personal computers - general use	1.66	1.91	1.55	1.33	1.91	1.97	2.21
Q3k Adult programs	1.66	2.10	1.80	1.31	1.86	1.60	1.67
Q3e Non-english language materials	1.57	2.14	1.56	1.28	1.68	1.99	1.40
Q3m Meeting rooms	1.21	1.64	1.04	1.01	1.53	1.12	1.15
Q3p Location convenient to retail services	1.18	1.40	1.09	0.89	1.70	1.46	1.25

**Table 17. Importance of Library Resources by Household Income**

	Household Income			
	<\$40K- \$60K	\$61K- \$80K	\$81K- \$120K	\$121K+
Base	1.92	1.79	1.90	1.76
<b>Q3a Books</b>	2.53	2.57	2.68	2.50
<b>Q3i Children's books/materials</b>	2.36	2.30	2.43	2.30
<b>Q3n Library staff to answer questions</b>	2.29	2.15	2.12	2.04
<b>Q3d Reference materials</b>	2.07	2.10	2.33	1.90
<b>Q3o Quiet reading and study areas</b>	2.26	2.14	2.05	2.00
<b>Q3j After school programs</b>	2.08	1.91	2.14	1.96
<b>Q3h Children's story hours/other programs</b>	1.98	2.01	2.18	1.75
<b>Q3b Magazines, newspapers, or other</b>	2.06	1.83	1.95	1.91
<b>Q3f Internet access</b>	2.04	1.72	1.90	1.82
<b>Q3l Adult literacy programs</b>	1.60	1.63	1.80	1.70
<b>Q3c Cassettes, videos, CD's, books on tape</b>	1.81	1.56	1.70	1.76
<b>Q3g Personal computers - general use</b>	1.73	1.45	1.62	1.69
<b>Q3k Adult programs</b>	1.73	1.55	1.66	1.39
<b>Q3e Non-english language materials</b>	1.60	1.42	1.55	1.63
<b>Q3m Meeting rooms</b>	1.30	1.27	0.99	0.82
<b>Q3p Location convenient to retail services</b>	1.30	0.94	1.29	0.93

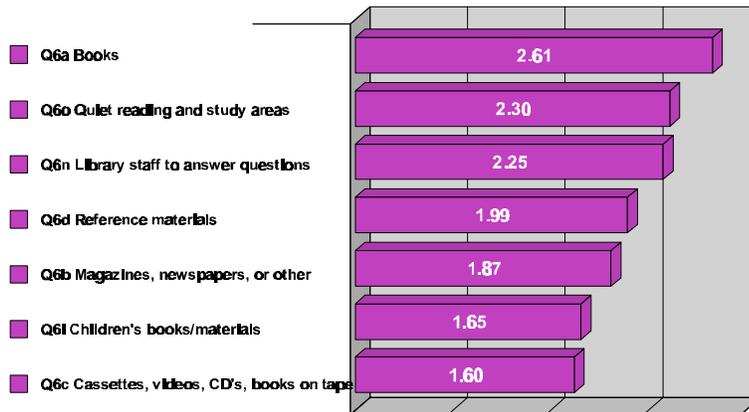
*Q6. Providing library resources and services that residents use most frequently is important for the City of Hercules. As I read the following I'd like you to tell me how frequently your household makes use of this service when visiting the library. Would you say your household uses \_\_\_\_\_ very often, somewhat often, almost never or never when visiting the library?*

In addition to understanding what library resources and services residents view as being most important, another central objective of this study is to determine which library services and programs are used most frequently by residents. Question 6 presented respondents with a series of Library resources and programs and asked respondents to indicate how frequently they or members of their household use the particular resource or program. Respondents were asked if they use the resource 'very often', 'somewhat often', 'almost never', or 'never'. Responses were then coded to equal +3, +2, +1, or 0 respectively.

Figure 7 presents the most frequently used library resources by residents of Hercules. The most frequently used resource is 'Books', followed by 'Quiet reading and study areas' and 'Library staff to answer questions'. 'Reference materials' and 'Magazines, newspapers, or

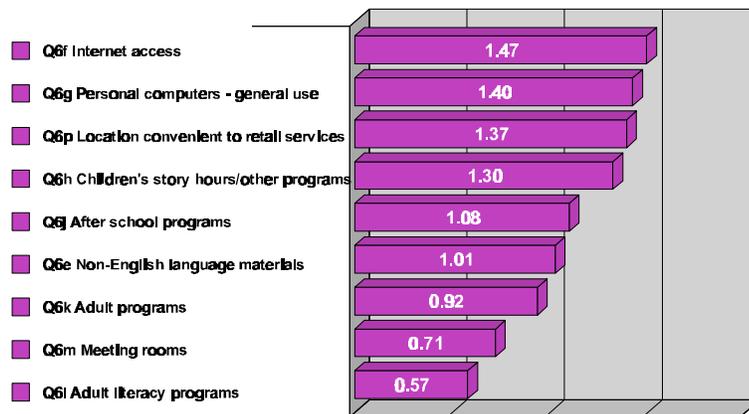
other periodicals’ also received mean scores above 2.0, indicating that they are used more than ‘somewhat often’.

**Figure 7. Use of Library Resources (Tier I)**



The figure below shows the Tier II responses to Question 6. Overall, the library resources and programs that residents of Hercules reported they used least frequently were ‘Adult literacy programs’ and ‘Meeting rooms’.

**Figure 8. Use of Library Resources (Tier II)**



The following tables show the frequency of residents’ use of specific library resources and programs across a number of demographic subgroups.

**Table 18. Use of Library Resources by Education**

	Education Level			
	Overall	Elem.- H. School/Tech.	Some or College	Some Grad.- Doctor
Base	1.51	1.50	1.52	1.48
<b>Q6a Books</b>	2.61	2.52	2.63	2.62
<b>Q6o Quiet reading and study areas</b>	2.30	2.40	2.25	2.39
<b>Q6n Library staff to answer questions</b>	2.25	2.33	2.24	2.18
<b>Q6d Reference materials</b>	1.99	1.84	1.99	2.14
<b>Q6b Magazines, newspapers, or other</b>	1.87	1.67	1.88	2.08
<b>Q6i Children's books/materials</b>	1.65	1.93	1.56	1.62
<b>Q6c Cassettes, videos, CD's, books on tape</b>	1.60	1.58	1.63	1.49
<b>Q6f Internet access</b>	1.47	1.28	1.52	1.57
<b>Q6g Personal computers - general use</b>	1.40	1.51	1.45	1.16
<b>Q6p Location convenient to retail services</b>	1.37	1.35	1.39	1.34
<b>Q6h Children's story hours/other programs</b>	1.30	1.40	1.28	1.30
<b>Q6j After school programs</b>	1.08	1.12	1.15	0.88
<b>Q6e Non-English language materials</b>	1.01	1.07	0.99	1.01
<b>Q6k Adult programs</b>	0.92	0.89	0.90	1.01
<b>Q6m Meeting rooms</b>	0.71	0.61	0.81	0.44
<b>Q6l Adult literacy programs</b>	0.57	0.54	0.63	0.41

**Table 19. Use of Library Resources by Age**

	Overall	Age				
		18-29	30-39	40-49	50-64	65+
Base	1.51	1.65	1.60	1.38	1.36	1.24
<b>Q6a Books</b>	2.61	2.67	2.68	2.50	2.54	2.55
<b>Q6o Quiet reading and study areas</b>	2.30	2.60	2.47	2.05	2.03	1.90
<b>Q6n Library staff to answer questions</b>	2.25	2.43	2.30	2.16	2.04	1.87
<b>Q6d Reference materials</b>	1.99	1.99	1.89	2.18	2.04	1.81
<b>Q6b Magazines, newspapers, or other</b>	1.87	2.30	1.92	1.55	1.72	2.05
<b>Q6i Children's books/materials</b>	1.65	1.26	2.16	1.63	1.19	0.71
<b>Q6c Cassettes, videos, CD's, books on tape</b>	1.60	1.70	1.73	1.42	1.53	1.51
<b>Q6f Internet access</b>	1.47	2.11	1.40	1.19	1.23	1.18
<b>Q6g Personal computers - general use</b>	1.40	1.98	1.39	1.08	1.14	0.99
<b>Q6p Location convenient to retail services</b>	1.37	1.61	1.46	1.31	1.09	0.80
<b>Q6h Children's story hours/other programs</b>	1.30	1.05	1.73	1.26	0.95	0.68
<b>Q6j After school programs</b>	1.08	0.99	1.12	1.22	1.07	0.71
<b>Q6e Non-English language materials</b>	1.01	1.46	1.05	0.74	0.82	0.79
<b>Q6k Adult programs</b>	0.92	0.91	0.98	0.71	1.01	1.22
<b>Q6m Meeting rooms</b>	0.71	0.84	0.61	0.61	0.86	0.61
<b>Q6l Adult literacy programs</b>	0.57	0.50	0.68	0.49	0.54	0.36

**Table 20. Use of Library Resources by Ethnicity**

	Ethnicity						
	Overall	Black	Asian-American	White	Filipino	Latino(a)	Chinese
Base	1.51	1.80	1.71	1.25	1.60	1.55	1.29
Q6a Books	2.61	2.61	2.65	2.65	2.45	2.67	2.42
Q6o Quiet reading and study areas	2.30	2.51	2.60	2.07	2.28	2.44	1.80
Q6n Library staff to answer questions	2.25	2.50	2.45	2.29	2.16	2.18	1.34
Q6d Reference materials	1.99	2.17	1.92	2.01	2.14	1.86	1.96
Q6b Magazines, newspapers, or other	1.87	2.02	1.91	1.62	1.95	1.87	2.36
Q6i Children's books/materials	1.65	1.90	2.10	1.22	1.68	1.71	1.58
Q6c Cassettes, videos, CD's, books on tape	1.60	1.81	1.70	1.50	1.60	1.65	1.13
Q6f Internet access	1.47	2.21	1.61	0.98	1.86	1.45	1.28
Q6g Personal computers - general use	1.40	1.86	1.52	0.96	1.76	1.54	0.59
Q6p Location convenient to retail services	1.37	1.78	1.26	1.13	1.31	1.67	1.20
Q6h Children's story hours/other programs	1.30	1.40	1.71	0.81	1.35	1.61	1.58
Q6j After school programs	1.08	1.33	1.34	0.85	1.25	1.09	1.01
Q6e Non-English language materials	1.01	1.20	1.33	0.57	1.11	1.51	0.88
Q6k Adult programs	0.92	1.61	1.25	0.60	0.95	0.70	0.74
Q6m Meeting rooms	0.71	1.07	0.99	0.52	0.92	0.42	0.37
Q6l Adult literacy programs	0.57	0.85	1.02	0.22	0.77	0.42	0.40

**Table 21. Use of Library Resources by Household Income**

	Household Income				
	Overall	<\$40K- \$60K	\$61K- \$80K	\$81K- \$120K	\$121K+
Base	1.51	1.61	1.54	1.48	1.07
<b>Q6a Books</b>	2.61	2.55	2.71	2.65	2.51
<b>Q6o Quiet reading and study areas</b>	2.30	2.51	2.43	2.01	2.20
<b>Q6n Library staff to answer questions</b>	2.25	2.26	2.37	2.23	2.17
<b>Q6d Reference materials</b>	1.99	1.77	1.83	2.20	1.83
<b>Q6b Magazines, newspapers, or other</b>	1.87	2.02	1.66	1.83	1.34
<b>Q6i Children's books/materials</b>	1.65	1.81	1.97	1.54	0.80
<b>Q6c Cassettes, videos, CD's, books on tape</b>	1.60	1.74	1.72	1.62	0.95
<b>Q6f Internet access</b>	1.47	1.79	1.15	1.38	0.86
<b>Q6g Personal computers - general use</b>	1.40	1.75	1.26	1.26	0.89
<b>Q6p Location convenient to retail services</b>	1.37	1.54	1.10	1.45	0.75
<b>Q6h Children's story hours/other programs</b>	1.30	1.44	1.35	1.47	0.44
<b>Q6j After school programs</b>	1.08	1.12	1.27	1.13	0.72
<b>Q6e Non-English language materials</b>	1.01	1.26	1.03	0.82	0.66
<b>Q6k Adult programs</b>	0.92	0.98	0.99	0.89	0.58
<b>Q6m Meeting rooms</b>	0.71	0.67	1.04	0.61	0.19
<b>Q6l Adult literacy programs</b>	0.57	0.59	0.72	0.60	0.20

*Importance/Usage Matrix*

Having a measure of the importance of a service to each respondent as well as a measure of how frequently a respondent uses that service enables GRA to examine the relationship between these two measures and determine the areas where the City has the greatest opportunity to offer resources and services that are both highly regarded in terms of their importance, as well as frequently used by the community. The *Importance - Usage Matrix* plots the resources and services tested on two dimensions, or axes. The scale along the x-axis (horizontal) corresponds to the overall mean the service was assigned with respect to its importance. The scale along the y-axis (vertical) corresponds to the overall mean the service was given in terms of frequency of use. The higher the mean, the higher the overall level of importance or usage offered by respondents for a given service.

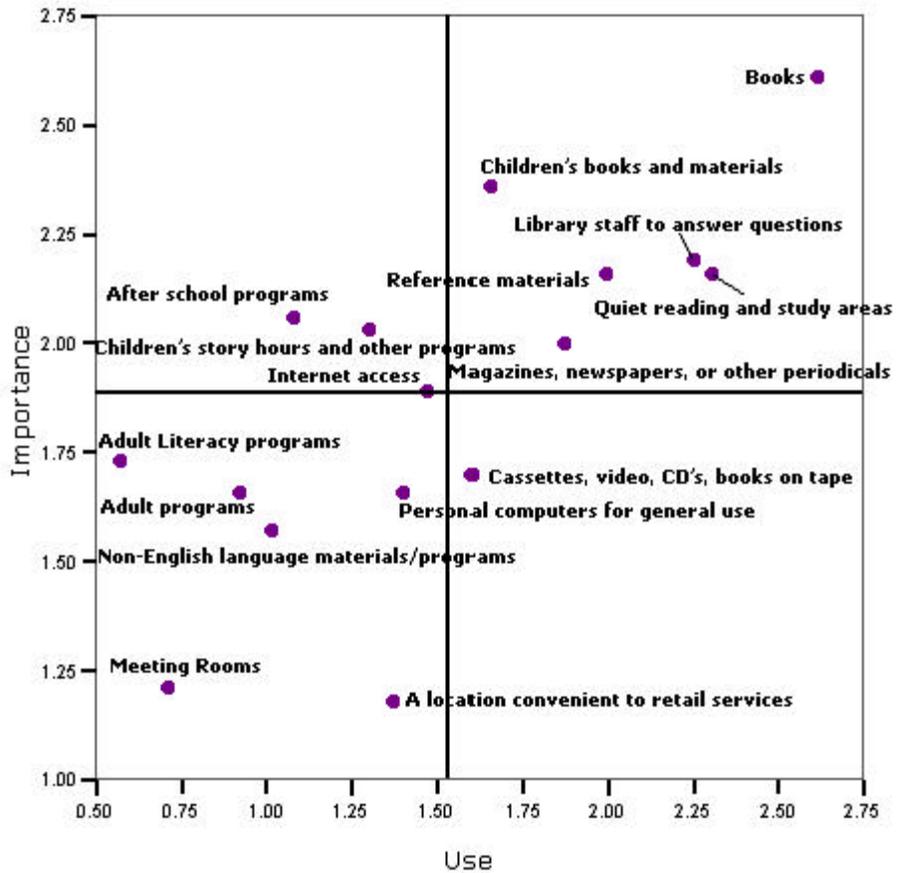
The Satisfaction - Usage Matrix shows in detail how the various services tested among Hercules residents in both importance and frequency of usage. GRA examined the importance and usage ratings of each service relative to the *overall* average importance and usage rat-

ings of *all* services. Based on the difference between the *overall* average importance and usage ratings and those received by each service, GRA divided the matrix into four quadrants, as shown in the figure. Quadrant A includes the services that are rated above the average of all services in importance but for which the frequency of use is below the average of all services. Quadrant B includes services whose importance and frequency of use ratings are both above average. Quadrant C includes services whose frequency of use is below average but importance rating is above average. Quadrant D includes services whose frequency of use and importance ratings are both below average.

As shown in Figure 9, Hercules residents frequently use 'Books' and consider them to be the most important of all the resources and services tested. 'Children's books and materials', 'Library staff to answer questions', 'Quiet reading and study areas' and 'Reference materials' are also frequently used and rated as being highly important. 'Children's story hours and other programs' and 'after school programs' are less frequently used, but still considered to be high in importance by most residents. 'Meeting rooms' are used less frequently than average, and are also rated as being relatively less important than the other services and resources tested in the survey. It is important to note however, that at the time of the survey, no public library was available in the City of Hercules. The frequency of use for some items

tested may be related to their availability in the City, and thus may change once the Hercules Public Library is constructed and available for public use.

**Figure 9. Importance/Usage Matrix**

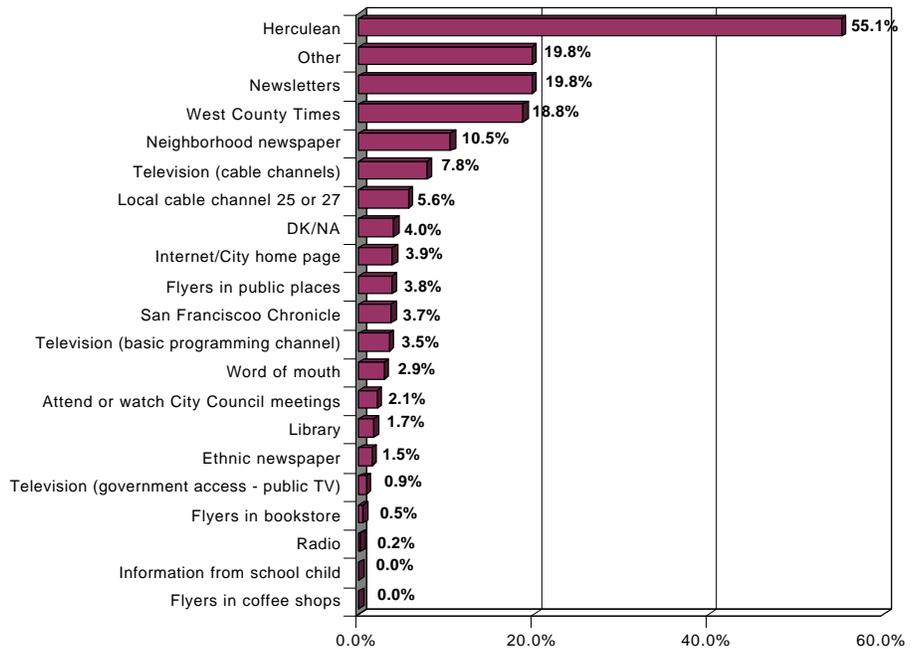


## Information Sources

Q8. What information sources do you use to find out about Hercules news, information and events?

Fifty-five percent of the residents surveyed indicated the *Herculean* was the source they turned to for Hercules information, news and events. Newsletters and the *West County Times* were mentioned by approximately one-fifth of respondents, and about one in 10 stated that they turn to 'Neighborhood newspapers' for local news and information.

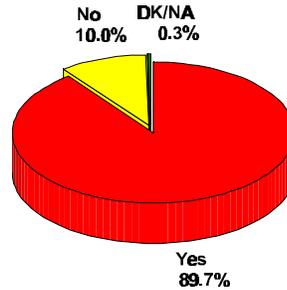
**Figure 10. News Sources**



*Q9. Do you currently have access to the Internet?*

Question 9 of the survey asked whether or not the respondent had access to the Internet. As shown in Figure 11, ninety percent of residents in the City of Hercules have Internet access.

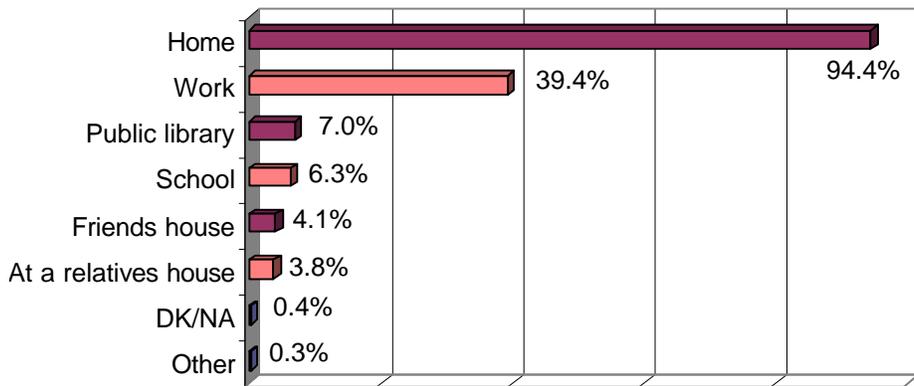
**Figure 11. Internet Access**



*Q9A. Where do you currently access the Internet?*

Those respondents who do have Internet access were asked where they presently access the Internet. Because multiple responses were accepted to this question, the percentage totals exceed 100%. Of those respondents that have access to the Internet, 94 percent access the Internet from home. In addition, 39 percent of respondents accessed the Internet from their work place. Six percent of respondents accessed the Internet from school and seven percent currently access the Internet from a Public Library.

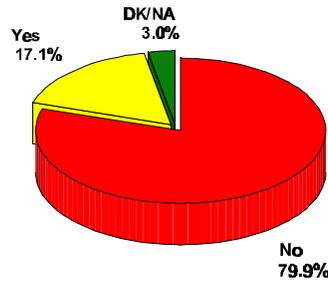
**Figure 12. Internet Access**



*Q10. Have you or any members of your household ever visited the Contra Costa County Public Library System's web site?*

Question 10 asked respondents if they or any member of their household used the Contra Costa County Public Library web site. As can be seen in Figure 13, almost one in five respondents have accessed the web site.

**Figure 13. Contra Costa County Public Library System's Web Site**



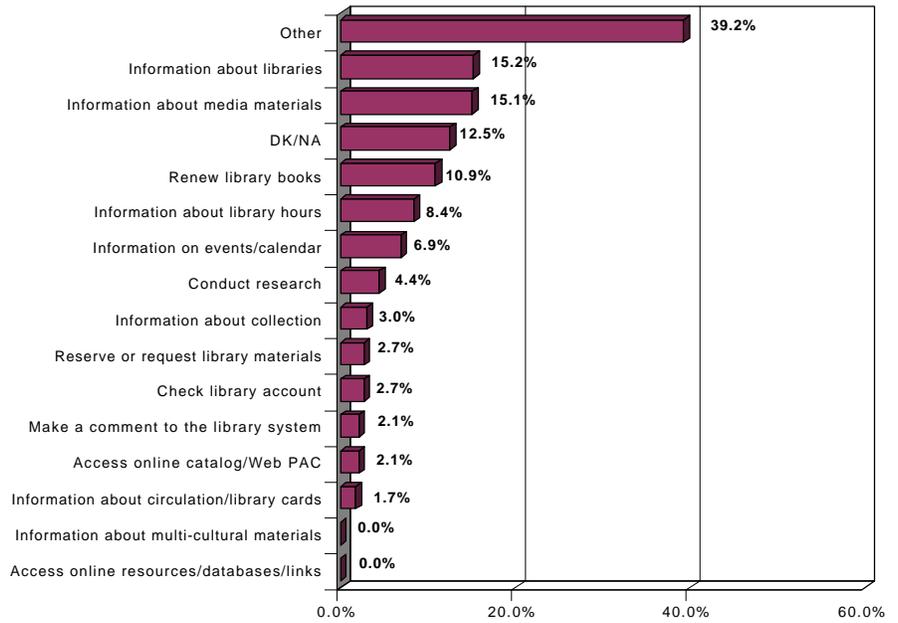
*Q11. What have you or any members of your household used the web site for?*

Respondents who have visited the Contra Costa County Public Library System's web site were asked Question 11 asked what type of information or services they used the web site for. Residents were allowed to present up to two responses. thus the percentages in the analysis below exceed 100%.

Approximately 15 percent of respondents used the web site to gain 'Information about libraries', and an additional 15 percent mentioned that they use the web site for information about media materials including audio, video, books on tape, CDs and software. About one

in ten respondents who have accessed the web site indicated that they used the library web site to 'Renew library books'.

**Figure 14. Web Site Uses**

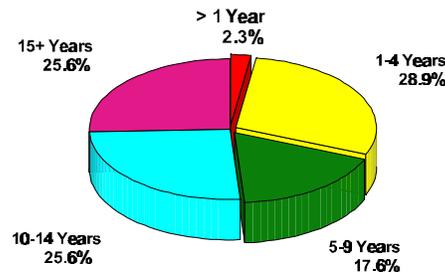


## Additional Demographic and Behavioral Measures

Figures 15 through 23 graphically present the demographic and behavioral information collected in the survey. Although the primary motivation for collecting the demographic and behavioral information was to provide better insight into how responses to the substantive questions of the survey vary across various subgroups in the City of Hercules, the information is also useful for creating a profile of Hercules residents.

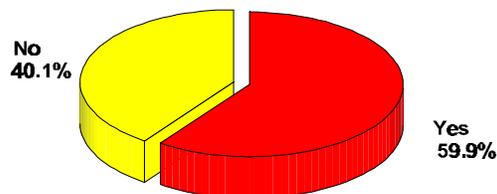
*Q1. How many years have you lived in Hercules?*

**Figure 15. Years in Hercules**



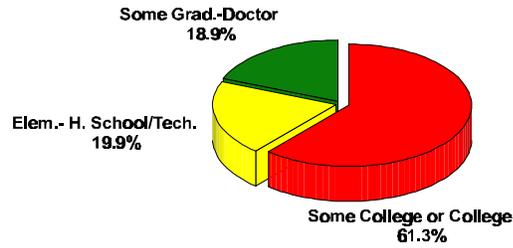
*QA. Do you or any members of your household possess a current library card for the Contra Costa County Public Library System?*

**Figure 16. Library Card**



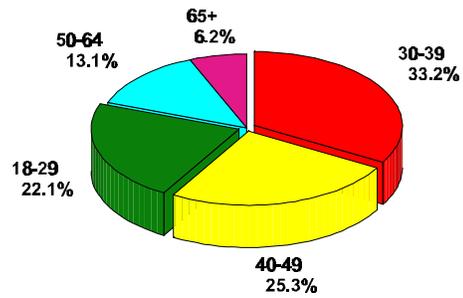
QB. What is the last grade or level you completed in school?

**Figure 17. Education**



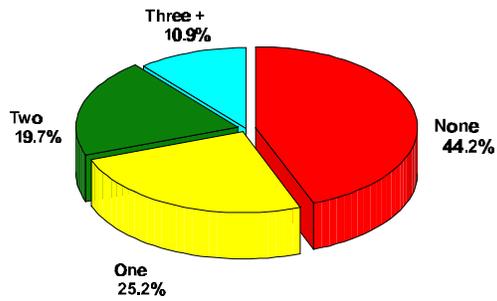
QC. In what year were you born?

**Figure 18. Age**



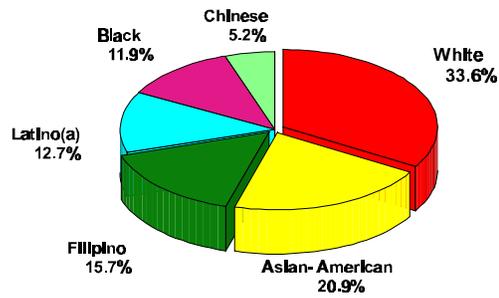
QD. How many children under 19 years of age do you have living at home with you?

**Figure 19. Children Under Age 19**



QE. What ethnic group do you consider yourself a part of or feel closest to?

**Figure 20. Ethnicity**



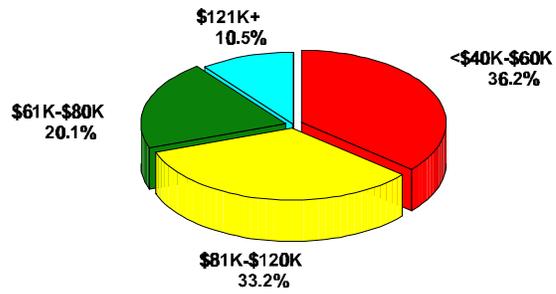
QF. What language is primarily spoken in your home?

**Figure 21. Household Language**



QG. For statistical purposes only, what was your total household income before taxes in 1999?

**Figure 22. Household Income**



*QH. Gender*

**Figure 23. Gender**

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