MEMORANDUM

DATE: October 21, 2004

TO: Robert Leach
             Director, OCIO/Information Technology Operations and Maintenance
             Services

THROUGH: Sally Budd
             Director, Development Services Team

FROM: Keith Stubbs
             Information Technology Specialist, Development Services Team

SUBJECT: Internet Customer Survey Results – September 2004 Update

More than 6,200 customers have responded to the Department's Internet customer survey since November 1996. The purpose of this memorandum is to update the October 22, 2003 report on the first 3,975 responses, which were received from November 1996 through the launch of the redesigned www.ed.gov website September 7, 2003, and examine the 2,234 responses received between then and September 30, 2004.

Highlights

The survey responses received in the last 12½ months indicate that:

- Our **most frequent users** are parents (23%), students (20%), teachers and professors (16%), education administrators and managers (11%), and researchers and analysts (7%). To a lesser extent, our users include librarians (1%), writers and reporters (1%), policy makers and legislators (<1%), and miscellaneous others (17%) including counselors and school support staff. Most student respondents are at the college level rather than the elementary and secondary level. Most administrators/managers and teachers are at the elementary and secondary level. Most researchers are affiliated with colleges, associations, or non-profit organizations.

- Our **users' organizational affiliation** is elementary and secondary education (29%), private individuals (22%), colleges and universities (17%), associations and non-profit organizations (5%), junior and community colleges (5%), for-profit organizations and businesses (3%), state government (3%), federal government (2%), libraries (2%), local government (1%), media (<1%), White House or Congress (<1%), and miscellaneous others (7%).

- 62% of respondents **visit ED's Web site** at least once a month; 44% visit it at least once a week. This year's responses continue to show a gradual shift toward more frequent visits. Administrators/managers tend to visit ED's Web site more frequently than the average respondent. Students tend to visit less frequently, which is consistent with the notion that most students visit solely for financial aid. Administrators/managers and researchers tend to have the fastest Internet connections; students and parents have the slowest.

- **Overall satisfaction** held steady at 3.51 (on a scale of 1 to 5 where 1=very dissatisfied and 5=very satisfied) in this year's responses. Teachers and parents were the most satisfied customers. Researchers and students were the least satisfied customers. Parents were significantly more satisfied than last year; administrators/managers and researchers were significantly less satisfied.

   Satisfaction ratings dropped markedly to 3.43 in the first six months after redesign launched and then rebounded to 3.59 for the last six months. The reasons for the fluctuation appear to be negative reaction to the redesign followed by acclimation and acceptance, positive reaction to usability improvements made in response to customer feedback, and improved ratings as broken links were fixed and bookmarks were updated.

   Satisfaction was highest in the five responsiveness (3.72) and presentation (3.67) categories and lower in the information content (3.43) and organization (3.34) categories. The highest-rated individual categories were web screen responsiveness (3.82), clarity of writing (3.75), search responsiveness (3.70), clarity of graphics (3.70), clarity of tables/charts (3.70), and webmaster responsiveness (3.61). The lowest-rated categories were ease of finding information of interest (3.25), search tools (3.32), comprehensiveness (3.32), ease of finding new material (3.33), relevance to needs (3.35), overall usefulness (3.36), and menus and categories (3.38).

- Respondents consider most **kinds of information ED provides** to be useful or very useful. The overall usefulness rating dropped this year from 2.27 to 2.18 (on a scale of 1 to 3 where 1=not useful and 3=very useful). Ratings dropped for 16 of the 19 categories. Ratings rose most for statistics and research findings. Ratings dropped most for descriptions of ED-funded projects, general guides to the Department, legislation/regulations, updates on budget/legislation, and descriptions of exemplary schools and programs.

- When asked how ED's Internet services should be improved, **respondents suggested**:
   - putting all ED information online promptly and keeping it up-to-date;
   - presenting information in layman's terms with simple explanations of complicated rules and procedures;
   - providing a tutorial or quick tour for first-time visitors to help them navigate the site;
   - providing an orientation to the Department, including its mission, scope, organization, functions, history, etc.;

- providing complete contact information for all Department officials, programs, services, activities, and investigative/enforcement functions;
- improving responsiveness to customer inquiries;
- improving ease of use for student financial aid services and making it easier to find specific student aid services;
- providing comparative rating and ranking information about schools, districts, and states;
- using the web to support the full grant lifecycle, including an always-current forecast of funding opportunities, comprehensive, up-to-date information about each grant program in a consistent format, and information to help prospective applicants;
- offering more information and resources of direct utility to parents and teachers; and
- providing a more comprehensive gateway to education information and services elsewhere.

- See Attachment B for selected "**Rants & Raves**" representing the most positive and negative overall comments in the 2,234 responses received in the last 12½ months.

Purpose of the Survey

Web usage logs provide much useful data – the number of times each file is accessed, when, from which Internet address, and using which Web browser. From that data we can derive the kind of information included in the Development Services Team's monthly reports – the growth in customer traffic over time, the most frequently used files, and the most widely used Web browsers among our customers.

The Internet Customer Survey (Attachment C) was designed to provide insight into some important customer characteristics that we cannot glean from the usage logs:

- What kinds of people and organizations use our information?
- How often do they visit ED's Web sites? Do they subscribe to the EDInfo email list?
- How satisfied are they with the information we provide – its usefulness, timeliness, accuracy, comprehensiveness, and presentation?
- How satisfied are they with the way the information is organized and with the menus, links, and search tools we provide to help them find information of interest?
- How satisfied are they with our responsiveness – the speed of our web services and the quality of our email replies?
- What kinds of information are most valuable to them?
- What kinds of new services would be most valuable to them in the future?

Conducting the Survey

The survey, which the web team designed in consultation with the National Center for Education Statistics (NCES) and the Office of the Under Secretary (OUS), was approved by the Office of Management and Budget (OMB) and made available on the ED Web site in November 1996. Since then OMB has re-approved the survey twice. An updated analysis of the responses is issued every year.

What the Responses Tell Us

The survey cannot be considered a random sample, since respondents were visitors to the ED Web site who took the time to respond.

This memorandum focuses on the responses received in the last year. However, cumulative tabulations of all 6,209 responses are included on the assumption that they help provide a balanced view of our customer base over time.

- The **response rate rose** from 5.3 per week last year to 40.1 per week this year – primarily because the redesigned site links to the survey from every page that uses the standard ED.gov layout and navigation. The previous design offered only a few, less prominent links to the survey.

- The number of respondents in the policy maker, librarian, and writer categories the last three years was very small. The small number of respondents tends to make the categories appear as outliers, e.g., extremely high or low satisfaction ratings. Therefore, those groups are excluded from most of the tables and statements below.

- The cumulative responses to Questions #7 through 10, which ask customers to rate their satisfaction in eighteen categories covering all aspects of the ED Web site, show that **overall satisfaction** over the duration of the survey has been high – 3.66 on a scale of 1 to 5, where 5=very satisfied, 4=satisfied, 3=neither satisfied nor dissatisfied, 2=dissatisfied, and 1=very dissatisfied.

    ➢ Overall satisfaction this year was 3.51, the same as last year. Teachers and parents were the most satisfied customers. Researchers and students were the least satisfied. Parents were significantly more satisfied than last year; administrators/managers and researchers were significantly less satisfied.

    ➢ Satisfaction ratings the first six months after redesign launched (9/8/2003 through 3/30/2004) dropped to 3.43, markedly lower than the previous year, and then rose substantially in the last six months (4/1/2004 to 9/30/2004) to 3.59, higher than last year. The reason for the fluctuation appears to be a combination of the following factors:

        ▪ Negative reaction to the redesign and its disturbance of customers' familiarity with the previous design, followed by acclimation and acceptance;

- Positive reaction to usability improvements made in response to customer feedback, i.e., darkening font color, restoring link underlining, and clarifying left column navigation;
- Negative reaction to broken links and bookmarks caused by redesign, diminishing as links were fixed and bookmarks updated; and
- Reaction to controversial news or statements (respondents' positions on education issues tend to influence their satisfaction ratings across the board).

Category	1st Half of Year	2nd Half of Year	% Change
relevance to your needs	3.31	3.41	+4.3%
timeliness	3.47	3.65	+7.3%
accuracy	3.51	3.68	+6.8%
completeness/ comprehensiveness	3.27	3.40	+5.7%
overall usefulness	3.30	3.46	+7.0%
total - information content	3.37	3.52	+6.3%
clarity of the writing	3.68	3.86	+6.7%
layout of the material	3.49	3.71	+8.8%
clarity of the tables and charts	3.64	3.80	+6.1%
amount of graphics	3.55	3.70	+5.9%
clarity of the graphics	3.62	3.84	+8.4%
total - presentation	3.60	3.78	+6.9%
ease of finding information of interest	3.19	3.34	+6.8%
ease of finding new material	3.27	3.43	+7.0%
menus and categories	3.31	3.50	+8.2%
links (relevance, usefulness)	3.37	3.52	+6.3%
search tools	3.27	3.40	+5.7%
total - organization	3.28	3.44	+7.0%
web/gopher screens	3.77	3.89	+4.3%
searches (quick/sluggish)	3.64	3.79	+5.7%
webmaster@inet.ed.gov	3.56	3.69	+5.1%
total - responsiveness	3.67	3.80	+4.9%
total - all categories	3.43	3.59	+6.6%

➢ Across all eighteen categories, the general distribution of this year's responses was 60% satisfied or better, 18% neutral, and 22% dissatisfied or worse – a 2% shift toward dissatisfaction from last year.

- No responses were excluded from the results, even those that voiced bitter opposition to the Department's existence and gave the lowest available rating in all categories. See Attachment B for selected "**Rants & Raves**" representing the most positive and negative overall comments in the 2,234 responses received in the last 12½ months.

> **What kinds of people and organizations use our information?**
> (See Attachment A, Questions #1 and #2)

- Based on this year's responses, our **most frequent users** are parents (23%), students (20%), teachers and professors (16%), education administrators and

managers (11%), and researchers and analysts (7%). To a lesser extent, our users include librarians (1%), writers and reporters (1%), policy makers and legislators (<1%), and miscellaneous others (17%) including counselors and school support staff.

> This year's responses include a lower percentage of students (-6%) and parents (-1%) and a higher percentage of teachers (+4%), education administrators/managers (+3%), and researchers/analysts (+1%) than last year's responses.

> Most student respondents are at the college level rather than the elementary and secondary level. Most administrators/managers and teachers are at the elementary and secondary level. Most researchers are affiliated with colleges, associations, or non-profit organizations.

- Based on this year's responses, our **users' organizational affiliation** is elementary and secondary education (29%), private individuals (22%), colleges and universities (17%), associations and non-profit organizations (5%), junior and community colleges (5%), for-profit organizations and businesses (3%), state government (3%), federal government (2%), libraries (2%), local government (1%), media (<1%), White House or Congress (<1%), and miscellaneous others (7%).

How often do they visit ED's Web site? Do they subscribe to the EDInfo listserv?
(See Attachment A, Questions #3, #4, and #6)

- 62% of respondents **visit ED's Web site** at least once a month; 44% visit it at least once a week.

> This year's responses continue to show a gradual shift toward more frequent visits.

> This year's responses show that administrators/managers tend to visit ED's Web site more frequently than the average respondent; students tend to visit less frequently. That is consistent with the notion that most students visit solely for financial aid.

- More than half of our customers have direct Internet connections; the rest use modem connections. Administrators/managers and researchers tend to have the fastest Internet connections; students and parents have the slowest.

- **Current and former subscribers to the EDInfo listserv** are much more likely to be frequent users of ED's Web site than respondents who never subscribed to EDInfo.

How satisfied are they with the information we provide – its usefulness, timeliness, accuracy, comprehensiveness, and presentation?
(See Attachment A, Question #7)

Category	Avg. Rating* (Rank)			9/7/2003 through 9/30/2003 (this year)	
	Cum.	Last Yr.	This Yr.	Rated highest by	Rated lowest by
Relevance to your needs	3.55 (14)	3.29 (17)	3.35 (14)	‣ Teachers (3.66) ‣ Managers (3.59)	‣ Parents (3.22) ‣ Students (3.23)
Timeliness	3.74 (7)	3.54 (8)	3.54 (10)	‣ Teachers (3.74)	‣ Students (3.45)
Accuracy	3.79 (3)	3.57 (6)	3.57 (8)	‣ Teachers (3.79) ‣ Managers (3.73)	‣ Students (3.39) ‣ Researchers (3.40)
Completeness/ comprehensiveness	3.53 (15)	3.39 (15)	3.32 (16)	‣ Teachers (3.55)	‣ Researchers (3.17) ‣ Students (3.23)
Overall usefulness	3.58 (12)	3.42 (12)	3.36 (13)	‣ Teachers (3.61) ‣ Managers (3.45)	‣ Students (3.29)
Total: all 5 information categories	3.63	3.44	3.43	‣ Teachers (3.67) ‣ Managers (3.52)	‣ Students (3.32) ‣ Researchers (3.34)

* 5=very satisfied, 4=satisfied, 3=neither satisfied nor dissatisfied, 2=dissatisfied, and 1=very dissatisfied. Parenthesized number indicates category's rank among 18 satisfaction categories.

- **Overall satisfaction with content dropped slightly** in this year's responses compared to last year's. Ratings went up for relevance, dropped for comprehensiveness and overall usefulness, and held steady for timeliness and accuracy.

  ➢ The percentage of dissatisfied customers in this year's responses was highest for comprehensiveness (28%), relevance (27%), and overall usefulness (27%); fewer customers were dissatisfied with timeliness (20%) and accuracy (18%). Some of the dissatisfaction appears to stem from confusion about the federal role in education.

- This year, teachers and administrators/managers tend to be **most satisfied** with the information that ED currently provides. Students and researchers are least satisfied.

- A representative sample of **suggestions for improvement**:

  ▪ General comments
    ▪ Far too much of the content for educators comes close to being propaganda. Technical assistance documents and other management tools should instead be neutral and non-ideological. They should also be vastly more complete.
    ▪ Older information is impossible to find.
    ▪ It would be very helpful if the grant announcements and guidelines could be simplified and written in a clearer, more understandable, less wordy manner.
    ▪ As a teacher I would like to see a more balanced approach to the NCLB issue. All I have seen is questionable positives and ED administration hype.
    ▪ My faith is restored in the system when I read your press releases.
    ▪ The information seems tainted with political spin.
    ▪ The website is filled with technical jargon designed to keep people in the community out.
  ▪ General information

- Explanation of organizational structure, from local to state to national
- I could not find who the Secretary of Education was and I needed it for a grade.
- I can't find the complete text of the no child left behind act. Why do you make it so hard to find?

- Contacts, alerts & interactivity
  - Cannot make direct contact with key personnel.
  - I am looking for a complaint or criminal investigation office to report misconduct by an Education Funds recipient and was unable to locate it.
  - Dynamic listserv or blogging communities that function as professional learning communities.

- State & local information
  - I was looking for some type of objective information, based on empirical data, on how overall performance of K-12 schools compares between individual states (e.g., California v. Texas. v. Iowa).
  - Where is the information of ranking states and districts within states?
  - I would like to know where my children's school ranks to the state and make sure the school is doing the best they can verses the funding they are receiving.

- Helping teachers, parents, & students
  - I'd like more information on how to become certified to teach in individual states. Requirements, contacts etc.
  - Could I teach if I am teacher of physics from Romania?
  - I am searching for a simple list of all the schools the USDE has given accreditation - if that list is available, it is very well hidden.
  - I used to be able to find copies of actual research reports (including data, methods of analysis used, outcomes, and bibliographies. Now all you have aimed at teachers and students is brief pamphlets containing suggestions. My taxes and theirs paid for many research studies. We have the right to have access to that research.
  - Add a "Is your Child Having Difficulty in School" section, with links to types of problems, links to research centers and testing options for parents. Add a "Finding Grants for Your Local Schools" section, with links to all relevant education-based federal grants available (e.g., some science ed. thru NSF, etc.) Add a "Is Your School System Following the NCLB Law?" with a checklist for courses that must be taught, services that must be provided, etc. Gear it to PARENTS and TEACHERS.
  - I would like to know more information on how to check the qualifications of teachers that are teaching my granddaughter…Could you send me some instructions on how to obtain this
  - Please don't call me a terrorist again.

- Helping state policymakers and researchers
  - I am very disappointed with the lack of depth and usefulness this site offers state level policymakers and researchers. During an era of budget cuts and systems change under NCLB, state legislators are faced with the challenging task of finding a quality test at a nice price. If someone can answer these questions for me, without referring me to the state accountability plan for each individual state, then my faith will be restored in what used to be my favorite website. Questions: 1) Which states are currently using norm-referenced tests to measure Adequate Yearly Progress under NCLB provisions? 2) What are the impacts of such "off the shelf" assessments, such as ITBS, for diverse student populations? 3) How much is it costing states to align norm-referenced tests to state standards? The burden of implementing NCLB is ever present, please continue to help all involved in the policymaking process by doing a national summary on relevant information, such as types of tests etc., so we can continue our efforts to embrace the spirit of the law.
  - Put technical assistance workshop powerpoint presentations on the website immediately after the event so that there is equal access to the information from the people unable to attend in person.

- Off-topic
  - I am a restaurant manager with two students trying to install an automatic door opener in our restaurant. We need some help! Where do we go?

- I am 50years old and want to play the harp. I am looking for a grant that would cover performing arts and would help purchase my harp and help provide lessons. I want to be able to give back to the community by performing when I become proficent. I am very serious about this and have wanted to do it for many years but have not been able to afford a harp.

> ## How satisfied are they with the way the information is organized and with the menus, links, and search tools we provide to help them find information of interest?
> (See Attachment A, Questions #8, #9, and #10)

Category	Avg. Rating* (Rank)			9/7/2003 through 9/30/2003 (this year)	
	Cum.	Last Yr.	This Yr.	Rated highest by	Rated lowest by
Clarity of the writing (readability, ease of interpretation)	3.98 (1)	3.70 (3)	3.75 (2)	‣ Teachers (3.94) ‣ Parents (3.82)	‣ Students (3.59)
Layout of the material	3.78 (4)	3.49 (10)	3.57 (8)	‣ Teachers (3.75) ‣ Parents (3.75)	‣ Researchers (3.33)
Clarity of the tables and charts	3.84 (2)	3.59 (5)	3.70 (3)	‣ Teachers (3.90)	‣ Students (3.56)
Amount of graphics (too few, too many)	3.68 (8)	3.57 (6)	3.61 (6)	‣ Teachers (3.77) ‣ Parents (3.71)	‣ Researchers (3.48) ‣ Students (3.49)
Clarity of the graphics	3.77 (6)	3.67 (4)	3.70 (3)	‣ Teachers (3.91) ‣ Parents (3.79)	‣ Researchers (3.56) ‣ Students (3.58)
Total: all 5 presentation categories	3.81	3.60	3.67	‣ Teachers (3.85) ‣ Parents (3.76)	‣ Researchers (3.52) ‣ Students (3.54)

* 5=very satisfied, 4=satisfied, 3=neither satisfied nor dissatisfied, 2=dissatisfied, and 1=very dissatisfied. Parenthesized number indicates category's rank among 18 satisfaction categories.

- **Ratings rose** in all five presentation categories in this year's responses compared to last year's. Rising most were clarity of tables and charts (+5%) and layout of the material (+3%).

- This year, teachers and parents tend to be **most satisfied** with the presentation of the information that ED currently provides. Researchers and students are least satisfied.

Category	Avg. Rating* (Rank)			9/7/2003 through 9/30/2003 (this year)	
	Cum.	Last Yr.	This Yr.	Rated highest by	Rated lowest by
Ease of finding information of interest	3.46 (18)	3.23 (18)	3.25 (18)	‣ Teachers (3.55) ‣ Parents (3.39)	‣ Researchers (2.92)
Ease of finding new material	3.51 (16)	3.44 (11)	3.33 (15)	‣ Teachers (3.55)	‣ Researchers (2.98) ‣ Managers (3.22)
Menus and categories (clarity, ease of use)	3.57 (13)	3.37 (16)	3.38 (12)	‣ Teachers (3.63) ‣ Parents (3.52)	‣ Researchers (3.06) ‣ Managers (3.27)
Links (relevance, usefulness)	3.60 (11)	3.40 (14)	3.43 (11)	‣ Teachers (3.67) ‣ Parents (3.55)	‣ Researchers (3.16) ‣ Managers (3.32)
Search tools	3.48 (17)	3.41 (13)	3.32 (16)	‣ Teachers (3.59) ‣ Parents (3.43)	‣ Researchers (2.96)

Category	Avg. Rating* (Rank)			9/7/2003 through 9/30/2003 (this year)	
	Cum.	Last Yr.	This Yr.	Rated highest by	Rated lowest by
Total: all 5 organization categories	3.53	3.37	3.34	‣ Teachers (3.60) ‣ Parents (3.48)	‣ Researchers (3.02) ‣ Managers (3.24)

*   5=very satisfied, 4=satisfied, 3=neither satisfied nor dissatisfied, 2=dissatisfied, and 1=very dissatisfied.
     Parenthesized number indicates category's rank among 18 satisfaction categories.

Category	Avg. Rating* (Rank)			9/7/2003 through 9/30/2003 (this year)	
	Cum.	Last Yr.	This Yr.	Rated highest by	Rated lowest by
Web/gopher screens (quick/sluggish)	3.78 (4)	3.86 (1)	3.82 (1)	‣ Teachers (3.97)	
Searches (quick/sluggish)	3.68 (8)	3.75 (2)	3.70 (3)	‣ Teachers (3.85) ‣ Researchers (3.80)	
Webmaster@inet.ed.gov (email inquiries: speed and quality of reply)	3.61 (10)	3.50 (9)	3.61 (6)	‣ Teachers (3.77) ‣ Researchers (3.77)	‣ Students (3.52)
Total: all 3 responsiveness categories	3.70	3.72	3.72	‣ Teachers (3.87) ‣ Researchers (3.82)	
Total: all 18 satisfaction categories	3.66	3.51	3.51	‣ Teachers (3.73) ‣ Parents (3.57)	‣ Researchers (3.37) ‣ Students (3.43)

*   5=very satisfied, 4=satisfied, 3=neither satisfied nor dissatisfied, 2=dissatisfied, and 1=very dissatisfied.
     Parenthesized number indicates category's rank among 18 satisfaction categories.

- **Ratings rose** this year for webmaster responsiveness (+5%) and dropped substantially for ease of finding new material (-4%) and search tools (-4%).

- This year, teachers and parents tend to be **most satisfied** with the organization and finding aids on the ED web site.   Researchers and administrators/managers are least satisfied.

- Teachers and researchers tend to be **most satisfied** with responsiveness.

- The ratings and comments in the organization categories reflect the difficulty of organizing a large body of information into a scheme that works well for such a broad range of customers. Some representative **comments** are:

  - General organization
    - Compared to the former website, this website is very difficult to navigate.
    - Navigating this site for anything other than the NCLB information is fruitless.
    - The site is very well put together and it is easy to find information quickly.
    - It is almost impossible to find anything on this site without the use of a psychic and a dowsing rod.
    - It is never helpful to organize sites by audience type, because too many unfounded presumptions have to be made.
    - It's as if ED has tried to make getting information a scavenger hunt for users.
    - Your old site had a search option for "all news". That is one feature I would greatly like you to continue.
    - I wouldn't allow you to organize a 3 year olds toy box.
  - Student aid
    - Student and parent pages present FSA info in a way that is very easy to navigate, uses understandable language, and seems comprehensive

- Everything on this site is very disorganized - it is almost impossible to get all of the information needed for loans, and none of my questions were answered.
- I want to voice a strong complain about the availability of the FSFSA PIN. This system is terrible, and the security is over the top. The student should have a quicker method of getting updates in the system.
- Loan consolidation website is very difficult to understand

- This year, ratings dropped for **search tools** – in part because the redesign was less compatible than the previous design with the ED search engine's relevancy ranking and duplicate detection methods.

  Search tool ratings rose in the last half of the year as we implemented a variety of changes, but search remains a low-rated area in need of further improvement.

  ➢ Customers are still struggling with formulating precise searches and finding the results they seek. Analysis of search logs shows that most customers search for general terms (e.g., "grants," "technology," "standards") for which the search engine has trouble returning the most relevant items from the hundreds of thousands of items in the search index. Logs show that few customers use more than 2 words in a search or avail themselves of the help screens to learn how to search effectively. These problems are not unique to ED.

    Another issue is that as the amount of material on the web site grows and some of it ages, the difficulty of highlighting the most current information in search results has become a significant problem, which we are addressing by archiving older content and introducing a new sort option called "date relevance."

  ➢ Most respondents who chose to comment felt that search results are not precise enough and waste their time with marginally relevant materials, which is consistent with the imprecise search terms the logs show they tend to use.

    - was unable to find search tools.
    - The side menus and search engines made it easy to access the information.
    - Search Tools returns too much irrelevant data (and yes, I do know how to narrow a search)
    - these searches are almost impossible to work through. This site needs to be more clearly searchable by people who do not work at the Dept of Ed. and who may not be familiar with the arcane language the department is using.
    - Your search capabilities need a major revamp… or more information to search through.
    - Your site needs better search capabilities. The amount of info can be quite daunting.
    - when I attempted to search for an individual named Howard I received a bunch of articles on Howard University.

What kinds of information are most valuable to them?
(See Attachment A, Question #11)

Kind of information	Avg. Rating* (Rank)			9/7/2003 through 9/30/2003 (this year)	
	Cum.	Last Yr.	This Yr.	Rated highest by	Rated lowest by
Announcements of funding opportunities and information about grants and contracts	2.41 (1)	2.32 (5)	2.26 (1)	‣ Managers (2.41) ‣ Teachers (2.31)	‣ Students (2.19)
Statistics	2.36 (4)	2.19 (16)	2.25 (2)	‣ Managers (2.36) ‣ Teachers (2.32)	‣ Parents (2.19) ‣ Students (2.20)
Student aid information	2.29 (12)	2.34 (3)	2.24 (3)	‣ Managers (2.29)	
Research reports	2.37 (3)	2.24 (12)	2.24 (3)	‣ Managers (2.36)	‣ Students (2.14) ‣ Parents (2.16)
Research findings (syntheses and summaries)	2.38 (2)	2.19 (16)	2.24 (3)	‣ Teachers (2.38) ‣ Managers (2.35)	‣ Parents (2.13) ‣ Students (2.15)
Legislation and regulations	2.30 (11)	2.38 (1)	2.20 (6)	‣ Managers (2.30) ‣ Teachers (2.28)	‣ Students (2.14)
Updates on budget, legislation, and activities	2.36 (5)	2.35 (2)	2.20 (6)	‣ Managers (2.30) ‣ Teachers (2.28)	‣ Students (2.15)
Full-text publications	2.31 (8)	2.29 (8)	2.19 (8)	‣ Managers (2.69) ‣ Researchers (2.60)	‣ Parents (2.03)
Directories of information centers, clearinghouses, and technical assistance centers	2.35 (6)	2.28 (10)	2.19 (8)	‣ Managers (2.30) ‣ Teachers (2.28)	‣ Parents (2.09) ‣ Students (2.13)
Conference calendars and announcements of upcoming events	2.27 (15)	2.29 (8)	2.18 (10)	‣ Managers (2.24) ‣ Teachers (2.23)	‣ Researchers (2.11) ‣ Students (2.12)
Descriptions of effective and promising practices	2.33 (7)	2.26 (11)	2.18 (10)	‣ Managers (2.31) ‣ Teachers (2.30)	‣ Parents (2.09) ‣ Students (2.10)
Press releases	2.27 (16)	2.18 (18)	2.17 (12)	‣ Teachers (2.26) ‣ Managers (2.40)	‣ Researchers (2.09) ‣ Students (2.09)
Descriptions of exemplary schools and programs	2.31 (7)	2.30 (7)	2.16 (13)	‣ Teachers (2.26) ‣ Managers (2.23)	‣ Students (2.08) ‣ Researchers (2.08)
Publication announcements	2.27 (14)	2.24 (12)	2.16 (13)	‣ Teachers (2.26) ‣ Managers (2.25)	‣ Researchers (2.06) ‣ Students (2.09)
General guides to the Department of Education and its programs and services	2.30 (10)	2.34 (3)	2.15 (15)	‣ Teachers (2.22) ‣ Managers (2.20)	‣ Parents (2.11)
Descriptions of ED-funded projects	2.27 (13)	2.32 (5)	2.15 (15)	‣ Teachers (2.26) ‣ Managers (2.20)	‣ Students (2.10)
Activities for families, parents, and children	2.22 (18)	2.20 (14)	2.14 (17)	‣ Teachers (2.27)	‣ Students (2.06)
Lesson plans and teacher guides	2.22 (17)	2.20 (14)	2.13 (18)	‣ Teachers (2.31)	‣ Parents (2.05) ‣ Students (2.05) ‣ Researchers (2.05)
Speeches and testimony	2.08 (19)	2.11 (19)	2.04 (19)	‣ Teachers (2.11)	‣ Managers (1.96) ‣ Researchers (1.97)
Total: all categories	2.30	2.27	2.18	‣ Teachers (2.27) ‣ Managers (2.26)	‣ Students (2.12)

* 3=very useful; 2=somewhat useful; 1=not useful
Parenthesized number indicates category's rank among the 19 information categories.

- Ratings of the information provided dropped from an overall cumulative average of 2.27 last year (on a scale of 1 to 3) to 2.18 this year.

- In this year's responses, teachers and administrators/managers tend to rate higher, while students rate lower.

- **Ratings dropped** for 16 of the 19 categories. Ratings rose most for statistics and research findings. Ratings dropped most for descriptions of ED-funded projects, general guides to the Department, legislation/regulations, updates on budget/legislation, and descriptions of exemplary schools and programs.

- **Different audiences** value different types of information. The following table lists the highest and lowest rated information categories for the major audience types.

Respondent Audience Type	Rated Highest	Rated Lowest
Administrator/ Manager	1. Funding opportunities 2. Research Reports 3. Statistics 4. Research findings	1. Speeches and testimony 2. Lesson plans 3. Activities for families 4. Press releases
Parent	1. Funding opportunities 2. Student aid information 3. Statistics 4. Conference calendars	1. Speeches and testimony 2. Activities for families 3. Effective & promising practices 4. Full-text publications
Researcher	1. Research reports 2. Statistics 3. Research findings 4. Directories of info. centers & clearinghouses	1. Speeches and testimony 2. Lesson plans 3. Publication announcements 4. Exemplary schools & programs
Student	1. Student aid information 2. Statistics 3. Funding opportunities	1. Speeches and testimony 2. Lesson plans 3. Activities for families
Teacher	1. Research findings 2. Research reports 3. Statistics 4. Funding opportunities 5. Lesson plans	1. Speeches and testimony 2. General guides to ED 3. Conference calendars

---

How do they prefer to use various types of information, and what formats are most useful?
(See Attachment A, Question #12)

Question #12 was removed from the survey in September 1998 in response to customer requests to shorten the survey. Analysis of the responses received before then is included in previous memoranda.

What kinds of new services would be most valuable to them in the future?
(See Attachment A, Question #13, #14, and #15)

Overall response to the fourteen potential new services listed on the survey indicates that we are on the right track. Most of the services that received the highest number of votes have been addressed since the survey began or will be addressed by projects already planned or underway.

In descending order of their popularity in this year's responses, the fourteen new services listed on the survey are:

Kind of New Service	Avg. Rating* (Rank)			9/7/2003 through 9/30/2003 (this year)	
	Cum.	Last Yr.	This Yr.	Rated highest by	Rated lowest by
Electronic submission of grant applications ED implemented e-Application, an electronic grant application system <gapsweb.ed.gov/e-app/eaHome.asp>, in 2000.	49.7 (1)	43.0 (1)	46.2 (1)	‣ Managers (51%) ‣ Teachers (49%)	
Education resource organization directory The Education Resource Organizations Directory (EROD) <www.ed.gov/Programs/EROD /> was implemented in February 1997, contains information on 3,000+ organizations, and is used 30,000+ times per month.	48.5 (2)	40.2 (2)	44.5 (2)	‣ Managers (53%) ‣ Researchers (53%)	‣ Students (38%)
Search full text of education information across all federal Internet sites The Cross-Site Index <www.ed.gov/help/site/expsea rch/index.html?src=ln> was implemented in February 1998. It currently indexes nearly 500,000 files on 200+ ED-funded web sites and another several hundred education-related web sites for Federal Resources for Educational Excellence (FREE) <www.ed.gov/free/>.	42.8 (5)	34.1 (4)	41.2 (3)	‣ Managers (49%) ‣ Researchers (46%) ‣ Teachers (46%)	

Kind of New Service	Avg. Rating[*] (Rank)			9/7/2003 through 9/30/2003 (this year)	
	Cum.	Last Yr.	This Yr.	Rated highest by	Rated lowest by
Database/search of published statistical indicators, tables, and charts NCES implemented the Encyclopedia of Education Stats <nces.ed.gov/edstats/> in 1999 to help customers find relevant information in major compendia. Quick Tables & Figures <nces.ed.gov/quicktables/> helps customers find the most current info from *Education Statistics Quarterly.*	44.4 (3)	27.7 (7)	39.7 (4)	‣ Managers (55%) ‣ Researchers (53%)	‣ Parents (35%)
Electronic submission of student aid applications Student Financial Assistance (SFA) implemented FAFSA on the Web <www.fafsa.ed.gov> in 1997 and improves it each year.	38.4 (8)	38.2 (3)	38.9 (5)	‣ Students (54%) ‣ Parents (46%)	‣ Researchers (27%) ‣ Managers (29%)
Electronic submission of publication orders The ED Pubs online publication catalog and ordering facility <www.edpubs.org> was implemented in August 1998 and receives outstanding reviews in government-wide customer service polls.	44.1 (4)	32.1 (5)	37.0 (6)	‣ Teachers (43%) ‣ Managers (42%)	‣ Students (32%)
Electronic submission of survey responses NCES has implemented electronic submission for many of its surveys.	40.7 (6)	30.1 (6)	36.9 (7)	‣ Parents (40%)	
Search collections of lesson plans and other teacher materials across many Internet sites The Gateway to Education Materials (GEM) <www.thegateway.org> was implemented in March 1998 and currently contains more than 40,000 items from more than 500 member web sites.	36.7 (9)	27.3 (8)	36.4 (8)	‣ Teachers (52%) ‣ Managers (41%)	‣ Students (29%)

Kind of New Service	Avg. Rating* (Rank)			9/7/2003 through 9/30/2003 (this year)	
	Cum.	Last Yr.	This Yr.	Rated highest by	Rated lowest by
Custom table generator for education statistics NCES has implemented online search and analysis capabilities for several of its major survey data sets <nces.ed.gov/pubsearch /onlinedata.asp>.	40.2 (7)	24.9 (9)	36.4 (9)	‣ Managers (50%) ‣ Researchers (49%)	‣ Parents (32%)
Video transcripts of speeches and presentations by Secretary and other ED representatives In 1998, the Office of Public Affairs (OPA) began sponsoring live and archived video webcasts of news events at <www.connectlive.com /events/deptedu/>.	27.0 (13)	20.9 (13)	31.8 (10)	‣ Students (39%) ‣ Teachers (37%)	
Live "town hall" meetings with Department representatives The modest support for such a capability matches its position on ED's list of planned enhancements.	30.5 (10)	23.7 (11)	30.2 (11)	‣ Parents (35%)	‣ Managers (25%) ‣ Researchers (26%)
Live "chat" sessions on education topics ED has no current plans for such a capability but will continue to monitor customer interest.	28.8 (11)	24.9 (9)	28.5 (12)	‣ Students (33%) ‣ Teachers (33%)	‣ Researchers (23%) ‣ Managers (24%)
Ongoing moderated discussion areas Web-based discussion forums were implemented, beginning in 1998, to support several working groups and topical discussions. None are currently active.	28.2 (12)	23.3 (12)	27.3 (13)	‣ Teachers (30%)	‣ Managers (25%)
Audio transcripts of speeches and presentations by Secretary and other ED representatives In 1998, the Office of Public Affairs (OPA) began posting short audio clips at <www.ed.gov/news/av/audio/index.html?src=ln>.	23.9 (14)	19.3 (14)	25.5 (14)	‣ Students (33%)	‣ Managers (22%)
Total — all categories	37.4	29.3	35.8	‣ Teachers (39%) ‣ Managers (38%)	

*   Parenthesized number indicates category's rank among the 14 potential new services.

Customer Suggestions for Improving ED's Internet Services

This year's responses are consistent with trends noted in previous years in respondents' suggestions for improving ED's Internet services in their comments to Questions #14, #15, and #7-10:

- put **all ED information online promptly** and keep it **up-to-date**;

- present **information in layman's terms**, with simple explanations of complicated rules and procedures;

- provide a **tutorial or quick tour for first-time visitors** to the web site to help them navigate the site;

- provide an **orientation** to the Department, including its mission, organization, scope, functions, history, and relation to state, local, family, and individual roles in American education;

- provide **complete contact information** (including email, traditional mail, telephone, and fax) for all Department officials, programs, services, activities, and investigative/enforcement functions; add email addresses to ED staff directory;

- improve **responsiveness to customer inquiries** submitted via email, web forms, and telephone, particularly for student financial aid;

- improve **ease of use for student financial aid services** (e.g., obtaining a PIN, submitting and revising FAFSA on the Web, consolidating loans, checking status of applications, account balance, payment history, etc.);

- make it **easier to find specific student aid services**, e.g., deferment, forbearance, and all other forms, interest rates, loan consolidation and servicing, customer service contacts, resolution of defaulted loans, etc.;

- provide **comparative rating and ranking information about schools, districts, and states** for student achievement, teacher performance, etc.;

- use the web to support the **full grant lifecycle** (application, award, and post-award processes) by:
  - providing an always-current forecast of funding opportunities;
  - maintaining web pages with comprehensive, up-to-date information about each grant program in a consistent format;
  - making it easy for people and organizations to find grants for which they are eligible; and
  - providing links from grant competition pages to other information that could be helpful to prospective applicants, e.g., program information, technical assistance workshop materials, profiles of previous award recipients, and winning applications;

- offer more information and resources of **direct utility to parents and teachers**, such as lesson plans, educational materials, advice to help parents help their children learn, and professional development workshops and other opportunities for teachers; and

- provide a **portal/gateway** to help visitors find more education-related information and services elsewhere, including:
  - ➢ funding opportunities and teacher certification requirements at state education agencies,
  - ➢ scholarship opportunities,
  - ➢ college & university degree programs, courses, and ratings,
  - ➢ local agencies and authorities for education and and related social services.

Two new themes surfaced in this year's responses:

- **publicize** ED.gov to parents, teachers, and the general public;

- provide **one place that lists all new or updated items**, i.e., restore the "What's New" page from the previous design.

Several respondents commented that the survey itself is too long, but one commented:

> I am impressed that you have a survey to gain input from users. The question is will you use it, most web sites non-profit, govt and corporate ask for the feedback but never read it and/or implement it. I hope you do.

Attachments: A: ED Internet Customer Survey – Summary of Responses [7 pages]
B: ED Internet Customer Survey – Selected Comments (Rants & Raves) [2 pages]
C: ED Internet Customer Survey – Web form [http://www.ed.gov/help/support/survey/index.html]

ED Internet Customer Survey Last Updated: 10/1/2004

| **Total Responses:**	6209		per Wk	
-- Received before 10/16/2002	3726	60.0%	12.1	**-- pre-10/16/2002**
-- Received 10/16/2002--9/7/2003	249	4.0%	5.3	**-- Last Year**
-- Received 9/8/2003--present	2234	36.0%	40.2	**-- This Year**

Q1. When you use the U.S. Department of Education's (ED) Internet services, are you doing so as a: (Please check only one)

	pre-10/16/2002		Last Year		This Year		Change from	
Response	**#**	**%**	**#**	**%**	**#**	**%**	**pre-02**	**LastYr**
Student	810	21.7%	65	26.1%	446	20.0%	-1.8%	-6.1%
Teacher	564	15.1%	30	12.0%	363	16.2%	1.1%	4.2%
Ed. administrator or manager	738	19.8%	21	8.4%	253	11.3%	-8.5%	2.9%
Parent or family member	504	13.5%	60	24.1%	519	23.2%	9.7%	-0.9%
Researcher or analyst	391	10.5%	15	6.0%	158	7.1%	-3.4%	1.0%
Policy maker or legislator	44	1.2%	1	0.4%	11	0.5%	-0.7%	0.1%
Librarian	69	1.9%	4	1.6%	23	1.0%	-0.8%	-0.6%
Writer or reporter	58	1.6%	2	0.8%	21	0.9%	-0.6%	0.1%
Other (please specify)	514	13.8%	46	18.5%	375	16.8%	3.0%	-1.7%
No response to this question	34	0.9%	5	2.0%	65	2.9%	2.0%	0.9%
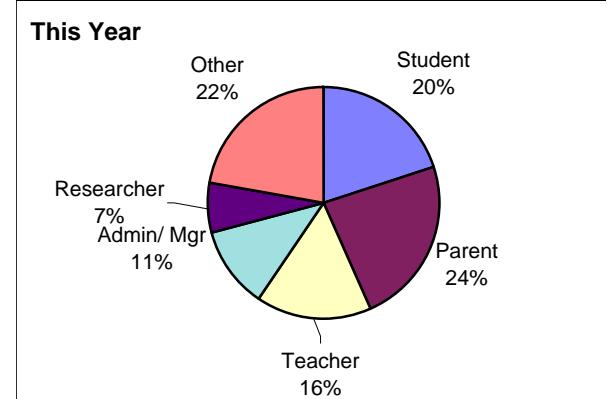
This Year

Q2. What is your affiliation? (Please check only one)

	pre-10/16/2002		Last Year		This Year		Change from	
Response	**#**	**%**	**#**	**%**	**#**	**%**	**pre-02**	**LastYr**
Education								
-- Elementary or secondary (incl. vocational high schools)	982	26.4%	51	20.5%	656	29.4%	3.0%	8.9%
-- Jr, community, or tech college	190	5.1%	16	6.4%	102	4.6%	-0.5%	-1.9%
-- College or university	920	24.7%	50	20.1%	373	16.7%	-8.0%	-3.4%
Government								
-- White House or Congress	11	0.3%	2	0.8%	13	0.6%	0.3%	-0.2%
-- Federal government agency	117	3.1%	7	2.8%	54	2.4%	-0.7%	-0.4%
-- State government agency	157	4.2%	4	1.6%	55	2.5%	-1.8%	0.9%
-- Local government agency	54	1.4%	1	0.4%	24	1.1%	-0.4%	0.7%
Library	37	1.0%	7	2.8%	36	1.6%	0.6%	-1.2%
Association or non-profit org.	266	7.1%	11	4.4%	117	5.2%	-1.9%	0.8%
For-profit organization or business	142	3.8%	1	0.4%	61	2.7%	-1.1%	2.3%
Media	30	0.8%	2	0.8%	15	0.7%	-0.1%	-0.1%
No affiliation, private individual	606	16.3%	72	28.9%	480	21.5%	5.2%	-7.4%
Other (please specify)	167	4.5%	16	6.4%	147	6.6%	2.1%	0.2%
No response to this question	47	1.3%	9	3.6%	101	4.5%	3.3%	0.9%
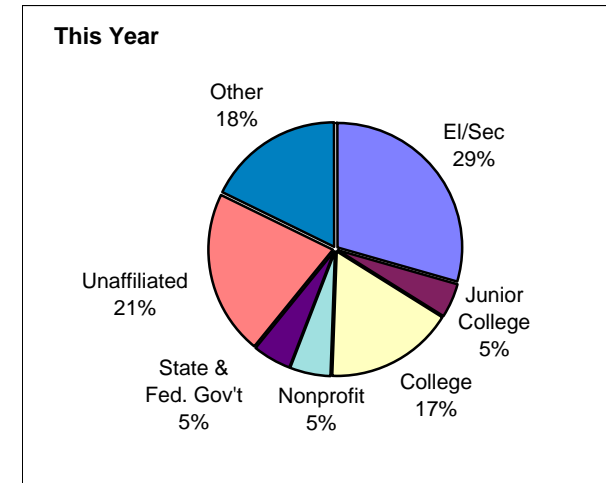
This Year

Q3. How do you typically access the Internet? (Please check only one)

Response	pre-10/16/2002 #	pre-10/16/2002 %	Last Year #	Last Year %	This Year #	This Year %	Change from pre-02	Change from LastYr
14.4kbps or slower modem	394	10.6%	8	3.2%	71	3.2%	-7.4%	0.0%
28.8kbps modem	1405	37.7%	20	8.0%	170	7.6%	-30.1%	-0.4%
56kbps or faster modem	300	8.1%	68	27.3%	576	25.8%	17.7%	-1.5%
Direct connection	1470	39.5%	140	56.2%	1262	56.5%	17.0%	0.3%
No response to this question	157	4.2%	13	5.2%	155	6.9%	2.7%	1.7%

Note: 56kbps category introduced 11/15/2000

This Year
- No response 7%
- 14.4 modem 3%
- 28.8 modem 8%
- 56.6 modem 26%
- Direct 56%
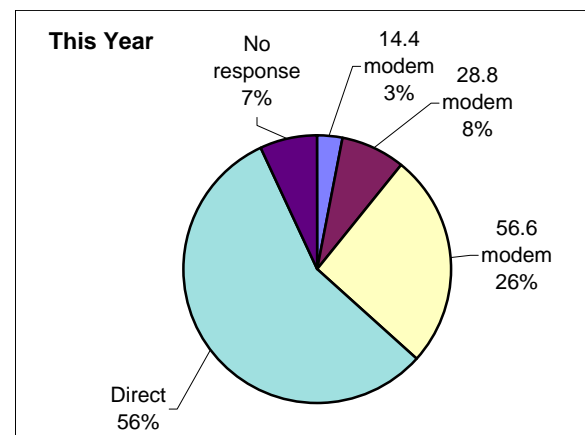
Q4. How often do you visit our World Wide Web site? (Please check only one)

Response	pre-10/16/2002 #	pre-10/16/2002 %	Last Year #	Last Year %	This Year #	This Year %	Change from pre-02	Change from LastYr
Daily	684	18.4%	65	26.1%	544	24.4%	6.0%	-1.8%
At least once a week	864	23.2%	46	18.5%	430	19.2%	-3.9%	0.8%
At least once a month	888	23.8%	34	13.7%	421	18.8%	-5.0%	5.2%
At least once every six months	393	10.5%	26	10.4%	212	9.5%	-1.1%	-1.0%
Less than once every six months	472	12.7%	43	17.3%	278	12.4%	-0.2%	-4.8%
Never	345	9.3%	29	11.6%	220	9.8%	0.6%	-1.8%
No response to this question	80	2.1%	6	2.4%	129	5.8%	3.6%	3.4%
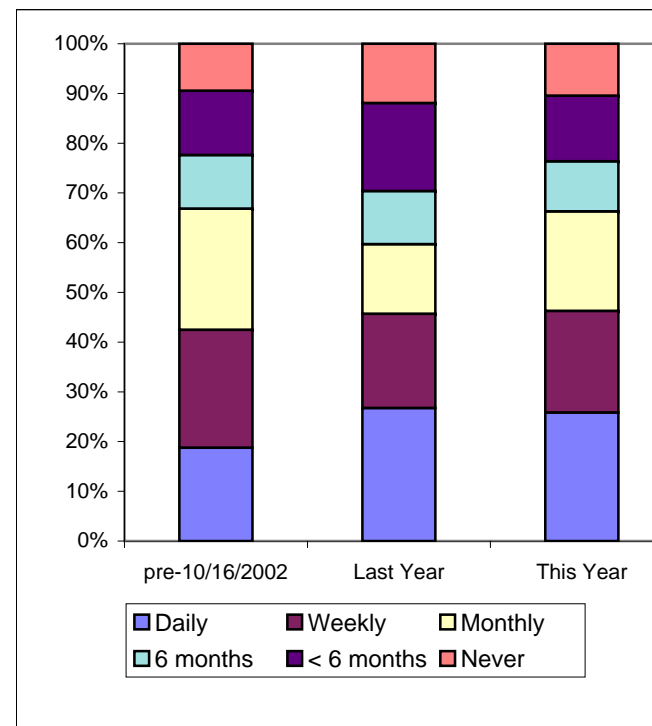
Q5. How often do you visit our Gopher site? (Please check only one)
(question removed)

Legend: Daily, Weekly, Monthly, 6 months, < 6 months, Never

Q6. Do you receive the EDInfo e-mail information service? (EDInfo sends subscribers 2-3 e-mail messages per week announcing and des[...] ED publications, products, grant competitions, and other initiatives)

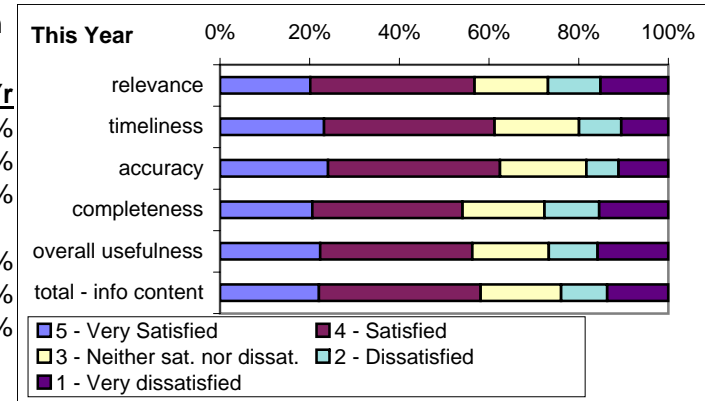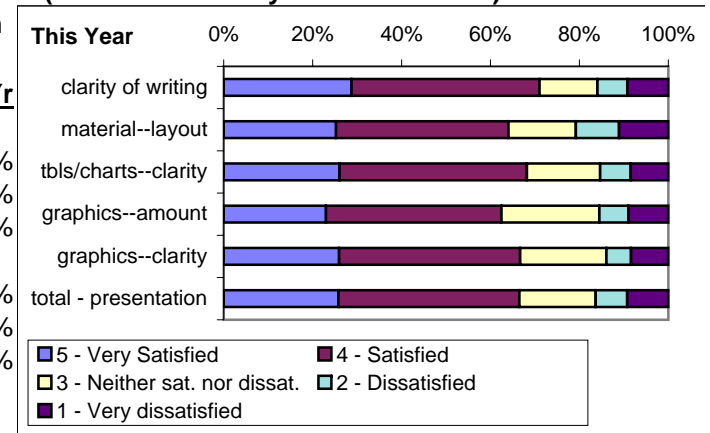| Response	pre-10/16/2002 #	pre-10/16/2002 %	Last Year #	Last Year %	This Year #	This Year %	Change from pre-02	Change from LastYr
Current subscriber	1164	31.2%	30	12.0%	348	15.6%	-15.7%	3.5%
Former subscriber	41	1.1%	2	0.8%	60	2.7%	1.6%	1.9%
Not familiar with; how do I subscribe?	1483	39.8%	92	36.9%	906	40.6%	0.8%	3.6%
Not interested	885	23.8%	102	41.0%	769	34.4%	10.7%	-6.5%
No response to this question	153	4.1%	23	9.2%	151	6.8%	2.7%	-2.5%

This Year

Other 84%

Current subscriber 16%
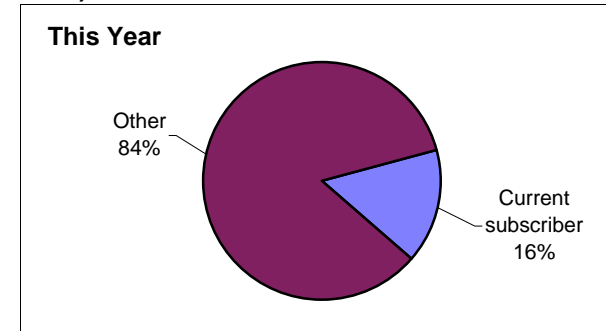
Q7. We want ED Internet services to meet your needs. In general, how satisfied are you with the information content? (Please check only row)

Response	pre-10/16/2002 Avg.	pre-10/16/2002 % Dissat.	Last Year Avg.	Last Year % Dissat.	This Year Avg.	This Year % Dissat.	Change from pre-02	Change from LastYr
relevance to your needs	3.68	16%	3.29	27%	3.35	27%	-12.4%	2.5%
timeliness	3.87	10%	3.54	17%	3.54	20%	-11.3%	0.2%
accuracy	3.93	8%	3.57	17%	3.57	18%	-12.3%	0.1%
completeness/ comprehensiveness	3.66	16%	3.39	25%	3.32	28%	-13.0%	-2.9%
overall usefulness	3.72	14%	3.42	24%	3.36	27%	-13.0%	-2.4%
total - information content	3.77	13%	3.44	22%	3.43	24%	-12.4%	-0.5%

This Year

relevance, timeliness, accuracy, completeness, overall usefulness, total - info content

5 - Very Satisfied 4 - Satisfied
3 - Neither sat. nor dissat. 2 - Dissatisfied
1 - Very dissatisfied

Q8. In general, how satisfied are you with the way the information is presented? (Please check only one in each row)

Response	pre-10/16/2002 Avg.	pre-10/16/2002 % Dissat.	Last Year Avg.	Last Year % Dissat.	This Year Avg.	This Year % Dissat.	Change from pre-02	Change from LastYr
clarity of the writing (readability, ease of interpretation)	4.12	5%	3.70	16%	3.75	16%	-12.1%	1.6%
layout of the material	3.92	8%	3.49	24%	3.57	21%	-11.9%	3.4%
clarity of the tables and charts	3.93	6%	3.59	18%	3.70	15%	-7.7%	4.6%
amount of graphics (too few, too many)	3.73	9%	3.57	16%	3.61	15%	-4.3%	1.6%
clarity of the graphics	3.82	6%	3.67	13%	3.70	14%	-4.2%	1.2%
total - presentation	3.91	7%	3.60	18%	3.67	16%	-8.3%	2.5%

This Year

clarity of writing, material--layout, tbls/charts--clarity, graphics--amount, graphics--clarity, total - presentation

5 - Very Satisfied 4 - Satisfied
3 - Neither sat. nor dissat. 2 - Dissatisfied
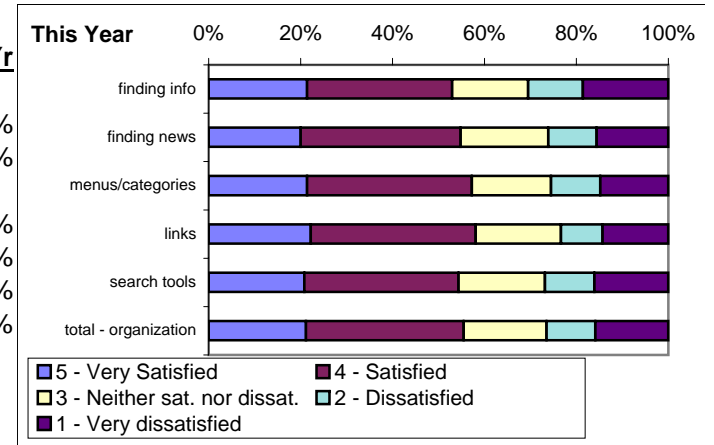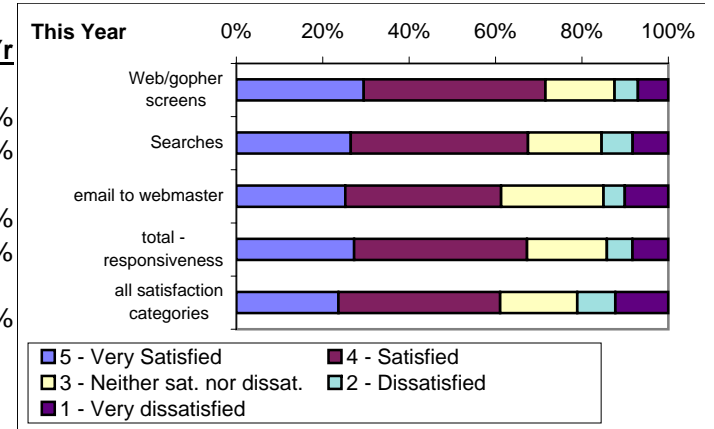1 - Very dissatisfied

Q9. In general, how satisfied are you with the way the information is organized? (Please check only one in each row)

Response	pre-10/16/2002		Last Year		This Year		Change from	
	Avg.	% Dissat.	Avg.	% Dissat.	Avg.	% Dissat.	pre-02	LastYr
ease of finding information of interest	3.61	18%	3.23	31%	3.25	30%	-13.6%	1.3%
ease of finding new material	3.63	15%	3.44	22%	3.33	26%	-11.3%	-4.3%
menus and categories (clarity, ease of use)	3.69	13%	3.37	23%	3.38	26%	-11.5%	0.4%
links (relevance, usefulness)	3.74	11%	3.40	22%	3.43	23%	-11.5%	1.3%
search tools	3.55	17%	3.41	22%	3.32	27%	-8.9%	-3.7%
total - organization	3.65	15%	3.37	24%	3.34	26%	-11.5%	-1.0%

This Year
- finding info
- finding news
- menus/categories
- links
- search tools
- total - organization

5 - Very Satisfied 4 - Satisfied
3 - Neither sat. nor dissat. 2 - Dissatisfied
1 - Very dissatisfied

Q10. In general, how satisfied are you with the responsiveness of ED Internet services? (Please check only one in each row)

Response	pre-10/16/2002		Last Year		This Year		Change from	
	Avg.	% Dissat.	Avg.	% Dissat.	Avg.	% Dissat.	pre-02	LastYr
Web/gopher screens (quick/sluggish)	3.75	9%	3.86	10%	3.82	12%	2.4%	-1.7%
Searches (quick/sluggish)	3.66	11%	3.75	13%	3.70	15%	1.5%	-1.8%
webmaster@inet.ed.gov (email inquiries: speed & quality of reply)	3.62	9%	3.50	14%	3.61	15%	-0.3%	4.6%
total - responsiveness	3.68	10%	3.72	12%	3.72	14%	1.4%	-0.1%
total - all categories	3.76	11%	3.51	20%	3.51	21%	-9.1%	0.3%

This Year
- Web/gopher screens
- Searches
- email to webmaster
- total - responsiveness
- all satisfaction categories

5 - Very Satisfied 4 - Satisfied
3 - Neither sat. nor dissat. 2 - Dissatisfied
1 - Very dissatisfied

Q11. Our goal is to provide useful information and services. How useful do you find: (Please check only one in each row

	pre-10/16/2002		Last Year		This Year		Change from			
Response	**Avg.**	**% Rate Useful**	**Avg.**	**% Rate Useful**	**Avg.**	**% Rate Useful**	**pre-02**	**LastYr**		
announcements of funding opportunities and information about grants and contracts	2.49	73%	2.32	51%	2.26	65%	-15.5%	-4.2%		
statistics	2.43	76%	2.19	54%	2.25	67%	-12.6%	5.0%		
student aid information	2.31	62%	2.34	56%	2.24	60%	-5.4%	-7.8%		
research reports	2.46	76%	2.24	57%	2.24	67%	-14.7%	0.2%		
research findings (syntheses and summaries)	2.48	77%	2.19	58%	2.24	67%	-16.3%	3.9%		
legislation and regulations	2.35	75%	2.38	59%	2.20	67%	-11.4%	-13.3%		
updates on budget, legislation, and activities	2.44	73%	2.35	57%	2.20	63%	-16.7%	-11.0%		
full-text publications	2.38	73%	2.29	58%	2.19	64%	-13.7%	-7.9%		
directories of information centers, clearinghouses, and technical assistance centers	2.44	77%	2.28	56%	2.19	65%	-17.7%	-7.4%		
conference calendars and announcements of upcoming events	2.31	68%	2.29	49%	2.18	59%	-10.3%	-8.9%		
descriptions of effective and promising practices	2.41	74%	2.26	56%	2.18	65%	-16.5%	-6.1%		
press releases	2.32	70%	2.18	45%	2.17	61%	-11.8%	-1.3%		
descriptions of exemplary schools and programs	2.39	73%	2.30	56%	2.16	63%	-16.4%	-10.9%		
publication announcements	2.33	74%	2.24	55%	2.16	64%	-13.4%	-6.6%		
general guides to the Department of Education and its programs and services	2.37	81%	2.34	64%	2.15	67%	-16.4%	-14.1%		
descriptions of ED-funded projects	2.34	73%	2.32	55%	2.15	63%	-14.2%	-14.8%		
activities for families, parents, and children	2.27	63%	2.20	52%	2.14	57%	-10.2%	-5.8%		
lesson plans and teacher guides	2.28	59%	2.20	44%	2.13	53%	-11.7%	-6.2%		
speeches and testimony	2.11	61%	2.11	42%	2.04	55%	-5.9%	-6.5%		
total - all categories	2.37	72%	2.27	54%	2.18	63%	-13.5%	-7.1%		

This Year chart — categories (top to bottom): funding opportunities, statistics, student aid info, research reports, research findings, legislation & regulations, updates, full-text pubs, info centers & TACs, calendars & events, practices, press releases, exemplary schools, pub announcements, general guides to ED, ED-funded projects, activities for families, lesson plans, speeches.

Legend: ■ 3 - Very Useful ■ 2 - Somewhat Useful □ 1 - Not Useful □ 0 - Don't Use/ Not Applicable
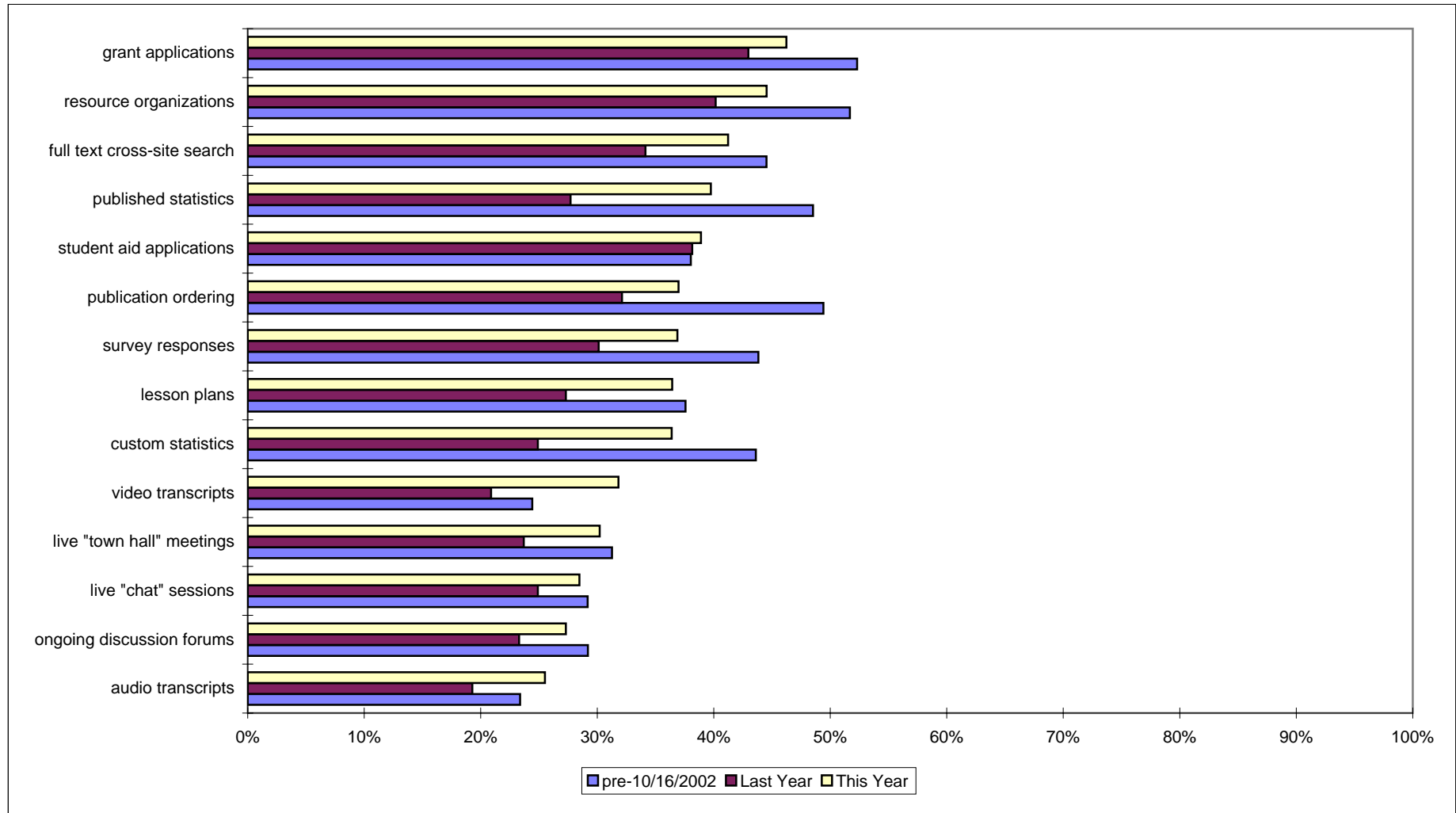
Q12. We want to provide information in formats you can use. Your answers to this question will help us understand how you prefer to use information and in what formats.

This question was removed from the survey in September 1998.

Q13. In the future, would you find any of the following potential applications of more advanced technologies useful? (Please check all t

	pre-10/16/2002			Last Year			This Year			Change from	
	#	**%**	**Rank**	**#**	**%**	**Rank**	**#**	**%**	**Rank**	**pre-02**	**LastYr**
Transcripts of speeches and presentations made											
by the Secretary or other Department											
Audio transcripts	871	23.4%	14	48	19.3%	14	570	25.5%	14	2.1%	6.2%
Video transcripts	910	24.4%	13	52	20.9%	13	711	31.8%	10	7.4%	10.9%
Discussion forums on education topics											
Live "chat" sessions	1087	29.2%	12	62	24.9%	9	636	28.5%	12	-0.7%	3.6%
Live "town hall" meetings with Department	1165	31.3%	10	59	23.7%	11	675	30.2%	11	-1.1%	6.5%
Ongoing moderated discussion areas	1088	29.2%	11	58	23.3%	12	610	27.3%	13	-1.9%	4.0%
Databases and search capabilities											
Education statistics -- published indicators, tables, and charts	1808	48.5%	4	69	27.7%	7	888	39.7%	4	-8.8%	12.0%
Education statistics -- custom tables generated from education survey data sets	1625	43.6%	7	62	24.9%	9	813	36.4%	9	-7.2%	11.5%
Database of education resource organizations (national/regional/state) including information centers, technical assistance centers, services for special populations, exemplary schools and projects, etc.	1926	51.7%	2	100	40.2%	2	995	44.5%	2	-7.2%	4.4%
Full text of all education-related materials at federal Internet sites	1659	44.5%	5	85	34.1%	4	921	41.2%	3	-3.3%	7.1%
Collections of lesson plans and other teacher materials at federal, state, association, and other sites	1400	37.6%	9	68	27.3%	8	814	36.4%	8	-1.1%	9.1%
Electronic submission of											
Student aid applications	1417	38.0%	8	95	38.2%	3	869	38.9%	5	0.9%	0.7%
Grant applications	1949	52.3%	1	107	43.0%	1	1033	46.2%	1	-6.1%	3.3%
Survey responses	1633	43.8%	6	75	30.1%	6	824	36.9%	7	-6.9%	6.8%
Orders for printed publications	1841	49.4%	3	80	32.1%	5	826	37.0%	6	-12.4%	4.8%
No Response to this question	721	19.4%	---	80	32.1%	---	598	26.8%	---	7.4%	-5.4%
Total - all categories		39.1%			29.3%			35.8%			

Q13 (continued)

Horizontal bar chart comparing pre-10/16/2002, Last Year, and This Year across categories: grant applications, resource organizations, full text cross-site search, published statistics, student aid applications, publication ordering, survey responses, lesson plans, custom statistics, video transcripts, live "town hall" meetings, live "chat" sessions, ongoing discussion forums, audio transcripts.

Legend: ■ pre-10/16/2002 ■ Last Year □ This Year

Attachment B
ED Internet Customer Survey -- Selected Comments (Rants & Raves)

Raves

I wish all the US Government sites were as well designed and executed. If I was giving out an award for the top government site - ED.gov would win hands down. Nice job.

Great! Simple to use.

Nice job! I love the new look. I wish more web sites were laid out as nicely as this one seems to be.

Excellent resource...thanks

You've done an excellent job of making your information easier to find and read as compared to the past.

Links, excellent additional information to follow. It's like flying through the Smithsonian.

Very impressed with the format of the new website. In the past, I was concerned that the information presented was not the most current. This appears to be a great improvement.

Your links are great. I don't have to go searching for the information, just click and I'm there.

You have a great site. It is fast.

Great reference tool!

I am extremely happy of the ed internet and also proud of it

The services are GREAT; I take info to PTO meetings every month and e-mail our officers board weekly with relevant info to our needs. For a small, core group, we've GOT to be the best informed, many times to the dismay of the Admin & School Cmte.

KEEP UP THE GREAT WORK !!

Considering you are part of the government the site is very good. I like the way it has changed over the years – in this case for the better.

In spite of how glowing my ratings are, I'd like you to know I'm not usually that easily pleased and impressed with sites . . . for navigation, content, and speed. I appreciate all your work to keep this working so effortlessly for us all, as well as so up-to-date on the content. Not as easy as you make it look.

Overall, I use this site daily and think it is very user friendly and very well done.

Thank you for working so hard to make this a useful site.

Can it get any better? I've received so much information from here than any other site whenever I need to find out something...particularly school law information. Thanks!

This site is fantastic!

Attachment B (continued)

Rants

I have been visiting many government websites lately and this one is by far the worst!!

Has been degraded from a useful and friendly web site to a nightmare. What are you people thinking?

Don't let this official government page turn into a mouthpiece for politically-based initiatives.

Shut down and give the money back to the states to educate kids

Egregious, Stalinesque NCLB presentation has left me completely disgusted with the current Educational Department administration. Your stupidity and wrongheadedness puts thousands to cynical laughter.

A highly accessible, usable design was scrapped for a vastly inferior, user unfriendly, ugly design. The redesign is a terrible waste of money and a great disservice to users.

Shut the department down now and send R Paige home to get a real job.

GREAT JOB! You are succeeding in making education worse.

The propaganda presented on this web site is insulting to the millions of hard working and dedicated teachers in this country. According to what I read here, everyone in our society seems to know more about education than those who are in the profession.

Do not use this site as a campaign website for President Bush.

The FAFSA website is an abomination beyond my imagination. I am fairly computer literate and have little difficulty. Your website sets new records

this web site should be more customer oriented rather than a political ad trumping the current administration(s) failed and misguided educational policy, you should serve the people with useful information pertaining to their lives.

Opinionated press releases are incendiary rather than informative and don't belong on a government sponsored, official site. Repugnant strident opinion by secy of ed undermines credibility

In general, the site is a disaster.