Knight School of Communication
2012 Digital and Media Literacy Survey
of Adults in Mecklenburg County, NC
Final Report

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Methodology

- 400 telephone interviews with adults in Mecklenburg County, NC.

- Interviewing conducted October 29th through November 17th, 2012.

- For total sample results (n=400), sampling error is $\pm$ 4.9 percentage points at the 95% confidence level.

- The sample included random digit dial (RDD) landline numbers and RDD cell phone numbers.

- At least 4 attempts were made to reach sampled number. One attempt was made to convert refusals.

- All interviewing was conducted from the MarketWise Call Center by trained interviewers and supervised by professional staff. All interviewers were trained to MRA (Marketing Research Association) standards.

- The questionnaire was administered in Spanish when necessary. Twelve percent (12%) of interviews were conducted with Hispanics; 7% (n=27) were conducted in Spanish.

Comparison of Census Data with Survey Sample on Key Demographics

Mecklenburg County	Projected Census Data	Mecklenburg County Sample (n=400)
Gender		
Male	49%	49%
Female	51%	51%
Race/Ethnicity		
White (non-Hispanic)	50%	52%
Black	32%	30%
Hispanic	12%	12%
Other	6%	6%
Age		
18-34	34%	30%
35-44	22%	21%
45-54	18%	18%
55-64	13%	16%
65+	13%	15%

The survey sample is representative of Mecklenburg County by gender, race/ethnicity and age.

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MECKLENBURG COUNTY ZIP CODE ZONES
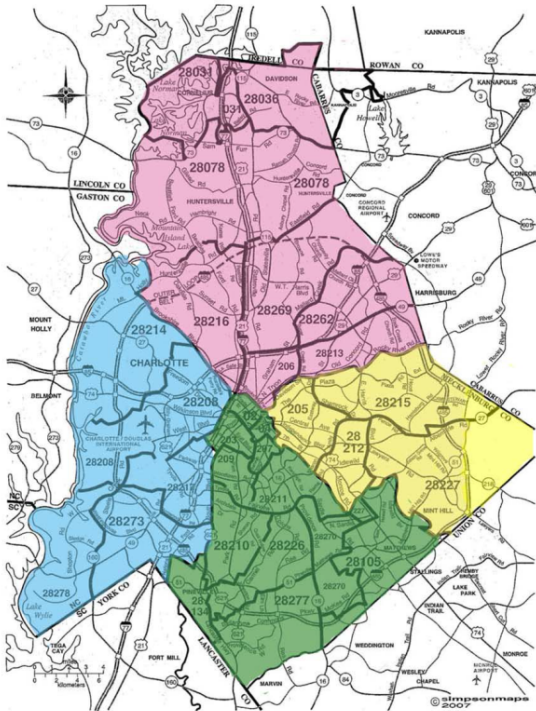
	North (n=99)	South + Center City (n=137)	East (n=81)	West (n=70)
Gender				
Male	50%	50%	49%	44%
Female	50%	50%	51%	56%
Race/Ethnicity				
White (non-Hispanic)	40%	78%	42%	35%
Black	37%	12%	40%	40%
Hispanic	11%	6%	14%	22%
Other minorities	12%	4%	5%	2%
Age				
18-34	28%	27%	34%	35%
35-44	25%	15%	19%	28%
45-54	20%	16%	20%	19%
55-64	13%	18%	16%	14%
65+	14%	23%	12%	4%

- In the past, "literacy" has typically referred to the state of being able to read and write.

- A report written by Renee Hobbs and sponsored by the Aspen Institute Communications and Society Program and the John S. and James L. Knight Foundation indicates that today, the concept has evolved to mean "the ability to share meaning through symbol systems in order to participate in society." In their report, "digital and media literacy" is used to "encompass a full range of cognitive, emotional and social competencies that includes the use of texts, tools, and technologies; the skills of critical thinking and analysis; the practice of message composition and creativity; the ability to engage in reflection and ethical thinking; as well as active participation through teamwork and collaboration." The report also goes on to say "When people have digital and media literacy competencies, they recognize personal, corporate and political agendas and are empowered to speak out on behalf of the missing voices and omitted perspectives in our communities. By identifying and attempting to solve problems, people use their powerful voices and their rights under the law to improve the world around them."

- The report defines five essential competencies of digital and media literacy which "work together in a spiral of empowerment, supporting people's active participation in lifelong learning through the processes of both consuming and creating messages."

- The definitions of the five essential competencies of digital and media literacy are as follows. Key measures of the competencies specific to this survey are also indicated.

Definitions of Essential Competencies of Digital and Media Literacy

- **Access:** Finding and using media and technology tools skillfully, and sharing appropriate and relevant information.
  - *The ability to make responsible choices and access information by locating and sharing materials and comprehending information and ideas.*
  - *Key measures: Q9j & Q14l*
  - *NOTE: For this survey, this competency is called "Access & Share," because many of the survey measures reflect the share component .*

- **Analyze & Evaluate:** Comprehending messages and using critical thinking to analyze message quality, veracity, credibility, and point of view, while considering potential effects or consequences of messages.
  - *The ability to analyze messages in a variety of forms by identifying the author, purpose and point of view, and evaluating the quality and credibility of the content.*
  - *Key measures: Q14j & Q14k*

- **Create:** Composing or generating content, using creativity and confidence in self-expression, with awareness of purpose, audience, and composition techniques.
  - *The ability to create content in a variety of forms, making use of language, images, sounds, and new digital tools and technologies.*
  - *Key measure: Q10a*

Definitions of Essential Competencies of Digital and Media Literacy

- **Reflect:** Applying social responsibility and ethical principles to one's own identity and lived experience, communication behavior, and conduct.
  - *The ability to reflect on one's own conduct and communication behavior by applying social responsibility and ethical principles.*
  - *Key measure: Q11b*

- **Act:** Working individually and collaboratively to share knowledge and solve problems in the family, the workplace and the community, and participating as a member of a community at local, regional, national and international levels.
  - *The ability to take social action by working individually and collaboratively to share knowledge and solve problems in the family, workplace and community, and by participating as a member of a community.*
  - *Key measures: Q24b, Q24c and Q24d*

Purpose of Research

- As part of a grant received from the Knight Foundation, the Knight School of Communication at Queens University of Charlotte has committed to a series of community outreach initiatives to improve the city's digital and media literacy.

- The purpose of this survey is to measure digital and media literacy levels among adults in Mecklenburg County, NC. The survey would create baseline information to develop the initiatives.

Summary of Findings For Key Measures Of Essential Competencies of Digital and Media Literacy

40% of the total sample and 46% of Internet users share information, ideas, or opinions at least weekly over the Internet.

Sharing is most frequent among:
- Smartphone users
- Social network users
- Adults under age 35
- Whites and African Americans
- Adults with incomes over $40K
- College graduates and adults with at least some college education

ACCESS & SHARE: Finding and using media and technology tools skillfully, and sharing appropriate and relevant information.

Key Measure for 'Access & Share" Competency

Agreement with statement:
I often share website links with other people. (Q14l)
Base= Internet Users (n=338)

Just half of adult Internet users often share website links.

Sharing of website links is most frequent among:
- Smartphone users
- Social network users
- Adults under age 55
- Adults with incomes over $40K
- Whites and African Americans
- College graduates

ACCESS & SHARE: Finding and using media and technology tools skillfully, and sharing appropriate and relevant information.

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Most Internet users (85%) believe they can determine if the information they find online is correct and reliable.

ANALYZE & EVALUATE: Comprehending messages and using critical thinking to analyze message quality, veracity, credibility, and point of view, while considering potential effects or consequences of messages.

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Key Measure for "Analyze & Evaluate" Competency
Agreement with statement: When I search for something online and get many results, I can usually determine which ones will be the most useful for me. (Q14k)
Base=Internet Users (n=338)

Agree — 93%

Disagree — 6%

Don't know — 2%

0% — 100%

Most Internet users (93%) believe they can determine useful results from among many results provided online.

ANALYZE & EVALUATE: Comprehending messages and using critical thinking to analyze message quality, veracity, credibility, and point of view, while considering potential effects or consequences of messages.

Key Measure for "Create" Competency
Over the past 3 months, how frequently have you uploaded self-created content such as images, videos, or text to a website for sharing? (Q10a)
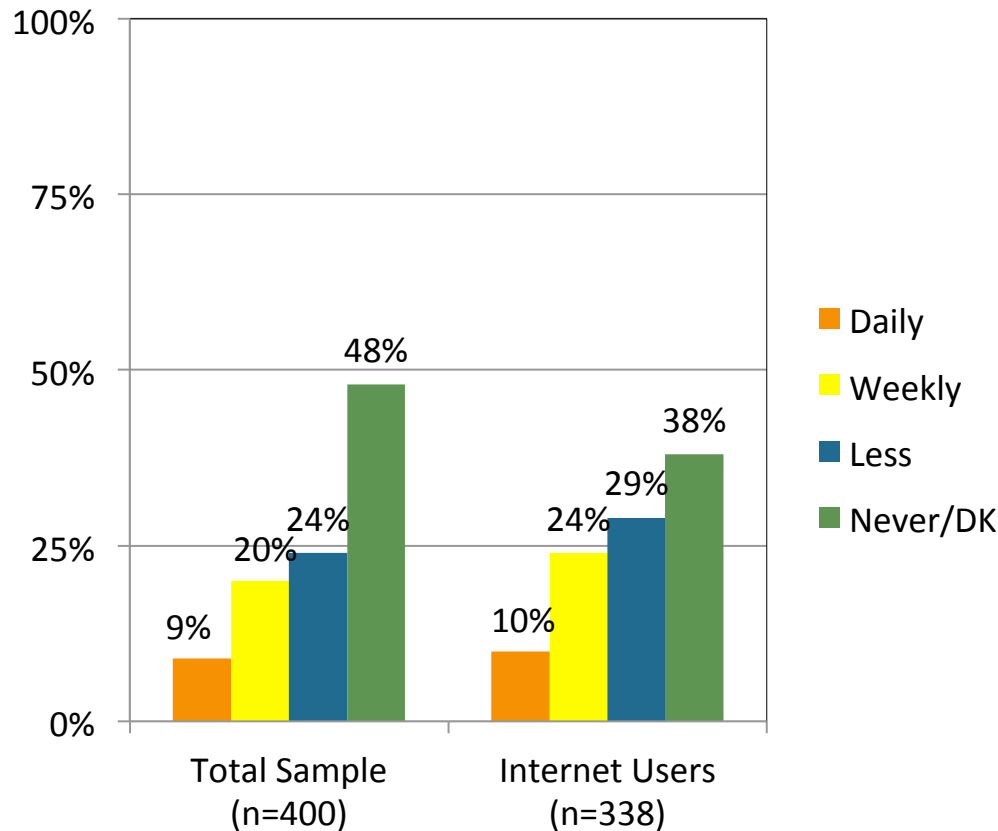
Overall, 53% of the total sample and 63% of Internet users have uploaded self-created content at least at once in the past three months.

Only 29% of the total sample and 34% of Internet users upload self-created content at least weekly.

Uploading self-created content is most frequent among:
- Smartphone users
- Social network users
- Adults under age 35
- African Americans and Hispanics

CREATE: Composing or generating content, using creativity and confidence in self-expression, with awareness of purpose, audience, and composition techniques.

34% of the total sample and 40% of Internet users post comments and provide additional facts and information at least some of the time.

Among Internet users, posting of comments is most frequent among:
- Smartphone users
- Social network users
- Adults under age 55

Chart:

	All/most of the time	Some of the time	Hardly ever	Never/DK
Total Sample (n=400)	11%	23%	8%	58%
Internet Users (n=338)	13%	27%	9%	51%

REFLECT: Applying social responsibility and ethical principles to one's own identity and lived experience, communication behavior, and conduct.

Key Measure for "Act" Competency
Agreement with statement: I am actively involved in local issues or have been in the past. (Q24b)

Agree — 56% / 57%

Disagree — 43% / 43%

Don't know — 2% / 1%

0% — 100%

■ Total Sample (n=400)
■ Internet Users (n=338)
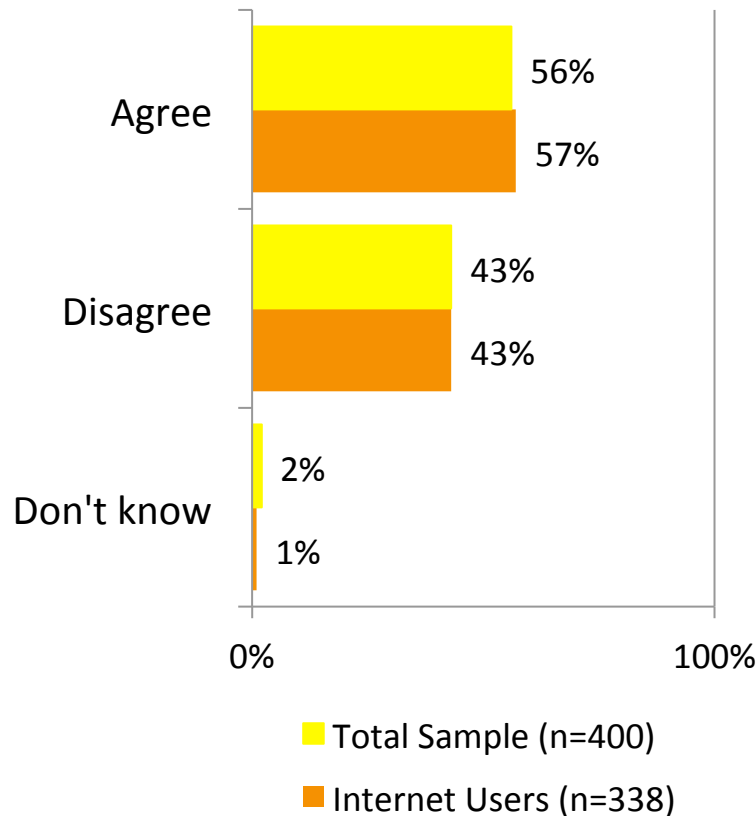
56% of the total sample and 57% of Internet users indicate they are or have been actively involved in local issues.

Adults who are mostly likely to say they are or have been involved are:
- Smartphone users
- Social network users
- Library users
- Adults age 35 and older
- African Americans
- Adults with incomes over $40K
- College graduates and adults with at least some college education

ACT: Working individually and collaboratively to share knowledge and solve problems in the family, the workplace, and the community, and participating as a member of a community at local, regional and international levels.

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Agreement with statement: I am actively involved in national issues or have been in the past. (Q24c)

Agree
36%
37%

Disagree
62%
62%

Don't know
2%
1%

0%   100%

■ Total Sample (n=400)

■ Internet Users (n=338)
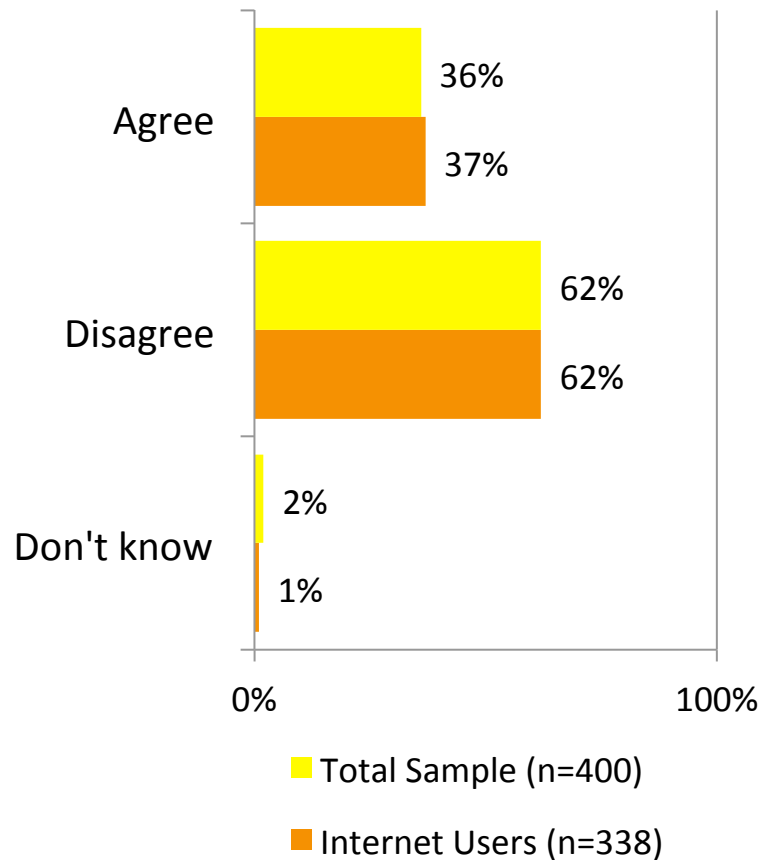
36% of the total sample and 37% of Internet users indicate they are or have been actively involved in national issues.

Adults who are mostly likely to say they are or have been involved:
- Library users
- Adults with incomes of $40K or more
- College graduates and adults with at least some college education

ACT: Working individually and collaboratively to share knowledge and solve problems in the family, the workplace, and the community, and participating as a member of a community at local, regional and international levels.

MarketWise

Key Measure for "Act" Competency
Agreement with statement:
I have volunteered in my community. (Q24d)

Agree — 70% / 72%

Disagree — 29% / 27%

Don't know — 1% / 1%

0% — 100%

■ Total Sample (n=400)
■ Internet Users (n=338)
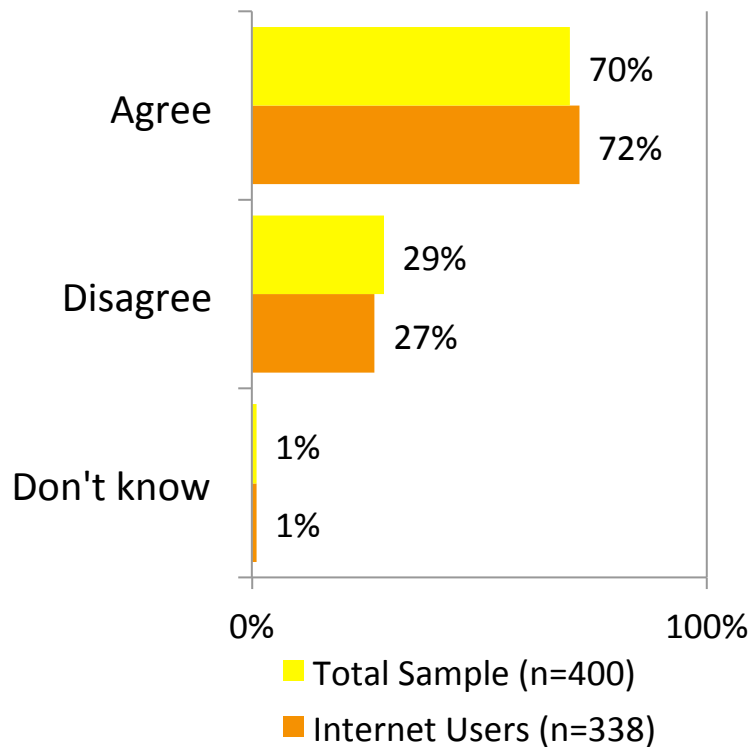
70% of the total sample and 72% of Internet users have volunteered in their community.

Adults most likely to volunteer are:
- Smartphone users
- Social network users
- White adults
- Library users
- Adults with incomes of $40k or more
- College graduates and adults with at least some college education

ACT: Working individually and collaboratively to share knowledge and solve problems in the family, the workplace, and the community, and participating as a member of a community at local, regional and international levels.

Detailed Findings

Use of Internet and Technology

Overall Use of Internet (anywhere)

- Users — 85%
- Non-users — 15%

Use Internet at home (Q5k):
- Daily 69%
- Weekly 10%
- Less 2%
- Never 19%

Use Internet away from home (Q5l):
- Daily 38%
- Weekly 15%
- Less 11%
- Never 36%

85% of the total sample of adults in Mecklenburg County have used the Internet (anywhere and on any type of device) in the past 3 months. Most adults have access to the Internet at home.

Internet access is <u>lowest</u> among:
- African Americans
- Hispanics
- Adults age 55 or older
- Adults with incomes under $40k
- High school graduates and adults with less than a high school degree
- Adults in West Charlotte-Mecklenburg (particularly in zip code 28208)

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Overview of Use of Technology
Base=Total Sample (n=400)

Item	Percentage
5e. Use a cell phone	97%
3. Have Cable/satellite TV at home	90%
5k. Connect to Internet at home	81%
5g. Take digital pictures or videos	79%
5l. Connect to Internet away from home	64%
6b. Use a mobile computer to access	64%
4. Have a landline phone	64%
6a. Use a desktop computer to access	62%
5j. Connect to Internet with Smartphone	58%
6c. Use a tablet computer to access	33%
5i. Use eBook reader	30%

0%   100%

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Activities Engaged in Over Past 3 Months (Q5a-l)
Base=Total Sample (n=400)

Activity	Percentage
5a. Watch tv	98%
5e. Use cell phone	97%
5b. Listen to radio	94%
5d. Read printed book	82%
5k. Connect to Internet from home	81%
5f. Send/receive text messages	80%
5g. Take digital pictures/videos	79%
5c. Read printed newspaper	72%
5l. Connect to Internet at location other than home	64%
5j. Use Smartphone to connect to Internet	58%
5h. Play video/computer games	47%
5i. Use eBook reader	30%
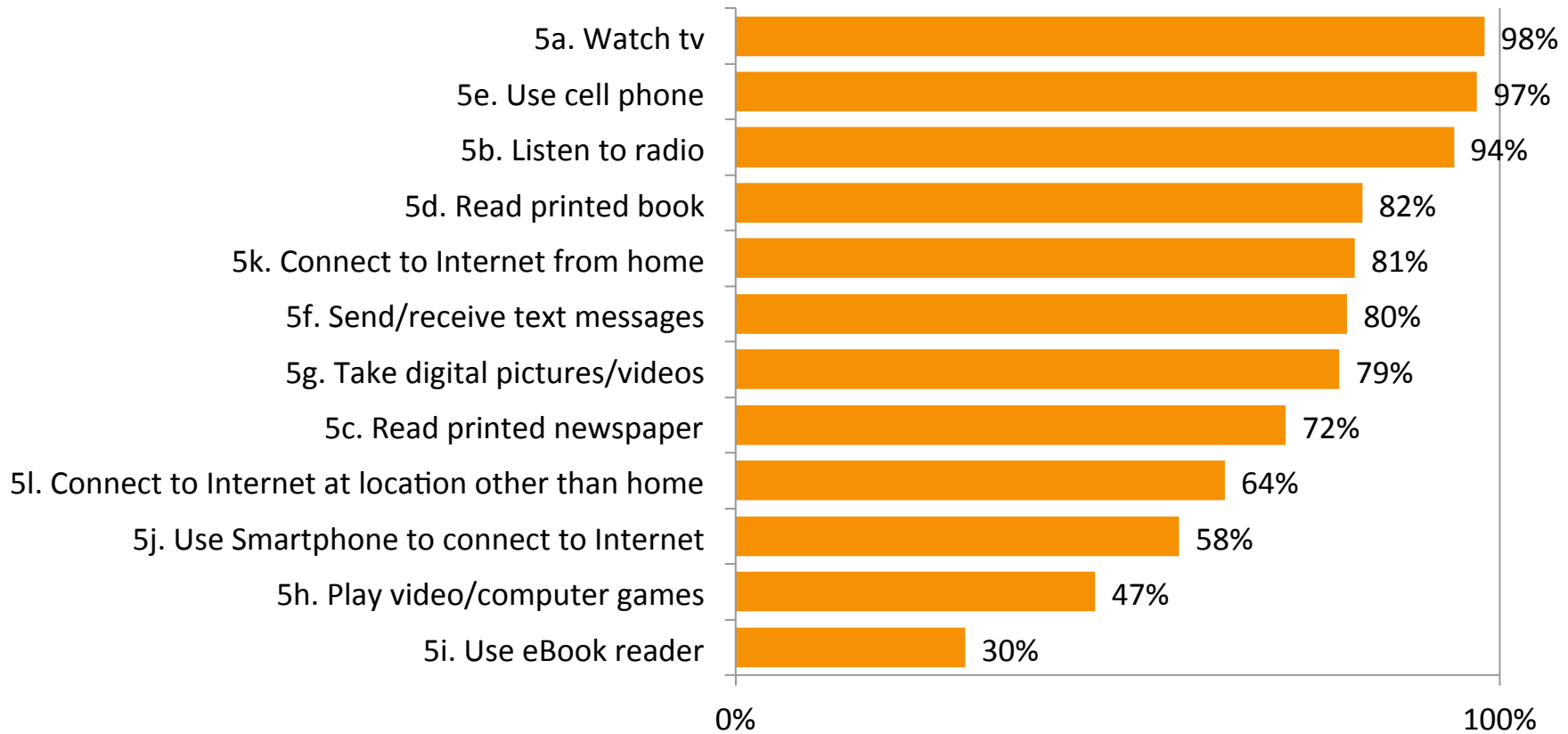
Activity	Daily	Weekly	Less	Never
5a. Watch television	**87%**	10%	2%	2%
5b. Listen to radio	**67%**	19%	7%	7%
5c. Read printed newspaper	30%	26%	15%	28%
5d. Read printed book	31%	28%	24%	19%
5e. Use cell phone	**86%**	8%	3%	4%
5f. Send/receive text messages	**62%**	12%	6%	20%
5g. Take digital pictures/videos	19%	33%	28%	21%
5h. Play video/computer games	19%	13%	15%	**53%**
5i. Use eBook reader	11%	10%	10%	**69%**
5j. Use Smartphone to connect to Internet	**50%**	6%	3%	43%
5k. Connect to Internet from home	**69%**	10%	2%	19%
5l. Connect to Internet at location other than home	38%	15%	11%	36%

Device Used Past 3 Months (Q6a-c, 5j)
Multiple Answers Allowed

Device	Percentage
6b. Mobile computer	64%
6a. Desktop computer	62%
6c. Tablet computer	33%
5j. Smartphone	59%

0%   100%
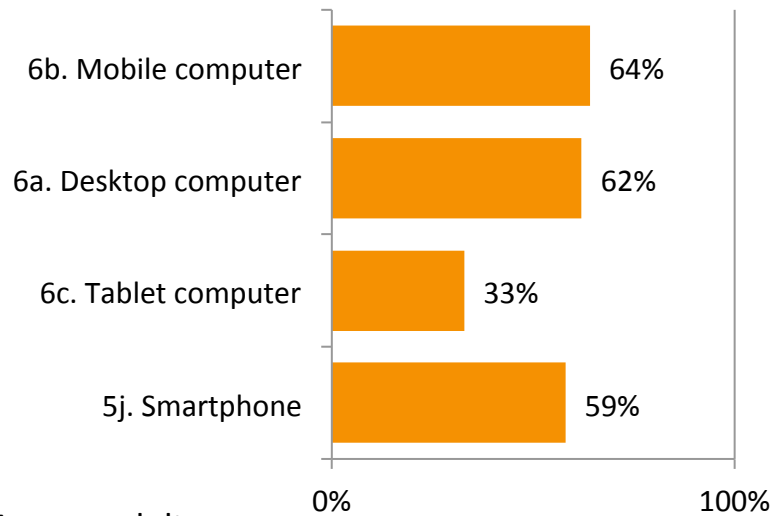
Primary Device Used (Q7)
One Answer Allowed

Device	Percentage
Mobile computer	29%
Desktop computer	27%
Smartphone	21%
Tablet computer	7%
Don't know	1%
Do not use Internet	16%

0%   100%
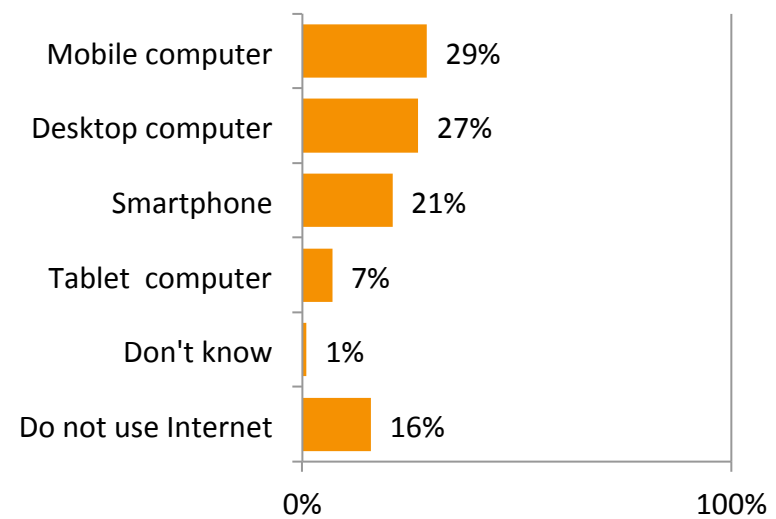
Among adults:

- Mobile computers are used as a primary device by those who are younger (18-34), white, college educated, with incomes of $60k or more.

- Smartphones are used as a primary device by minorities and younger adults (18-34).

- Tablet computers are unlikely to be a primary device to access the Internet. Those who use them most are age 35-54, college educated, with incomes of $60k or more.

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Devices Used to Access Internet
Base=Total Sample (n=400)

Activity	Daily	Weekly	Less	Never
Q6a. Desktop computer	**47%**	11%	5%	38%
Q6b. Mobile computer (e.g., laptop or netbook)	**45%**	12%	7%	37%
Q6c. Tablet computer (e.g., iPad, Samsung Galaxy, Kindle Fire)	19%	7%	8%	**67%**
Q5j. Use Smartphone to connect to Internet	**50%**	6%	3%	43%

Activity	Percentage
12c. Browse the Internet	53%
12g. Take pictures or videos	51%
12b. Write and read email	50%
12d. Get local news and information	48%
12f. Get directions	47%
12e. Get regional or national news and information	44%
12a. Use social media	43%
12m. Download apps	42%
12j. Play games online or through apps	26%
12k. Make purchases online	26%
12i. Read eBooks, online newspapers or online magazines	24%
12h. Watch television or movies	19%
12l. Use video chat	17%

0%   100%

- The majority of Smartphone users do not use many of applications available on a Smartphone.

Activities Engaged in on Smartphone in Past 3 Months (Q12)

Base=Total Sample (n=400)

Activity	Daily	Weekly	Less	Never
12a. Use social media	29%	6%	7%	**57%**
12b. Write and read email	36%	10%	5%	**50%**
12c. Browse the Internet	38%	9%	6%	**47%**
12d. Get local news and information	28%	11%	9%	**52%**
12e. Get regional or national news and information	22%	13%	9%	**56%**
12f. Get directions	12%	19%	16%	**53%**
12g. Take pictures or videos	16%	26%	10%	**49%**
12h. Watch television or movies	4%	5%	10%	**81%**
12i. Read eBooks, online newspapers or online magazines	7%	8%	10%	**76%**
12j. Play games online or through apps	9%	8%	9%	**74%**
12k. Make purchases online	3%	7%	16%	**74%**
12l. Use video chat	2%	5%	10%	**83%**
12m. Download apps	6%	14%	22%	**59%**

"Access and Share" Related Questions

Online Activities Engaged in Over Past 3 Months Related to "Access and Share" Competency

Base=Total Sample (n=400)

- 8c. Browse the Internet — 82%
- 8a. Send or receive emails — 80%
- 8e. Use a search engine — 78%
- 8b. Instant message — 44%
- 8d. Use video chat — 28%
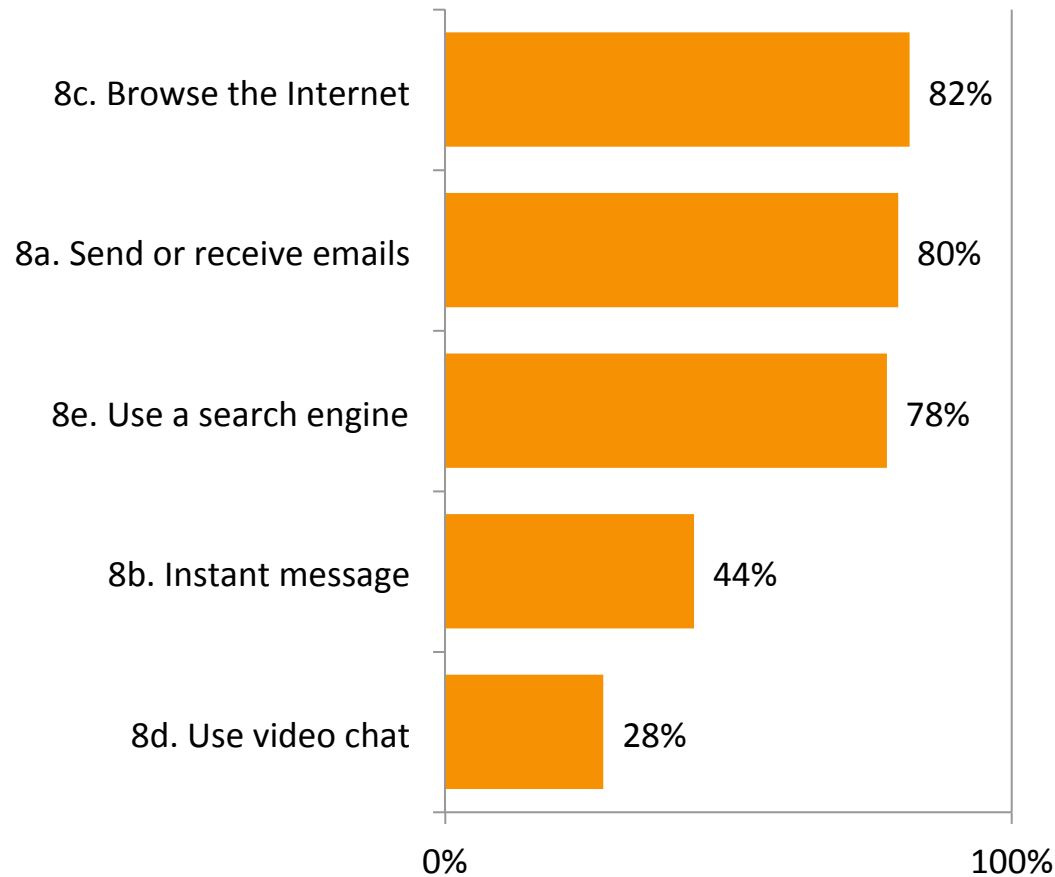
- Most adults who use the Internet have basic skills: 8c, 8a, 8e.

- Younger adults (under 35) and minorities are the most likely to use instant message.

- Although video chat is used infrequently, younger adults are the most likely to use it.

- Adults ages 55 and older do all of these activities less frequently than younger adults.

- White, higher income and higher educated adults are the most likely to use search engines.

Online Activities Engaged in Over Past 3 Months
Related to "Access and Share" Competency

Activity	Daily	Weekly	Less	Never
8a. Send or receive emails	**63%**	12%	5%	20%
8b. Instant message	25%	12%	8%	**56%**
8c. Browse the Internet	**69%**	10%	4%	18%
8d. Use video chat	6%	8%	14%	**71%**
8e. Use a search engine	**64%**	11%	4%	22%

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Online Activities Engaged in Over Past 3 Months Related to "Access and Share" Competency

Base=Total Sample (n=400)

Activity	Percentage
9i. Look for information about a specific topic	77%
9m. Find information about products and services	73%
9k. Get local news and information	69%
9l. Get regional or national news and information	68%
9c. Make a purchase online	64%
10e. Use online banking	63%
9n. Use social networks such as Facebook or Twitter	61%
9j. Share information, ideas, or opinions	**55%**
9e. Listen to or download music	51%
9g. Read online newspapers or online magazines	50%
9a. Read blogs	46%
9h. Interact with gov. to get info. or return forms	43%
9d. Watch or download tv programs or movies	39%
10c. Play single-player games	32%
9f. Read eBooks	28%
9b. Listen to podcasts	27%
10b. Use peer-to-peer file sharing	26%
10d. Play multi-player games	23%

*Q9J is a key measure for evaluating "Access (& Share)" competency.
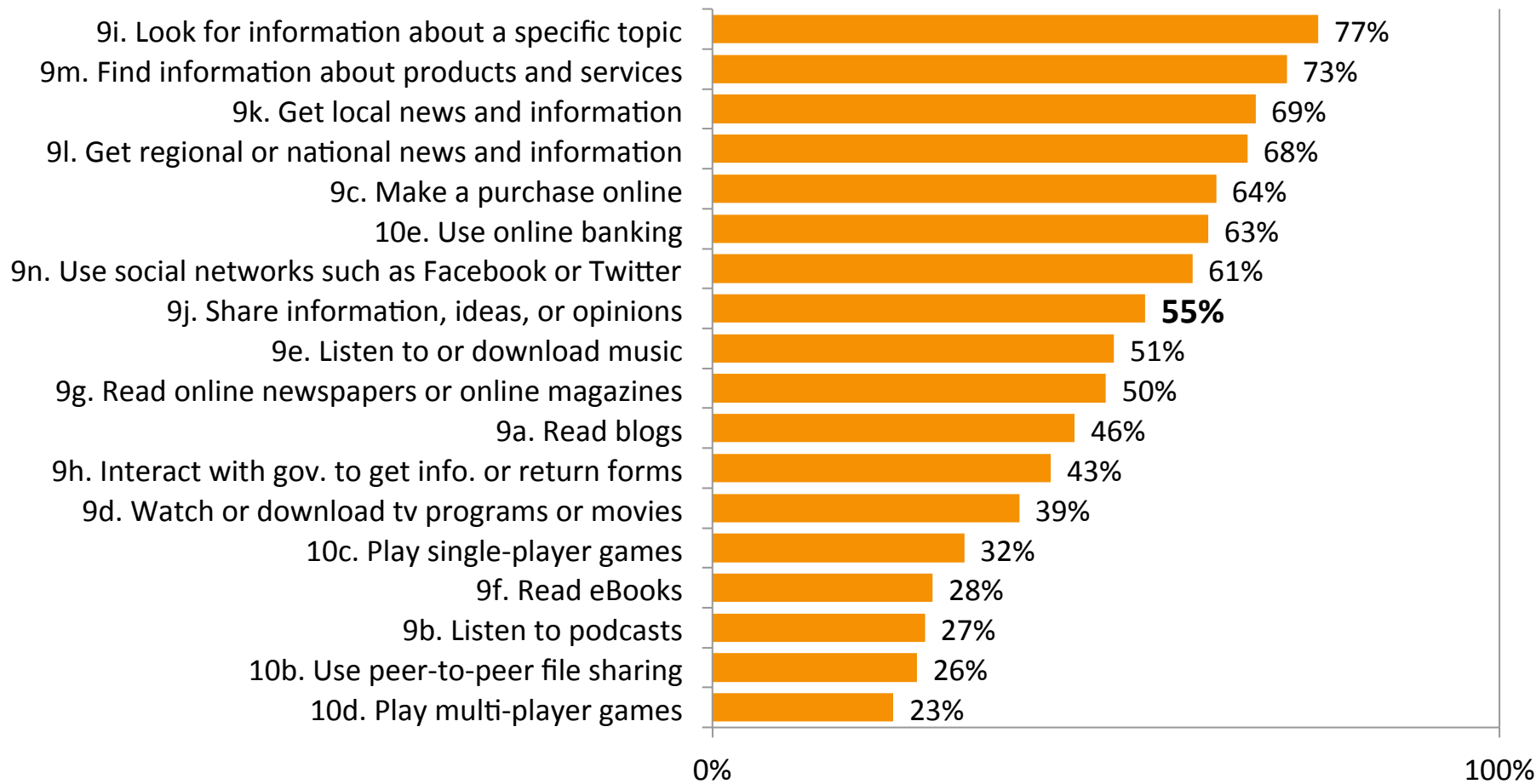
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Online Activities Engaged in Over Past 3 Months Related to "Access and Share" Competency

Base=Total Sample (n=400)

Activity	Daily	Weekly	Less	Never
9a. Read blogs	13%	20%	14%	**54%**
9b. Listen to podcasts	4%	9%	14%	**73%**
9c. Make a purchase online	3%	16%	46%	36%
9d. Watch or download TV programs or movies	7%	14%	18%	**61%**
9e. Listen to or download music	13%	19%	19%	**49%**
9f. Read eBooks	8%	11%	10%	**72%**
9g. Read online newspapers or online magazines	17%	18%	15%	**50%**
9h. Interact with government to get info. or return forms	4%	9%	30%	**57%**
9i. Look for information about a specific topic	**47%**	22%	8%	23%
9j. Share information, ideas, or opinions	20%	20%	16%	**45%**
9k. Get local news and information	**40%**	18%	12%	31%
9l. Get regional or national news and information	**42%**	17%	10%	32%
9m. Find information about products and services	26%	32%	15%	27%
9n. Use social networks such as Facebook or Twitter	**41%**	11%	8%	39%
10b. Use peer-to-peer file sharing	4%	10%	12%	**74%**
10c. Play single-player games	12%	10%	10%	**69%**
10d. Play multi-player games	11%	4%	8%	**77%**
10e. Use online banking	27%	29%	7%	38%

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14c. Internet offers a very important opportunity to get to know people from different backgrounds and places — 76%

14d. It is important to be able to stay in touch with friends — 74%

14f. I enjoy the shared aspect of things like Wikipedia and online message boards — 62%

14l. I often share website links with other people — 52%

14e. I like to feel I am part of a community — 44%

14g. I regularly post information about myself online — 24%

0%   100%

- There is relatively strong agreement across segments that the Internet offers an important opportunity to get to know people from different backgrounds and places, and stay in touch with friends.
- Older adults and adults who don't use social networks are the least likely to like shared aspects of things like Wikipedia and online message boards.
- Smartphone users, social network users, young adults, Hispanics, and adults with household incomes under $40k are the most likely to say when they go online they feel they are part of a community.
- Smartphone users, social network users, young adults, minorities, adults with household incomes under $40k, with less than a college education are the most likely to post information about themselves online. Older adults are very unlikely to post information about themselves online.

*Q14l is a key measures for Evaluating "Access (and Share)" Competency

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Perception that Computer and Internet Skills are Sufficient to . . .
Related to "Access and Share" Competency
Base=Internet Users (n=338)

15a. Communicate with relatives, friends and neighbors — 93%

15e. Find info. about local news and events — 93%

15d. Find general info. about government services — 92%

15f. Find info. about regional or national news and events — 92%

0% — 100%
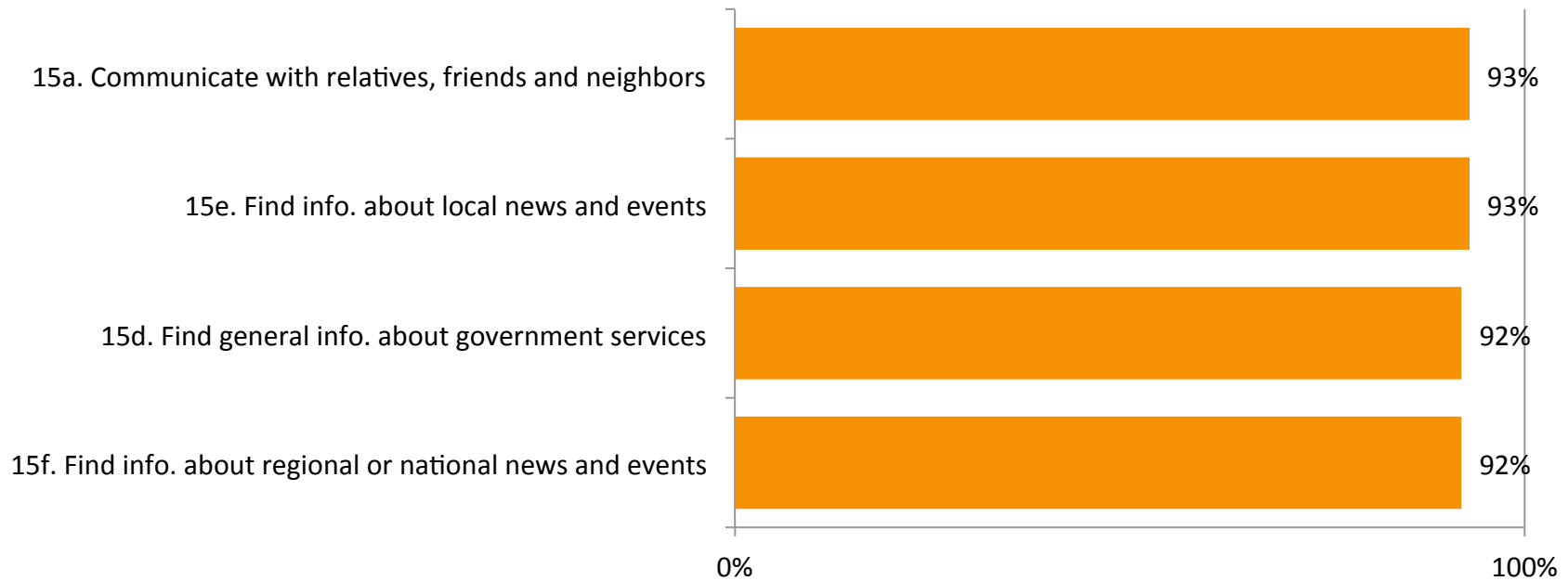
- Perceptions that personal computer and Internet skills are sufficient are strong across demographic segments.

"Analyze and Evaluate" Related Questions

Statement	Percentage
14k. When I search and get many results, I can decide which will be the most useful	**93%**
14a. Using Internet makes me more informed	92%
14i. I am usually able to enter the right words in a search engine	92%
14j. I can determine whether information online is correct	**85%**
14h. I gather info. from several different sources to try to get the full picture	83%
15c. Conduct a job search online	83%
15b. Protect personal data	77%
14b. Reading other people's recommendations on sites like Amazon, Ebay or Yelp) is useful in helping me make decisions	68%

0%   100%

- Most Internet users believe they can determine the veracity and credibility of Internet messages and are able to use the Internet to stay informed.

- Older adults are the least likely to believe their computer and Internet skills are sufficient to protect their personal data or that they have the skills to conduct a job search online.

- Reading people's recommendations on sites like Amazon is least useful to older adults, African Americans, and adults with annual household incomes of less than $40k.

* Q14k and Q14j are key measures for Evaluating "Analyze and Evaluate" Competency

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"Create" Related Questions

Online Activities Engaged in Over Past 3 Months Related to "Create" Competency
Base=Total Sample (n=400)

10a. Upload self-created content such as images, videos, or text to a website for sharing — **53%**

10f. Post comments on websites — 46%

0%   100%
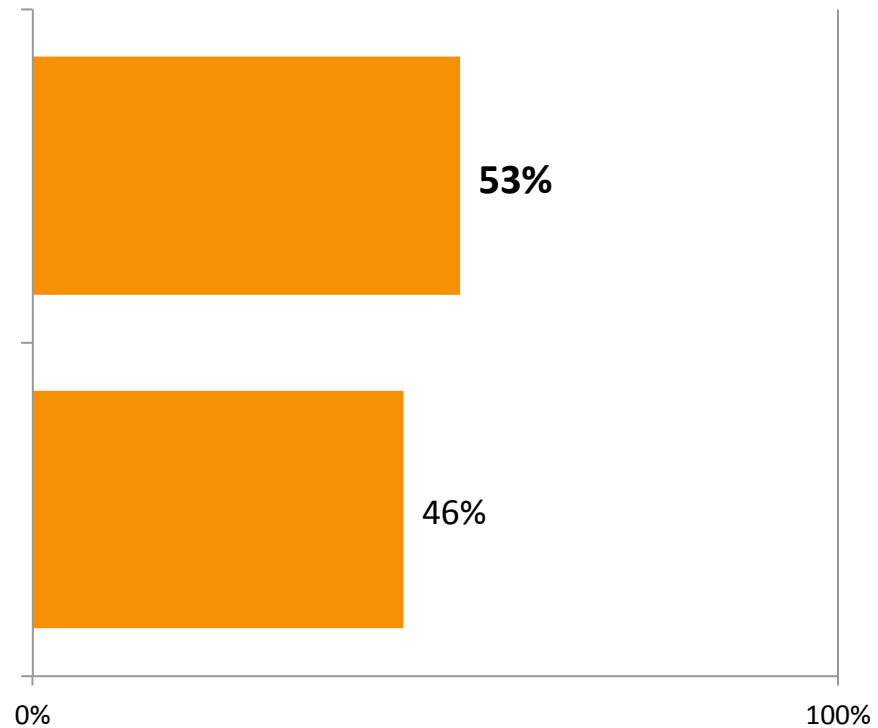
Adults who do these activities tend to be social network users, Smartphone users, younger adults (under age 35), and African Americans.

Q10a is a key measure for evaluating "Create" competency.

Online Activities Engaged in Over Past 3 Months Related to "Create" Competency
Base=Total Sample (n=400)

Activity	Daily	Weekly	Less	Never
10a. Upload self-created content such as images, videos, or text to a website for sharing	9%	20%	24%	**48%**
10f. Post comments on websites	12%	16%	18%	**54%**

Activities Related to "Create" Competency
Media Content Created in Past Year (Q13)
Base=Total Sample (n=400)

Activity	Percentage
13c. Created a digital slide show or PowerPoint presentation	27%
13b. Created video or audio materials	24%
13f. Created a webpage of any kind	17%
13a. Written a letter to an editor or newspaper	11%
13d. Written a blog	10%
13e. Created and posted a podcast	2%

- Almost no respondents have created and posted a podcast. Further, most respondents have not written a letter to an editor or newspaper and most have not written a blog.
- Respondents who have created a digital slide show or PowerPoint presentation are most likely to be Smartphone users, social network users, Library users, younger adults, adults with household incomes of $60k or more, who are college educated.
- Respondents who have created video or audio materials are more likely to be Smartphone users, social network users, and young adults.
- Respondents who have created a Webpage of any kind are most likely to be Smartphone users, social network users, college graduates, with household incomes of $60k or more.
- Respondents with less than a high school education are very unlikely to have created any of these types or media content.
- With the exception of having written a letter to the editor or to a newspapers, respondents age 55 or older are also very unlikely to have created any of these types of media content.

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"Reflect" Related Questions

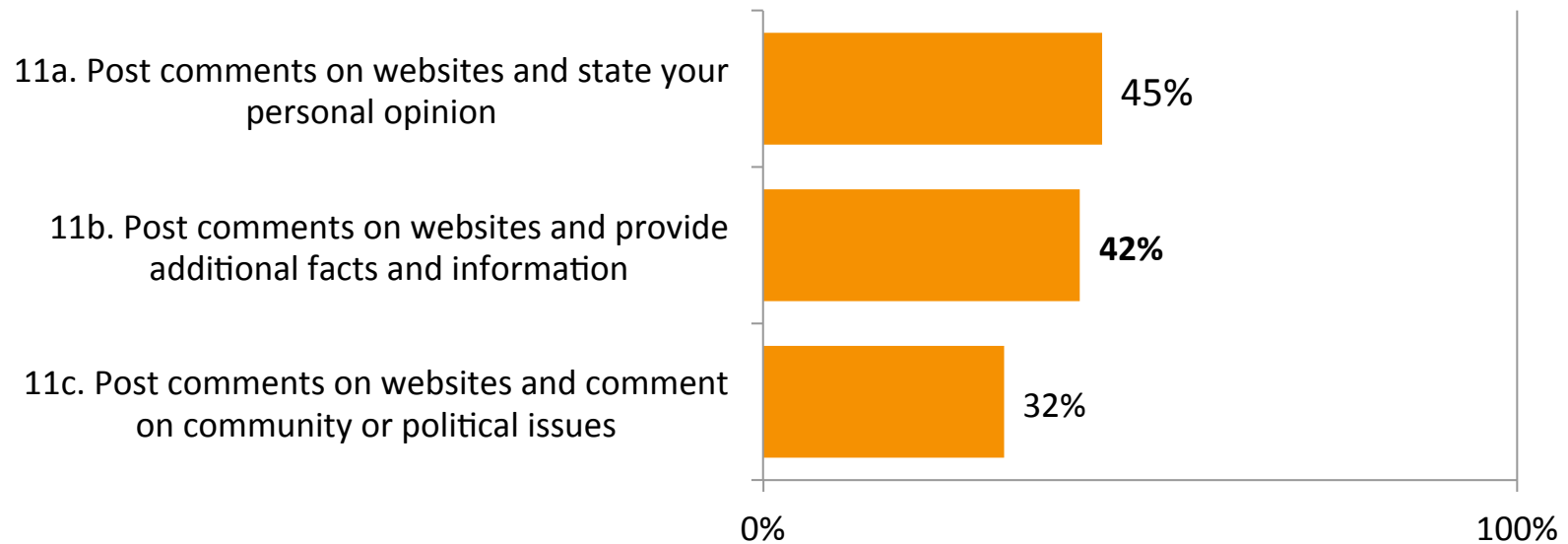# Online Activities Engaged in Over Past 3 Months that Relate to "Reflect" Competency

Base=Total Sample (n=400)

11a. Post comments on websites and state your personal opinion — 45%

11b. Post comments on websites and provide additional facts and information — **42%**

11c. Post comments on websites and comment on community or political issues — 32%

(0% — 100%)

Posting of comments on the Internet is most frequent among:
- Smartphone users
- Social network users
- Adults under age 35

Adults ages 55 and older are the most unlikely to post comments.

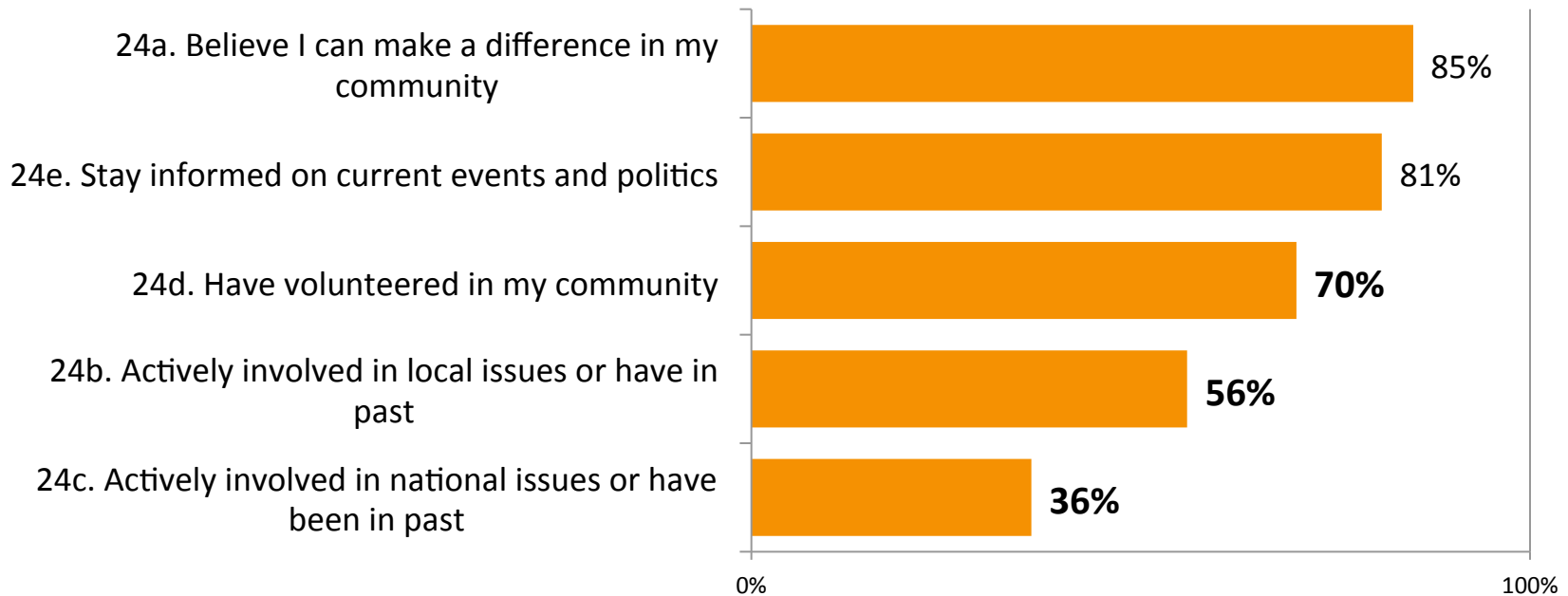***Q11b is a key measure for evaluating "Reflect" competency**.

Online Activities Engaged in Over Past 3 Months that Related to "Reflect" Competency

Activity	Daily	Weekly	Less	Never
11a. Post comments on websites and state your personal opinion	25%	15%	5%	**55%**
11b. Post comments on websites and provide additional facts and information	11%	23%	8%	**58%**
11c. Post comments and comment on community or political issues	8%	16%	8%	**68%**

"Act" Related Questions

| Statement	Percentage
24a. Believe I can make a difference in my community	85%
24e. Stay informed on current events and politics	81%
24d. Have volunteered in my community	**70%**
24b. Actively involved in local issues or have in past	**56%**
24c. Actively involved in national issues or have been in past	**36%**

- Most adults believe they are informed about current events and politics and can make a difference in their community.
- Although most adults indicate they have volunteered in their community, many have never been actively involved at the local and national level.

*Q24b, Q24c, and Q24d are the key measure for evaluating the "Act" essential competency

Learning about Computers and Related Technology

Perceived Need to Learn More About Computers and Related Technology (Q17) Base=Total Sample (n=400)

37%

63%

- Yes, need to learn more
- No, do not need to learn more
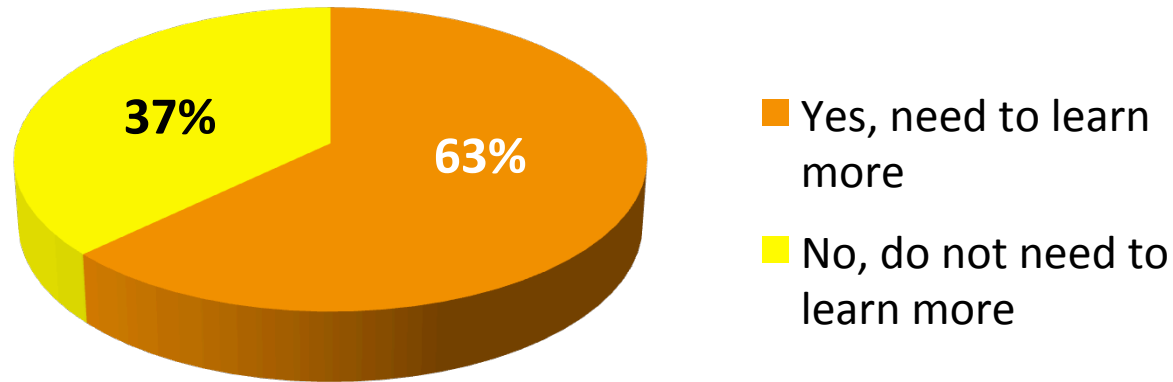
Older adults, African Americans, Hispanics and adults with incomes of less than $60k are the most likely to believe they need to learn more.

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Source	Percentage
16e. On your own	84%
16c. From friends, family members, or colleagues	72%
16a. Through a school system either private or public	54%
16b. Through training classes	48%
16d. From children	40%

0%   100%
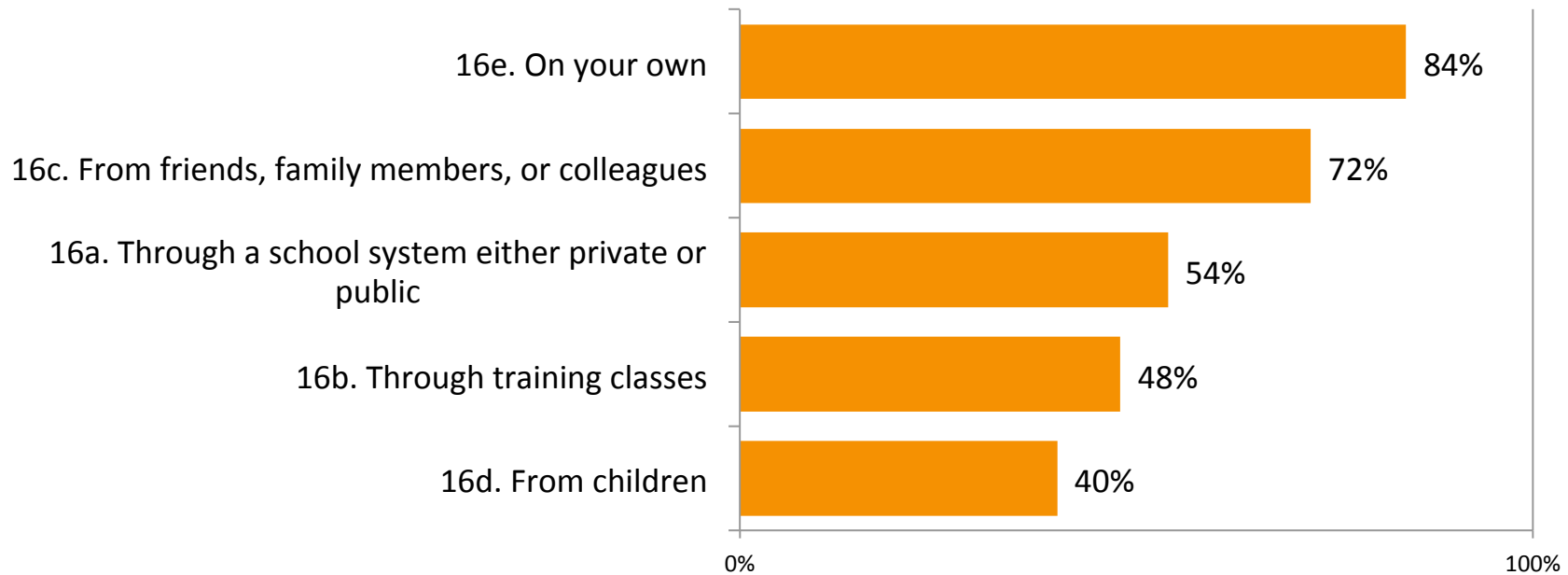
- Most adults indicate that much of what they know about computers and related technology, they learned on their own.

- Young adults are the most likely to say they learned through a school system.

- Young adults, adults with household incomes of $60k or more, and those with college degrees are the most likely to say they learned from family, friends, and colleagues.

- White adults, adults with incomes of $40k or more, college graduates and those with at least some college are the most likely to have taken training classes.

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Biggest Obstacles to Learning More About Computers and Related Technology (Q18)

Percentage saying Major or Minor Obstacle

Legend:
- Total Sample (n=400) — orange
- Internet Users (n=338) — yellow
- Non-users (n=62) — blue

No time: 41%, 44%, 33%
Don't know how/where to get help: 29%, 26%, 42%
Not enough money: 35%, 34%, 42%
No access/limited access Internet: 16%, 13%, 29%
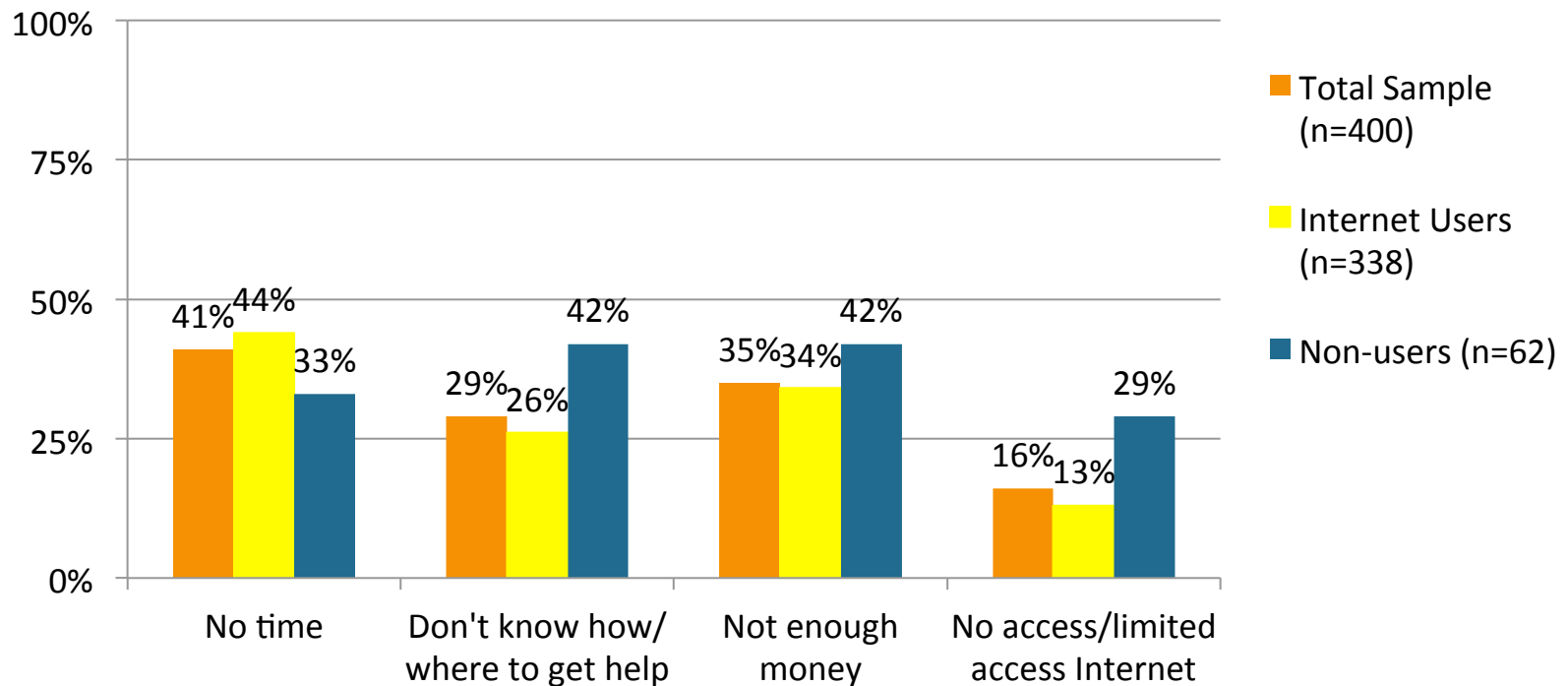
Hispanics, adults with incomes under $40k, and those with no college are the most likely to indicate they don't know how or where to get help. They are also the most likely to say they don't have enough money.

Activity	Major obstacle	Minor obstacle	Not an obstacle
18a. No time	19%	22%	59%
18b. Don't know how/where to get help	9%	20%	71%
18c. Not enough money	16%	19%	65%
18d. No access or limited access to Internet	7%	9%	85%

Reasons for Not Using the Internet (Q19)
Multiple Answers Allowed.
Base=Non Users of Internet (n=62)

- 19a. You do not have access at home — 37%
- You feel you don't need it — 35%
- You are not interested — 29%
- You do not have enough time — 23%
- You do not have enough money — 16%
- Don't know how to use Internet — 5%
- Too hard to learn — 3%
- Medical reasons — 3%

0% — 100%
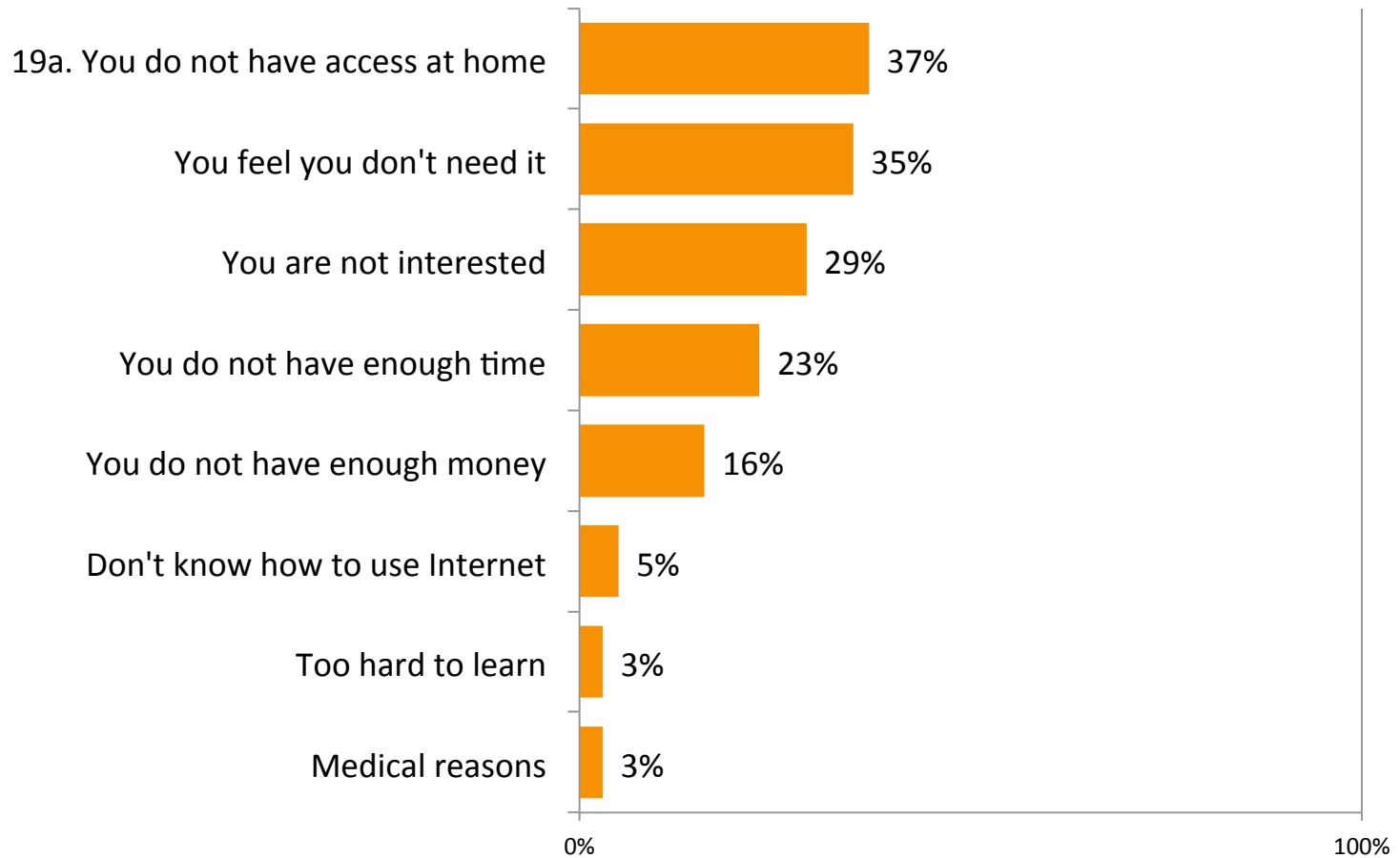
Media Sources Used and Perceptions of Reliability

- 21b. Broadcasts of a local television news station — 78%
- 21c. Broadcasts of a local radio news program — 62%
- 21a. Print version of local newspaper, magazine, or journal — 61%
- 21f. Website of local newspaper, tv, or radio station — 51%
- 21d. Neighborhood or community newsletters — 47%
- 21i. Social networking site like Facebook — 45%
- 21e. Alerts about local news that are sent to your cell phone — 25%
- 21j. Twitter — 25%
- 21h. Group email list that focuses on local matters — 21%
- 21g. Blogs that focus on local subjects — 19%

0% — 100%
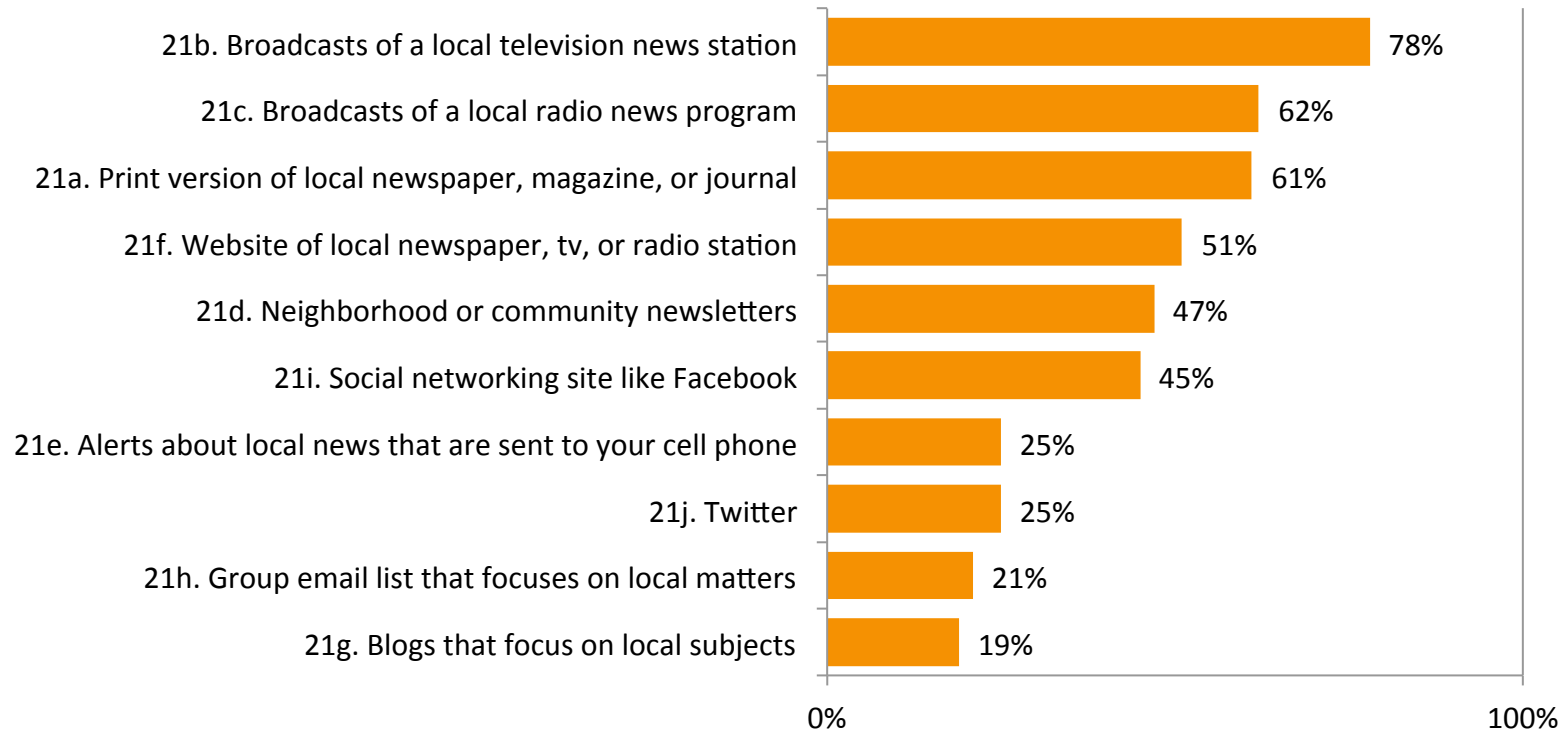
While traditional media (TV, radio, newspapers) are the primary sources for community and regional news, half of adults are going to Websites for the information.

Reliability of Information from Media Sources (Q22a-d)
Base=Total Sample (n=400)

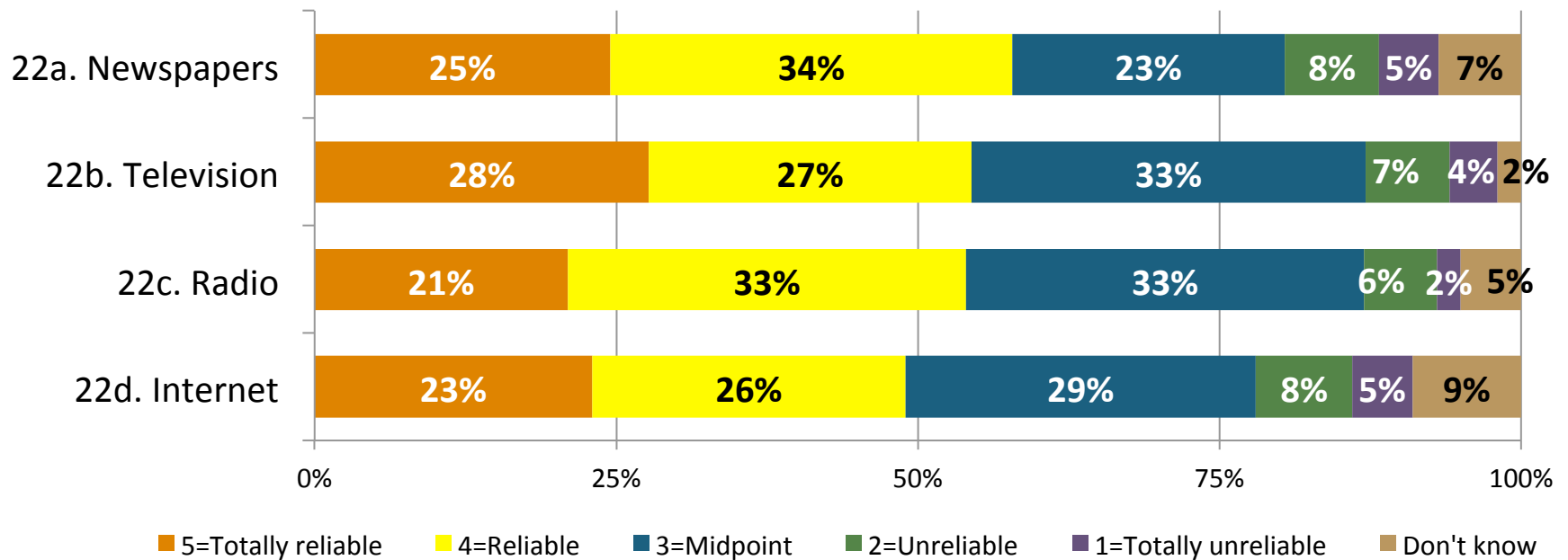|	5=Totally reliable	4=Reliable	3=Midpoint	2=Unreliable	1=Totally unreliable	Don't know
22a. Newspapers	25%	34%	23%	8%	5%	7%
22b. Television	28%	27%	33%	7%	4%	2%
22c. Radio	21%	33%	33%	6%	2%	5%
22d. Internet	23%	26%	29%	8%	5%	9%

- Slightly less than half of the respondents consider the Internet to be a reliable source of information.
- Many more Internet users believe the Internet is reliable than non-users.
- Young adults are the most likely to believe the Internet is reliable.
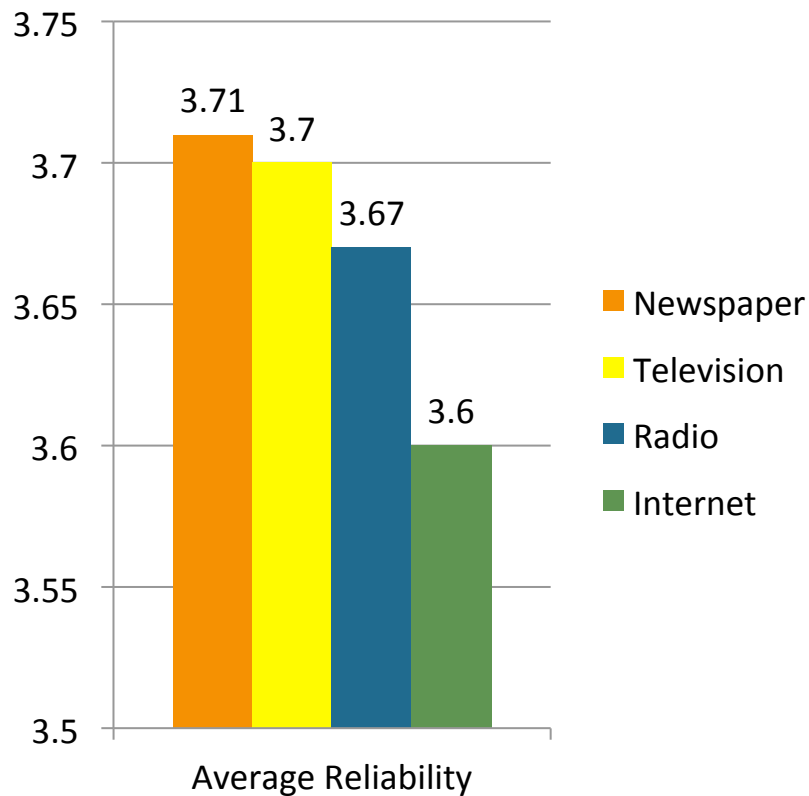
On the following scale:

5=Totally reliable

4=Somewhat reliable

3=Neither reliable or unreliable

2=Somewhat unreliable

1=Totally unreliable

The perceived reliability of traditional forms of media is not very different. There is a bigger difference however, between the average reliability of newspapers, television, and radio with that of the Internet. The only statistically significant difference, however, can be found in comparing the mean rating of Newspapers to the Internet.

Most Important Sources for Information
Base=Total Sample (n=400)

Information about the Charlotte area (Q23a)

- Television — 41%
- Printed newspaper or magazines — 21%
- Online sources — 17%
- Other people/word of mouth — 13%
- Radio — 6%
- Neighborhood or community newsletters — 2%
- Don't know — 1%

0% 100%

Information about the your neighborhood (Q23b)

- Other people/word of mouth — 32%
- Neighborhood or community newletters — 25%
- Television — 15%
- Online sources — 10%
- Printed newspapers or magazines — 9%
- Don't know — 7%
- Radio — 2%

0% 100%

Most Important Sources for Information
Base=Total Sample(n=400)

Regional and national news (Q23c)

Television	49%
Online sources	28%
Printed newspapers or magazines	14%
Radio	3%
Other people/word of mouth	3%
Don't know	3%
Neighborhood or community newletters	1%

0%   100%
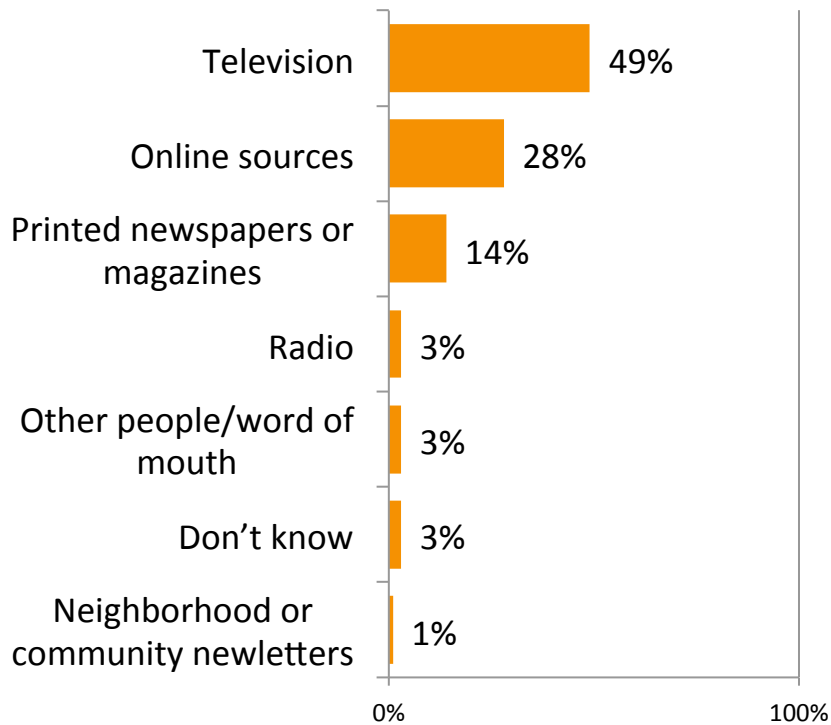
Information about topics that are of special interest to you personally (Q23d)

|	
Online sources	60%
Television	16%
Printed newspapers or magazines	10%
Other people/word of mouth	4%
Don't know	4%
Radio	3%
Neighborhood or community newletters	2%

0%   100%
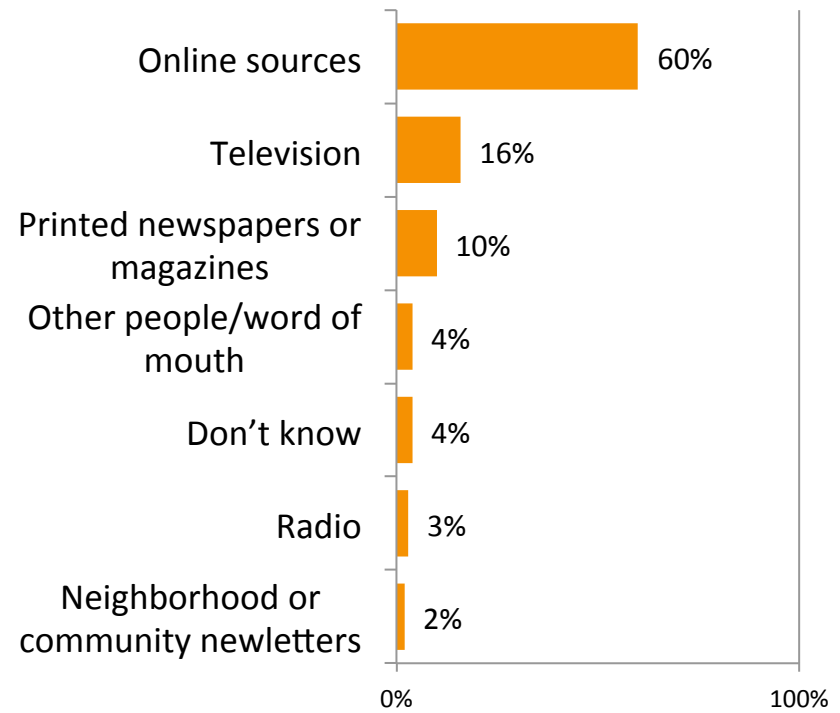
- For local area, regional, and national news, TV is the top source for information.
- Online is used significantly more for regional and national news, than for local news.
- Online is the top source of information for topics of personal interest.

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Library Awareness and Usage

Unaided Awareness of Any Organization that Provides Free Public Access to Both Computers and the Internet (Q20)

Category	Percentage
Library	60%
Not aware of organization	35%
Starbucks	1%
Church	1%
Senior Citizen Facility	1%
Other	1%

0% — 100%

Non-African American minorities, lower income, and lower educated respondents are the least aware of free public access to computers and the Internet.

Aided Awareness that Public Library Provides Free Computers and Internet Access for the Public (Q25)
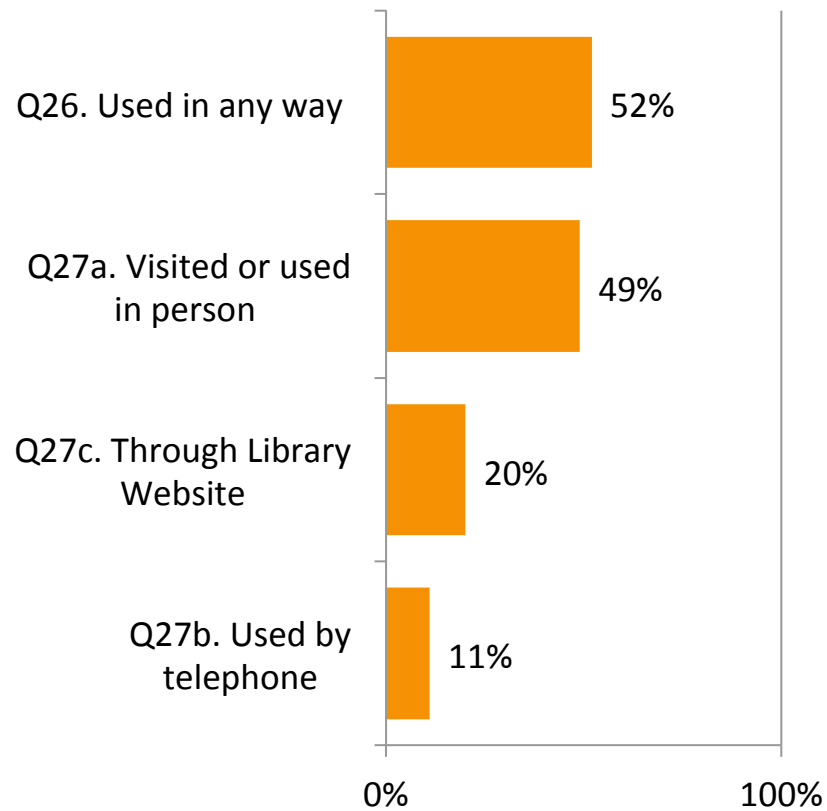

- Yes
- No
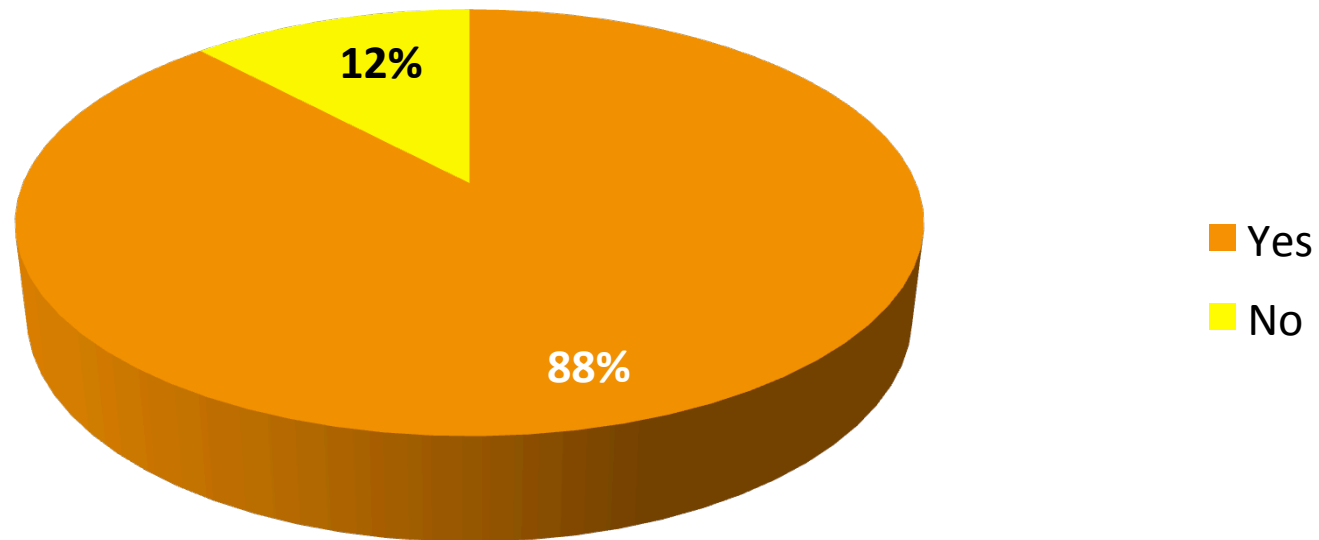
- When asked whether the Public Library offers free computers and Internet access (aided awareness), awareness of the Library as a source increased significantly.
- Non-African American minorities, lower income, and lower educated adults remain the least aware.

Total Sample (n=400)

Q26. Used in any way — 52%

Q27a. Visited or used in person — 49%

Q27c. Through Library Website — 20%

Q27b. Used by telephone — 11%

0% — 100%

Library Users Only (n=206)

Q27a. Visited or used in person — 96%

Q27c. Through Library Website — 39%

Q27b. Used by telephone — 20%

0% — 100%
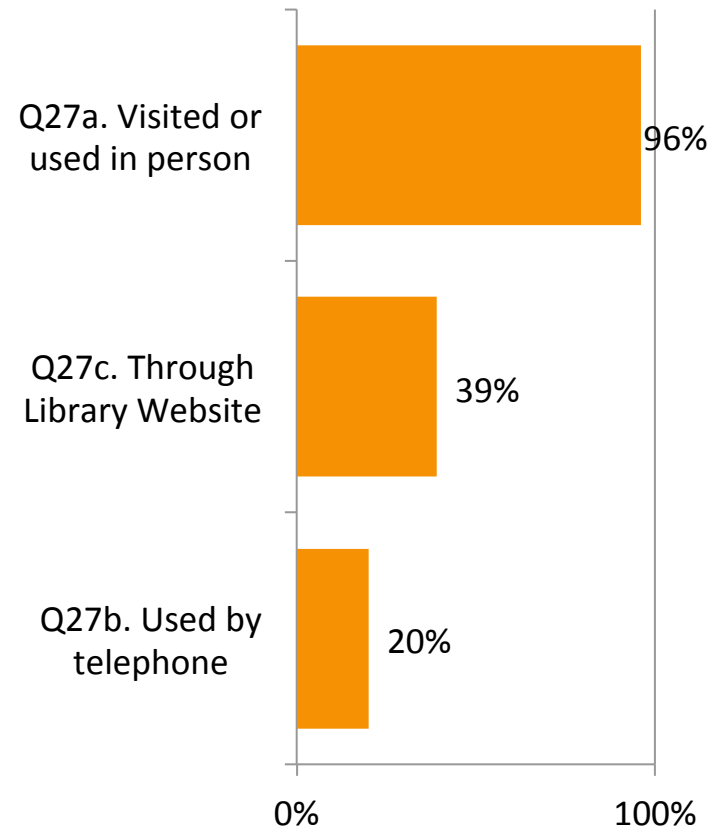
Average number of visits in a typical month = 2.7 (Q28)

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Use of Library Services in Past 12 Months (Q29a-d)

Total Sample (n=400)

- Q29d. Check out books or other materials — 36%
- Q29a. Use a computer — 27%
- Q29b. Use the Internet — 24%
- Q29c. Get help from reference librarian to use computer or access the Internet — 14%

0% — 100%

Library Users Only (n=206)

- Q29d. Check out books or other materials — 69%
- Q29a. Use a computer — 52%
- Q29b. Use the Internet — 46%
- Q29c. Get help from reference librarian to use computer or access the Internet — 28%

0% — 100%
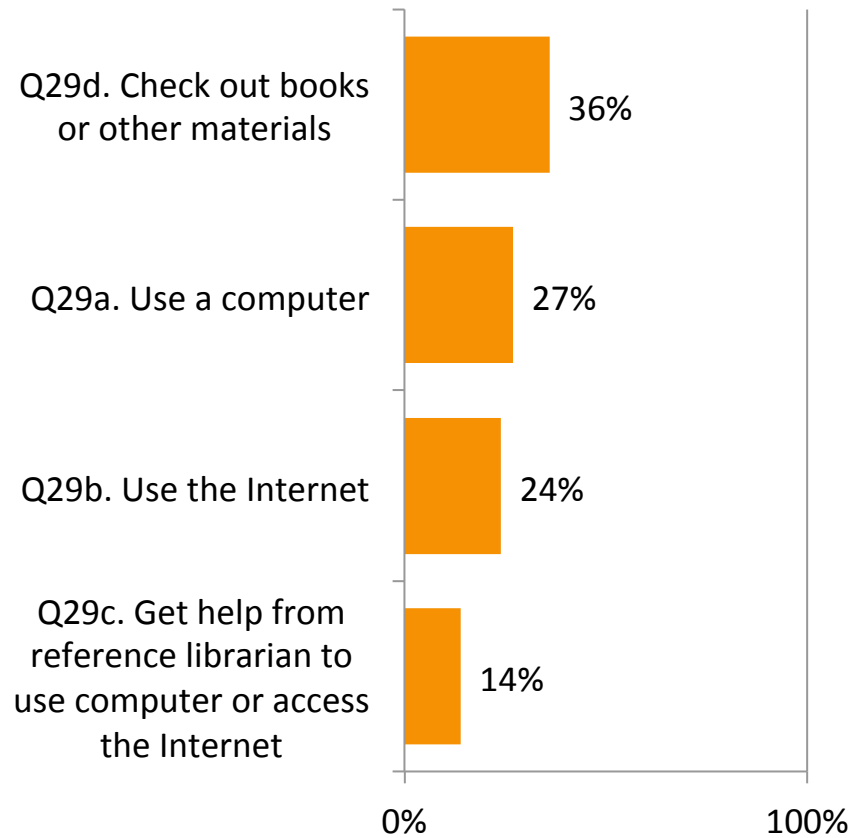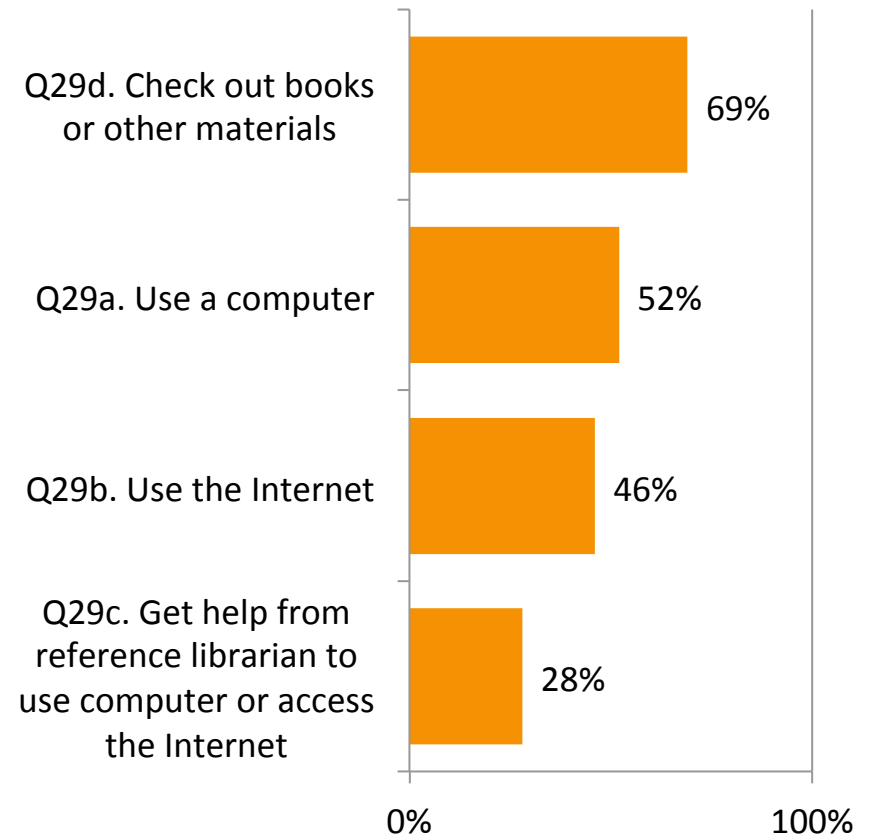
Agreement with Statement:
My public library is a valuable resource to my community. (Q30)

Total Sample (n=400)
- 48%
- 43%
- 4%
- 4%
- 2%

Library Users (n=206)
- 65%
- 32%
- 2%

Legend:
- 5=Agree strongly
- 4=Agree
- 3=Neither agree nor disagree
- 1-2=Disagree
- Don't know
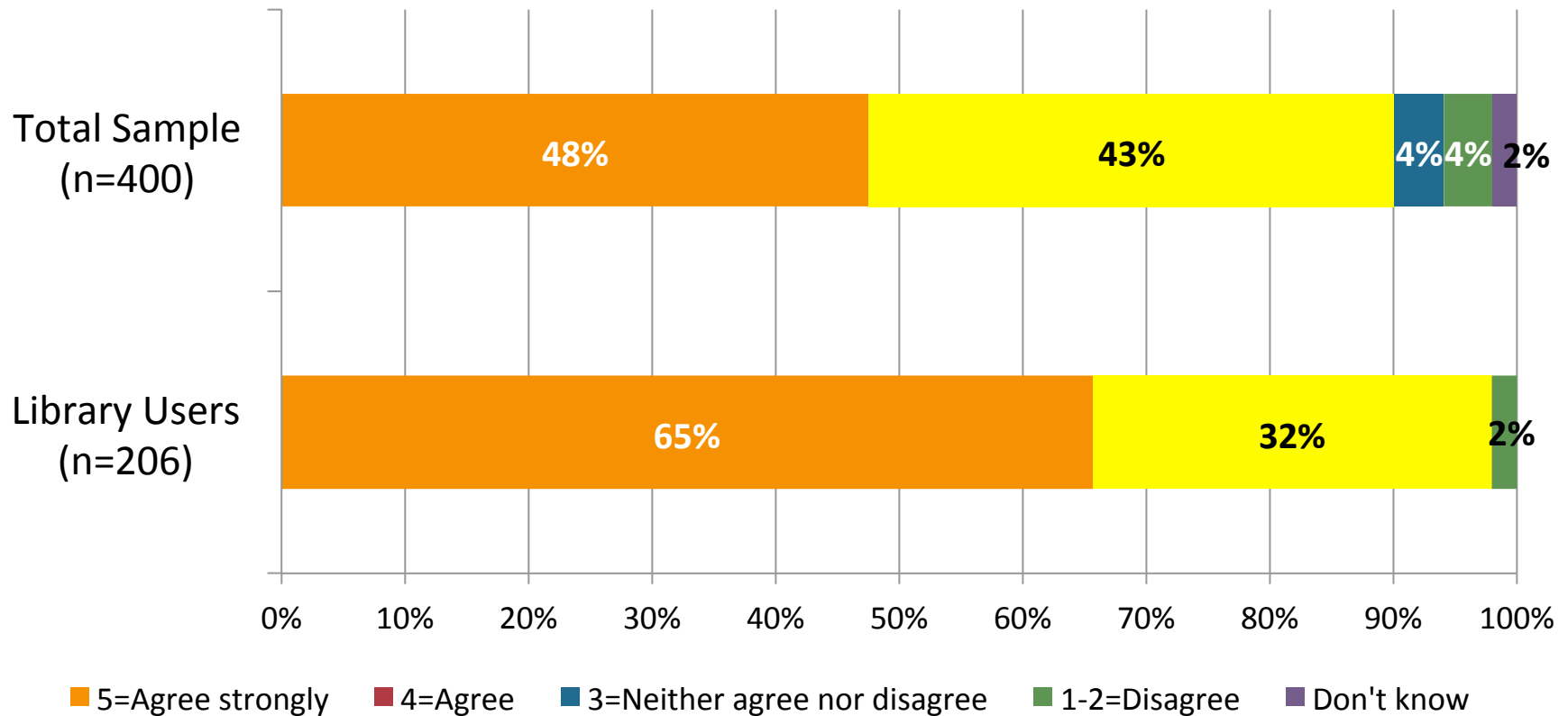
Demographics

Demographics of Total Sample

	Total Sample
Q1. Gender	
Male	**49%**
Female	**51%**
Q31. Education	
Less than HS	**9%**
HS graduate	**23%**
Vocational school	**3%**
Some college	**24%**
College graduate	**26%**
Post grad. Studies	**16%**
Q32. Employment	
Full time	**51%**
Part time	**6%**
Homemaker	**8%**
Retired	**18%**
Student	**7%**
Unemployed	**6%**
Disabled	**5%**
Q34. Adults in HH	
One	**23%**
Two	**51%**
Three	**17%**
Four or more	**8%**
Average	**2.1**

	Total Sample
Q35. Children <18 in HH	
None	**56%**
One	**19%**
Two	**17%**
Three	**5%**
Four or more	**3%**
Average	**.8**
Q36. Race/Ethnicity	
White	**52%**
Black	**30%**
Hispanic	**12%**
Other	**6%**
Q37. Age	
18-34	**30%**
35-44	**21%**
45-54	**18%**
55-64	**16%**
65+	**15%**
Q38. Income (Refusals dropped)	
Less then $20k	**12%**
$20k to <$40k	**22%**
$40k to < $60k	**19%**
$60k to < $80k	**15%**
$80k to < $100k	**14%**
$100k or more	**17%**

Use of Internet
Within Demographic Segments

	Male	Fe-male	White	African Am.	Hispanic	Other	18-34	35-54	55+	<$40k	$40k-$60k	$60k +
Use Internet (anywhere Q5k +Q5l)	**84%**	**85%**	**89%**	**78%**	**74%**	**96%**	**94%**	**88%**	**71%**	**72%**	**93%**	**97%**
Q5k. Use Internet at home	*82%*	*81%*	*85%*	*76%*	*68%*	*96%*	*89%*	*87%*	*66%*	*66%*	*88%*	*96%*
Q5l. Use Internet away from home	*67%*	*63%*	*68%*	*62%*	*49%*	*73%*	*75%*	*69%*	*48%*	*48%*	*68%*	*78%*

- Within race/ethnicity, African Americans and Hispanics are the least likely to use the Internet.
- By age, adults 55+ are least likely to use the Internet .
- By education, adults with less than some college education are the least likely to use the Internet.
- By area of residence, adults in West Charlotte-Mecklenburg are the least likely to use the Internet.

	Less than high school	HS grad. or voc. training	Some college	College grad.	North	South + Center City	East	West
Use Internet (anywhere Q5k +Q5l)	**49%**	**76%**	**88%**	**95%**	**89%**	**88%**	**83%**	**76%**
Q5k. Use Internet at home	*43%*	*73%*	*84%*	*93%*	*86%*	*87%*	*79%*	*70%*
Q5l. Use Internet away from home	*32%*	*54%*	*56%*	*81%*	*66%*	*69%*	*60%*	*60%*

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Use of Internet
Within Demographic Segments

NORTH ZIPCODES	28031 n=5	28036 n=4	28078 n=17	28216 n=26	28262 n=15	28269 n=33
Use Internet (anywhere Q5k+Q5l)	**80%**	**100%**	**94%**	81%	87%	94%
Q5k. Use Internet at home	*80%*	*100%*	*94%*	*73%*	*89%*	*94%*
Q5l. Use Internet away from home	*80%*	*75%*	*76%*	*62%*	*67%*	*61%*

SOUTH + CENTER CITY ZIPCODES	28104 n=1	28105 n=19	28134 n=1	28202 n=1	28203 n=11	28204 n=2	28207 n=5	28209 n=8	28210 n=23	28104 n=1	28226 n=12	28270 n=16	27277 n=21
Use Internet (anywhere Q5k +Q5j)	100%	**68%**	100%	100%	100%	100	100%	100%	83%	94%	92%	81%	90%
Q5k. Use Internet at home	*100%*	*68%*	*100%*	*100%*	*100%*	*100%*	*100%*	*87%*	*83%*	*83%*	*92%*	*75%*	*90%*
Q5l. Use Internet away from home	*100%*	*53%*	*100%*	*100%*	*100%*	*100%*	*60%*	*87%*	*64%*	*82%*	*67%*	*44%*	*71%*

The very small sample of data suggests that 32% of respondents in zip 28105 <u>do not use</u> the Internet anywhere.

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Use of Internet
Within Demographic Segments

This survey was designed to randomly select adults across Mecklenburg County to be roughly proportional to the actual population.

A total sample of 400 is not large enough for a reliable analysis at the zip code level. However, the data suggest that adults in
• 28105
• 28206
• 28208
are the least likely to use the Internet. Internet use in zip 28208 is particularly low.

EAST ZIPCODES	28205 n=22	28206 n=10	28212 n=13	28213 n=8	28215 n=17	28277 n=11
Use Internet (anywhere Q5k+Q5l)	77%	**70%**	92%	75%	88%	91%
Q5k. Use Internet at home	68%	60%	92%	75%	88%	91%
Q5l. Use Internet away from home	65%	40%	62%	50%	88%	64%

WEST ZIPCODES	28208 n=21	28214 n=14	28217 n=7	28218 n=2	28273 n=19	28278 n=9
Use Internet (anywhere Q5k+Q5l)	**57%**	86%	86%	100%	84%	78%
Q5k. Use Internet at home	52%	79%	71%	50%	79%	78%
Q5l. Use Internet away from home	48%	71%	71%	100%	53%	67%

The very small sample of data suggests that 30% of respondents in zip 28206 and 43% of respondents in zip 28208 do not use the Internet anywhere.

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Demographics within the Zip Codes with the Highest Percentages of Non-Internet Users

	28208 n=21	28105 n=19	28206 n=10
Gender			
Male	48%	58%	80%
Female	52%	42%	20%
Race/Ethnicity			
White (non-Hispanic)	14%	89%	20%
Black/African Am.	81%	5%	60%
Hispanic	5%	5%	10%
Other minorities			10%
Age			
18-34	43%	16%	50%
35-54	34%	22%	30%
55+	24%	63%	20%
Income			
Less than $40k	73%	25%	100%
$40k to $60k	7%	8%	
$60K or more	20%	67%	

	28208 n=21	28105 n=19	28206 n=10
Education			
Less than high school	29%	5%	10%
HS graduate or voc. training	38%	26%	80%
Some college	29%	21%	
College graduate	5%	48%	10%

- Zip code 28208: Mostly African American, young, low income, low level of education.

- Zip code 28105 (Matthews): White, older, higher income, high level of education.

- Zip code 28206: Mostly African American and other minorities, young, low income, low level of education.

- This data is suggestive. The data are not reliable due to the very small sample sizes at the zip code level.

Mecklenburg County Zip Code Zones

IREDELL CO
ROWAN CO
CABARRUS CO
LINCOLN CO
GASTON CO

28117
28031
Lake Norman
CORNELIUS
031
DAVIDSON
KANNAPOLIS
KANNAPOLIS
Lake Howell
CONCORD
28036
28078
HUNTERSVILLE
28078
HUNTERSVILLE
CONCORD
CONCORD

Mountain Island Lake

CONCORD REGIONAL AIRPORT

28269

LOWE'S MOTOR SPEEDWAY

28216
28269
28262
HARRISBURG

MOUNT HOLLY
28214
CHARLOTTE
28213
206

BELMONT

28208
205
Shamrock
28215
MECKLENBURG CO
CABARRUS CO

CHARLOTTE / DOUGLAS INTERNATIONAL AIRPORT

203
02
04
207
28
212
Idlewild

28278

28217
209
28211

NC
SC

28273
28210
28226
28270
MATTHEWS
STALLINGS
28104

28105
MINT HILL
UNION CO

PINEVILLE
28277
28270
HEMBY BRIDGE
LAKE PARK
INDIAN TRAIL

28278
Lake Wylie

YORK CO
NC
SC

28
134

28104
WEDDINGTON

TEGA CAY

FORT MILL
LANCASTER CO

28277
MARVIN

WESLEY CHAPEL
MONROE AIRPORT
MONROE

miles
kilometers

© simpsonmaps 2010

Demographic Profile of Internet Users and Non-Users

	Total Internet Users (n=338)	Total Non-Users (n=62)
Gender		
Male	49%	50%
Female	51%	50%
Race/Ethnicity		
White (non-Hispanic)	55%	37%
Black/African Am.	27%	**42%**
Hispanic	10%	19%
Other minorities	7%	2%
Age		
18-34	34%	11%
35-54	41%	31%
55+	27%	**58%**
Income		
Less than $40k	28%	**77%**
$40k to $60k	20%	10%
$60K or more	52%	14%

	Total Internet Users (n=338)	Total Non-Users (n=62)
Education		
Less than high school	5%	**29%**
High school graduate or voc. training	23%	**38%**
Some college	25%	19%
College graduate	47%	12%
Area		
North	89%	11%
South + Center City	88%	12%
East	83%	17%
West	76%	**24%**

Among non-users, the segments with the highest percentages of adults who do not use the Internet are:
- African Americans
- Adults age 55 or older
- Adults with a household incomes of $40k or lower
- Adults who have never attended any college
- Residents of West Charlotte-Mecklenburg

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- There is a high level of use of Internet and related technology in Mecklenburg County, overall.

- However, there are demographic segments where use of the Internet is lower than for the County overall (i.e., African Americans, Hispanics, adults age 55 or older, adults who have not graduated high school and those whose highest level of education is high school, and respondents in zip codes 28208, 28105, and 28206). The overall sample size of 400 is not large enough to examine zip codes separately with reliability. Therefore, there could be additional zip codes with low Internet access.

  - If possible, future research should over-sample areas of potential low access to determine the areas of need with greater reliability.

- On the digital and literacy competencies, Mecklenburg County adults show a moderate level of competence on key "access & share" measures. On basic access measures competency is high, however, on many of the share measures competency is not as high.

- Mecklenburg County adults perceive having a high level of competence on "analyze and evaluate" measures.

- While the survey did not take many measurements on the "create" competency, the two measurements taken indicated a moderate level of competency at best.

- Again, the survey did not take many measurements on the "reflect" competency, but the level of competency on the four measures taken were relatively low.

- The level of competency on "act" is high for the key measure of (ever) volunteered in the community. The level is much lower on being actively involved (now or in the past) in local issues, and it is very low on be actively involved (now or in the past) in national issues.

  – In the future, MarketWise recommends that the "act" measurements be rated for current level of involvement, and separately, for past level of involvement. All other measurements related to media and digital literacy have a timeframe of at most one year. Using "ever" as the timeframe inflates the current level of involvement.