

# **Evaluation of the National Adult Literacy Database (NALD)**

## **Final Report**

***Prepared for:***

The NALD Board of Directors

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## EXECUTIVE SUMMARY

The evaluation of the National Adult Literacy Database (NALD) funded by the National Literacy Secretariat and conducted by Goss Gilroy Inc. (GGI) on behalf of the NALD Board of Directors has found that:

***NALD is doing a very good job of delivering useful information, resources, and services to the literacy community and is highly valued and widely recognized by this community.***

This finding is based on qualitative and quantitative research capturing both in-depth information and highly representative results. Multiple lines of evidence are used to ensure that results reflect feedback from users, non-users, key informants, staff, and experts in the provision of services over the Internet. Each research instrument was carefully designed in close cooperation with the client.

GGI's evaluation findings are very positive. This is due to the fact that:

- Satisfaction with the NALD web site is quite high with only 1% of Internet survey respondents indicating dissatisfaction with the site.
- Overall survey results show a strong validation of NALD's stated objectives and affirm that NALD is meeting these objectives.
- NALD is successful in reaching the literacy community. In conducting the non-user telephone survey, GGI had some difficulty finding non-users within the literacy community.

### ***Background***

The National Adult Literacy Database (NALD) is mandated to:

- benefit all literacy organizations by providing user-friendly, universal access to valuable literacy related information, resources, and services;
- help create national and regional literacy communities; and
- help literacy organizations across the country feel part of these communities.

NALD's approach to meeting its mandate addresses barriers to accessing literacy related information, resources, and services. This approach includes:

- The NALD web site;

- Web site and database development and hosting;
- NALD's 1 800 telephone service; and
- The NALD newsletter.

As NALD's primary service delivery vehicle, the NALD web site:

- Provides information and resources;
- Builds community among members of the literacy community;
- Organizes resources on the web site and provides links; and
- Provides a database of literacy programs.

Over the years NALD has received funding in support of its mandate from a broad range of sources, particularly the National Literacy Secretariat (since 1989) and the Province of New Brunswick (since 1995). NALD's capacity to deliver on its mandate is further enhanced by its strategy of collaboration with a broad range of organizations across the country.

The NALD evaluation was commissioned to:

- help determine if NALD is making a difference to the broad range of organizations and individuals involved in developing and delivering adult literacy programs; and
- help determine the changes needed (if any) to take the organization forward in serving clients' needs, in consideration of the pace of change in learning and information dissemination technologies.

### **Summary of Evaluation Findings**

The evaluation found that the key strategic aspects of NALD – its resources, services, and how these are managed are sound. Where suggestions for changes or improvements were made, these were largely of a minor nature (e.g. features and look of the site). In most cases, NALD was already aware of these and working on them or, following deliberation, had made a decision not to go in a specific direction.

Key findings include:

- NALD has a strong management approach. Board members have been selected for their broad range of expertise and understanding of the issues. The Board

has a clear and shared vision and provide good advice. Their direction of NALD, combined with an Executive Director with people, organizational, partnering, and management skills has helped develop an organization that is focused and well managed. Interviews with NALD staff indicate that both the Board and Executive Director are universally well-liked and respected and that staff feel management is doing an excellent job.

- Financial management is sound. Prudent financial management practices are in place and both the Board and the Executive Director are well informed with respect to NALD financial management.
- NALD staff are recognized by users as being knowledgeable and helpful. While the organization faces the challenge of competing with the private sector for qualified staff, it has managed to attract and keep qualified staff with a good mix of skill sets by offering a challenging yet welcoming and supportive work environment.
- NALD has developed strong brand recognition among their various users groups and are respected for the services they provide and the open manner in which they provide them.
- NALD is doing a very good job of providing useful information and resources to the literacy community. The Internet survey indicates that almost 97% of NALD users would recommend the web site to others and 87% are either satisfied or very satisfied with the NALD web site while only 1% indicate dissatisfaction with the site. The telephone survey of NALD users further supports this finding.
- A review of NALD's log file data clearly demonstrates very significant year over year increases in web site usage. The average number of user sessions per month in 1997 was 14,237 compared to 151,447 in 2001. The average time spent on the NALD web site has also increased from 9 minutes and 27 seconds for each visit in 1997 to approximately 23 minutes in 2001. Perhaps most important has been the increase in the number of full text documents downloaded which rose from 100,520 in 2000 to 513,026 in 2001. This further demonstrates the relevance and usefulness of NALD resources and services.
- NALD is helping close the gap between urban and rural communities with respect to equitable access to literacy resources and services. NALD's work in digitizing and providing access to full text documents makes these resources available to rural communities with limited or no library resources.

The three key issues facing NALD are:

- Funding - A major constraint to taking the organization forward as Canada's premier literacy portal will be resources. Funding has not grown at the same pace as demand and usage of the services and resources NALD provides. Sustained and sufficient funding is needed to build and maintain capacity. This will require a multi-faceted strategy for sponsorship and funding.
- Succession planning for the Executive Director. The current NALD Executive Director is seen as one of the organizations strengths. He is well known and well respected in the literacy community and will be difficult to replace. The NALD Board recognizes this challenge and is working with the Executive Director to put a succession strategy in place.
- Reaching users in Quebec. The Internet survey shows that approximately 3% of NALD web site users are from Quebec. This is less than all other provinces with the exception of PEI (2%). Ontario, by comparison, is home to over 21% of NALD web site users. A strategy to reach the Quebec literacy community is needed, possibly with the assistance of some strategic partners.

Many of the other issues raised for updating of functionality resulting from the evaluation research conducted are either relatively minor, or already being considered or implemented.

These findings have led to the overall conclusion that:

**NALD is doing a very good job of delivering useful information, resources, and services to the literacy community and is highly valued and widely recognized by this community.**

## 1.0 INTRODUCTION

The purpose of the National Adult Literacy Database (NALD) evaluation is to:

- help determine if NALD is making a difference to the broad range of organizations and individuals involved in developing and delivering adult literacy programs; and
- help determine the changes needed (if any) to take the organization forward in serving clients' needs, in consideration of the pace of change in learning and information dissemination technologies.

Goss Gilroy Inc. (GGI), in conducting this evaluation on behalf of the NALD Board of Directors, has explored multiple lines of evidence using a variety of research methods to ensure that this evaluation is both comprehensive in its assessment of NALD's impact and useful in helping NALD plan for the future. GGI's research efforts were facilitated by the openness and helpfulness of the Board of Directors and NALD management and staff.

The evaluation report is designed to:

- Provide a description of NALD's management structure, products and services, and funding sources;
- Describe the evaluation scope and approach and present evaluation findings by research method;
- Present a comprehensive summary of overall evaluation findings; and
- Provide a concluding summary and interpretation of significant findings.

## 2.0 PROGRAM DESCRIPTION

### 2.1 Background

The National Adult Literacy Database (NALD) is a federally incorporated non-profit organization created in 1989 to develop a comprehensive computer-accessible database of all Canadian literacy programs for the Canadian literacy community. NALD was initially located at Fanshawe College in London, Ontario.

From 1989 to 1994, NALD's efforts at creating an easily accessible database were hampered by the technological limitations of the time and the complexities associated with developing and providing cost-effective access to a national common database in a pre-world wide web environment.

Recognizing these limitations and the potential of the Internet, NALD evolved to its current form and moved to Fredericton, New Brunswick in 1995 to cut operational costs and develop the Internet as its primary information delivery medium. NALD then further developed and enhanced its information resources and resource distribution system which first became accessible on the World Wide Web in 1996.

NALD has continually worked to identify products and services useful to the literacy community and strived to make these products and services available to the Canadian literacy community. Since its launch on the Web in 1996, NALD has seen both an increase of the amount of information and resources it makes available, and an increase in the use of its services. This is evidenced by measured increases in the number of users accessing the Web site, pages viewed, documents downloaded, and average time spent by users with each visit.

NALD has thus clearly succeeded in establishing itself as a gateway to literacy information, a facilitator of collaboration and partnering among literacy practitioners in Canada and internationally, and a promoter of technology as an educational tool. However, it still faces the key continuing challenges of:

- providing better services and products;
- further increasing its profile in the literacy community and in other sectors;
- expanding its services to offer technical advice and training to organisations; and
- continuing to attract resources to support these services.

NALD has recognized that the time has come to measure its accomplishments against its objectives in order to help determine if any adjustments to its current products and services are required to meet its continuing challenges and to inform its strategic planning for the next few years.

## 2.2 Mandate

NALD's initial mandate was to develop a comprehensive computer-accessible database of all Canadian literacy programs for the Canadian literacy community. Over the years, technology has changed as has the needs of the literacy community. Recognizing this, NALD's mandate has evolved to take full advantage of technological change and better meet the changing needs of the literacy community.

NALD's current mandate is:

- to benefit all literacy organizations by providing user-friendly, universal access to valuable literacy related information, resources, and services;
- to help create national and regional literacy communities; and
- to help literacy organizations across the country feel part of these communities.

## 2.3 Management

The management structure at NALD consists of an Executive Director and a Board of Directors. The Executive Director reports to the Board and is a Board member. There are currently 14 Board members, all with an interest and background in adult literacy.

At the NALD Board of Directors meeting held December 4 and 5, 1998, the Board of Directors of NALD decided that representation on the board of directors would be as follows:

One person representing:

- The host institution
- ABC Canada
- The Association of Canadian Community Colleges
- The Movement for Canadian Literacy
- The Canadian Library Association
- La Fédération canadienne pour l'alphabétisation en français

- The Interprovincial/Territorial Literacy Officers
- The fund-raising or media relations sectors
- Two People representing business and industry
- Three people representing the Adult Education/Literacy/English as a Second Language/Distance Education fields
- One member at large
- The Executive Director of the National Adult Literacy Database Inc., who shall be a voting member.
- The Executive Secretary of the National Adult Literacy Database Inc. shall be Secretary to the Board of Directors.

Members must:

1. be Canadian citizens, and
2. have an interest and demonstrated commitment to adult literacy
3. be supportive of a national electronic network for literacy, and
4. be supportive of NALD's current mandate and mission.

The NALD Executive Director, Charles Ramsey, manages NALD on a day-to-day basis, providing direction to the 22<sup>1</sup> staff employed by NALD in its offices at Scovil House in Fredericton, New Brunswick. In addition to his day-to-day management activities, Mr. Ramsey leads NALD efforts to secure funding as well as its marketing activities.

NALD's auditor was contacted as part of this study. He felt NALD was very well managed from a financial perspective, citing prudent financial management practices and a Board and Executive Director who were well informed with respect to financial management.

Interviews with NALD staff indicate that both the Executive Director and Board are universally well-liked and respected by staff. Staff typically felt NALD management was doing an excellent job.

## 2.4 Service Delivery

Since the early 1990s, the role of new technologies in the promotion and development of literacy in Canada has been a topic of interest and discussions among literacy community members, and in particular federal and provincial governments.

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<sup>1</sup> The 22 staff at NALD consist of 9 full time staff funded through annual base funding and 13 contract and part-time staff funded by project grants and government subsidy programs.

The National Literacy Secretariat (NLS) has been a leader in initiating these discussions and in supporting new initiatives in this field. In January 1995, it invited stakeholders to participate in a Policy Conversation<sup>2</sup> on the potential for furthering the cause of literacy in Canada created by the rapid evolution of computer and communication technologies.

This led to the development of a strategy to create a technology-based infrastructure that would meet the needs of learners, practitioners and organizations in literacy. This strategy was designed to build on the existing infrastructures, of which NALD is a central component, while filling the gaps, reducing overlaps, and pooling resources. A needs assessment mandated in 1996 by the NLS highlighted a number of key characteristics of the type of electronic infrastructure needed for literacy in Canada.

Three areas of needs were identified by this study:

- **Communication Needs:** Communication was considered important to enable practitioners to exchange practical information and break their isolation, to connect organizations that rely on each other for support, to enable literacy organizations to draw upon other existing community resources, and to improve communications between practitioners and learners.
- **Information Needs:** Another important function of an electronic infrastructure is to provide useful, current, and high quality information to literacy practitioners and organizations. Key information is needed for practitioner training and development, instructional design and support, teaching and reference material, information on people and events, general research and reference material, new initiatives and opportunities, and administrative instruments.
- **Needs of Particular Groups:** National Internet access to information and opportunities for networking is of particular importance for practitioners who work with certain groups of the population who are living in isolated communities or who have specific learning, language and information needs. Among such groups are people living in rural areas, official language minorities, and people from First Nations.

These findings are not unique to Canada. Research conducted since the mid-1990s in the State of Massachusetts<sup>3</sup> have demonstrated an increase in the use of information

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<sup>2</sup> *Needs Assessment for An Electronic Infrastructure for the Canadian Literacy Community*, prepared for the National Literacy Secretariat by Consulting and Audit Canada, March 27, 1996.

<sup>3</sup> *Adult Literacy and Technology for the Twenty-First Century. A Three-year Massachusetts Statewide Plan for the Use of technology in Adult Literacy Education*, The Massachusetts Adult Literacy Technology Team, October 24, 1997; *How Easy Is It for Adult Educators to Use the Information Superhighway?*, David Rosen, Adult Literacy Resource Institute, February 25, 1996; *How Adult Literacy Practitioners Are Using the Internet*, David Rosen, Adult Literacy Resource Institute, September 12, 1996.

technologies by trainers, learners and employers. It also demonstrated the importance for adult educators and learners to master and be at ease with the use of technology for communication, information, learning, and productivity.

Also, in her 1999 technical report to HRDC on lessons learned in Adult Literacy, Kathryn Barker summarizes findings from a 1990 U.S. National Centre on Adult Literacy (NCAL) survey, a 1997 analysis of adult literacy, technology and public policy in the U.S. conducted by Elmore, and a study conducted by Australia's Victoria University of Technology. These studies support and confirm the conclusions of Consulting and Audit Canada on the different needs and uses of information technology by learners and literacy practitioners.

One study also found that the effectiveness of using technology is still questioned by some providers, but that overall their level of interest is high. Elmore's 1997 study also concludes that "adult literacy programs are somewhat behind in the adoption and development of technology resources", and that "economic considerations remain a major impediment to technology use in adult literacy programs"<sup>4</sup>.

In addition, a key contribution of the research studies conducted in this field since the early 1990s is the identification of barriers that prevent literacy community members from accessing information.

### ***Barriers to Access to Information***

Although we can observe a steady increase in the use of information technologies by Canadian adult learners and literacy practitioners, there still remain a number of barriers preventing certain members of the population from fully benefiting from this potential.

- ***Lack of financial resources:*** Although education institutions are increasingly well equipped with computers, some practitioners and community organizations still lack the funds to purchase adequate equipment and software.
- ***Limited Access:*** A related barrier is the problem of access. Many organisations are still functioning with limited numbers of phone lines and computers, thereby limiting the amount of time that each individual can spend on-line. Some do not have access to the Internet or only to very slow connections.

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<sup>4</sup> *Adult Literacy "Lessons Learned" Project. Technical Report*, prepared for Evaluation and Data Development, HRDC, by Kathryn Barker, January 30, 1999.

- **Technological Skills:** Another barrier is users' lack of ease or familiarity with the new technologies, either due to fear and resistance, inadequate training and technical support, or to lack of time to learn. One study found that a supporting network and personal motivation and commitment are key factors in the successful use of information technologies. Sufficient access to adequate technology, and professional training on networking, are also considered crucial to the development of on-line skills.
- **Awareness:** Finally, potential users may be prevented from accessing networked information by a lack of awareness of its existence or of the resources made available.

NALD's approach to service delivery addresses the barriers to accessing literacy related information identified above. NALD is unique because it is the only national database making a range of information universally accessible to Canadian and international literacy communities.

NALD services include:

- The NALD web site;
- Web site and database development and hosting;
- NALD's 1 800 telephone service; and
- The NALD newsletter.

The NALD web site:

- Provides information and resources;
- Builds community among members of the literacy community;
- Organizes resources on the web site and provides links; and
- Provides a database of literacy programs.

The following table illustrates the key service delivery features that enable NALD to address the above noted barriers to accessing information faced by the literacy community.

Barrier	NALD Service Delivery Feature
<b>Lack of financial resources</b>	<p>NALD offers a toll-free telephone line for inquiries about its holdings and for ordering paper copies of documents.</p> <p>Web design and support services are provided free of charge to literacy organizations..</p> <p>NALD provides access to a wide variety of literacy related information, resources, and publications free of charge over the Internet to all Canadians.</p>
<b>Limited access</b>	<p>NALD offers a toll-free telephone line for inquiries about its holdings, ordering paper copies of documents, and mail out of newsletters.</p> <p>By providing a unique gateway to various sources of information and resources on literacy, NALD facilitates universal access.</p>
<b>Limited technological skills</b>	<p>NALD’s web site provides a user-friendly interface, accessible from the Internet.</p> <p>NALD offers its technical expertise to design and host web pages for organizations.</p> <p>NALD has the potential for offering technical advice and support to individuals and organizations.</p>
<b>Lack of awareness of existing information and resources</b>	<p>By offering a single entry-point to an exhaustive list of documents, resources, literacy organizations, and contacts, NALD facilitates the circulation and exchange of information.</p> <p>By publishing and posting a newsletter, NALD keeps members of the literacy community informed of current events and information.</p> <p>By hosting discussion groups, NALD promotes the networking and exchange of information between practitioners.</p>

In order to broaden its holdings and provide maximum benefit to users, NALD partners and collaborates extensively with other organizations to facilitate service delivery.

## 2.5 Funding

The majority of NALD funding comes from the National Literacy Secretariat (NLS). In-kind contributions from the province of New Brunswick and Board members and their sponsoring organizations are also quite significant. As evidenced by the following table, NALD keeps expenditures in line with available funding on an annual basis. The level of funding therefore has a direct impact on NALD’s ability to provide services from year to year.

<b>NALD Revenue and Expenses</b>						
<b>Revenue</b>	<b>2000/01</b>	<b>1999/00</b>	<b>1998/99</b>	<b>1997/98</b>	<b>1996/97</b>	<b>1995/96</b>
NLS	501,436	515,497	547,140	457,844	328,796	301,740
Other	83,509	271,911	192,197	38,724	8,303	15,097
In-kind	137,100	168,774	203,423	164,938	143,249	110,705
Amortization	41,014	43,938	27,970	18,706	21,459	12,402
<b>Total Revenue</b>	<b>763,059</b>	<b>1,000,120</b>	<b>970,730</b>	<b>680,212</b>	<b>501,807</b>	<b>439,944</b>
<b>Expenses</b>						
Marketing & Client materials	3,372	5,565	11,395	4,231	16,240	33,140
Bank Charges & Interest	84	158	224	151	623	152
Board Meetings	25,272	27,020	24,812	24,956	19,211	22,070
Consulting Fees	49,249	50,118	44,768	64,130	120,208	39,226
Dues, Fees & Subscriptions	1,016	766	682	819	1,314	871
Computer Hardware, Software & Maintenance	9,938	11,336	10,070	7,765	19,506	8,219
Equipment Rental	0	0	0	0	0	9,185
Office	49,502	55,406	58,937	49,598	25,339	26,976
Printing	12,818	30,262	25,322	22,474	0	0
Professional Services	10,986	6,504	5,339	18,508	75,304	56,629
Salaries & Wages	476,738	543,857	524,484	331,475	157,864	159,410
Travel	49,782	74,056	54,074	48,091	41,466	28,774
Training	0	6,747	1,296	8,337	20,690	2,250
Amortization of Capital Assets	49,932	49,540	32,082	21,488	23,983	12,402
Facility Costs	40,750	39,766	49,294	40,200	39,400	9,536
Insurance	5,751	4,776	2,571	2,115	2,053	0
Miscellaneous	166	254	1,279	1,633	0	3,709
Telephone	0	0	765	0	719	11,376
<b>Total Expenses</b>	<b>785,356</b>	<b>906,131</b>	<b>847,394</b>	<b>645,971</b>	<b>563,920</b>	<b>424,847</b>

The two biggest issues facing NALD from a funding perspective are:

- The temporary nature of funding – NALD has to apply for funding from NLS each year. This introduces a degree of uncertainty among staff and limits long term planning.
- The level of funding – The single biggest expense incurred by NALD each year is salaries. Over time the salary expense will increase as staff receive regular

increments on their pay scale. Pay scales will also have to increase eventually to prevent the erosion of salaries due to inflation. This needs to be recognized in the level of funding provided by the NLS.

## 2.6 Future Direction

NALD has been widely recognized both within and outside the literacy community for its work. This is evidenced by the number of awards it has received and comments posted by users in the NALD Guestbook. Its success to date has been largely due to the efforts of a forward thinking Board and Executive Director.

Key to NALD's future development is a continued focus on meeting the needs of the literacy community and constantly looking 3 – 5 years down the road. To this end, NALD's plans include:

- Establishing a non-profit NALD Foundation as a legal entity set up for fund-raising purposes;
- Establishing the position of Fund-raising Manager who will assume responsibility for funding development;
- Working towards more stable and diversified funding;
- Establish a succession plan for the position of Executive Director;
- Moving from Access to SQL Server to enhance database development and management capabilities;
- Develop the capability for clients to remotely administer their own web sites on NALD's infrastructure;
- Further develop NALD's digital library and broaden its holdings;
- Develop the ability for users to customize their access to NALD resources by choosing what is shown on their individual NALD homepage;
- Implement an improved search engine that returns only one search result for each document containing the search phrase as opposed to listing every occurrence of that search phrase as is currently the case;

- Continually and gradually improving navigation features to ensure that users aren't faced with radical changes to the web site over a short period of time;
- Continuing to focus on users;
- Targeting other user groups; and
- Developing the NALD site in a manner consistent with the technology available to users.

NALD's future success will depend on its ability to anticipate user needs and meet these needs. This, in turn, depends on NALD's ability to maintain funding levels sufficient to provide a high level of service while developing new and improved resources and information services.

## **3.0 METHODOLOGY AND RESEARCH SUMMARIES**

This section of the evaluation report presents the scope and methodology of the study along with summaries of research results.

### **3.1 Evaluation Scope**

The main objective of this study is to measure the accomplishments of NALD against its objectives and intended results. In particular, this evaluation addresses the following issues:

- Relevance of NALD'S purpose and mission;
- Clientele reached versus intended;
- Unmet needs of intended clientele;
- Client satisfaction with the delivery of services;
- Value of services;
- Impacts of NALD; and
- Existing alternatives and why they are used.

Conclusions of this study serve as a decision-making tool to both bring improvements to NALD and to provide input for its future strategic planning

### **3.2 Approach**

The methodology for this project is based on qualitative and quantitative research capturing both in-depth information and highly representative results. Multiple lines of evidence are used to ensure that results reflect feedback from users, non-users, key informants, staff, and experts in the provision of services over the Internet. Each research instrument was carefully designed in close cooperation with the client.

The following points summarize our approach for this study.

- Key informant interviews were conducted with federal, territorial, and provincial literacy representatives as well as representatives of the NALD Board of Directors. These interviews were conducted to get in-depth feedback from individuals involved in funding and providing overall direction to NALD as well as key representatives of various levels of government working in the literacy field.
- A telephone survey of randomly selected individuals throughout the country that are involved with adult literacy in some capacity and who have at some point used NALD services. This survey was designed to get representative feedback from NALD users. The telephone interview approach provided an opportunity to get balanced feedback from both frequent and infrequent users of NALD.
- An online survey of NALD web site users. This survey provided more in-depth representative feedback from individuals who had just used the NALD web site. While users were randomly selected from those entering the NALD web site, more frequent users had a greater probability of being selected simply because there was a greater likelihood they would be using the web site during the survey period.
- A telephone survey of randomly selected individuals throughout the country that are involved with adult literacy in some capacity who have never used any NALD services. This allowed us to explore whether or not these non-users were aware of NALD and if so, why they hadn't used it. This survey also examined whether or not non-users thought the services provided by NALD were useful and valuable.
- Interviews with NALD staff to explore their opinions of NALD management, the work environment, and the services provided by NALD.
- An analysis of NALD web site log files to determine the frequency and duration of usage.
- An expert panel was used to critique the NALD web site.

### **3.3 Key Informant Interviews**

GGI staff conducted key informant interviews with current and former members of the NALD Board of Directors, federal, provincial, and territorial literacy representatives and NALD staff. In all 26 interviews were conducted as follows:

### Key Informant Interviews

Group	Number of Interviews Completed
NALD Board of Directors	5
Federal, Provincial, and Territorial Representatives	13
NALD Staff	8
<b>Total</b>	<b>26</b>

Key informant interview summaries are presented in the following three sections of this report.

#### 3.3.1 *NALD Board of Directors*

Five board members were interviewed, selected from various sectors represented on the board. NALD Board members seem to be pleased to be part of the organization. Most have been there from the beginning or shortly thereafter. Continuity of the Board seems to have served NALD well.

The Board is pleased with what they (with credit to the Executive Director) have created. They feel the mandate is right and has evolved along with the needs of the literacy community. Board members interviewed feel that NALD provides a needed service not provided elsewhere – it is world class. They feel that NALD has evolved as technological capacity and literacy community needs have evolved. In their view, NALD is a learning organization.

The Board feels that NALD is well-managed, well known in the community and respected internationally.

#### ***Organizational Issues***

NALD has strong leadership from its Executive Director, and a lot of the results hinge on his management and marketing skills. Succession planning is an issue, as it is felt that the Executive Director's personal style of leadership, marketing, and management will be very difficult to replace. In this sense one of NALD's greatest strengths is also one of its greatest weaknesses. The risk associated with the Executive Director leaving is somewhat lessened by the continuity of the Board. However, the Board will not be in a position to fill the gap left by a departing Executive Director.

Another key issue is the lack of multi-year consistent funding. This can hamper NALD's ability to plan and provide a degree of security for staff. The manner in which the NLS

approves and issues funds sometimes leaves NALD with shortfalls for a period of time. A related issue also appears to be the level of dependence on NLS for funding. One board member suggested a concerted effort is needed to partner with major corporations that can give NALD a higher profile.

The skills and commitment of staff are seen as significant assets overall, however one key informant felt that greater depth in the areas of literacy and library sciences could benefit NALD.

### ***Issues Related to NALD Services***

Maintaining a database of programs – There are some differing opinions on how useful/needed this service is. There is some concern that considerable effort is put into maintaining this database and that the return on investment is low. Others feel this service is very valuable and that the maintenance effort has been reduced substantially by changing to allow the various provinces to participate in the maintenance of their own databases.

Hosting and developing web sites – It is generally felt that this is a valuable service that should be maintained – it fits with NALD’s overall mandate. There are differing opinions on whether resources should be used to help existing clients keep their sites up to date or helping new clients by hosting and helping develop their sites. With respect to generating revenue by developing and hosting web sites for organizations that aren’t literacy organizations that can afford to pay; it is felt that it is a good idea to generate revenue as long as it doesn’t interfere with NALD’s overall mandate.

Providing an electronic newsletter – Most preferred the paper version. They felt that they were made aware of the latest edition when they received it and that it helped link non-users to NALD. There is a need to inform people (possibly via e-mail), that the latest electronic edition is on the NALD web site.

Providing a 1-800 service – Key informants were not sure of the usefulness of this service. However, as it is now only staffed during working hours (message manager is used after hours), the 1-800 service is relatively inexpensive and probably worth maintaining to allow those without other access to get information on programs and services. There is still some concern about need to have someone staff the service in the evenings to serve western users.

Providing access to the NALD web site – The Board generally feels that the NALD web site is very useful and user friendly. There are, however, differing opinions about site

layout – a concern that the site focuses more on graphic design (how it looks) than information design (how people use and search information).

These opinions have been discussed at Board meetings and NALD has consciously adopted the more graphical approach to site layout. There is a feeling that the focus on graphic design is better suited to most NALD users, however it is recognized that experienced researchers and those familiar with searching for information in libraries may prefer a site layout that catalogues resources from a library or archiving perspective.

There are also differing opinions regarding quality control and standards for information linked to the NALD web site. Again, these differing opinions have been discussed and considered by the Board.

Overall, though, there is strong agreement that the NALD web site provides access to an extensive (and growing) list of relevant documents and information. The breadth and depth of the site combined with world-wide access and the capacity for one-stop shopping are seen as the most positive aspects of the site.

### **3.3.2 Federal, Provincial, and Territorial Representatives**

A total of 10 provincial government representatives and three federal government representatives were interviewed. Provincial representatives were managers or consultants within the ministries responsible for literacy programming, most of whom use NALD as a source of information with varied frequency. Federal representatives played different roles with NALD – a representative of the NLS as a funding source, a partner in promoting NALD to a specific sector, and a user of the website support services.

Overall, NALD is viewed positively with only one or two exceptions. The efforts of the Executive Director in promoting NALD are widely recognized and generally appreciated.

Overall key informants find NALD good to deal with. They feel NALD staff are quite knowledgeable and appreciate the approach of the Executive Director. Only one key informant did not feel that the NALD web site was particularly useful.

It should be noted that a large majority of key informants shared a common view on specific aspects of NALD services. However, for most topics there were some minority points of view. Both are presented in this summary. Suggestions were made by one or two key informants – again, these are all presented.

### **Expectations of NALD**

Most key informants saw NALD's purpose as being a 'one stop' and 'first stop' service for quality and up to date information, resources, and networking for all sectors of the literacy community – practitioners, researchers and governments. Most saw the need for a national organization to provide this service. A large majority felt NALD is generally meeting these needs, albeit with some variety in ratings for aspects of the service. Only one key informant felt there was no need for NALD while another felt that government, as a target audience, is not well served by the current features of NALD. Most key informants had some views on changes may improve specific aspects of NALD's resources and services.

### **NALD Profile**

The vast majority felt that NALD's purpose and profile is fairly well established in the literacy community. Most felt its role in web site development and hosting services is less well known by potential community-based users. Several felt that its profile has diminished somewhat with the move to an electronic newsletter.

One key informant suggested that NALD's profile and reach are too limited in relation to the needs the organization could meet and suggested that NALD should be the web site of choice for people doing work in literacy in a wide range of sectors, not simply those in the literacy field. This person suggested that NALD should have a profile as a flagship site for Canada's international reputation in literacy. It was felt that a broadening of NALD's reach and of the resources provided by NALD would require more sustained and diversified sources of funding.

On the other hand, another key informant felt the organization has become too diverse in its services and needs to get back to the fundamentals of serving literacy practitioners. This illustrates that there is a diversity of opinions among key informants and that it is virtually impossible for all key informants to agree completely on the appropriateness of all aspects of NALD's approach to providing resources and services. The fact that the vast majority of key informants feel that NALD is doing a good job supports the position that NALD is doing an very good job of determining information and service needs and of meeting these varied needs.

Several suggested that the name NALD, while generally recognized in the literacy field now, is not descriptive of what the organization does. One suggested it is a portal, not a database. A name change was suggested. The NALD Board of Directors has also

discussed this issue, recognizing that, while NALD is generally well recognized in the literacy community, the name doesn't accurately describe what the organization does. No decision has yet been reached on how to deal with this.

### ***Needs of the Literacy Community***

The most frequently cited needs of practitioners were easy access to good quality instructional materials, useful programs or approaches used elsewhere, up to date information on projects approved by federal and provincial governments and the products produced by these projects, and web site support services.

Key informants generally had varied but positive opinions on the extent to which NALD meets these needs.

### ***Resources/Services***

**Creating community** – Most key informants felt NALD's services in this regard are useful, however, a few were not aware of this service. Several felt that that an online conferencing or a bulletin board would be more effective than the listserv approach NALD currently uses. One person suggested there is a need to integrate or connect the various provincial on line conferencing approaches now in place.

One key informant who felt strongly that NALD does help create community noted a recent contact from a person in another province prompted by information on the NALD site about their literacy programming – a contact that would likely not have happened as readily without the site.

The newsletter is seen as helping people connect, but timeliness and completeness of information in the newsletter was raised as an issue by a small number of key informants.

**Providing Information on what is happening** - While this is seen as a useful service (cited by most as the main reason for reading the newsletters), currency and completeness was raised as an issue by a few key informants. Several suggested that NALD needs to be resourced better to proactively seek out and provide this information, rather than rely on a network of contacts to keep information up to date. A few felt the actual process or expectations for providing input are not well articulated and this may be impacting on results.

**Newsletter** – Most key informants felt this was useful for connecting the literacy community, keeping people current on what is happening, and also as a marketing tool for NALD. They feel that readership has likely gone down since the newsletter moved to electronic form from paper – most of those interviewed said they access it less than they did before. Suggestions were made for an e-mail notice with a link to the newsletter on the site as new issues come out and for more prominence of the newsletter on the NALD home page. One person suggested the newsletter may not be as necessary given the ‘what’s happening’ feature on the site. One felt that the provincial and territorial perspective is now missing – there is too much emphasis on the community level.

**Information on projects** – This is seen as an important piece of information on NALD, which meets the needs of many users. Several mentioned that the various users of NALD need access to current and easily understood information on various NLS supported projects and on the products produced from NLS projects, as well information on those approved by provincial governments. Some feel that this is not the case now, due to the way NLS projects are described and the fact that there is no process for project sponsors to submit their products on completion of the NLS project. (The NLS representative noted the NLS project details aspect is being worked on.)

**Resources (Literacy collection, full text documents, story of the week, online databases)** - These were generally rated highly. Most wanted to see this aspect of NALD strengthened with more extensive collections but realize that NALD will require more resources to be able to do this. Some key informants noted that the logic used to catalogue resources is not clear or useful for doing searches while others feel that the method NALD uses for cataloguing resources works well. It should be noted that NALD is constantly improving its search engine and will soon be implementing a major improvement.

**Organizing other resources on the Internet via links** - This is seen as a useful service. There were suggestions for more obvious links to key resources such as the NLS, IALS and Statistics Canada data relevant to literacy, and the research pages on the OECD site in order to make easy connections. Another key informant suggested a map of who is doing what type of research, such as all the publishers in one listing – this would make it easier for researchers to understand how this aspect of the literacy sector is organized. Another suggested that there be a link to the provincial government literacy sites in order to facilitate access to current information.

**Database of literacy programs** - Most felt that this national database is a useful concept for practitioners, funders and researchers. There are, however challenges in

making this comprehensive and current. It was noted by one key informant that NIFL in the U.S. has devoted more resources to their database.

There were suggestions for more context information on programs (details on the provincial level literacy policies and programs that fund individual programs, whether programs use a particular curriculum); and for a query and report generating function to make this a useful tool.

**Web site development** - Most felt this was a very useful service and cited examples of organizations within their areas that have benefited, in terms of the profile this gives the organization in the community as well as the simple confidence boosting to an organization from having a public domain site. In Quebec this service is offered by another organization. A majority felt that this service is not as well known as it could be in the literacy community. For example one cited the number of organizations that apply for grants to develop web sites, applicants that they refer on to NALD. Only one key informant questioned the use of NALD resources for this service and whether it is actually serving those who could not afford the service otherwise.

Suggestions for promotion included better profiling of the service on the NALD home page (through a services offered button), more direct marketing, and marketing through the sites that NALD assists (through acknowledgement on the site that NALD has helped create and maintain the site).

Suggestions included providing web sites with content management tools that would free NALD staff up from some of this routine work, and give the organizations control of updates.

**General web site features** - The majority of respondents felt that the site is user friendly and easy to navigate. However, a few key informants felt that a thorough rethinking of the organization of the site would facilitate use. Suggestions made for improving the site were:

- Make it easier to find information – better layout and search capability;
- Streamlining of some sections – such as ‘what’s new’, which has several sub sections;
- Resource catalogue – catalogue these as one would in a library, and improve the title/abstract/description information;

- Make layout more attractive;
- Clarify the types of literacy organizations;
- Meet federal bilingual communications standards - information on NALD is not translated, but housed only in language in which it is provided. This results in more information being available in English than in French, and causes bilingual users to do two searches to find complete information. It should be noted that translating all documents would have very significant resource requirements and that NALD is close to implementing a new search engine that will allow searching both English and French documents in one search.

**1-800 Service** - Most key informants were not at all familiar with this service. A couple expressed the view that it might be useful to those organizations without Internet access.

### ***Overall Strengths and Suggestions***

Key informants cited the following as key strengths of NALD:

- Strong board and executive director – the board is providing good advice and the executive director is effective in getting things done. They demonstrate a desire to form partnerships and effectiveness in developing these in order to expand NALD's reach in the literacy community and in related sectors;
- The site contains valuable resources and links – NALD is comprehensive in its approach to literacy;
- NALD is well known and visible in the community;
- Web site development services;
- Expertise of staff.

### **Suggestions**

- Need to reposition the site as a portal;
- Too broad and diffuse in some of its services (e.g. website services) – should increase the focus on literacy;

- Marketing and promotion – a lot now depends on the executive director’s efforts, which are useful, but this approach has limits;
- Not enough proactive seeking of information to house on the site and keeping this current – there is too much reliance on others to provide information versus staff seeking this out;
- There is a lack of quality control on information on the site – either provide this through peer review or include a disclaimer about the content;
- Lack of multi-year funding from diverse funders limits capacity to expand products;
- Site could be re-designed to make it easier to navigate.
- Develop a strategy for broadening the audience (e.g. remote and smaller communities), sectors (e.g. health, justice) and sub-specialties within literacy (colleges, universities) NALD wants to serve – this will both provide a needed service in linking literacy with issues in other sectors as well as broaden the sources of funding;
- Consult with communications expertise on ways of marketing the site;
- Consult with communications expertise on site layout and the logic for organization of materials;
- Find ways of making the site bilingual;
- Encourage more active involvement of provinces and territories – perhaps through a round table process;
- Seek funding from provinces perhaps through subscription fees.

### **3.3.3 NALD Staff**

NALD staff were interviewed to get their views on:

- the work environment at NALD;

- pay and benefits;
- management;
- the effectiveness of NALD; and
- issues of concern.

In all, confidential interviews were conducted with eight employees.

All employees indicated they were either satisfied or very satisfied with their employment at NALD. When asked what the was the best thing about working at NALD employees identified:

- the casual family-like atmosphere where everyone knows and respects each other;
- the informal office environment – more like a home than an office;
- the variety of challenging, interesting, and rewarding work;
- a degree of flexibility with respect to work hours; and
- a degree of independence.

When asked to identify the worst thing about working at NALD employees identified:

- a heavy workload;
- low pay;
- uncertainty over job security due to the fact that there is a degree of uncertainty over funding each year;
- parking; and
- the fact that there isn't enough funding to do all that needs to be done.

All employees interviewed felt NALD had excellent benefits though most felt the pay was anywhere from 10% to 50% less than could be had elsewhere. Despite the concern

about pay, there is an understanding that NALD is non-profit and an expectation that they would be paid a bit below the going rate. Employee retention is good as all employees interviewed had been with NALD for more than three years, and some since 1995.

NALD staff were asked whether they would consider leaving NALD. Only half of those interviewed would consider leaving. The reasons for leaving given by those who would consider leaving were primarily financial and/or career related.

NALD management, in the form of the Executive Director, appears to be universally well liked by staff. They feel management is effective, professional, open, and caring.

When asked about their physical work environment (space, computers, office furniture, etc.), all felt their computer equipment was adequate and that NALD made an effort to stay technologically up to date. Most felt office space was adequate but that they were at the limit with respect to the number of staff. Some felt that office furniture wasn't the best and that temperature extremes in parts of Scovil House could be uncomfortable at times.

There are significant concerns over NALD funding and the fact that the Executive Director may be leaving in a couple of years. To a lesser degree, there is some concern over the amount of time and money available for training.

All staff are proud of their work and what they have accomplished and feel that NALD is a very effective organization.

### **3.4 Telephone Surveys**

GGI constructed a sample frame of approximately 2,300 potential NALD users. As the coverage by province was an issue with respect to the sample frame, targets were set to ensure representation of all provinces and territories and that population distribution was reflected in the results.

Potential NALD users were selected at random within the sampling design. Each selected individual was called at least five times (on different days and at different times) before being excluded.

In total 97 individuals completed the NALD user questionnaire and 99 completed the non-user questionnaire.

In provinces other than Quebec, approximately 70% of the NALD target group are users, while in Quebec, only 31% are users. This appeared to be due to use of an alternate French language literacy site. Also, at the time of the survey, NALD could not be accessed through its French acronym on the Internet. It was suggested that NALD would be accessed more easily if it could be accessed through [www.bdaa.ca](http://www.bdaa.ca) as well as [www.nald.ca](http://www.nald.ca). NALD has since registered the domain name [www.bdaa.ca](http://www.bdaa.ca).

### **3.4.1 NALD User Survey**

Detailed results of the NALD user survey are presented in Appendix A and summarized in point form below.

#### ***Use of the Internet to Access Literacy Resources***

- When asked about their preferred means of obtaining literacy information and resources, the majority of respondents (59.4%) indicated that the Internet was their preferred means. Of the remaining respondents, 17.7% preferred using mail while 11.5% preferred obtaining literacy information and resources in-person.
- Users who indicated that the Internet wasn't their preferred means of accessing literacy information were asked why they didn't prefer the Internet. Of these, approximately 31% felt other means were more effective, 28% felt that other means were more convenient, and 77% specified an "Other" reason.
- Most respondents who identified some reason other than those listed tended to feel that searching the Internet was too time consuming and other means were more efficient. Many individuals also indicated that they preferred to gather information in person. Some of these individuals noted that gathering information in this manner was more effective and reliable, while others simply preferred the interaction.
- Users used the Internet to access literary information an average of approximately 23 times in the past two months and 144 times in the past year.

#### ***Awareness, Appropriateness, and Usage of NALD Services***

- Most users (almost 25%) became aware of NALD through colleagues within their organizations. Another 40.2% heard about NALD through a literacy publication or report, a presentation given by NALD, or other source (primarily other

organizations) while approximately 10% heard about NALD through its pamphlets and advertisements.

- Users accessed the NALD web site an average of 6 times in the past two months and 31 times in the past year. Users may have actually accessed the NALD web site more frequently without being aware of it. They may have conducted an Internet search and found information on the NALD site without knowing they were actually on the site. Also, users may have accessed other web sites hosted and/or developed by NALD for other organizations. The reported results represent the number of times users **intentionally** visited the NALD web site.
- Respondents were asked to indicate their familiarity with a variety of information/resources/ services provided through the NALD site. If they were familiar with the information/resource/service they were then asked to rate its usefulness on a scale of 1 to 5 where 1 is not at all useful and 5 is very useful. Only 32% of users were familiar with the “Participation in discussion groups” service offered by NALD, and most of those who were familiar with the service didn’t find it very useful.

Respondents were most familiar with the fact that NALD provided information about literacy organizations (81.4%) and gave this service the highest average rating (3.97). Resources for research were deemed to be just as useful with an average rating of 3.97, but fewer respondents were familiar with this the availability of these resources (69.1%). All other information/resources/services provided by NALD had average ratings greater than 3.00 and varying degrees of familiarity.

- Users were asked to rate various aspects of the NALD web site on a scale of 1 to 5 where 1 is poor and 5 is excellent. All aspects of the NALD web site are rated highly with average ratings ranging from 3.98 for ease of navigation to a high of 4.22 out of 5 for site content.
- Only 36.1% of respondents indicated that there were types of information/resources/services that are not currently on the NALD website that they would find useful. When asked what other types of information should be provided by NALD, there were a wide variety of responses, the most frequent of which was “more information on funding and funding sources”. The fact that almost two thirds of respondents feel that there are no other useful types of information/resources/services that should be on NALD is significant.

- When asked if they accessed literacy information through other web sites in addition to NALD, approximately 90% indicated they did while approximately 10% didn't.
- Users were asked to indicate their familiarity and rate the usefulness of three types of information/resources/services provided by NALD on a scale of 1 to 5 where 1 is not at all useful and 5 is very useful. Approximately 59% of respondents were familiar with web design/hosting and 58% were familiar with NALD's electronic newsletter. However, only 39.2% of users were familiar with NALD's 1 800 information service.
- All three services had were, on average, considered useful by those clients who were familiar with the services.
- Users were asked to rate the degree to which they agreed or disagreed with some statements about NALD on a scale of 1 to 5, where 1 is totally disagree and 5 is totally agree. The results presented below indicate that the majority of respondents agree with the statements about NALD. This indicates that individuals who have used NALD generally agree that NALD is meeting its mandate.

#### **Agreement Ratings of Statements About NALD**

<b>Statements</b>	<b>Average Rating (1-5)</b>
"The National Adult Literacy Database Inc. is helping to create national and regional literacy communities."	3.88
"The National Adult Literacy Database Inc. is helping literacy organizations across the country feel part of these communities."	3.73
"The National Adult Literacy Database benefits all literacy organizations by providing user-friendly access to valuable literacy related information, resources, and services."	4.15

#### **Internet Access**

- Virtually all respondents (99%) stated that their organization was equipped with an Internet connection.
- Half of the users surveyed reported their Internet connection was high speed.
- A little more than 70% of respondents reported their organization had a web site.

### **Demographics**

- Approximately half of the users surveyed (53%) represented literacy organizations. In addition, 27% of respondents represented non-profit organizations/associations (other than literacy). Government employees comprised 9% of the users surveyed.
- The average age of users surveyed was 45.5 and 75% were university graduates. Only 8.3% had only high school or less.
- Most NALD users are female (85.3%), while fewer than 15% are male.

### **3.4.2 Non-user Survey**

Detailed results of the NALD non-user survey are presented in Appendix A and summarized in point form below.

#### **Appropriateness of NALD Services**

- When given a brief description of NALD and what it does, the vast majority of non-users (85.7%) felt that NALD would be useful to them. This indicates significant potential to expand the use of NALD to the non-user population.
- Respondents were presented with a list of the types of information/resources/services provided by NALD and asked to rate how useful each would be on a scale of 1 to 5 where 1 is not at all useful and 5 is very useful. Non-users rated resources for classroom use highest followed closely by information about literacy programs. Information on funding for literacy, resources for personal growth, literacy statistics, and information about NALD were also rated quite high.
- Respondents were asked to indicate their agreement with statements identifying some of the needs that NALD is designed to address on a scale of 1 to 5, where 1 is total disagreement and 5 is total agreement. The following table presents average ratings of agreement with these statements. An average rating greater than 3.00 indicates that the majority of non-users agree with the statement rated. Results indicate that the majority of non-users agree with all three statements.

### Ratings of Statements About NALD

Statements	Average Rating (1-5)
“There is a need for a national on-line presence that serves as a common source of literacy information, resources, and services for all areas of the country.”	4.12
“Literacy organizations would benefit from being part of a literacy community.”	4.19
“A national on-line presence will help bring literacy organizations across the country together in a supportive literacy community.”	3.95

### Reasons for not using NALD

- The most frequent reason cited by non-users (42.4%) for not using the NALD web site was that they were simply not aware of NALD. A further 35% of respondents provided other reasons for not using NALD. Time constraints were noted as the primary “Other” reason respondents provided for not using the NALD web site. A number of other individuals (7) stated that they used other sources to access literacy information. Four respondents indicated that Alpha Plus was their primary source for literacy information.
- The majority of non-users (67.3%) identified things NALD could do to make its information/services/resources more accessible or useful.
- Most non-users indicated that they would like NALD to promote their web site development and hosting services more. Many others noted that they would like to receive information concerning NALD through the mail.

### Use of the Internet to Access Literacy Resources

- Approximately half of the non-users surveyed (47.4%) stated that the Internet was their preferred means of obtaining documentation about literacy information. A further 32% of respondents reported that they preferred obtaining literacy information through the mail while 14.4% prefer obtaining information in person.
- All the 51 respondents who did not cite the Internet as their preferred means of obtaining literacy information were asked to indicate why. The greatest percentage (76.5%) indicated a reason other than the list presented.

- An analysis of the “Other” responses shows that time constraints were noted as the primary reason for not preferring the Internet. A number of other respondents (9) stated that they did not have any or only limited access to the Internet. Others favored person- to-person exchanges of information. Some individuals also indicated that they found it hard to read from computer screens therefore they preferred print or in person exchanges.
- A further 31.4% felt that other means of accessing literacy information were more convenient.
- The majority of non-users (72%) have used the Internet to access literacy resources/information/services.
- Non-users who have used the Internet to access literacy information have used it an average of 17 times in the past two month and 64 times in the past year.
- Approximately 88% of non-users indicated they would use NALD now that they are aware of it and have a general idea of what it has to offer.

### ***Internet Access***

- The vast majority of non-users surveyed (91.9%) reported that their organizations have an Internet connection.
- Approximately half of the respondents (47%) reported that this was a high-speed connection.
- An additional 53% of respondents reported their organization had a web site.

### ***Demographics***

- Approximately 42% of non-users surveyed reported that they represent literacy organizations. Of the remaining respondents, 23.7% represented educational institutions and 22.7% represented non-profit organizations/associations.
- Most respondents were University graduates (66.7%) while only 8.1% had high school graduation or less. The average age of non-users surveyed was 48.2.
- The majority of non-users surveyed were female (80.6%)

### 3.5 Internet Survey

In order to determine how NALD users felt about the website, an online survey was conducted from December, 2001 to February, 2002. The intent was to get feedback on the NALD website immediately after use. Users accessing some of the main NALD web pages were randomly selected to be presented with a pop-up web page asking if they would be willing to participate. Those who agreed to participate were asked to complete the questionnaire once they were finished using the website.

Once a NALD user agreed to participate in the survey, a second frame remained open at the bottom of any web pages they visited. This frame contained a button reading “Complete Survey Now” which the user could select to complete the survey once they were finished browsing.

In all, 103 questionnaires were completed. With 103 completed surveys, we can be 90% certain that survey estimates are within  $\pm 8.1\%$  of actuals. Detailed survey results are presented in Appendix B.

The following is a summary of survey results in point form.

#### **Satisfaction**

- When asked to rate overall satisfaction with the NALD website, only 1% expressed dissatisfaction. Of the balance, 4% didn't know how satisfied or dissatisfied they were and 8.1% were neither satisfied nor dissatisfied with the site. **The vast majority of respondents were either satisfied or very satisfied with the NALD website.**
- User satisfaction was further explored by a series of questions rating satisfaction with aspects of the site. This reveals that overall satisfaction is generally higher than satisfaction with individual aspects of the site. With respect to the NALD website, the total satisfaction appears to be greater than the sum of its component parts.
- Only 1% of survey respondents express any level of dissatisfaction with the visual look and appeal of the NALD web site while the vast majority of respondents were either satisfied or very satisfied with this aspect of the site.

- When asked how they felt about the organization of the NALD web site, 10% were dissatisfied, 10% were neither satisfied nor dissatisfied, 79% were satisfied, and 1% didn't know.
- Many respondents (81%) were satisfied with the usefulness of the information on the NALD web site while 6% were dissatisfied with the usefulness of information and 5% were neither satisfied nor dissatisfied.
- Only 3% of respondents were dissatisfied with the ease of understanding information on the site while 86.1% were satisfied.
- When asked how they felt about the download speed of the site, 81.4% were satisfied and 4.9% were dissatisfied.
- Almost 12% of respondents were dissatisfied with navigation of the NALD web site while 75.2% were satisfied with navigation.
- The vast majority of respondents (85.1%) were satisfied with how easy the NALD web site was to find while only 5% were dissatisfied.

### **NALD Usage**

- When asked whether or not they found the information they were looking for on NALD web site, 60.8% of respondents indicated they found what they were looking for while 15.7% couldn't find what they were looking for and 13.7% were just browsing.
- Respondents were seeking a wide variety of information and services from the NALD web site including: resources for research (48.5%); resources for classroom use (39.8%); information about literacy programs (37.9%); information about literacy organizations (31.1%); and statistics about literacy (22.3%). Most respondents were seeking more than one type of information or service.
- Approximately 76.8% of respondents felt the NALD website either entirely or partially met their needs. Only 13.1% felt the NALD web site didn't meet their needs.
- Interestingly, while 13.1% of respondents felt NALD didn't meet their needs, only 3.1% indicate they wouldn't recommend the NALD site to others. An overwhelming 96.7% of respondents would recommend the NALD site.

- When asked whether or not they used the search function provided on the NALD web site, 60% indicated they had.
- The vast majority of respondents (74.5%) who used the NALD search engine found it either easy or very easy to use while 8.5% found it difficult to use.
- When asked how frequently they use NALD, 34% indicate it was their first time, 45% use it at least once a month, and 21% use it only 3 or 4 times a year.
- When asked whether or not the NALD web site helped them feel part of a larger literacy community, 70% felt it did, at least in part.

### ***Suggested Improvements***

Respondents were asked what areas of the NALD site they felt could be improved. Of those who responded, 27.2% felt no changes were needed, 10.7% didn't know whether or not any changes were needed, and 60.1% felt some changes were needed.

#### **Areas of Improvement Suggested by Users**

<b>Areas</b>	<b>Frequency</b>	<b>Percent</b>
The visual appeal and look of the site	4	3.9
The way the site is organized	12	11.7
The usefulness of information on the site	8	7.8
The usefulness of resources on the site	8	7.8
The amount of information on the site	13	12.6
The number of resources on the site	12	11.7
The ease of understanding of the information on the site	3	2.9
The download speed of the site	2	1.9
The ease of navigation on the site	11	10.7
No improvements needed	28	27.2
Don't know	11	10.7
Other	12	11.7

### **NALD Referral Sources**

As the following table shows, respondents first found out about the NALD site from a variety of sources. Of the 10 respondents who indicated “Other”, 4 heard about the site through a NALD presentation.

**Means by which Users Originally Found out About the NALD Website**

	<b>Frequency</b>	<b>Percent</b>
Internet search engine	26	26.5
Link from another site	16	16.3
Referred to site by friend/colleague/co-worker	28	28.6
From promotional materials/advertisements	14	14.3
Other	10	10.2
Don't know	4	4.1
<b>Total</b>	<b>98</b>	<b>100.0</b>

### **Demographics**

- Respondents were asked to group themselves in a category that described what they did. Many grouped themselves in multiple categories. The most common categories were literacy practitioner (45.6%), researcher (42.7%), manager/administrator (28.2%), and volunteer (21.4%).
- The most common organization that users were affiliated with was a public school, college or university (35.9%). This was followed closely by affiliation with non-profit organizations (34%) and community literacy organizations (33%). In addition, 20.4% of users surveyed indicated that they worked with national / provincial literacy organizations.
- Results indicate that the majority of users surveyed (66%) were females.
- English is the preferred language of 91% of respondents, while only 5% of those surveyed prefer to use French. Of the five respondents who indicated French as their language of choice, two refused to indicate their province of residence, one was from Quebec, one from Ontario, and one from another country.
- Of the users responding to the survey, most were at least 40 or older (52.5%) while 42.6% were 18 or over but less than 40. Only 1% were under 18.

- Only 6% of respondents had high school or less while most (69.3%) were university graduates.

### **Location**

Respondents were asked to identify their province or territory, or if not from Canada, indicate whether they were from the US or some other country.

- Of particular interest is the low number of respondents from Quebec (3.1%). Key informant interviews provide a possible explanation for this by suggesting that the NALD site is not promoted by the Quebec literacy community and that there is an alternate Quebec site used by the Quebec literacy community.

Telephone survey results also indicate that there are many more non-users in Quebec than in other areas of the country.

- Approximately 18.4% of respondents are from outside Canada, primarily the US (14.3%).

## **3.6 Expert Panel**

Four people, selected for their expertise in literacy and/or Internet based services, reviewed the NALD site independently and provided a critique based on questions provided.

One of the four, a frequent user of Web resources, though not a literacy expert rated all aspects of the site highly. He used it in French only and found the content comparable to the English version. He also expressed the opinion that the French language is “well used” on the site.

The remaining three reviewers provided more extensive comments and a range of ratings for each aspect of the site.

**All members of the expert panel thought very highly of the NALD website and most prefaced their critique with comments to this effect.**

### ***Meeting the needs of the literacy community***

Three felt the NALD site meets the needs of the literacy community well. One reviewer felt the site contains a lot of relevant information, but the presentation may be limiting its

accessibility. He suggested that NALD better identify the subgroups of people within the literacy community it is targeting. From there, it would help to have sections that specifically address the needs and concerns of students, practitioners, researchers, policy makers, and volunteers/potential volunteers.

All four rated the relevance of the information highly. Three rated the presentation of material as very good. Examples of features they liked were:

- The site is inviting;
- The multi-media aspect and resources in audio format are good;
- It is updated regularly and does not appear to be a non-active site;
- Story of the week is a powerful feature that makes literacy real to many people.

One reviewer suggested that the site, needs reorganization and would be better if it relied less on icons. This would make the site easier to navigate in accessing the various resources provided. Another reviewer suggested that the listings under provincial organizations could be more complete.

One reviewer noted that when he first came to the site years ago he was expecting to find a "main database" and was somewhat confused by the diversity of types of resources. He felt the organization of the content did not serve the content to its best advantage.

### ***How NALD compares with other sites***

There were comparisons made with two other sites:

#### **National LINC site**

One reviewer noted that the national LINC site breaks down resources into groupings that make the resources easier to find. Groupings include teacher/tutor, student/learner, manager/administrator, grants/funding.

Other areas of comparison include:

Indexing the content of every page makes searching for whole documents clumsy – for example when you search for the ‘Level Descriptions manual’ the result is 300 matches. Finding the PDF file is difficult. NALD is aware of this issue and has developed a new

search engine to address this. The new search engine is due to be implemented sometime in the next few months.

From the homepage the differences between what the user will find under the headings NALD Literacy Collection, Full Text Documents, Resource Catalogue, and Link to Internet Resources could be more clearly defined.

### **National Institute for Literacy (NIFL) site**

One reviewer felt the NIFL site in the US was cleaner than NALD and consequently seemed to the reviewer easier to use. It was felt the NIFL menus are organized well and that the information, while perhaps not as comprehensive as that on NALD, is organized well and easily accessed.

### ***Suggestions for improvements***

Three of the four reviewers made suggestions for improvements.

### **Content**

All felt the NALD site has a wealth of content, but that some changes could be made to how that content is organized. One suggested that it would be better communicated to the public if the content were condensed and organized in some manner of importance. Another felt the target audiences are not that clear – this might be improved by appropriately titled sections for practitioners, policy makers, researchers, and learners.

Still another reviewer suggested in a similar vein that a tighter infrastructure be built, bringing the different resource categories into a focal place (one database) where the user could access by multiple search criteria (including type of materials, dates, language etc.). The reviewer acknowledged this would be a lot of work but in the long run would make for a more efficient site. As previously noted, NALD is addressing the this issue in part through changes to its search engine.

### **Appearance**

One reviewer felt the icons on the opening page could be text based. It was felt the combination of both icons and text makes the site appear more “cluttered”.

Another reviewer was in favour of fewer categories and a simpler homepage. He suggested the accessibility issues for people with disabilities need consideration – there may be a need to simplify some of the features (such as the animated NALD graphic).

Another reviewer noted that the brief descriptions of documents and sections of the Web site are very clearly written. He suggested better use could be made of the centre space of the homepage if the animated NALD graphic were removed.

## **Navigation**

Suggestions included:

Some of the information contained in the buttons and icons could be better organized into more intuitively accessible groups, using pull down menus. For example, where there are literacy contacts on the left sidebar, one click takes the user to the contacts by Province.

The newsletters could also be organized under the submenu entitled “Province” and accessible from the same portion of the site.

A menu titled “Publications” where newsletters, reports, and all related publications are housed might be helpful rather than having both newsletters and full text documents as buttons on the site.

The “Ask an Expert” section seems misplaced in the menu bar on the left. Its contents seem better suited either to the NALD Literacy Collection or the Resource Catalogue. This section seems to contain a section that is no longer published (Ask Dr. Ann). This should probably be housed in a different section of the site and be given less importance than other areas.

The “Story of the Week” may fit better in the “What’s New” section. The animation in the middle, which seems to be the NALD logo, seems better suited to be in the top left corner.

The menus on the left and the menus/icons at the bottom of the page both seem to be content related, while the menus /icons at the top of the page are navigation related. One reviewer suggested the content related menus be condensed and presented in one place, with the navigation running across the top and perhaps the “Search” and Guestbook” at the bottom of the page.

One reviewer noted that the construction of a consistent navigation system on such an extensive Web site with content and features that are continually expanding is a real challenge. He felt the navigational system, was admirable, but could use a review for consistency and clarity. An example cited was the page <http://www.nald.ca/Nald-nb/english/innosucc/facilit/Computer/Title.htm>. There is a link on the bottom called

Facilitator's Forum. If this is a related link of interest, it should state this clearly and the user should expect in any document to find related links in the same location.

The reviewers all noted that NALD is doing excellent work for the literacy field in Canada, the US and other countries, and appreciated the opportunity to provide feedback.

### 3.7 Log File Analysis

NALD regularly analyses its web server log files using Web Trends to track usage statistics. After the first year of NALD's presence on the World Wide web, there was an average of 14,237 user sessions per month and 59,856 page views or "hits". These numbers have continued to increase over the years as shown in the following table.

**Average Monthly Usage Statistics by Year - NALD**

<b>Year</b>	<b>User Sessions</b>	<b>Page Views</b>
1997	14,237	59,856
1998	29,454	143,693
1999	57,756	336,045
2000	83,802	585,599
2001	151,447	948,564

These data show a significant growth in usage from 1997 to 2001. Usage is expected to continue to grow, though at a slower rate of growth than in the past. This anticipated slower rate of growth is simply a factor of NALD's success. NALD has already reached a significant percentage of its target audience. There will still be very significant growth though usage statistics probably won't double each year as it did in the early days of NALD.

Another important usage statistic is the average time spent per visit to the NALD site. This has increased from an average of 9 minutes and 27 seconds in 1997 to 19 minutes and 29 seconds in 2000-2001. In October, 2001, the average time spent per visit had grown further to approximately 23 minutes.

This shows that not only are there more site visits, but that users spend much more time exploring the NALD site.

The number of full text documents (PDF files) downloaded has also grown significantly. For example in 2000, 100,520 full text documents were downloaded while in 2001, the number of PDF downloads had grown to 513,026.

The growth in the number of full text document downloads is a function of both increased usage and continuing increases in NALD's full text document holdings. This growth also indicates a high and growing demand for relevant full text documents by the literacy community.

## 4.0 EVALUATION FINDINGS

This section of the report focuses on converting research data to evaluation findings. GGI has analyzed the data collected from the various interviews, surveys, and documents and developed a number of key findings as presented in the following pages.

### 4.1 Management

NALD has a strong management approach. Board members have been selected for their expertise in literacy, and provide good advice. Their direction of NALD, combined with an Executive Director with people, organizational, partnering, and management skills has helped develop an organization that is focused and well managed.

Financial management is sound. Prudent financial management practices are in place and both the Board and the Executive Director are well informed with respect to NALD financial management.

Succession planning for the Executive Director is the key issue facing NALD from a management perspective. The current NALD Executive Director is seen as one of the organizations strengths. He is well known and well respected in the literacy community and will be difficult to replace. The NALD Board recognizes this challenge and is working with the Executive Director to put a succession strategy in place.

### 4.2 Funding

The majority of NALD funding comes from the National Literacy Secretariat (NLS) with lesser amounts in in-kind contributions from the Province of New Brunswick and Board members and their sponsoring organizations. NALD keeps expenditures in line with available funding on an annual basis. The level of funding therefore has a direct impact on NALD's ability to provide services from year to year.

The two biggest issues facing NALD from a funding perspective are:

- The temporary nature of funding – NALD has to apply for funding from NLS each year. This introduces a degree of uncertainty among staff and limits long term planning.
- The level of funding – The single biggest expense incurred by NALD each year is salaries. Over time the salary expense will increase as staff receive regular increments on their pay scale. Pay scales will also have to increase eventually to

prevent the erosion of salaries due to inflation. This needs to be recognized in the level of funding provided by the NLS.

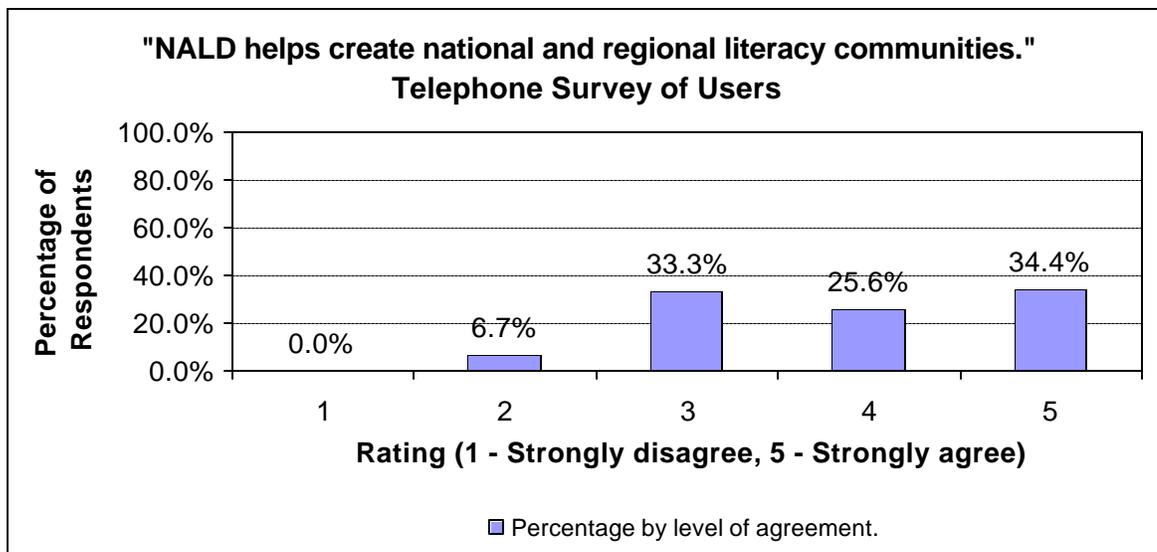
A major constraint to taking NALD forward as Canada's a premier literacy portal will be resources; sustained and sufficient funding is needed to build and maintain capacity. This will require a multi-faceted strategy for sponsorship and funding. Again, NALD has already started work on forming a Foundation and building capacity for fund raising from private and public sources.

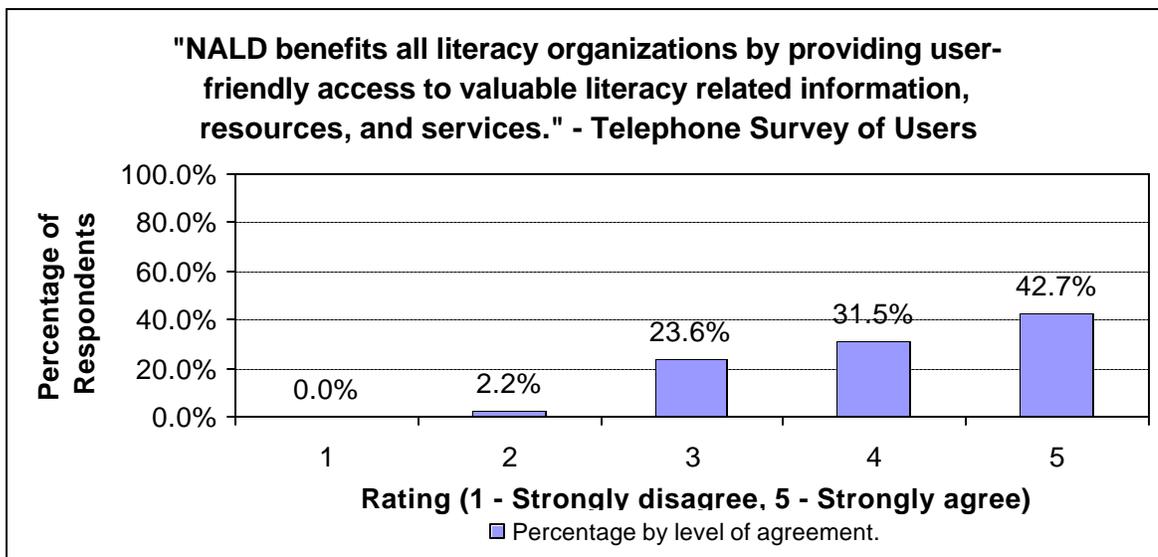
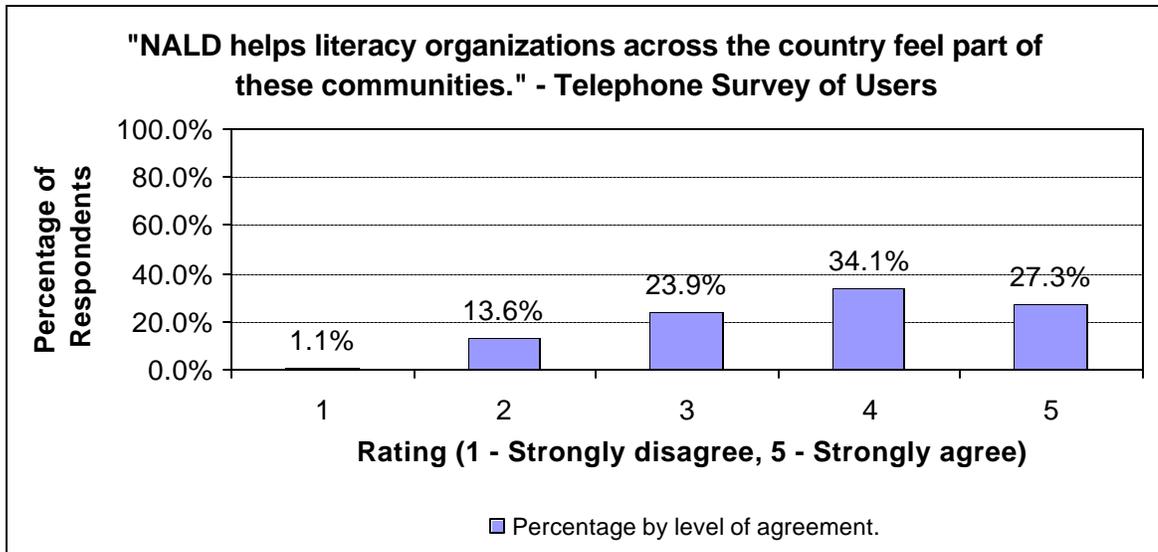
### 4.3 Service Delivery

The key service delivery goals of NALD are:

- To help create national and regional literacy communities;
- To help literacy organizations across the country feel part of these communities; and
- To benefit all literacy organizations by providing user-friendly access to valuable literacy related information, resources, and services.

The telephone survey of NALD users was used to evaluate NALD's progress in meeting these goals. The following charts show the responses of NALD users to each question.





Based on these results, it is clear that NALD is meeting its stated service delivery goals.

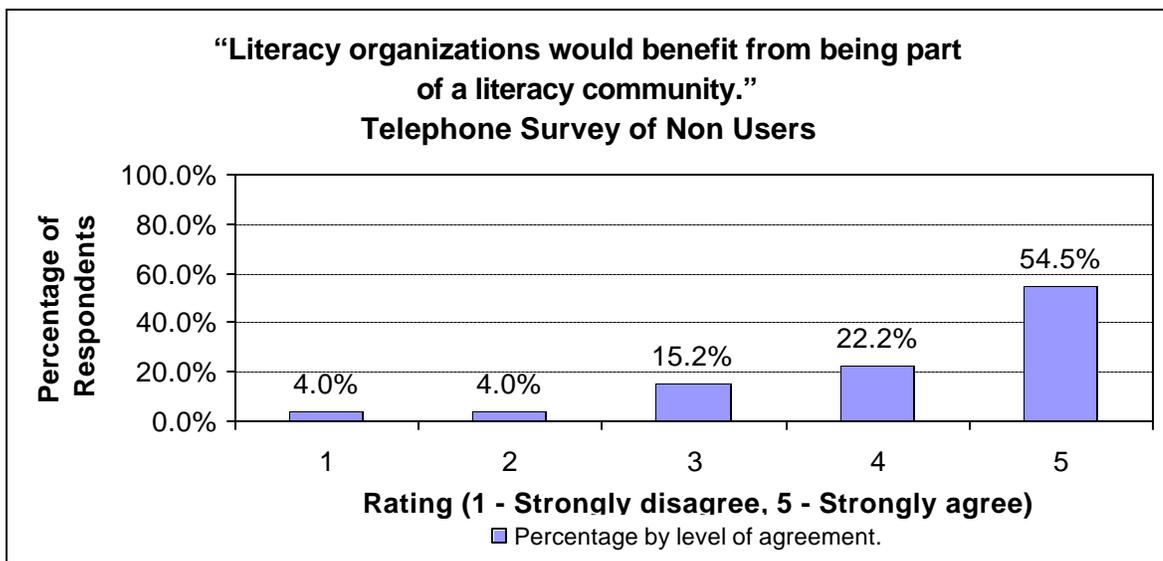
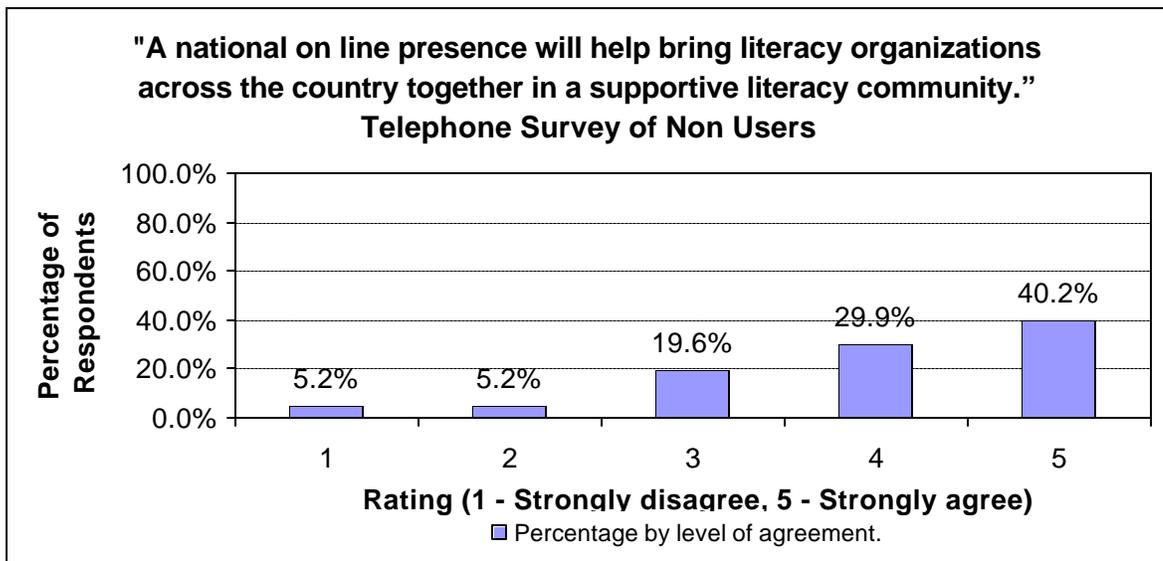
In order to determine whether or not potential NALD users who had not yet used NALD felt that these service delivery goals responded to their needs in this area, non users were asked whether or not they agreed with the following statements.

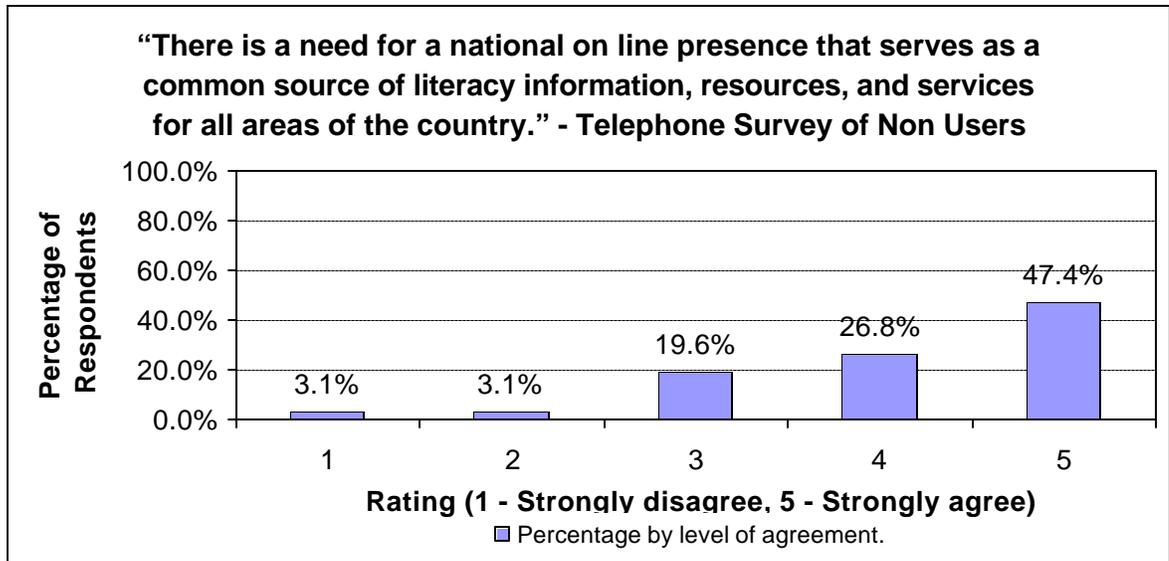
“A national on line presence will help bring literacy organizations across the country together in a supportive literacy community.”

“Literacy organizations would benefit from being part of a literacy community.”

“There is a need for a national on line presence that serves as a common source of literacy information, resources, and services for all areas of the country.”

Non user reaction to these statements validate NALD’s stated service delivery focus, as the majority of respondents agreed with these statements as illustrated in the following charts.





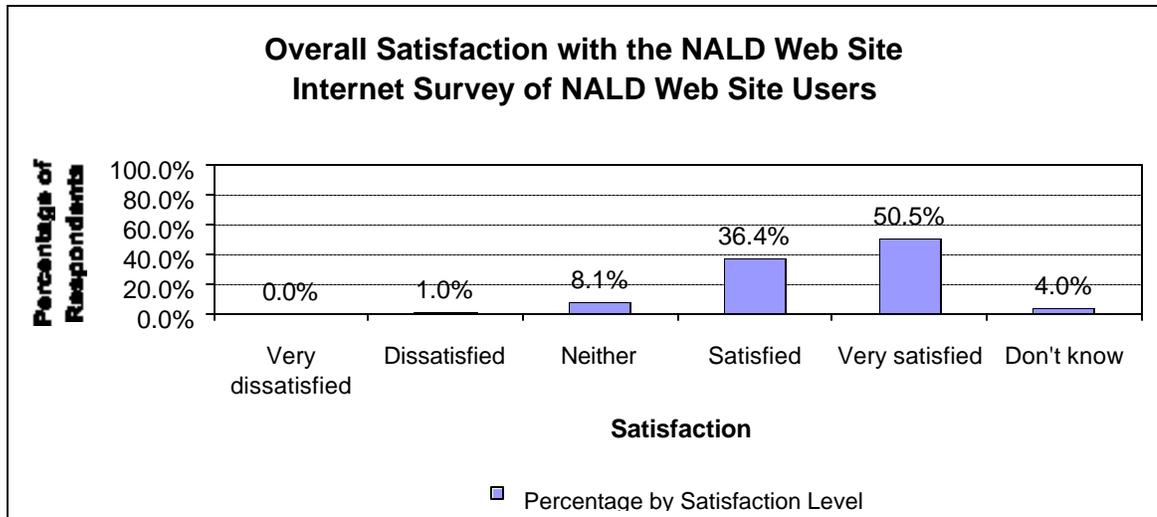
Overall, survey results show a strong validation of NALD's stated service delivery objectives and affirm that users feel that NALD is meeting these objectives.

#### **4.3.1 NALD Web Site**

The NALD web site is a national portal to literacy related information, resources and services on the web. The web site itself is NALD's primary service delivery vehicle. The vast majority of key informants felt the NALD site, overall, was useful and informative and that NALD did a good job of designing and maintaining a web site that is useful and relevant to Canada's literacy community.

All members of the expert panel, while providing some suggestions for improvement as asked, felt the NALD web site was well designed and maintained and provided access to a wide variety of useful information. Results from the Internet survey of NALD users and the telephone survey of both NALD users and non-users all reinforce the message that the NALD site is useful and relevant.

The following chart shows overall satisfaction with the NALD web site as rated by site users after they finished using the site. As can be seen, overall satisfaction levels are quite high

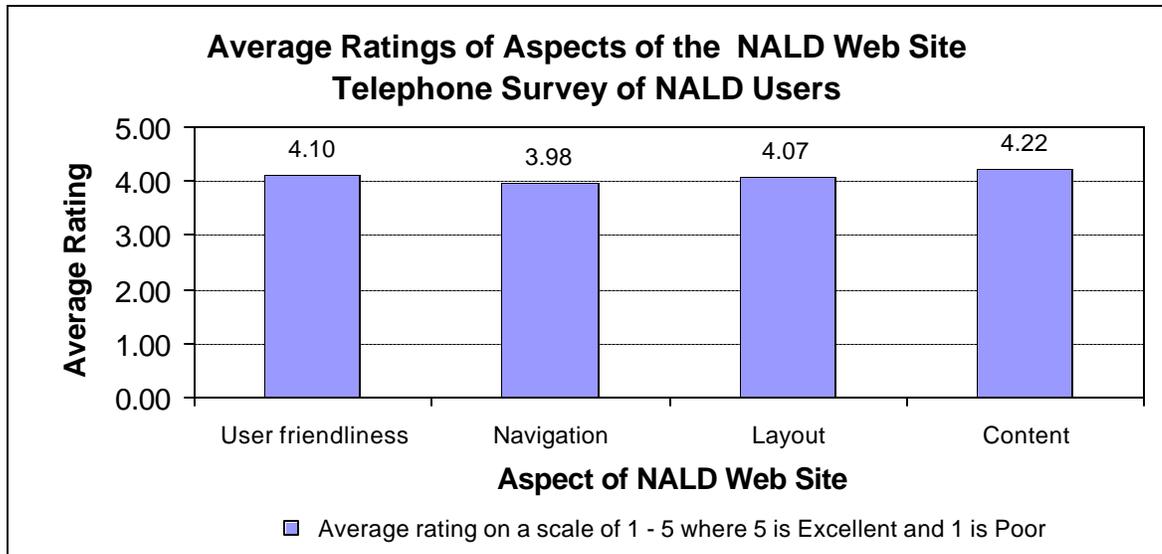


Individual aspects of the site were also rated by survey respondents. Areas covered (listed by level of satisfaction from highest to lowest) include:

1. Visual look and appeal;
2. Ease of understanding of information;
3. Download speed;
4. Ease of finding the NALD web site;
5. Usefulness of information;
6. Organization of the site; and
7. Navigation.

All areas were rated quite highly, including organization and navigation. Only 10% of users were dissatisfied with site organization and only 11.9% dissatisfied with site navigation.

Respondents were also asked to rate aspects of the NALD web site as part of the telephone survey of NALD users. Again, layout and navigation were rated lowest though all aspects were rated quite highly.



Some key informants and experts on the expert panel suggested that the NALD web site layout and navigation should change by becoming more text-based and catalogued by subject area as in a library. The approach to site layout and navigation has been a topic of discussion for the NALD Board of Directors. NALD has chosen its current approach to layout and navigation on the basis that such an approach best suits the majority of their users.

Survey results from the telephone survey of NALD users show that only 2.2% of users rate layout and navigation as less than fair while less than 12% of the Internet survey respondents were dissatisfied with layout and navigation. These survey results can be interpreted two ways:

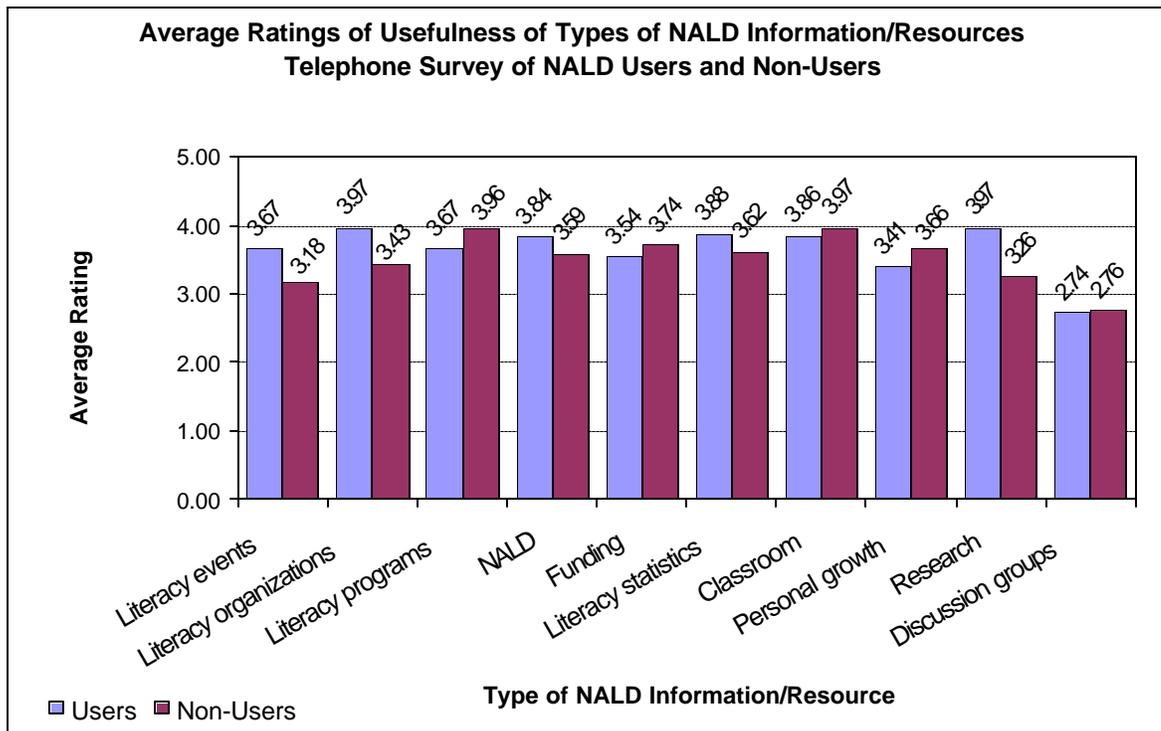
- The vast majority of users are satisfied with navigation and layout of the NALD web site which supports the current site layout and navigation aspects of the NALD web site; or
- Site layout and navigation of the NALD web site are the aspects of the NALD web site that users are least satisfied with.

There isn't sufficient data to say with any degree of certainty which interpretation is closest to how users actually feel about navigation and layout. There may in fact be two groups of users: those familiar with conducting research in library systems who would prefer changes to the NALD site to make it more similar in function to library systems; and those who prefer the current layout and navigation of the NALD site. It is uncertain at this point whether changing the layout and navigation of the NALD site would:

- Make those who don't like the current navigation and layout aspects more satisfied but cause those who do like the current navigation and layout to become more dissatisfied; or
- Increase the satisfaction with navigation and site layout for respondents who were dissatisfied with navigation and layout as well as increase the satisfaction level for those already satisfied with navigation and layout.

Significant changes to navigation and site layout will be expensive and should not be undertaken without further research to ensure that such changes will be well received by the vast majority of users.

NALD web site users rate most of the information/resources/services provided by the NALD web site as relatively useful. A noted exception is discussion groups. Users do not find discussion groups to be particularly useful. When asked to rate the usefulness of various types of information/resources/services, non-users also felt that discussion groups wouldn't be particularly useful.



Most information/resources offered on the NALD web site are considered to be useful with the noted exception of discussion groups.

The Internet survey indicates that 76.8% of users found that the NALD web site met some or all user needs, 10.1% didn't know whether or not the site met their needs, and only 13.1% felt the site didn't meet their needs. Almost 97% of NALD web site users would recommend the site to others.

#### **4.3.2 Web Site and Database Development and Hosting**

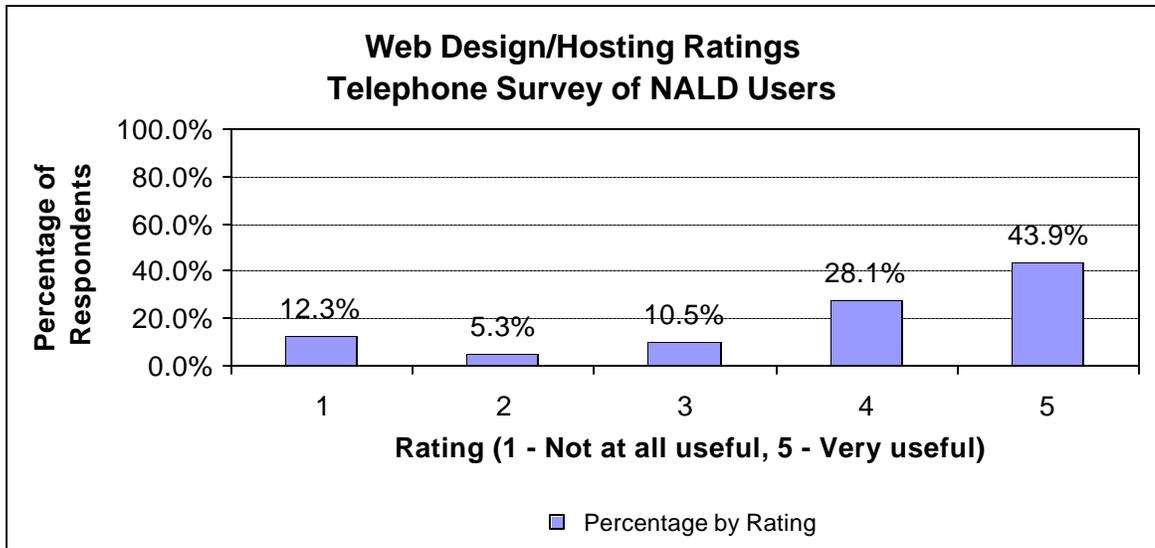
NALD develops and/or hosts on-line databases and web sites for approximately 160 organizations across the country. Some organizations develop their own web sites and/or databases while NALD provides hosting services, while others require both development and hosting.

Web site and database development and hosting services are provided to literacy organizations free of charge, while similar services may be provided to other organizations for a fee.

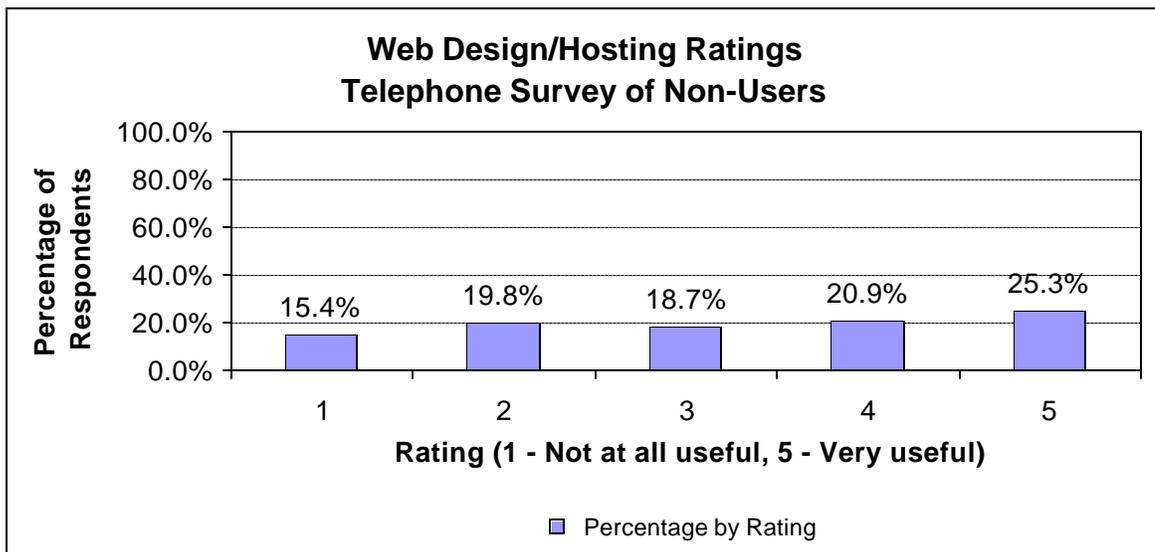
Helping other literacy organizations develop an on line presence serves two purposes:

- it helps build an on line literacy community; and
- broadens the scope of literacy information and resources available on the Internet.

Key informants feel that web site and database development and hosting is a useful service and that NALD does a good job of providing this service. However, only 58.8% of NALD users are familiar with NALD's web site and database design and hosting services. Of the 58.8% of respondents who were familiar with NALD's web design and hosting services, the vast majority found this to be a useful service as shown in the following chart.



Fewer of the respondents who haven't used NALD think that web design/hosting is useful, though those who think that service useful still outnumber those who don't think the service is very useful. The following chart presents these results in greater detail.



To improve its capacity to deliver web design/hosting services, NALD is developing the capacity for organizations with the capability to remotely administer and update their own web sites hosted on NALD's servers.

Overall findings related to web design/hosting services are:

- Web design/hosting is a useful service and should be continued;

- NALD does a good job of providing this service;
- Charging a fee for this service for non-literacy organizations is an appropriate means of raising revenue to help support NALD service delivery as long as it doesn't compromise the delivery of other NALD services; and
- There is a need to increase marketing efforts in this area to make more users aware of NALD's web design/hosting services.

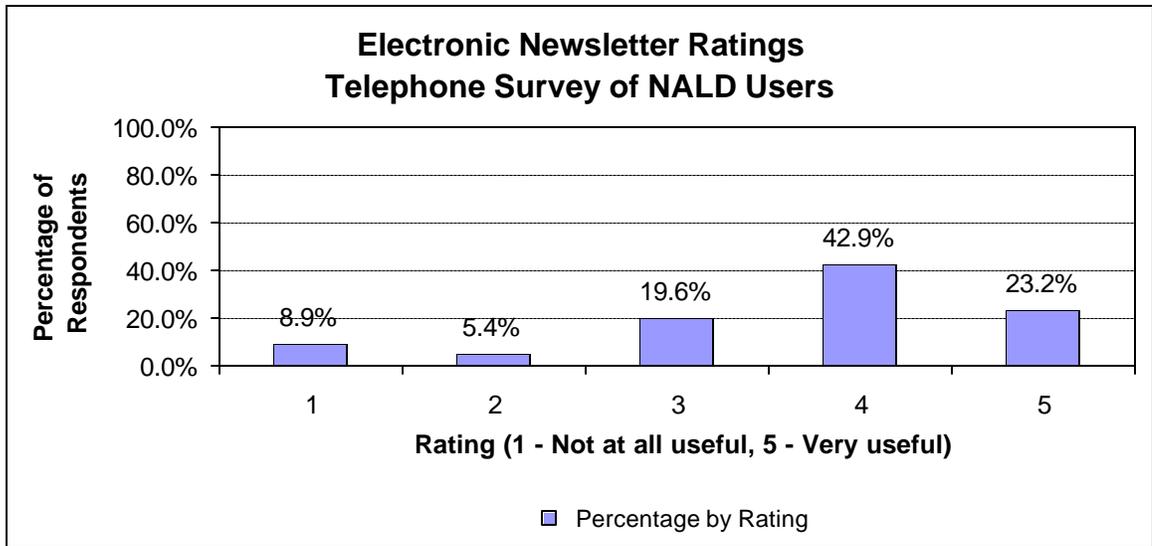
### **4.3.3 NALD Newsletter**

NALD publishes its newsletter "Networks" in electronic format. Until recently, this newsletter was published in hard copy format however, as a cost saving measure, NALD decided to only publish an electronic version.

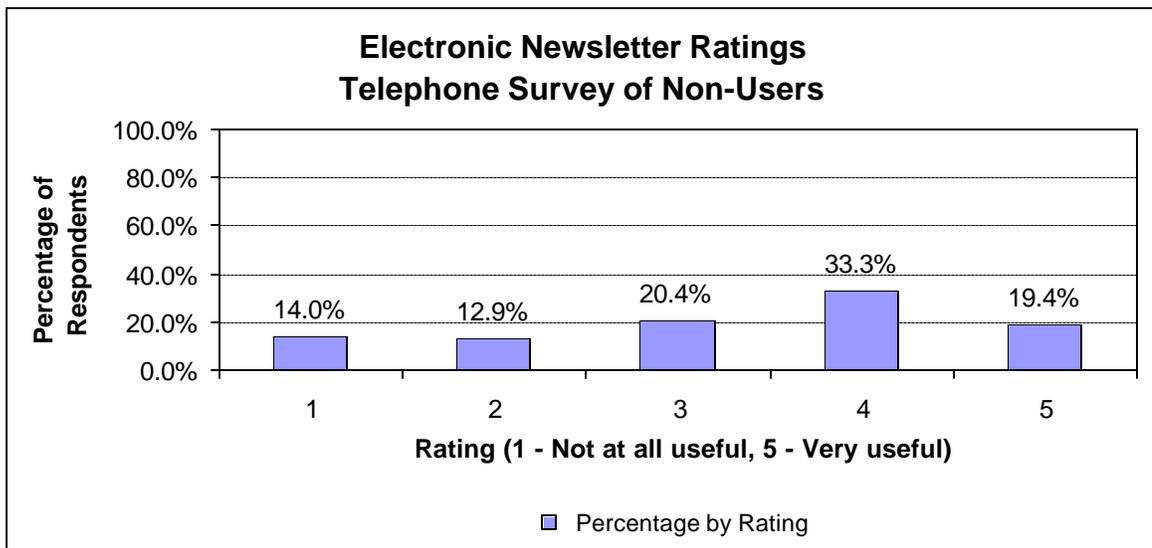
Key informant interviews and the telephone survey of NALD users indicate that most individuals who read the NALD newsletter prefer it in hard copy format. The primary reasons given for preferring it in this format are:

- They know a new issue is out when they receive it, they don't have to go looking for it on the Internet;
- They can take the newsletter in hard copy format and read it later at their leisure or pass it along to others when they are done; and
- The hard copy format is available to those without Internet access.

Approximately 57.7% of NALD users are familiar with the NALD electronic newsletter. The majority of these respondents find the NALD's electronic newsletter to be useful as shown in the following chart.



The majority of respondents who have not used NALD services also felt that an electronic newsletter would be useful, though NALD users who were familiar with the newsletter tended to rate it higher in terms of usefulness. The following chart summarizes how non-users felt about the usefulness of an electronic newsletter.

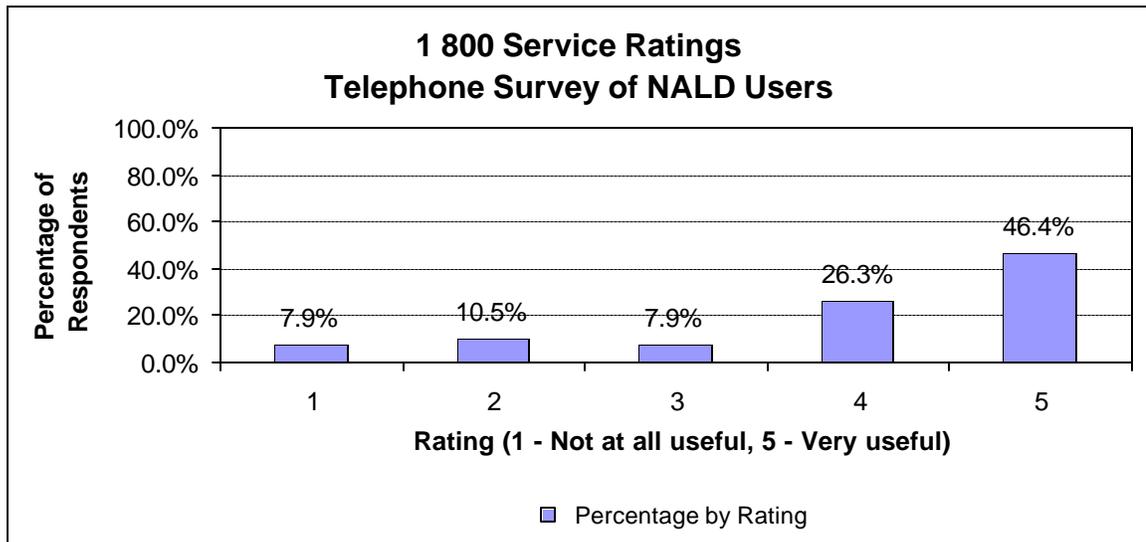


The electronic NALD newsletter is useful to the literacy community. However, some changes are needed to the distribution process. Many readers of the newsletter forget that a new issue is published and may not access and read it.

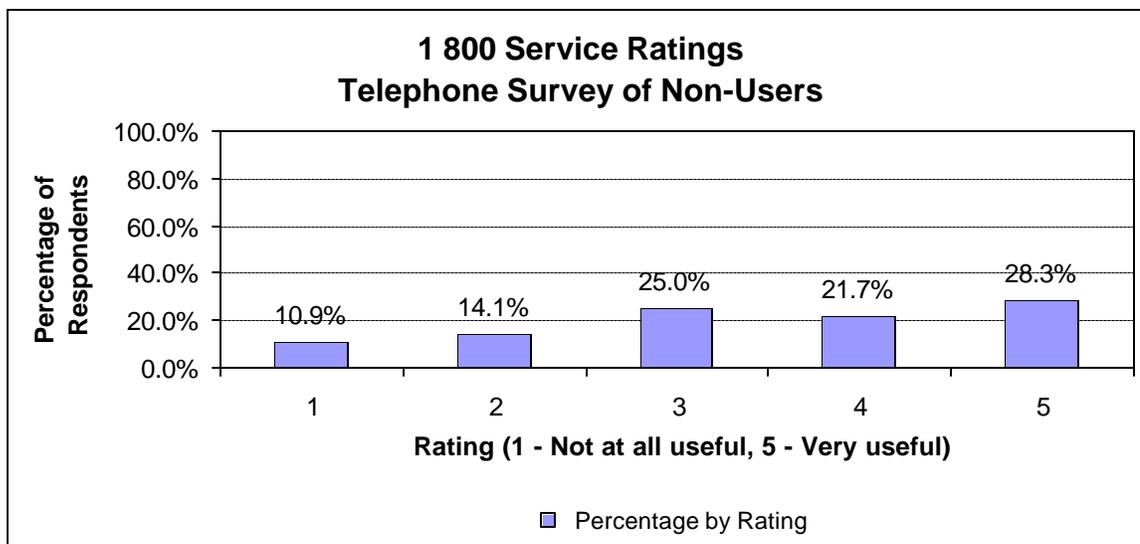
This issue could be resolved if readers of the NALD newsletter were sent an e-mail reminder that a new issue had been issued or a copy of the newsletter in PDF format. This would be a cost effective alternative to returning to the printed newsletter.

#### 4.3.4 NALD 1 800 Service

Many key informants and NALD users were unfamiliar with its 1 800 service. Of the 97 users who participated in the survey, only 38 were familiar with the 1 800 service. However, of the 38 who were familiar, most rated the 1 800 service as useful as illustrated in the following chart.



As part of the survey of non-users, respondents who had never used NALD were asked to rate how useful they thought the 1 800 service provided by NALD would be. Only 25% felt it wouldn't be very useful. The following chart shows how respondents rated the 1 800 service in terms of usefulness.



NALD's 1 800 service, while not as well known as it could be, is a useful service, particularly for those without an Internet connection. The low cost of maintaining this service makes it effective from a value for money perspective. The costs associated with maintaining this service are: the associated cost of long distance charges; and the costing of staffing the 1 800 number after regular working hours to meet the needs of Western Canada.

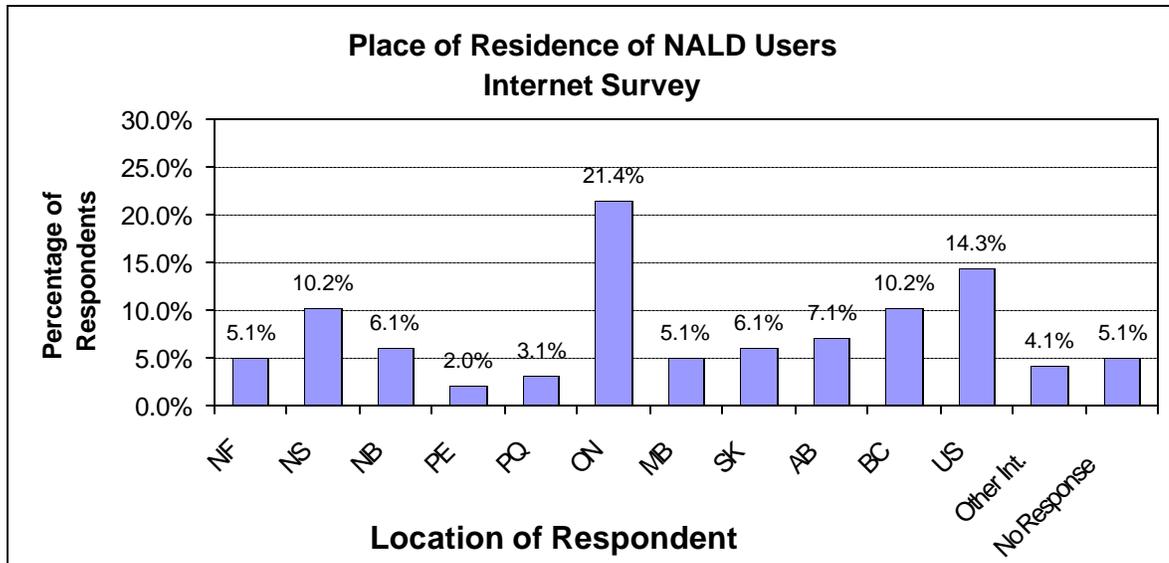
NALD's 1 800 service is a useful service that should be maintained.

#### 4.4 Marketing and Promotion

NALD is well recognized and respected in the literacy community. Since 1996, it has done a good job in marketing itself greatly increasing both the number of users accessing the site and the average time spent on the site by users.

Results from the telephone survey indicate that a combined usage rate of approximately 70% of NALD's target group for all provinces other than Quebec. In Quebec, this number is much lower (approximately 31%). Results from the Internet survey also show that Quebec users make up a much smaller percentage of the total than would be expected given its population. The percentage of users from Quebec would normally be expected to be greater than the percentage from BC and less than the percentage from Ontario.

The following chart shows the percentage of NALD web site users by geographic location.



These results point to the need for NALD to conduct some research to determine some of the reasons why potential Quebec users aren't using their web site and develop a strategy to reach these potential users. Strategic partnerships with Quebec based literacy organizations may be helpful in this regard.

NALD should continue to devote effort to marketing and promotion. Almost 88% of non users contacted by telephone indicated that they would use NALD after they were made aware of NALD and the information, resources, and services it provided.

## 4.5 User and Non-User Demographics

Evaluation findings with respect to the demographics of NALD users compared to non users can be summarized as follows:

- A much lower percentage of educational institution (college and university) representatives use NALD than representatives of any other type of organization. While the reason for this difference is not clear, the difference is quite significant.
- While the vast majority of both users and non-users belong to organizations with Internet connections, users are slightly more likely to belong to an organization with an Internet connection.
- Approximately 50% of users and 47.3% of non users belong to organizations with high speed Internet access.

- The majority of both users and non users belong to organizations with web sites, though this is more likely to be the cases for users than for non users.
- Users tend to have a slightly higher level of education than non users. Approximately 75% of users are university graduates as compared to 66.7% of non users.
- A lower percentage of individuals from Quebec use NALD than in other provinces/territories.
- The majority of both users and non users are female (85.3% and 66% respectively), however women are slightly more likely to be NALD users than men.
- The average ages of NALD users and non users are 45.5 and 48.2 respectively. Users tend to be slightly younger than non users.

Overall, the demographic data describe the NALD target population and, with the exception of province of residence, and the percentage of individuals representing educational institutions, shows that the user and non user groups are relatively similar.

## 5.0 CONCLUSION

The evaluation found that the key strategic aspects of NALD – its resources, services, and how these are managed are sound. Where suggestions for changes or improvements were made, these were largely of a minor nature (e.g. features and look of the site). In most cases, NALD was already aware of these and working on them or, following deliberation, had made a decision not to go in a specific direction.

NALD has a strong management approach. Board members have been selected for their expertise in literacy, and provide good advice. Their direction of NALD, combined with an Executive Director with people, organizational, partnering, and management skills has helped develop an organization that is focused and well managed.

While NALD has evolved as an organization over the years to better meet user needs, it has remained focused on two objectives:

- providing access to information and resources to those in the literacy community through its digital library; and
- building capacity and a sense of community among literacy organizations through web site development and hosting services and access to information

Continued focus on these objectives helps NALD understand the needs of their user groups by:

- continually interacting with users in various ways;
- adopting a continual improvement approach, based on user feedback and staying current with advances in technology;
- continuously marketing NALD and the information and services it provides;
- conducting a stock-taking of their goals and how these are implemented at least once a year; and
- partnering with other literacy organizations.

As a result of these efforts, NALD has developed strong brand recognition among their various users groups and are respected for the services they provide and the open manner in which they provide them.

NALD staff are recognized by users as being knowledgeable and helpful. While the organization faces the challenge of competing with the private sector for qualified staff, it has managed to attract qualified staff by offering a challenging yet welcoming and supportive work environment.

NALD makes good use of latest tools to improve on the functionality of the site but is careful to change the look and feel of the web site only gradually, recognizing the limited computer capacity of some users.

The three key issues facing the organization are:

- Funding - A major constraint to taking the organization forward as Canada's a premier literacy portal will be resources; sustained and sufficient funding is needed to build and maintain capacity. This will require a multi-faceted strategy for sponsorship and funding. Again, NALD has already started work on forming a Foundation and building capacity for fund raising from private and public sources.
- Succession planning for the Executive Director. The current NALD Executive Director is seen as one of the organizations strengths. He is well known and well respected in the literacy community and will be difficult to replace. The NALD Board recognizes this challenge and is working with the Executive Director to put a succession strategy in place.
- Reaching users in Quebec. The Internet survey shows that approximately 3% of NALD web site users are from Quebec. This is less than all other provinces with the exception of PEI (2%). Ontario, by comparison, is home to over 21% of NALD web site users. A strategy to reach the Quebec literacy community is needed, possibly with the assistance of some strategic partners.

Many of the other issues raised for updating of functionality resulting from the evaluation research conducted are either relatively minor, or already being considered or implemented.

The most significant of these suggestions for change was in regard to the navigability and layout of the site. A minority of key informants and users surveyed commented that

the ease of navigation of the site could be improved. This has been a subject discussed at the Board level – i.e. “should/should not the site function more like a library?.”

NALD’s current approach to navigation and site layout is, based on the results of the Internet survey and telephone survey, relatively well perceived by users. There is a possibility that the level of satisfaction with navigability and site layout could decrease if significant changes are made.

Significant changes to navigation and site layout would be expensive and should not be undertaken without further research to ensure that such changes will be well received by the vast majority of users.

**Overall, NALD is doing a very good job of delivering useful information, resources, and services to the literacy community and is highly valued and widely recognized by this community.**

**APPENDIX A: TELEPHONE SURVEY RESULTS**

## Telephone Surveys of NALD Users and Non-users

GGI constructed a sample frame of approximately 2,300 potential NALD users. As the coverage by province was an issue with respect to the sample frame, targets were set to ensure representation of all provinces and territories and that population distribution was reflected in the results.

Potential NALD users were selected at random within the sampling design. Each selected individual was called at least five times (on different days and at different times) before being excluded.

In total 97 individuals completed the NALD user questionnaire and 99 completed the non-user questionnaire.

In provinces other than Quebec, approximately 70% of the NALD target group are users, while in Quebec, only 31% are users. This appeared to be due to use of an alternate French language literacy site. Also, at the time of the survey, NALD could not be accessed through its French acronym on the Internet. It was suggested that NALD would be accessed more easily if it could be accessed through [www.bdaa.ca](http://www.bdaa.ca) as well as [www.nald.ca](http://www.nald.ca). NALD has since registered the domain name [www.bdaa.ca](http://www.bdaa.ca).

**NALD User Survey**

Most users (almost 25%) became aware of NALD through colleagues within their organizations. Another 40.2% heard about NALD through a literacy publication or report, a presentation given by NALD, or other source (primarily other organizations) while approximately 10% heard about NALD through its pamphlets and advertisements.

**Means Through Which Users Found Out about NALD**

<b>Source</b>	<b>Frequency</b>	<b>Percent</b>
Colleague within our organization	24	24.7
Recommendation by someone outside organization	3	3.1
Government publication	2	2.1
Literacy publication or report	13	13.4
Search through the Internet	6	6.2
Presentation given by NALD (Charles Ramsey)	13	13.4
Literacy event/Congress	11	11.3
Pamphlet or Advertisement by NALD	10	10.3
Other	13	13.4
Does not remember	9	9.3
No response	0	0.0
<b>Total (N=97)</b>	<b>104<sup>5</sup></b>	<b>107.2<sup>6</sup></b>

When asked about their preferred means of obtaining literacy information and resources, the majority of respondents (59.4%) indicated that the Internet was their preferred means. Of the remaining respondents, 17.7% preferred using mail while 11.5% preferred obtaining literacy information and resources in-person.

**Preferred Means of Obtaining Literacy Information and Resources**

	<b>Frequency</b>	<b>Percent</b>
Telephone	4	4.2
Mail	17	17.7
Internet	57	59.4
In-person	11	11.5
Other	6	6.3
None	1	1.0
<b>Total</b>	<b>96</b>	<b>100.0</b>

<sup>5</sup> The total is more than the total number of respondents (97) as some identified more than one source.

<sup>6</sup> Total is greater than 100% as some respondents identified more than one source.

The 39 Users who indicated that the Internet wasn't their preferred means of accessing literacy information were asked why they didn't prefer the Internet. Almost 77% indicated a reason other than those listed.

Most respondents who identified some reason other than those listed tended to feel that searching the Internet was too time consuming and other means were more efficient. Many individuals also indicated that they preferred to gather information in person. Some of these individuals noted that gathering information in this manner was more effective and reliable, while others simply preferred the interaction.

Approximately 31% felt other means were more and effective, while 28.2% felt that other means were more convenient.

#### Reasons for Not Preferring Internet

	Frequency	Percent
Other means are more convenient	11	28.2
Other means are more effective	12	30.8
Never thinks of using Internet for that purpose	0	0.0
Does not like the Internet	2	5.1
Needed information does exist on the Internet	0	0.0
Does not research information on literacy very often	1	2.6
Other reason	30	76.9
None	0	0.0
<b>Total</b>	<b>56<sup>7</sup></b>	<b>143.6<sup>8</sup></b>

Users used the Internet to access literary information an average of approximately 23 times in the past two months and 144 times in the past year.

#### Use of Internet to Access Literary Information

Time Frame	Average Number
In the past two months	23.2
In the past year	144.4

Users accessed the NALD web site an average of 6 times in the past two months and 31 times in the past year. Users may have actually accessed the NALD web site more frequently without being aware of it. They may have conducted an Internet search and

<sup>7</sup> The total is more than the total number of respondents (39) as some identified more than one reason.

<sup>8</sup> Total is greater than 100% as some respondents identified more than one reason.

found information on the NALD site without knowing they were actually on the site. Also, users may have accessed other web sites hosted and/or developed by NALD for other organizations. The results reported in the table below more accurately represent the number of times users **intentionally** visited the NALD web site.

**Use of Internet to Access the NALD Web Site**

<b>Time Frame</b>	<b>Average Number</b>
In the past two months	5.6
In the past year	30.8

Respondents were asked to indicate their familiarity with a variety of information/ resources/ services provided through the NALD site. If they were familiar with the information/resource/service they were then asked to rate its usefulness on a scale of 1 to 5 where 1 is not at all useful and 5 is very useful. An average rating greater than 3 indicates that most users who were familiar with the information/resource/service found it useful.

Results are presented in detail in the following table. It is worth noting that only 32% of users were familiar with the “Participation in discussion groups” service offered by NALD, and most of those who were familiar with the service didn’t find it very useful.

Respondents were most familiar with the fact that NALD provided information about literacy organizations (81.4%) and gave this service the highest average rating (3.97). Resources for research were deemed to be just as useful with an average rating of 3.97, but fewer respondents were familiar with this the availability of these resources (69.1%). All other information/resources/services provided by NALD had average ratings greater than 3.00 and varying degrees of familiarity.

**Familiarity and Rating of NALD Information/Resources/Services**

<b>Types of Information/Resources/Services</b>	<b>Familiar (%)</b>	<b>Average Rating (1-5)</b>
Information about specific literacy events	68.0	3.67
Information about literacy organizations	81.4	3.97
Information about literacy programs	72.2	3.67
Information about NALD	79.4	3.84
Information on funding for literacy	49.5	3.54
Statistics about literacy	68.0	3.88
Resources for classroom use	67.0	3.86
Resources for personal growth	45.4	3.41
Resources for research	69.1	3.97
Participation in discussion groups	32.0	2.74

More detailed frequency distribution of usefulness ratings for all types of information/resources/services is provided below.

**Rating of information about specific literacy events**

<b>Rating</b>	<b>Frequency</b>	<b>Percent</b>
1 – Not at all useful	5	7.6
2	3	4.5
3	19	28.8
4	21	31.8
5 – Very useful	18	27.3
<b>Total</b>	<b>66</b>	<b>100.0</b>

**Rating of information about literacy organizations**

<b>Rating</b>	<b>Frequency</b>	<b>Percent</b>
1 – Not at all useful	1	1.3
2	7	8.9
3	15	19.0
4	26	32.9
5 – Very useful	30	38.0
<b>Total</b>	<b>79</b>	<b>100.0</b>

**Rating of information about literacy programs**

<b>Rating</b>	<b>Frequency</b>	<b>Percent</b>
1 – Not at all useful	5	7.1
2	3	4.3
3	21	30.0
4	22	31.4
5 – Very useful	19	27.1
<b>Total</b>	<b>70</b>	<b>100.0</b>

**Rating of information about NALD**

<b>Rating</b>	<b>Frequency</b>	<b>Percent</b>
1 – Not at all useful	5	6.5
2	7	9.1
3	11	14.3
4	26	33.8
5 – Very useful	28	36.4
<b>Total</b>	<b>77</b>	<b>100.0</b>

**Rating of information on funding for literacy**

<b>Rating</b>	<b>Frequency</b>	<b>Percent</b>
1 – Not at all useful	4	8.3
2	3	6.3
3	16	33.3
4	13	27.1
5 – Very useful	12	25.0
<b>Total</b>	<b>48</b>	<b>100.0</b>

**Rating of statistics about literacy**

<b>Rating</b>	<b>Frequency</b>	<b>Percent</b>
1 – Not at all useful	3	4.5
2	5	7.6
3	13	19.7
4	21	31.8
5 – Very useful	24	36.4
<b>Total</b>	<b>66</b>	<b>100.0</b>

**Rating of resources for classroom use**

<b>Rating</b>	<b>Frequency</b>	<b>Percent</b>
1 – Not at all useful	5	7.7
2	3	4.6
3	10	15.4
4	25	38.5
5 – Very useful	22	33.8
<b>Total</b>	<b>65</b>	<b>100.0</b>

**Rating of resources for personal growth**

<b>Rating</b>	<b>Frequency</b>	<b>Percent</b>
1 – Not at all useful	3	6.8
2	6	13.6
3	13	29.5
4	14	31.8
5 – Very useful	8	18.2
<b>Total</b>	<b>44</b>	<b>100.0</b>

**Rating of resources for research**

<b>Rating</b>	<b>Frequency</b>	<b>Percent</b>
1 – Not at all useful	2	3.0
2	2	3.0
3	16	23.9
4	23	34.3
5 – Very useful	24	35.8
<b>Total</b>	<b>67</b>	<b>100.0</b>

**Rating of participation in discussion groups**

<b>Rating</b>	<b>Frequency</b>	<b>Percent</b>
1 – Not at all useful	6	19.4
2	9	29.0
3	7	22.6
4	5	16.1
5 – Very useful	4	12.9
<b>Total</b>	<b>31</b>	<b>100.0</b>

Users were asked to rate various aspects of the NALD web site on a scale of 1 to 5 where 1 is poor and 5 is excellent. Average ratings are calculated and presented in the following table for ease of comparison. All aspects of the NALD web site are rated highly with site content receiving the highest rating and ease of navigation receiving the lowest.

**Ratings of NALD Web Site**

<b>Aspects of the NALD web site</b>	<b>Average Rating (1-5)</b>
User friendliness of site	4.10
Ease of navigation	3.98
Site layout	4.07
Site content	4.22

Responses to the same question are presented in below in more detail showing the frequency distribution for each aspect of the NALD web site.

**Rating of user friendliness of site**

<b>Rating</b>	<b>Frequency</b>	<b>Percent</b>
1 – Poor	1	1.1
2	1	1.1
3	16	17.8
4	42	46.7
5 – Excellent	30	33.3
<b>Total</b>	<b>90</b>	<b>100.0</b>

**Rating of ease of navigation**

<b>Rating</b>	<b>Frequency</b>	<b>Percent</b>
1 – Poor	1	1.1
2	1	1.1
3	23	25.3
4	36	39.6
5 – Excellent	30	33.0
<b>Total</b>	<b>91</b>	<b>100.0</b>

**Rating of site layout**

<b>Rating</b>	<b>Frequency</b>	<b>Percent</b>
1 – Poor	0	0.0
2	2	2.2
3	16	17.8
4	46	51.1
5 – Excellent	26	28.9
<b>Total</b>	<b>90</b>	<b>100.0</b>

**Rating of site content**

<b>Rating</b>	<b>Frequency</b>	<b>Percent</b>
1 – Poor	0	0.0
2	2	2.2
3	13	14.1
4	40	43.5
5 – Excellent	37	40.2
<b>Total</b>	<b>92</b>	<b>100.0</b>

Only 36.1% of respondents indicated that there were types of information/resources/services that are not currently on the NALD website that they would find useful. When asked what other types of information should be provided by NALD, there were a wide variety of responses, the most frequent of which was “more information on funding and funding sources”. The fact that almost two thirds of respondents feel that there are no other useful types of information/resources/services that should be on NALD is significant.

**Information/Resources/Services Not Currently on the NALD Site that Would be Useful**

	<b>Frequency</b>	<b>Percent</b>
Yes	35	36.1
No	62	63.9
<b>Total</b>	<b>97</b>	<b>100.0</b>

When asked if they accessed literacy information through other web sites in addition to NALD, approximately 90% indicated they did while approximately 10% didn't.

**Access Other Web Sites for Literacy Information**

	<b>Frequency</b>	<b>Percent</b>
Yes	85	90.4
No	9	9.6
<b>Total</b>	<b>94</b>	<b>100.0</b>

Users were asked to indicate their familiarity and rate the usefulness of three types of information/resources/services provided by NALD on a scale of 1 to 5 where 1 is not at all useful and 5 is very useful. Approximately 59% of respondents were familiar with web design/hosting and NALD’s electronic newsletter. However, only 39.2% of users were familiar with NALD’s 1 800 information service. These results are presented in more detail in the table below.

**Familiarity with and Ratings of NALD Services**

<b>Types of Information/Resources/Services</b>	<b>Familiar</b>	<b>Average Rating (1-5)</b>
Web design/hosting	58.8%	3.86
NALD’s Electronic Newsletter	57.7%	3.66
NALD’s 1 800 information service	39.2%	3.85

The frequency distributions of usefulness ratings for each of the services in the above table are shown below.

**Rating of usefulness of web design/hosting**

<b>Rating</b>	<b>Frequency</b>	<b>Percent</b>
1 – Not at all useful	7	12.3
2	3	5.3
3	6	10.5
4	16	28.1
5 – Very useful	25	43.9
<b>Total</b>	<b>57</b>	<b>100.0</b>

**Rating of usefulness of NALD’s electronic newsletter**

<b>Rating</b>	<b>Frequency</b>	<b>Percent</b>
1 – Not at all useful	5	8.9
2	3	5.4
3	11	19.6
4	24	42.9
5 – Very useful	13	23.2
<b>Total</b>	<b>56</b>	<b>100.0</b>

**Rating of NALD’s 1 800 information service**

<b>Rating</b>	<b>Frequency</b>	<b>Percent</b>
1 – Not at all useful	3	7.9
2	4	10.5
3	3	7.9
4	10	26.3
5 – Very useful	18	47.4
<b>Total</b>	<b>38</b>	<b>100.0</b>

Users were asked to rate the degree to which they agreed or disagreed with the statements below on a scale of 1 to 5, where 1 is totally disagree and 5 is totally agree. The results presented below indicate that the majority of respondents agree with the statements about NALD. This indicates that individuals who have used NALD generally agree that NALD is meeting its mandate.

**Agreement Ratings of Statements About NALD**

<b>Statements</b>	<b>Average Rating (1-5)</b>
“The National Adult Literacy Database Inc. is helping to create national and regional literacy communities.”	3.88
“The National Adult Literacy Database Inc. is helping literacy organizations across the country feel part of these communities.”	3.73
“The National Adult Literacy Database benefits all literacy organizations by providing user-friendly access to valuable literacy related information, resources, and services.”	4.15

Frequency distributions in the following tables show levels of agreement with the above statements in more detail.

**“The National Adult Database Inc. is helping to create national and regional literacy communities”**

<b>Rating</b>	<b>Frequency</b>	<b>Percent</b>
1 – Totally disagree	0	0.0
2	6	6.7
3	30	33.3
4	23	25.6
5 – Totally agree	31	34.4
<b>Total</b>	<b>90</b>	<b>100.0</b>

**“The National Adult Literacy Database Inc. is helping literacy organizations across the country feel part of these communities”**

<b>Rating</b>	<b>Frequency</b>	<b>Percent</b>
1 – Totally disagree	1	1.1
2	12	13.6
3	21	23.9
4	30	34.1
5 – Totally agree	24	27.3
<b>Total</b>	<b>88</b>	<b>100.0</b>

**“The National Adult Literacy Database benefits all literacy organizations by providing user-friendly access to valuable literacy related information, resources, and services”**

<b>Rating</b>	<b>Frequency</b>	<b>Percent</b>
1 – Totally disagree	0	0.0
2	2	2.2
3	21	23.6
4	28	31.5
5 – Totally agree	38	42.7
<b>Total</b>	<b>89</b>	<b>100.0</b>

Approximately half of the users surveyed (53%) represented literacy organizations. In addition, 27% of respondents represented non-profit organizations/associations (other than literacy). Government employees comprised 9% of the users surveyed. This information is presented in more detail in the following table.

**Organizations Represented**

	<b>Frequency</b>	<b>Percent</b>
Literacy organization	48	53.3
Educational Institution (college/university)	5	5.6
Non-profit organization/association (other than literacy)	24	26.7
Government	8	8.9
Private sector	1	1.1
Other	4	4.4
Don't know	0	0.0
<b>Total</b>	<b>90</b>	<b>100.0</b>

Virtually all respondents (99%) stated that their organization was equipped with an Internet connection.

**Organizations Equipped with an Internet connection**

	<b>Frequency</b>	<b>Percent</b>
Yes	96	99.0
No	1	1.0
<b>Total</b>	<b>97</b>	<b>100.0</b>

Half of the users surveyed reported their Internet connection was high speed.

**Organizations Equipped with a High-speed Internet Connection**

	<b>Frequency</b>	<b>Percent</b>
Yes	48	50.0
No	44	45.8
Don't know	4	4.2
<b>Total</b>	<b>96</b>	<b>100.0</b>

A little more than 70% of respondents reported their organization had a web site.

**Organizations with Web Sites**

	<b>Frequency</b>	<b>Percent</b>
Yes	69	71.1
No	28	28.9
Don't know	0	0.0
<b>Total</b>	<b>97</b>	<b>100.0</b>

The average age of users surveyed was 45.5 and 75% were university graduates. Only 8.3% had only high school or less.

**Highest Level of Education Completed**

	<b>Frequency</b>	<b>Percent</b>
Less than high school	1	1.0
High School	7	7.3
Community college, CEGEP, technical or vocational school	15	15.6
Some university	1	1.0
University graduate	72	75.0
I'd rather not answer	0	0.0
Don't know	0	0.0
<b>Total</b>	<b>96</b>	<b>100.0</b>

The following table shows the number of respondents by province/territory. These results are not indicative of the NALD user population as the sample was stratified by province/territory and varying levels of effort were required to meet the quotas established for each province/territory.

Province/Territory	Frequency	Percent
Newfoundland	4	4.2
Nova Scotia	4	4.2
PEI	3	3.1
New Brunswick	4	4.2
Quebec	17	17.7
Ontario	33	34.4
Manitoba	3	3.1
Saskatchewan	4	4.2
Alberta	8	8.3
British Columbia	8	8.3
Yukon	3	3.1
NWT	3	3.1
Nunavut	2	2.1
<b>Total</b>	<b>96</b>	<b>100.0</b>

The majority of respondents (81.3%) indicated that English was their language of preference. Again, these results are not indicative of the NALD user population as the sample was stratified by province/territory and varying levels of effort were required to meet the quotas established for each province/territory.

Language	Frequency	Percent
English	78	81.3
French	16	16.7
Other	2	2.1
<b>Total</b>	<b>96</b>	<b>100.0</b>

Most NALD users are female (85.3%), while less than 15% are male.

Gender	Frequency	Percent
Male	14	14.7
Female	81	85.3
Don't know	0	0.0
<b>Total</b>	<b>95</b>	<b>100.0</b>

### Non-user Survey

When given a brief description of NALD and what it does, the vast majority of non-users (85.7%) felt that NALD would be useful to them. This indicates significant potential to expand the use of NALD to the non-user population.

#### An Organization Such as NALD would be Useful

	Frequency	Percent
Yes	84	85.7
No	5	5.1
Don't know	9	9.2
<b>Total</b>	<b>98</b>	<b>100.0</b>

Respondents were presented with a list of the types of information/resources/services provided by NALD and asked to rate how useful each would be on a scale of 1 to 5 where 1 is not at all useful and 5 is very useful.

An average usefulness rating was calculated for each type of information/resource/service and is presented in the table below. An average rating greater than three indicates that the majority of respondents find that particular service useful. The higher the rating, the more useful the service.

#### Usefulness Ratings of NALD's Information/Resources/Services

Type of Information/Resources/Services	Average Rating (1-5)
Information about specific literacy events	3.18
Information about literacy organizations	3.43
Information about literacy programs	3.96
Information about NALD	3.59
Information on funding for literacy	3.74
Statistics about literacy	3.62
Resources for classroom use	3.97
Resources for personal growth	3.66
Resources for research	3.26
Participation in discussion groups	2.76
An electronic literacy newsletter	3.31
A 1 800 information service for literacy organizations	3.42
Free web design/hosting for literacy organizations	3.14

Frequency distributions of usefulness ratings for each of the above types of information/resource/service provided by NALD are presented in the following tables.

**Usefulness of information about specific literacy events**

<b>Rating</b>	<b>Frequency</b>	<b>Percent</b>
1 – Not at all useful	12	12.8
2	20	21.3
3	22	23.4
4	19	20.2
5 – Very useful	21	22.3
<b>Total</b>	<b>94</b>	<b>100.0</b>

**Usefulness of information about literacy organizations**

<b>Rating</b>	<b>Frequency</b>	<b>Percent</b>
1 – Not at all useful	9	9.5
2	12	12.6
3	27	28.4
4	23	24.2
5 – Very useful	24	25.3
<b>Total</b>	<b>95</b>	<b>100.0</b>

**Usefulness of information about literacy programs**

<b>Rating</b>	<b>Frequency</b>	<b>Percent</b>
1 – Not at all useful	4	4.3
2	6	6.5
3	16	17.2
4	31	33.3
5 – Very useful	36	38.7
<b>Total</b>	<b>93</b>	<b>100.0</b>

**Usefulness of information about NALD**

<b>Rating</b>	<b>Frequency</b>	<b>Percent</b>
1 – Not at all useful	6	6.7
2	9	10.0
3	23	25.6
4	26	28.9
5 – Very useful	26	28.9
<b>Total</b>	<b>90</b>	<b>100.0</b>

**Usefulness of information on funding for literacy**

<b>Rating</b>	<b>Frequency</b>	<b>Percent</b>
1 – Not at all useful	12	12.8
2	8	8.5
3	16	17.0
4	14	14.9
5 – Very useful	44	46.8
<b>Total</b>	<b>94</b>	<b>100.0</b>

**Usefulness of statistics about literacy**

<b>Rating</b>	<b>Frequency</b>	<b>Percent</b>
1 – Not at all useful	6	6.6
2	9	9.9
3	23	25.3
4	25	27.5
5 – Very useful	28	30.8
<b>Total</b>	<b>91</b>	<b>100.0</b>

**Usefulness of resources for classroom use**

<b>Rating</b>	<b>Frequency</b>	<b>Percent</b>
1 – Not at all useful	6	6.3
2	8	8.3
3	14	14.6
4	23	24.0
5 – Very useful	45	46.9
<b>Total</b>	<b>96</b>	<b>100.0</b>

**Usefulness of resources for personal growth**

<b>Rating</b>	<b>Frequency</b>	<b>Percent</b>
1 – Not at all useful	4	4.3
2	15	16.1
3	17	18.3
4	30	32.3
5 – Very useful	27	29.0
<b>Total</b>	<b>93</b>	<b>100.0</b>

**Usefulness of resources for research**

<b>Rating</b>	<b>Frequency</b>	<b>Percent</b>
1 – Not at all useful	9	9.7
2	15	16.1
3	29	31.2
4	23	24.7
5 – Very useful	17	18.3
<b>Total</b>	<b>93</b>	<b>100.0</b>

**Usefulness of participation in discussion groups**

<b>Rating</b>	<b>Frequency</b>	<b>Percent</b>
1 – Not at all useful	19	20.2
2	24	25.5
3	21	22.3
4	18	19.1
5 – Very useful	12	12.8
<b>Total</b>	<b>94</b>	<b>100.0</b>

**Usefulness of an electronic literacy newsletter**

<b>Rating</b>	<b>Frequency</b>	<b>Percent</b>
1 – Not at all useful	13	14.0
2	12	12.9
3	19	20.4
4	31	33.3
5 – Very useful	18	19.4
<b>Total</b>	<b>93</b>	<b>100.0</b>

**Usefulness of a 1 800 information service for literacy organizations**

<b>Rating</b>	<b>Frequency</b>	<b>Percent</b>
1 – Not at all useful	10	10.9
2	13	14.1
3	23	25.0
4	20	21.7
5 – Very useful	26	28.3
<b>Total</b>	<b>92</b>	<b>100.0</b>

**Usefulness of free web design/hosting for literacy organizations**

<b>Rating</b>	<b>Frequency</b>	<b>Percent</b>
1 – Not at all useful	14	15.4
2	18	19.8
3	17	18.7
4	19	20.9
5 – Very useful	23	25.3
<b>Total</b>	<b>91</b>	<b>100.0</b>

The most frequent reason cited by non-users (42.4%) for not using the NALD web site was that they were simply not aware of NALD. A further 35% of respondents provided other reasons for not using NALD. Time constraints were noted as the primary “Other” reason respondents provided for not using the NALD web site. A number of other individuals (7) stated that they used other sources to access literacy information. Four respondents indicated that Alpha Plus was their primary source for literacy information.

**Reasons for Not Using the NALD Web Site**

<b>Reason</b>	<b>Frequency</b>	<b>Percent</b>
Not aware of NALD	42	42.4
Never or rarely uses the Internet	4	4.0
No access to the Internet	6	6.1
Never thought of using NALD	3	3.0
Uses other web sites, but not NALD	9	9.1
Does not research information on literacy very often	7	7.1
Other	35	35.4
Don't know / no response	2	2.0
<b>Total</b>	<b>108<sup>9</sup></b>	<b>109.1<sup>10</sup></b>

<sup>9</sup> Some respondents gave more than one reason. There were 99 respondents in total.

<sup>10</sup> Percentages total to more than 100% as some respondents gave more than one reason.

The majority of non-users (67.3%) identified things NALD could do to make its information/services/resources more accessible or useful.

**Is there anything NALD can do to make its information/resources/services more accessible or useful to you?**

	Frequency	Percent
Yes	64	67.3
No	31	32.6
<b>Total</b>	<b>95</b>	<b>100.0</b>

Most non-users indicated that they would like NALD to promote their web site development and hosting services more. Many others noted that they would like to receive information concerning NALD through the mail.

Approximately half of the non-users surveyed (47.4%) stated that the Internet was their preferred means of obtaining documentation about literacy information. A further 32% of respondents reported that they preferred obtaining literacy information through the mail while 14.4% prefer obtaining information in person.

**Preferred means of obtaining documentation about literacy information**

Means	Frequency	Percent
Telephone	4	4.1
Mail	31	32.0
Internet	46	47.4
In-person	14	14.4
Other	2	2.1
None	0	0.0
<b>Total</b>	<b>97</b>	<b>100.0</b>

All the 51 respondents who did not cite the Internet as their preferred means of obtaining literacy information were asked to indicate why. The greatest percentage (76.5%) indicated a reason other than the list presented.

An analysis of the “Other” responses shows that time constraints were noted as the primary reason for not preferring the Internet. A number of other respondents (9) stated that they did not have any or only limited access to the Internet. Others favored person-to-person exchanges of information. Some individuals also indicated that they found it

hard to read from computer screens therefore they preferred print or in person exchanges.

A further 31.4% felt that other means of accessing literacy information were more convenient.

**Reasons for not Preferring Internet**

<b>Reason</b>	<b>Frequency</b>	<b>Percent</b>
Other means are more convenient	16	31.4
Internet not as effective as other means	7	13.7
Never thinks of using Internet for that purpose	1	2.0
Does not like the Internet	6	11.8
Needed information does not exist on the Internet	2	3.9
Does not research information on literacy very often	0	0.0
Other	39	76.5
None	0	0.0
<b>Total</b>	<b>71</b>	<b>139.3</b>

The majority of non-users (72%) have used the Internet to access literary resources/information/services.

**Use of the Internet to Access Literacy Resources/Information/Services**

	<b>Frequency</b>	<b>Percent</b>
Yes	71	72.4
No	27	27.6
<b>Total</b>	<b>98</b>	<b>100.0</b>

Non-users who have used the Internet to access literacy information have used it an average of 17 times in the past two month and 64 times in the past year.

**Use of Internet to Access Literacy Information**

<b>Time Frame</b>	<b>Average Number</b>
In the past two months	17.0
In the past year	64.0

Approximately 88% of non-users indicated they would use NALD now that they are aware of it and have a general idea of what it has to offer.

**Would Use the NALD Web Site now that they are Aware of the Site and its Content**

	Frequency	Percent
Yes	86	87.8
No	2	2.0
Don't know	10	10.2
<b>Total</b>	<b>98</b>	<b>100.0</b>

Respondents were asked to indicate their agreement with statements identifying some of the needs that NALD is designed to address on a scale of 1 to 5, where 1 is total disagreement and 5 is total agreement. The following table presents average ratings of agreement with these statements. An average rating greater than 3.00 indicates that the majority of non-users agree with the statement rated. Results indicate that the majority of non-users agree with all three statements.

**Ratings of Statements About NALD**

Statements	Average Rating (1-5)
"There is a need for a national on-line presence that serves as a common source of literacy information, resources, and services for all areas of the country."	4.12
"Literacy organizations would benefit from being part of a literacy community."	4.19
"A national on-line presence will help bring literacy organizations across the country together in a supportive literacy community."	3.95

Frequency distributions of level of agreement or disagreement with the statements in the above table are shown in detail in the following tables.

**"There is a need for a national on-line presence that serves as a common source of literacy information, resources, and services for all areas of the country."**

Rating	Frequency	Percent
1 – Totally disagree	3	3.1
2	3	3.1
3	19	19.6
4	26	26.8
5 – Totally agree	46	47.4
<b>Total</b>	<b>97</b>	<b>100.0</b>

**“Literacy organizations would benefit from being part of a literacy community.”**

<b>Rating</b>	<b>Frequency</b>	<b>Percent</b>
1 – Totally disagree	4	4.0
2	4	4.0
3	15	15.2
4	22	22.2
5 – Totally agree	54	54.5
<b>Total</b>	<b>99</b>	<b>100.0</b>

**“A national on-line literacy presence will help bring literacy organizations across the country together in a supportive literacy community.”**

<b>Rating</b>	<b>Frequency</b>	<b>Percent</b>
1 – Totally disagree	5	5.2
2	5	5.2
3	19	19.6
4	29	29.9
5 – Totally agree	39	40.2
<b>Total</b>	<b>97</b>	<b>100.0</b>

Approximately 42% of non-users surveyed reported that they represent literacy organizations. Of the remaining respondents, 23.7% represented educational institutions and 22.7% represented non-profit organizations/associations. Results are presented in more detail in the following table.

**Organizations Represented**

	<b>Frequency</b>	<b>Percent</b>
Literacy organization	41	42.3
Education Institution (college/university)	23	23.7
Non-profit organization/association (other than literacy)	22	22.7
Government	5	5.2
Private sector	1	1.0
Other	5	5.2
Don't know	0	0.0
<b>Total</b>	<b>97</b>	<b>100.0</b>

The vast majority of non-users surveyed (91.9%) reported that their organizations have an Internet connection.

**Organizations Equipped with an Internet Connection**

	<b>Frequency</b>	<b>Percent</b>
Yes	91	91.9
No	8	8.1
Don't know	0	0.0
<b>Total</b>	<b>99</b>	<b>100.0</b>

Approximately half of the respondents (47%) reported that this was a high-speed connection.

**Organizations Equipped with a High-speed Internet Connection**

	<b>Frequency</b>	<b>Percent</b>
Yes	44	47.3
No	39	41.9
Don't know	10	10.8
<b>Total</b>	<b>93</b>	<b>100.0</b>

An additional 53% of respondents reported their organization had a web site.

**Organizations with a Web Site**

	<b>Frequency</b>	<b>Percent</b>
Yes	52	53.1
No	43	43.9
Don't know	3	3.1
<b>Total</b>	<b>98</b>	<b>100.0</b>

Most respondents were University graduates (66.7%) while only 8.1% had high school graduation or less. The average age of non-users surveyed was 48.2.

**Highest Level of Education Completed**

	<b>Frequency</b>	<b>Percent</b>
Less than high school	2	2.0
High School	6	6.1
Community college, CEGEP, technical or vocational school	20	20.2
Some university	5	5.1
University graduate	66	66.7
I'd rather not answer	0	0.0
Don't know	0	0.0
<b>Total</b>	<b>99</b>	<b>100.0</b>

While the number of respondents are reported by province/territory in the following table, these results are not indicative of the NALD non user population as the sample was stratified by province/territory and varying levels of effort were required to meet the quotas established for each province/territory.

**Province/Territory**

	<b>Frequency</b>	<b>Percent</b>
Newfoundland	5	5.2
Nova Scotia	5	5.2
PEI	4	4.1
New Brunswick	5	5.2
Quebec	22	22.7
Ontario	28	28.9
Manitoba	3	3.1
Saskatchewan	4	4.1
Alberta	7	7.2
British Columbia	4	4.1
Yukon	3	3.1
NWT	6	6.2
Nunavut	1	1.0
<b>Total</b>	<b>97</b>	<b>100.0</b>

Approximately 69% of respondents preferred speaking English while 25.8% preferred speaking French. Again, these results are not indicative of the NALD non-user

population as the sample was stratified by province/territory and varying levels of effort were required to meet the quotas established for each province/territory.

**Language**

	<b>Frequency</b>	<b>Percent</b>
English	67	69.1
French	25	25.8
Other	5	5.2
<b>Total</b>	<b>97</b>	<b>100.0</b>

The majority of non-users surveyed were female (80.6%)

**Gender**

	<b>Frequency</b>	<b>Percent</b>
Male	19	19.4
Female	79	80.6
Don't know	0	0.0
<b>Total</b>	<b>98</b>	<b>100.0</b>

**APPENDIX B: INTERNET SURVEY RESULTS**

## Internet Survey

In order to determine how NALD users felt about the website, an online survey was conducted from December, 2001 to February, 2002. The intent was to get feedback on the NALD website immediately after use. Users accessing some of the main NALD web pages were randomly selected to be presented with a pop-up web page asking if they would be willing to participate. Those who agreed to participate were asked to complete the questionnaire once they were finished using the website.

Once a NALD user agreed to participate in the survey, a second frame remained open at the bottom of any web pages they visited. This frame contained a button reading “Complete Survey Now” which the user could select to complete the survey once they were finished browsing.

In all, 103 questionnaires were completed. With 103 completed surveys, we can be 90% certain that survey estimates are within  $\pm 8.1\%$  of actuals.

### Survey Results

When asked to rate overall satisfaction with the NALD website, only 1% expressed dissatisfaction. Of the balance, 4% didn't know how satisfied or dissatisfied they were and 8.1% were neither satisfied nor dissatisfied with the site. **The vast majority of respondents were either satisfied or very satisfied with the NALD website.**

Overall Satisfaction with the NALD Web Site

Satisfaction Level	Frequency	Percent
Very dissatisfied	0	0.0
Dissatisfied	1	1.0
Neither	8	8.1
Satisfied	36	36.4
Very satisfied	50	50.5
Don't know	4	4.0
<b>Total</b>	<b>99</b>	<b>100.0</b>

User satisfaction was further explored by a series of questions rating satisfaction with aspects of the site. This reveals that overall satisfaction is generally higher than satisfaction with individual aspects of the site. With respect to the NALD website, the total satisfaction appears to be greater than the sum of its component parts.

Only 1% of survey respondents express any level of dissatisfaction with the visual look and appeal of the NALD web site while the vast majority of respondents were either satisfied or very satisfied with this aspect of the site.

**Satisfaction with Visual Appeal and Look of the NALD Web Site**

<b>Satisfaction Level</b>	<b>Frequency</b>	<b>Percent</b>
Very dissatisfied	1	1.0
Dissatisfied	0	0.0
Neither	8	7.8
Satisfied	53	52.0
Very satisfied	38	37.3
Don't know	2	2.0
<b>Total</b>	<b>102</b>	<b>100.0</b>

When asked how they felt about the organization of the NALD web site, 10% were dissatisfied, 10% were neither satisfied nor dissatisfied, 79% were satisfied, and 1% didn't know.

**Satisfaction with the Organization of the NALD Web Site**

<b>Satisfaction Level</b>	<b>Frequency</b>	<b>Percent</b>
Very dissatisfied	1	1.0
Dissatisfied	9	9.0
Neither	10	10.0
Satisfied	43	43.0
Very satisfied	36	36.0
Don't know	1	1.0
<b>Total</b>	<b>100</b>	<b>100.0</b>

Many respondents (46%) were very satisfied with the usefulness of the information on the NALD web site while 6% were dissatisfied with the usefulness of information and 5% were neither satisfied nor dissatisfied.

**Satisfaction with the Usefulness of Information on the NALD Web Site**

<b>Satisfaction Level</b>	<b>Frequency</b>	<b>Percent</b>
Very dissatisfied	1	1.0
Dissatisfied	5	5.0
Neither	5	5.0
Satisfied	35	35.0
Very satisfied	46	46.0
Don't know	8	8.0
<b>Total</b>	<b>100</b>	<b>100.0</b>

Only 3% of respondents were dissatisfied with the ease of understanding information on the site while 86.1% were satisfied.

**Satisfaction with the Ease of Understanding of Information on the NALD Web Site**

<b>Satisfaction Level</b>	<b>Frequency</b>	<b>Percent</b>
Very dissatisfied	0	0.0
Dissatisfied	3	3.0
Neither	6	5.9
Satisfied	42	41.6
Very satisfied	45	44.5
Don't know	5	5.0
<b>Total</b>	<b>101</b>	<b>100.0</b>

When asked how they felt about the download speed of the site, 81.4% were satisfied and 4.9% were dissatisfied.

**Satisfaction with the Download Speed of the NALD Web Site**

<b>Satisfaction Level</b>	<b>Frequency</b>	<b>Percent</b>
Very dissatisfied	1	1.0
Dissatisfied	4	3.9
Neither	4	3.9
Satisfied	43	42.2
Very satisfied	40	39.2
Don't know	10	9.8
<b>Total</b>	<b>102</b>	<b>100.0</b>

Almost 12% of respondents were dissatisfied with navigation of the NALD web site while 75.2% were satisfied with navigation.

**Satisfaction with Navigation of the NALD Web Site**

<b>Satisfaction Level</b>	<b>Frequency</b>	<b>Percent</b>
Very dissatisfied	0	0.0
Dissatisfied	12	11.9
Neither	5	5.0
Satisfied	38	37.6
Very satisfied	38	37.6
Don't know	8	7.9
<b>Total</b>	<b>101</b>	<b>100.0</b>

The vast majority of respondents (85.1%) were satisfied with how easy the NALD web site was to find while only 5% were dissatisfied.

**Satisfaction with the Ease of Finding the NALD Web Site**

<b>Satisfaction Level</b>	<b>Frequency</b>	<b>Percent</b>
Very dissatisfied	2	2.0
Dissatisfied	3	3.0
Neither	8	7.9
Satisfied	39	38.6
Very satisfied	47	46.5
Don't know	2	2.0
<b>Total</b>	<b>101</b>	<b>100.0</b>

When asked whether or not they found the information they were looking for on NALD web site, 60.8% of respondents indicated they found what they were looking for while 15.7% couldn't find what they were looking for and 13.7% were just browsing.

**Number of Users Finding Information Sought on the NALD Web Site**

	<b>Frequency</b>	<b>Percent</b>
Yes	62	60.8
No	16	15.7
I was just browsing	14	13.7
Don't know	10	9.8
<b>Total</b>	<b>102</b>	<b>100.0</b>

Respondents were seeking a wide variety of information and services from the NALD web site. The following table shows the percentage seeking each type of information or service. Most respondents were seeking more than one type of information or service.

**Types of Information or Services Users Were Seeking on the NALD Web Site**

<b>Information or Service</b>	<b>Frequency</b>	<b>Percent</b>
Information about a specific literacy event	18	17.5
Information about literacy organizations	32	31.1
Information about literacy programs	39	37.9
Information about NALD	16	15.5
Information on funding for literacy	16	15.5
Statistics about literacy	23	22.3
Resources for classroom use	41	39.8
Resources for personal growth	19	18.4
Resources for research	50	48.5
Participation in discussion groups	4	3.9
Other	15	14.6

Respondents were asked what areas of the NALD site they felt could be improved. Of those who responded, 27.2% felt no changes were needed, 10.7% didn't know whether or not any changes were needed, and 60.1% felt some changes were needed.

**Areas of Improvement Suggested by Users**

<b>Areas</b>	<b>Frequency</b>	<b>Percent</b>
The visual appeal and look of the site	4	3.9
The way the site is organized	12	11.7
The usefulness of information on the site	8	7.8
The usefulness of resources on the site	8	7.8
The amount of information on the site	13	12.6
The number of resources on the site	12	11.7
The ease of understanding of the information on the site	3	2.9
The download speed of the site	2	1.9
The ease of navigation on the site	11	10.7
No improvements needed	28	27.2
Don't know	11	10.7
Other	12	11.7

It is important to note that 76.8% of respondents felt the NALD website either entirely or partially met their needs. Only 13.1% felt the NALD web site didn't meet their needs.

**Whether or Not the NALD Web Site Met User Needs**

	<b>Frequency</b>	<b>Percent</b>
Yes, entirely	35	35.4
Yes, in part	41	41.4
No	13	13.1
Don't know	10	10.1
<b>Total</b>	<b>99</b>	<b>100.0</b>

Interestingly, while 13.1% of respondents felt NALD didn't meet their needs, only 3.1% indicate they wouldn't recommend the NALD site to others. An overwhelming 96.7% of respondents would recommend the NALD site.

**Recommendation of the NALD Web Site to Others**

	<b>Frequency</b>	<b>Percent</b>
Yes	93	96.7
No	3	3.1
<b>Total</b>	<b>96</b>	<b>100.0</b>

When asked whether or not they used the search function provided on the NALD web site, 60% indicated they had.

**Use of the Search Function Provided on the NALD Web Site**

	<b>Frequency</b>	<b>Percent</b>
Yes	60	60.0
No	36	36.0
Don't know	4	4.0
<b>Total</b>	<b>100</b>	<b>100.0</b>

The vast majority of respondents (74.5%) who used the NALD search engine found it either easy or very easy to use while 8.5% found it difficult to use.

**Ease with which the Search Function was Used**

	<b>Frequency</b>	<b>Percent</b>
Very difficult	0	0.0
Difficult	5	8.5
Neither	9	15.3
Easy	31	52.5
Very easy	13	22.0
Not applicable	0	0.0
Don't know	1	1.7
<b>Total</b>	<b>59</b>	<b>100.0</b>

When asked how frequently they use NALD, 34% indicate it was their first time, 45% use it at least once a month, and 21% use it only 3 or 4 times a year.

**Frequency with which Users Access the NALD Web Site**

	<b>Frequency</b>	<b>Percent</b>
First time	34	34.0
Daily	6	6.0
Weekly	23	23.0
Once a month	16	16.0
3-4 times a year	21	21.0
Once every year	0	0.0
<b>Total</b>	<b>100</b>	<b>100.0</b>

As the following table shows, respondents first found out about the NALD site from a variety of sources. Of the 10 respondents who indicated “Other”, 4 heard about the site through a NALD presentation.

**Means by which Users Originally Found out About the NALD Website**

	<b>Frequency</b>	<b>Percent</b>
Internet search engine	26	26.5
Link from another site	16	16.3
Referred to site by friend/colleague/co-worker	28	28.6
From promotional materials/advertisements	14	14.3
Other	10	10.2
Don't know	4	4.1
<b>Total</b>	<b>98</b>	<b>100.0</b>

When asked whether or not the NALD web site helped them feel part of a larger literacy community, 70% felt it did, at least in part.

**Users Feel Part of a Larger Literary Community due to NALD Website**

	Frequency	Percent
Yes, to a large extent	23	23.0
Yes, in part	47	47.0
Not really	14	14.0
Not applicable / Don't care	7	7.0
Don't know	9	9.0
<b>Total</b>	<b>100</b>	<b>100.0</b>

Respondents were asked to group themselves in a category that described what they did. Many grouped themselves in multiple categories. The following table presents the grouping of respondents by category.

**Categories to which Users Belong**

Categories	Frequency	Percent
Literacy practitioner	47	45.6
Manager / administrator	29	28.2
Adult learner	15	14.6
Youth learner	1	1.0
Researcher	44	42.7
Volunteer	22	21.4
General public	17	16.5

The most common organization that users were affiliated with was a public school, college or university (35.9%). This was followed closely by affiliation with non-profit organizations (34%) and community literacy organizations (33%). In addition, 20.4% of users surveyed indicated that they worked with national / provincial literacy organizations.

**Organizations Users Work For or Learn With**

<b>Categories</b>	<b>Frequency</b>	<b>Percent</b>
Public school, college, or university	37	35.9
National / provincial literacy organization	21	20.4
Community literacy organization	34	33.0
Private literacy organization	5	4.9
Labour organization	2	1.9
Government or government agency	6	5.8
Non-profit organization	35	34.0
Other organization	7	6.8
Other	12	11.7
Don't know	3	2.9

A detailed breakdown of the demographics of the respondents is presented in the following tables.

Results indicate that the majority of users surveyed (66%) were females.

**Gender**

	<b>Frequency</b>	<b>Percent</b>
Male	27	27.0
Female	66	66.0
Rather not answer	7	7.0
<b>Total</b>	<b>100</b>	<b>100.0</b>

English is the preferred language of 91% of respondents, while only 5% of those surveyed prefer to use French. Of the five respondents who indicated French as their language of choice, two refused to indicate their province of residence, one was from Quebec, one from Ontario, and one from another country.

**Language**

	<b>Frequency</b>	<b>Percent</b>
English	91	91.0
French	5	5.0
Other	1	1.0
Rather not answer	3	3.0
<b>Total</b>	<b>100</b>	<b>100.0</b>

Of the users responding to the survey, most were at least 40 or older (52.5%) while 42.6% were 18 or over but less than 40. Only 1% were under 18.

<b>Age Group</b>	<b>Frequency</b>	<b>Percent</b>
Under 18	1	1.0
18-29	11	10.9
30-39	32	31.7
40-49	21	20.8
50-59	27	26.7
60 or over	5	5.0
Rather not answer	4	4.0
<b>Total</b>	<b>101</b>	<b>100.0</b>

Only 6% of respondents had high school or less while most (69.3%) were university graduates.

<b>Highest Level of Education Completed</b>	<b>Frequency</b>	<b>Percent</b>
Grade school	1	1.0
Some high school	1	1.0
High school	4	4.0
Community college, CEGEP, technical or vocational school	5	5.0
Some university	17	16.8
University graduate	70	69.3
Rather not answer this question	3	3.0
<b>Total</b>	<b>101</b>	<b>100.0</b>

Respondents were asked to identify their province or territory, or if not from Canada, indicate whether they were from the US or some other country. The following table shows the breakdown of responses by geography.

Of particular interest in this table is the low number of respondents from Quebec. Key informant interviews provide a possible explanation for this by suggesting that the NALD site is not promoted by the Quebec literacy community and that there is an alternate Quebec site used by the Quebec literacy community.

Telephone survey results also indicate that there are many more non-users in Quebec than in other areas of the country.

It is also interesting to note that 18.4% of respondents are from outside Canada (primarily the US).

<b>Location of Respondent</b>		
	<b>Frequency</b>	<b>Percent</b>
Newfoundland	5	5.1
Nova Scotia	10	10.2
New Brunswick	6	6.1
Prince Edward Island	2	2.0
Quebec	3	3.1
Ontario	21	21.4
Manitoba	5	5.1
Saskatchewan	6	6.1
Alberta	7	7.1
British Columbia	10	10.2
United States	14	14.3
Other International	4	4.1
Rather not answer	5	5.1
<b>Total</b>	<b>98</b>	<b>100.0</b>

When asked about the speed of their Internet connection, most respondents indicate a 56K modem or better.

<b>Speed of Connection</b>		
<b>Speed</b>	<b>Frequency</b>	<b>Percent</b>
28.8K modem	4	4.0
33.6K modem	1	1.0
56K modem	33	33.0
ISDN	7	7.0
Cable modem	15	15.0
T1, T3	7	7.0
Other	5	5.0
Don't know	28	28.0
<b>Total</b>	<b>100</b>	<b>100.0</b>