

**CLARUS**  
CORPORATION



Marketing Solutions For Community Colleges



Community  
College  
*of* Philadelphia  
www.ccp.edu

# Community Scan Results

June 2009

**PREPARED BY:**

**CLARUS CORPORATION**

212 Box Butte Avenue

Alliance, NE 69301

308.762.2565

308.762.2836

[www.claruscorporation.com](http://www.claruscorporation.com)

# Table Of Contents

<b>EXECUTIVE SUMMARY .....</b>	<b>1</b>
Summary Of Results.....	2
<b>METHODOLOGY .....</b>	<b>4</b>
<i>Study Design .....</i>	<i>5</i>
Purpose.....	5
Goals Of Scan.....	5
Sample Frame.....	5
Reliability Estimation.....	7
Instrument Design .....	7
Data Collection.....	8
Data Analysis.....	8
Report Generation .....	8
<b>RESULTS .....</b>	<b>9</b>
<i>Image Analysis.....</i>	<i>10</i>
Awareness .....	10
Unaided Recall.....	10
Familiarity .....	11
Keyword Descriptors .....	13
Image Analysis .....	15
Attitudinal Issues .....	21
Media Recall .....	24
Market Recognition .....	27
<i>Attendance At Community College Of Philadelphia.....</i>	<i>29</i>
<i>Demographic Characteristics .....</i>	<i>31</i>
Educational Characteristics.....	31
Personal Characteristics .....	33
<i>Appendices.....</i>	<i>34</i>
Appendix A. Questionnaire.....	A-1
Appendix B. Comparison Of 2005 And 2009 Tabular Results .....	B-1
Appendix C. Graphic And Tabular Results By Service Area, 2009 .....	C-1
Graphic Results.....	C-3
Tabular Results .....	C-25
Appendix D. Detailed Verbatim Responses .....	D-1

CLARUS CORPORATION  
 212 BOX BUTTE AVENUE  
 ALLIANCE, NE 69301  
 308.762.2565  
 308.762.2836  
[www.claruscorporation.com](http://www.claruscorporation.com)

Community College of Philadelphia

# Executive Summary

## Executive Summary

In 2005, the Community College of Philadelphia contracted with CLARUS Corporation to assess the image of the College with the members of the community and to determine their attitudes toward the College. The Community Scan (2005) provided the basis of the marketing plan and branding campaign for Community College of Philadelphia. A major goal for Community College of Philadelphia, based on the results of the Community Scan (2005), was to increase the awareness and familiarity of the College among the community members in the City. To accomplish this objective, additional funds were committed to marketing Community College of Philadelphia. As a condition of the additional funding, an assessment would be conducted in three years to assess the change in awareness and familiarity among the community members. A summary of the change in awareness and familiarity for Community College of Philadelphia among the community members from 2005 to 2009, as well as an assessment of the attitudes held toward the College, follows.

### *Summary Of Results*

- There have been increases in unaided recall and familiarity for Community College of Philadelphia from 2005 to 2009.** The unaided recall for the Community College of Philadelphia increased from 11.2 percent in 2005 to 13.4 percent in 2009, a 19.6 percent increase. In other words, 13.4 percent of the residents in the City mentioned Community College of Philadelphia first when asked to list educational institutions in the area. The familiarity with the Community College of Philadelphia has increased from 2005 to 2009 – significantly. In 2005, 19.2 percent of the residents in the City were familiar with Community College of Philadelphia, and by 2009, 31.6 percent were familiar with the College. The familiarity with Community College of Philadelphia increased 64.6 percent from 2005 to 2009.
- The keywords used to describe Community College of Philadelphia have changed – for the better.** In 2005, the primary keyword for Community College of Philadelphia was “convenient.” Other keywords used in 2005 to describe the College included “good,” “okay,” and “cheap.” By 2009, the primary keyword used to describe the College was “good.” The “cheap” in 2005 changed to “affordable” in 2009, and the other keywords used to describe the College in 2009 included “okay,” “excellent,” and “very good.” “Stepping stone” was also used in 2009 to describe Community College of Philadelphia – which can be a positive or a negative, given the connotation.
- Community College of Philadelphia has a solid niche in the market with respect to affordability.** The market knows and understand that Community College of Philadelphia is affordable – a major key in today’s market because almost half of the residents are concerned about having the ability to pay for their children’s education or their own. However, when residents in 2009 listed the best college for the educational characteristics, there has been some erosion in the 2005 niches identified for Community College of Philadelphia. Fewer residents noted Community College of Philadelphia as being the best for convenient locations, continuing education for adults, preparing the unemployed for work, and convenient class schedules.
- More residents in 2009 recall seeing or hearing something about Community College of Philadelphia in the media in the last year.** The increase in the advertising budget has paid off for Community College of Philadelphia. Significantly more residents in the City reported seeing or hearing something about Community College of Philadelphia in the last year in key media being used by Community College of Philadelphia – in newspaper ads, radio ads, television ads, bus or transit ads, and billboards. This has also been a factor in increasing unaided recall and familiarity with the College.

- **The communications from the College are reaching the markets.** The residents in the City were asked to state the slogan or tagline for Community College of Philadelphia (unaided recall). If the respondent said “The Path To Possibilities,” it was identified as a correct response. If the respondent did not know the slogan, they were read a list of taglines for Community College of Philadelphia and nearby competitors and asked to identify the correct tagline (aided recall). Two percent of the residents in the City were able to provide the correct slogan for the Community College of Philadelphia in the test of unaided recall. In other words, two percent of the residents in the service area immediately responded, “The Path To Possibilities” when asked for the slogan for the College. The remaining residents were then prompted with five taglines representing educational institutions in Philadelphia. Thirty-five percent of the residents correctly named Community College of Philadelphia’s tagline, “The Path To Possibilities,” in the test of aided recall. The residents are also beginning to recognize the new colors being used in advertising – the yellow and black.

Community College of Philadelphia

# Methodology

## Study Design

### *Purpose*

In 2005, the Community College of Philadelphia contracted with CLARUS Corporation to assess the image of the College with the members of the community and to determine their attitudes toward the College. The Community Scan (2005) provided the basis of the marketing plan and branding campaign for Community College of Philadelphia. A major goal for Community College of Philadelphia, based on the results of the Community Scan (2005), was to increase the awareness and familiarity of the College among the community members in the City. To accomplish this objective, additional funds were committed to marketing Community College of Philadelphia. As a condition of the additional funding, an assessment would be conducted in three years to assess the change in awareness and familiarity among the community members. This report provides a detailed analysis of the change in awareness and familiarity for Community College of Philadelphia among the community members from 2005 to 2009, as well as an assessment of the attitudes held toward the College.

### *Goals Of Scan*

Specifically, the research questions for the Community Scan in 2009 included:

- What is the unaided recall and familiarity of Community College of Philadelphia and its competitors in the service area?
- What are the keyword descriptors being used by the market to describe Community College of Philadelphia and its competitors in the service area? Does the College hold a unique market position?
- What is the market recognition of the College's tagline and colors?
- What are the attitudes held by the community members about the Community College of Philadelphia?
- What is the recall of media sources for Community College of Philadelphia?

### *Sample Frame*

The population of interest for this part of the research project was the households in the service area of Community College of Philadelphia – the city of Philadelphia. It was evident that the service area of Community College of Philadelphia is very diverse. Recognizing these differences, the sampling plan was based on the population of the neighborhoods comprising Philadelphia which have been outlined by the Institutional Research Office of Community College of Philadelphia as its service area in the 2000 and 2005 studies. For the 2009 study, the same neighborhoods and zip codes were used for the sample frame and the household counts for each were updated. The final sample frame was developed in consultation with the Community College of Philadelphia after the first visit. In reporting results, the service area was then split into geographic regions that match the defined service areas for the College, which also provides the ability to compare to the results of the 2005 Community Scan.

A list of households and telephone numbers was randomly selected from the total households in the service area across the zip codes for the neighborhoods in Philadelphia. This provided stratification of the sample by geographic location and a representative sample of the service area based on the population of households across the service area. A summary of the zip codes (by neighborhood), the total number of households and the final sample numbers for the service area for both the 2005 and 2009 studies are presented in Exhibit 1.

Exhibit 1. Community Scan Sampling Frame

Neighborhood/ Zip Code	2005			2009		
	Total Number Of Households	Percent	Sample Frame	Total Number Of Households	Percent	Sample Frame
<b>Center City (#1)</b>						
19102	2,195	0.4%	2	1,407	0.3%	2
19103	9,791	1.8%	9	6,381	1.4%	7
19106	5,015	0.9%	5	3,521	0.8%	4
19107	4,761	0.9%	4	3,058	0.7%	3
<i>Subtotal #1</i>	<i>21,762</i>	<i>4.0%</i>	<i>20</i>	<i>14,367</i>	<i>3.2%</i>	<i>16</i>
<b>South Philadelphia (#2)</b>						
19112	15	0.0%	0	16	0.0%	0
19145	17,202	3.2%	16	15,354	3.4%	17
19146	14,561	2.7%	14	11,747	2.6%	13
19147	14,892	2.7%	14	12,022	2.6%	13
19148	18,906	3.5%	17	16,604	3.7%	18
<i>Subtotal #2</i>	<i>65,576</i>	<i>12.1%</i>	<i>61</i>	<i>55,743</i>	<i>12.3%</i>	<i>61</i>
<b>Southwest Philadelphia (#3)</b>						
19142	9,936	1.8%	9	8,670	1.9%	9
19143	23,960	4.4%	22	20,065	4.4%	22
19153	4,418	0.8%	4	3,861	0.8%	4
<i>Subtotal #3</i>	<i>38,314</i>	<i>7.1%</i>	<i>35</i>	<i>32,596</i>	<i>7.2%</i>	<i>35</i>
<b>West Philadelphia (#4)</b>						
19104	12,461	2.3%	12	7,991	1.8%	9
19131	15,559	2.9%	14	12,820	2.8%	14
19139	15,360	2.8%	14	12,518	2.8%	14
19151	11,448	2.1%	11	9,939	2.2%	11
<i>Subtotal #4</i>	<i>54,828</i>	<i>10.1%</i>	<i>51</i>	<i>43,268</i>	<i>9.5%</i>	<i>48</i>
<b>Lower North Philadelphia (#5)</b>						
19121	12,146	2.2%	11	8,905	2.0%	10
19122	5,478	1.0%	5	4,353	1.0%	5
19123	4,162	0.8%	4	3,331	0.7%	4
19130	9,634	1.8%	9	7,329	1.6%	8
<i>Subtotal #5</i>	<i>31,420</i>	<i>5.8%</i>	<i>29</i>	<i>23,918</i>	<i>5.3%</i>	<i>27</i>
<b>Upper North Philadelphia (#6)</b>						
19132	15,609	2.9%	14	12,404	2.7%	14
19133	9,004	1.7%	8	7,081	1.6%	8
19140	18,862	3.5%	17	15,759	3.5%	17
<i>Subtotal #6</i>	<i>43,475</i>	<i>8.0%</i>	<i>39</i>	<i>35,244</i>	<i>7.8%</i>	<i>39</i>
<b>Kensington, Richmond, Bridesburg (#7)</b>						
19125	8,543	1.6%	8	7,466	1.6%	8
19134	20,401	3.8%	19	17,413	3.8%	19
19137	3,290	0.6%	3	3,070	0.7%	3
<i>Subtotal #7</i>	<i>32,234</i>	<i>5.9%</i>	<i>30</i>	<i>27,949</i>	<i>6.2%</i>	<i>30</i>
<b>Roxborough, Manayunk (#8)</b>						
19127	2,465	0.5%	2	1,873	0.4%	2
19128	14,138	2.6%	13	12,340	2.7%	14
<i>Subtotal #8</i>	<i>16,603</i>	<i>3.1%</i>	<i>15</i>	<i>14,213</i>	<i>3.1%</i>	<i>16</i>



Neighborhood/ Zip Code	2005			2009		
	Total Number Of Households	Percent	Sample Frame	Total Number Of Households	Percent	Sample Frame
<b>Germentown, Chestnut Hill (#9)</b>						
19118	3,692	0.7%	<b>3</b>	3,225	0.7%	4
19119	10,432	1.9%	<b>10</b>	9,211	2.0%	10
19129	4,122	0.8%	<b>4</b>	3,430	0.8%	4
19138	12,093	2.2%	<b>11</b>	10,805	2.4%	12
19144	15,310	2.8%	<b>14</b>	12,079	2.7%	13
19150	9,513	1.8%	<b>9</b>	8,589	1.9%	9
<i>Subtotal #9</i>	<i>55,162</i>	<i>10.2%</i>	<i>51</i>	<i>47,339</i>	<i>10.4%</i>	<i>52</i>
<b>Oak Lane, Olney (#10)</b>						
19120	21,131	3.9%	<b>20</b>	18,710	4.1%	21
19126	5,480	1.0%	<b>5</b>	4,796	1.1%	5
19141	10,753	2.0%	<b>10</b>	9,160	2.0%	10
<i>Subtotal #10</i>	<i>37,364</i>	<i>6.9%</i>	<i>35</i>	<i>32,666</i>	<i>7.2%</i>	<i>36</i>
<b>Near Northeast (#11)</b>						
19111	21,648	4.0%	<b>20</b>	18,712	4.1%	21
19124	21,313	3.9%	<b>20</b>	18,504	4.1%	20
19135	11,677	2.2%	<b>11</b>	10,391	2.3%	11
19136	12,410	2.3%	<b>12</b>	11,076	2.4%	12
19149	18,250	3.4%	<b>17</b>	16,305	3.6%	18
19152	11,861	2.2%	<b>11</b>	10,292	2.3%	11
<i>Subtotal #11</i>	<i>97,159</i>	<i>17.9%</i>	<i>91</i>	<i>85,280</i>	<i>18.8%</i>	<i>93</i>
<b>Far Northeast (#12)</b>						
19114	12,244	2.3%	<b>11</b>	10,603	2.3%	12
19115	12,396	2.3%	<b>11</b>	10,621	2.3%	12
19116	11,247	2.1%	<b>10</b>	9,645	2.1%	11
19154	12,125	2.2%	<b>11</b>	10,969	2.4%	12
<i>Subtotal #12</i>	<i>48,012</i>	<i>8.9%</i>	<i>43</i>	<i>41,838</i>	<i>9.2%</i>	<i>47</i>
<b>TOTAL</b>	<b>541,909</b>	<b>100.0%</b>	<b>500</b>	<b>454,421</b>	<b>100.0%</b>	<b>500</b>

### *Reliability Estimation*

The reliability estimation for the sample was based on the number of households in the service area to the total sample size. Five hundred surveys were completed across the service area of Community College of Philadelphia. A sample of 500 households provided a reliability of 95 percent and a margin of error of  $\pm 4.4$  percent. In other words, if 100 different samples of 500 households in the service area were chosen randomly, 95 times out of 100 the results obtained would vary no more than  $\pm 4.4$  percentage points from the results that would be obtained if all of the households in the service area were interviewed.

### *Instrument Design*

Based on the information obtained about Community College of Philadelphia during the on-site visit by CLARUS Corporation, a survey was drafted for the Community Scan. This draft of a telephone survey was presented to the Project Management Group at Community College of Philadelphia for review. CLARUS Corporation and the Project Management Group reviewed this survey draft in detail for additions, deletions, and revisions. A copy of the final questionnaire is presented in Appendix A.

It was the responsibility of CLARUS Corporation to write and sequence the questions in such a way that any respondent bias was minimized and the questions were technically correct. The final survey was pretested to ensure that question wording and sequencing were structured as needed. The questionnaire consisted of a few open-ended questions, many multichotomous questions, and rating scales.

### *Data Collection*

Telephone surveys were the primary method of data collection for this research project and lasted an average of 15 minutes per interview. The interviews were conducted from April 14 to May 14, 2009. Interviewers from CLARUS Corporation who have previous experience in educational services interviewing conducted these interviews. Five hundred surveys were completed.

The interviewers conducting the telephone interviews were subjected to rigorous hiring and training procedures before making their first phone call. Before interviewing began, the interviewers went through a thorough question-by-question briefing of the questionnaire. During actual interviewing, each interviewer was monitored for one complete questionnaire and monitored randomly thereafter by the shift supervisor.

The interviewers are trained to minimize nonresponse errors. The two main sources of nonresponse bias are not-at-homes and refusals. Interviewers tried a phone number three to five times during the course of the week at varying days and times to minimize the not-at-home errors. The introduction was structured to attempt to minimize the refusals and has successfully done so in past educational surveys. Our experience indicates that consumers are more than willing to share their opinions about their local educational institutions.

### *Data Analysis*

After the data were collected, verification of the data began. The data were examined to ensure that procedures were followed in data collection and checked for internal validity by cross-matching answers per respondent. The data were then coded for processing and analysis. SPSS (Statistical Package for the Social Sciences) was used to analyze the data and the data disks will be made available to Community College of Philadelphia for additional subset analyses upon completion of the project.

### *Report Generation*

The results of the data are organized into a graphic and narrative report as well as detailed tabular results. The report focuses on the most meaningful findings of the 2005 and 2009 Community Scans. A complete set of tabular results by frequency and percentage for 2005 and 2009 is provided in Appendix B. Appendix C contains the graphic and tabular results for the geographic regions which reflect the service areas of the Regional Centers and the main campus — Spring Garden, Northeast, Northwest, and West. The legends on the charts in the graphic component of Appendix C are titled “Spring Garden,” “Northeast,” “Northwest,” and “West” for those in which geographic regions are reported. The tabular results of the geographic regions follow the charts in Appendix C. Specific verbatim responses are automatically shortened for inclusion in the tabular results by the SPSS software. The verbatim responses are presented in complete detail in Appendix D. The tabular results should serve as reference materials and should be consulted before important conclusions are made.

Community College of Philadelphia

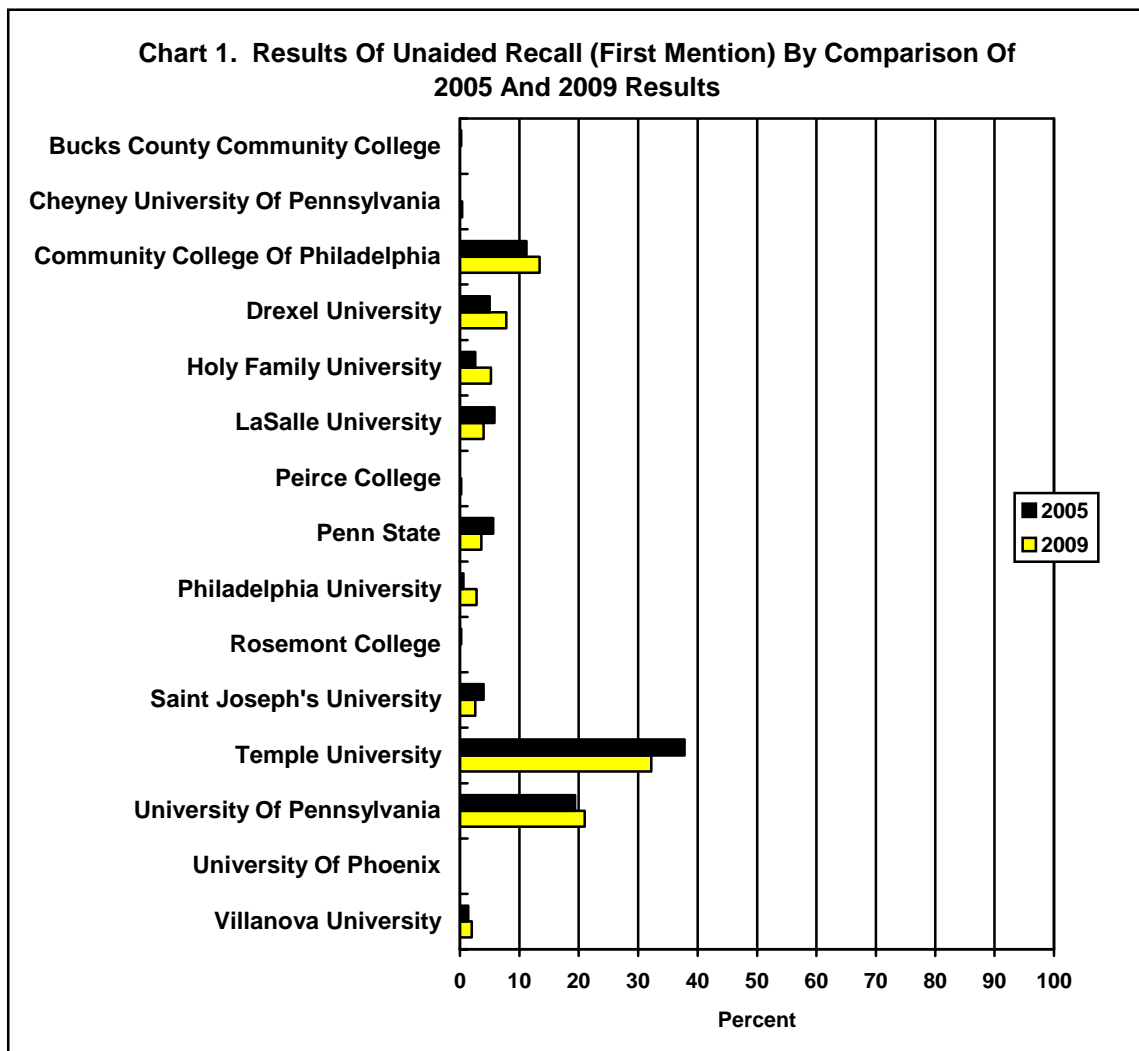
# Results

# Image Analysis

## *Awareness*

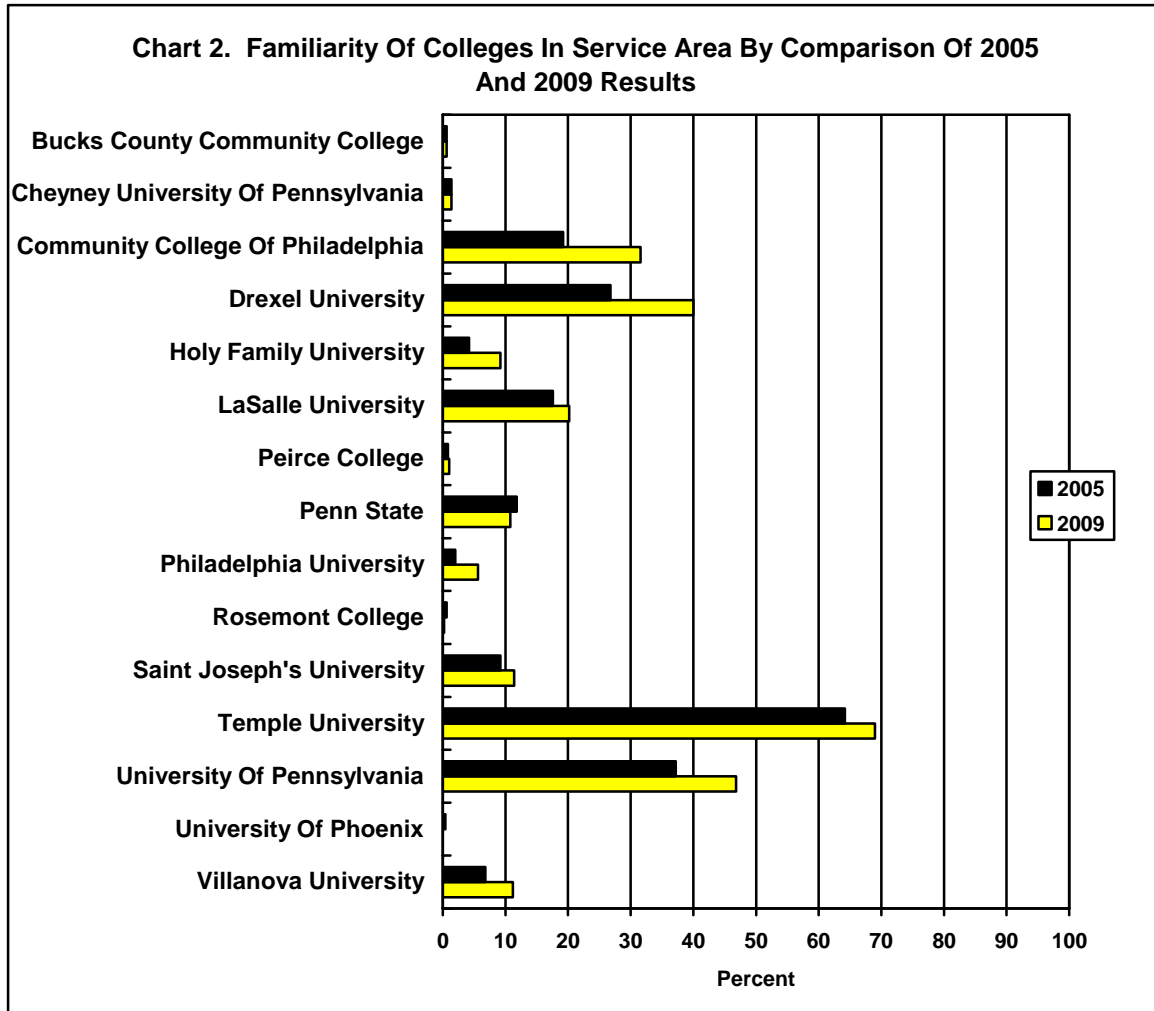
The more aware members of the community are with a college and the more favorable that image, the easier it is for that college to market its programs and services. If consumers are not aware of the college, the college is not held in top-of-the-mind awareness and is not thought of favorably, the job of marketing the college becomes more difficult.

**Unaided Recall.** The best test of awareness is a test of unaided recall. Immediately after securing permission from the respondents to proceed with the survey, the first question asked of the respondents in the service area was to name the area colleges that came to mind. At no time was Community College of Philadelphia identified to bias the initial responses in the test of unaided recall.



As seen in Chart 1, unaided recall with Community College of Philadelphia increased from 11.2 percent in 2005 to 13.4 percent in 2009, a 19.6 percent increase. Temple University had the highest unaided recall in 2005 with 38 percent of the respondents, but that dropped to 32 percent in 2009 – but Temple still had the highest unaided recall in 2009. Twenty-one percent of the respondents named the University of Pennsylvania first in unaided recall in 2009, an increase from the 19 percent in 2005 who named it first. Other colleges in the

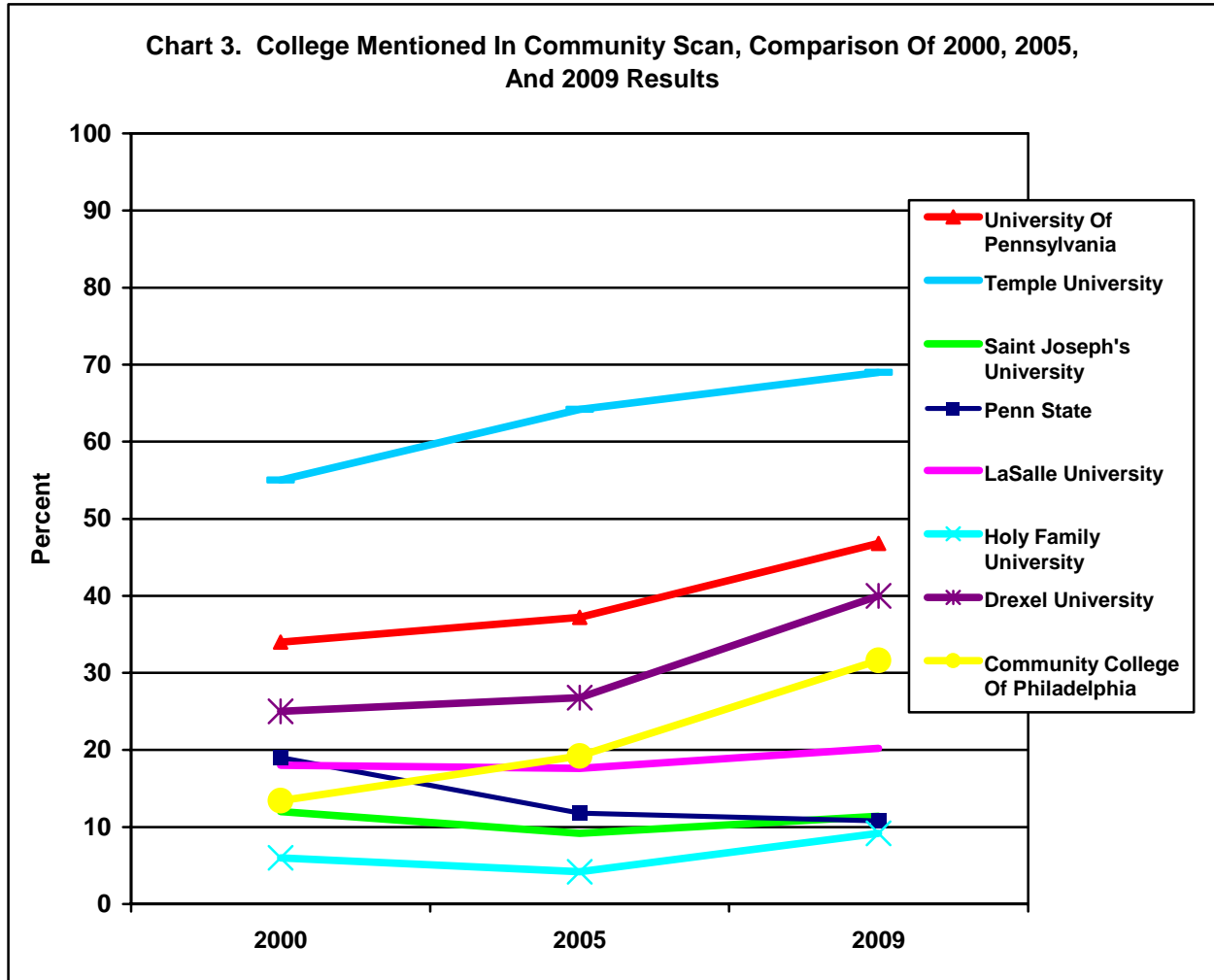
market which had increases in unaided recall from 2005 to 2009 included Drexel University (five percent in 2005 to eight percent in 2009), Holy Family University (three percent to five percent), Philadelphia University (one percent to three percent), Villanova University (1.4 to two percent), and Cheney University (zero percent to .4 percent). From 2005 to 2009, the percent of residents mentioning a college first in unaided recall dropped for Bucks County Community College (.2 to zero percent), LaSalle University (six to four percent), Penn State University (six to four percent), Rosemont College (.2 to zero percent), and Saint Joseph’s University (four to three percent).



**Familiarity.** Another test of image for Community College of Philadelphia is the residents’ overall familiarity with the College. Chart 2 presents the results of the overall familiarity of the residents in the service area with Community College of Philadelphia. Overall familiarity was tabulated by adding all the residents who mentioned a college as one of the total responses in the test of unaided recall. The respondents in the service area in 2005 recalled 70 colleges, and 65 colleges were recalled in 2009 by the respondents. The familiarity with Community College of Philadelphia has increased from 2005 to 2009 – significantly. In 2005, 19.2 percent of the residents in the City were familiar with Community College of Philadelphia, and by 2009, 31.6 percent were familiar with the College. The familiarity with Community College of Philadelphia increased 64.6 percent from 2005 to 2009.

Temple University is still the most familiar college to the residents in the City. In 2005, 64 percent of the residents surveyed were familiar with Temple University and by 2009, 69 percent were familiar with the University. The University of Pennsylvania was familiar to 47 percent of the residents in the City in 2009, an

increase in familiarity from 37 percent in 2005. Forty percent of the residents were familiar with Drexel University in 2009, which also increased from 27 percent in 2005. Slight increases in familiarity from 2005 to 2009 were seen for Holy Family University (four to nine percent), LaSalle University (18 to 20 percent), Philadelphia University (two to six percent), Saint Joseph’s University (nine to 11 percent), and Villanova University (seven to 11 percent). The familiarity levels for Bucks County Community College, Cheney University of Pennsylvania, and Peirce College remained the same from 2005 to 2009. Only Penn State University, Rosemont College, and the University of Phoenix experienced slight decreases in familiarity from 2005 to 2009.



The good news for the Community College of Philadelphia is that they have seen an increase in overall familiarity from 2000 to 2009, as seen in Chart 3. In 2000, 13 percent of the residents of the City recalled the Community College of Philadelphia; by 2005 that had increased to 19 percent, and in 2009 the familiarity increased to 32 percent.

The majority of the colleges have seen increases in familiarity in the last nine years, as seen in Chart 3. Temple University has the highest familiarity in the City. In 2000, Temple University was the most familiar to the residents of the City with 55 percent of the residents recalling the University, and familiarity increased to 64 percent in 2005 and 69 percent in 2009. Increases in familiarity were also seen for the University of Pennsylvania – while 34 percent were familiar with the University of Pennsylvania in 2000, 37 percent in 2005 and 47 percent in 2009 were familiar with it. The familiarity of the citizens in the City has also increased with Drexel University in the last nine years – from 25 percent in 2000, 27 percent in 2005, and 40 percent in

2009. Increases in familiarity were also seen for LaSalle University (from 18 percent in 2000 to 20 percent in 2009), and Holy Family University (from six percent in 2000 to nine percent in 2009). Familiarity with Penn State University has declined from 2000 to 2009 – 19 percent were familiar in 2000 but that dropped to 12 percent in 2005 and 11 percent in 2009. Saint Joseph’s University was familiar to 12 percent of the citizens in 2000, which dropped to nine percent in 2005, and then increased back to 11 percent in 2009.

### *Keyword Descriptors*

As the respondents to the survey mentioned colleges in the market, they were also asked what word or phrase they would use to describe each college mentioned. The results of the keyword descriptors used by the respondents for 2005 and 2009 are shown in Chart 4 and one should note that the keyword descriptors used by the residents are their “perceptions” and may not be the reality known to educational administrators. However, it is very important to understand how the residents describe Community College of Philadelphia for the marketing messages to be created and utilized in the service area for Community College of Philadelphia. Understanding the current image of Community College of Philadelphia will provide the basis for the branding of the College.

**Chart 4. Keyword Image Descriptors For Area Educational Institutions  
By Respondents In Service Area, 2005 And 2009**

COLLEGE	2005 KEYWORDS	2009 KEYWORDS
Community College of Philadelphia	<b>Convenient</b> Good, Okay, Cheap	<b>Good</b> Affordable, Okay, Excellent, Stepping Stone, Very Good
Temple University	<b>Excellent</b> Good, Large, Local, Best, Diverse, Inner City, Medical, Urban	<b>Excellent</b> Good, Big, Diverse, Great, Pretty Good, Urban, Very Good
University of Pennsylvania	<b>Ivy League</b> Excellent, Prestigious, Very Good, Good, Great	<b>Ivy League</b> Excellent, Expensive, Prestigious, Very Good, Elite, Good
Drexel University	<b>Engineering</b> Excellent, Good, Academic, Technical	<b>Good</b> Engineering, Excellent, Expensive
LaSalle University	<b>Excellent</b> Good, Very Good, Small, Catholic	<b>Excellent</b> Good, Catholic
Penn State	<b>Excellent</b> Good, Ivy League	<b>Excellent</b> Good, Awesome, Great
Saint Joseph’s University	<b>Good</b> Excellent, Local, Very Good, Catholic	<b>Good</b> Catholic, Sports, Very Good
Holy Family University	<b>Local</b> Good	<b>Excellent</b> Catholic, Small

Keywords that the residents used to describe Community College of Philadelphia in 2005 and 2009 are presented in Chart 4. In 2005, the residents in the service area used the keywords “convenient,” “good,” “okay,” and “cheap” to describe the College. Again good news – in 2009 the residents in the service area were most likely to use the keyword “good” for Community College of Philadelphia rather than “convenient,” and “cheap” has been replaced by “affordable” in 2009. The other keywords in 2009 used to describe the College are positive – “okay,” “excellent,” and “very good.” The keyword “stepping stone” can be translated as both positive and negative depending on the resident’s view.

Holy Family University was the other educational institution for which keywords substantially changed from 2005 to 2009. In 2005, the keywords used by the residents surveyed included “local” and “good.” In 2009, the primary keywords for Holy Family University changed to “excellent,” “Catholic,” and “small.” “Ivy league” was the top keyword used to describe the University of Pennsylvania in both 2005 and 2009. Virtually the same

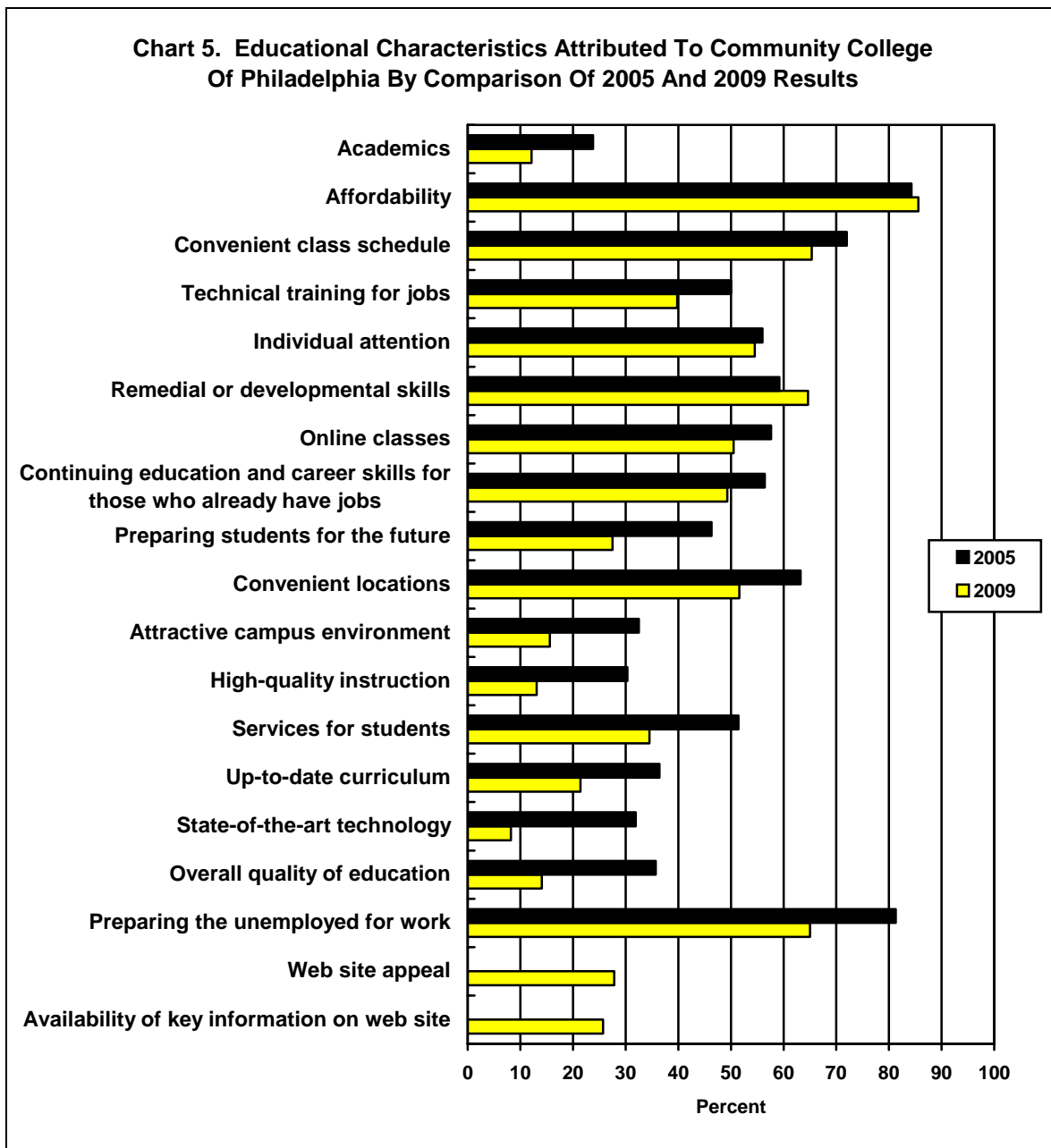
keywords were used in 2009 (“excellent,” “expensive,” “prestigious,” “very good,” “elite,” and “good”) as in 2005 (“excellent,” “prestigious,” “very good,” “good,” and “great”) to describe the University of Pennsylvania. “Excellent” was also the primary keyword used to describe Temple University, LaSalle University, and Penn State University in both 2005 and 2009. The keywords that were also used to uniquely position Temple University in both 2005 and 2009 included “good,” “large/ big,” “diverse,” and “urban.” The keywords that provide LaSalle University a unique market position in both 2005 and 2009 include “good” and “Catholic.” The other keywords used to describe Penn State University have changed slightly from 2005 to 2009 – “good” and “Ivy league” were used in 2005 and “good,” “awesome,” and “great” were used in 2009.

“Engineering” was the primary keyword used to describe Drexel University in 2005 and that shifted to “good” in 2009. The other keywords used to describe Drexel University in 2005 included “excellent,” “good,” “academic,” and “technical.” By 2009, the keywords used to describe Drexel University were “engineering,” “excellent” and “expensive.” The primary keyword used to describe Saint Joseph’s University in both 2005 and 2009 was “good.” The keywords “excellent” and “local,” which were used to describe Saint Joseph’s University in 2005, were not used in 2009, but “Catholic” and “very good” were as well as “sports.” Holy Family University saw a positive increase in the market position based on the keywords used to describe it in 2009 – “excellent,” “Catholic,” and “small” – compared to “local” and “good” in 2005.



### Image Analysis

To better understand the marketing messages needed to clearly define the Community College of Philadelphia in the service area, it is important to understand what market niches the College currently holds with respect to the residents in the City and in relation to the other colleges in the area. A list of common educational descriptors was read to the respondents and the respondents were asked to indicate which of the educational institutions they mentioned was best known for each characteristic. Only by understanding the position of Community College of Philadelphia in the marketplace can the marketing communications support or redirect those market niches.



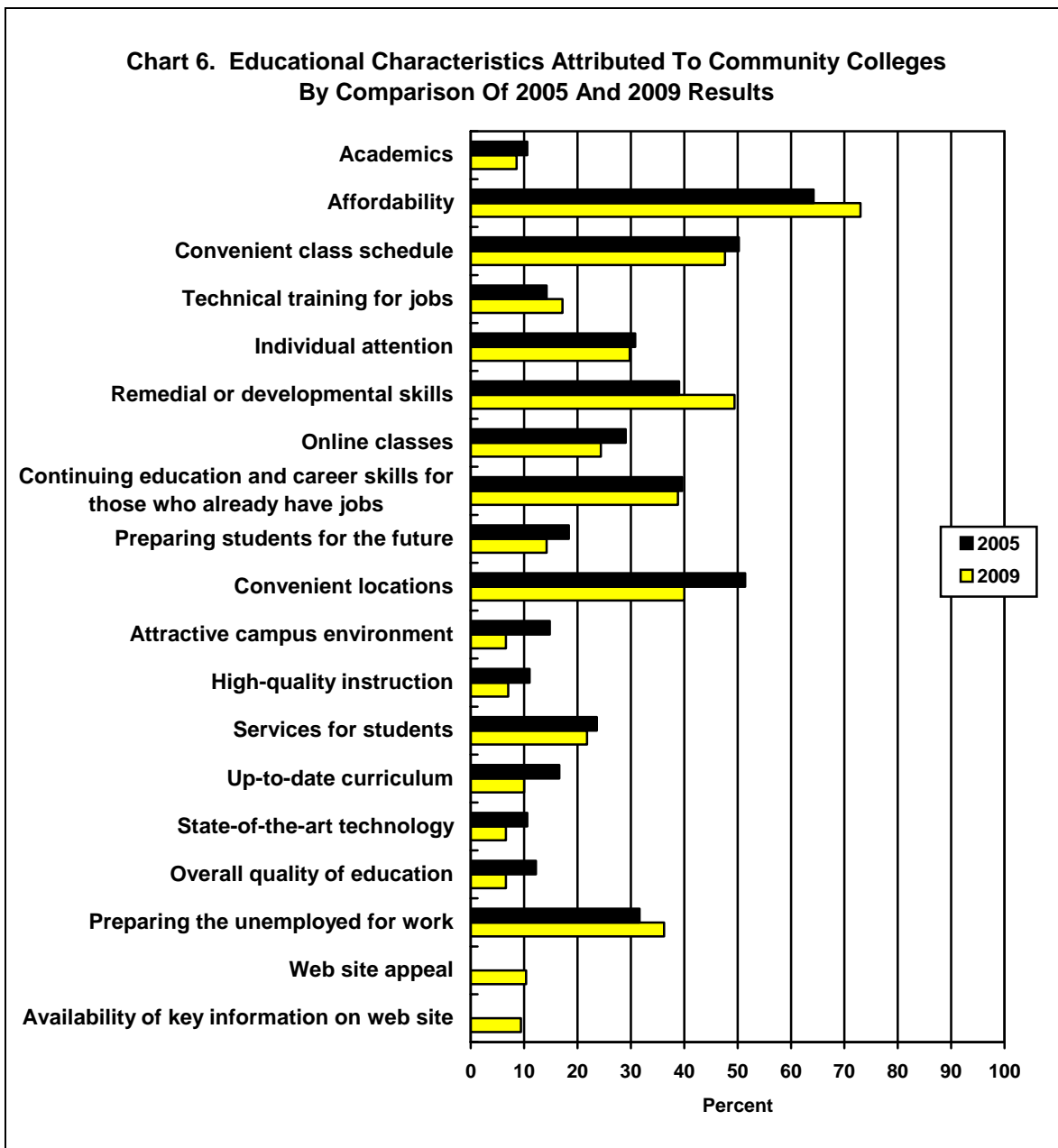
**Community College Of Philadelphia’s Characteristics.** The residents of the service area were asked to identify which college or university in the market was the best for each of the educational characteristics listed. Chart 5 presents the percent of the residents in 2005 and 2009 which attributed the educational characteristic to the Community College of Philadelphia. In 2005 and 2009, affordability was the educational characteristic

most attributed to Community College of Philadelphia – 84 percent in 2005 and 86 percent in 2009. In 2009, 65 percent of the residents listed Community College of Philadelphia as the best for convenient class schedules, but that dropped from 72 percent in 2005. In 2005, 81 percent of the residents listed Community College of Philadelphia as best in preparing the unemployed for work, and in 2009 65 percent of the residents also listed the College as best for that characteristic. Two-thirds of the residents in 2009 listed Community College of Philadelphia as best for providing remedial and developmental skills, up from 59 percent in 2005. Fifty-six percent in 2005 and 54 percent in 2009 noted Community College of Philadelphia was best for individual attention. While 63 percent of the residents said Community College of Philadelphia had the most convenient locations in 2005, only 52 percent assigned the characteristic to the College in 2009. Half of the residents noted that Community College of Philadelphia was the best for online classes in 2009, a slight drop from 58 percent in 2005.

Residents in the service area were less likely in 2009 to rate Community College of Philadelphia best at continuing education and career skills for those who already have jobs (49 percent in 2009 versus 56 percent in 2005), technical training for jobs (40 percent in 2009 versus 50 percent in 2005), and services for students (34 percent in 2009 versus 51 percent in 2005). Only 28 percent of the residents in 2009 listed Community College of Philadelphia best at preparing students for the future, a major drop from 46 percent in 2005.

In all of the quality areas – those usually attributed to four-year colleges and universities – residents were less likely to list Community College of Philadelphia as best in those areas in 2009 than they were in 2005. In 2005, 36 percent listed Community College of Philadelphia best for up-to-date curriculum, and only 21 percent listed the College as best in 2009. While 32 percent of the residents noted Community College of Philadelphia as having the most attractive campus environment in 2005, only 16 percent did in 2009. Only 14 percent in 2009 reported that Community College of Philadelphia was best for overall quality of education compared to 36 percent in 2005. High-quality instruction was attributed to Community College of Philadelphia by 36 percent in 2005, but only 13 percent attributed the characteristic to the College in 2009. Community College of Philadelphia was not the best for academics – only 12 percent reported Community College of Philadelphia was best for academics in 2009 compared to 24 percent in 2005. One of the largest drops in educational attributes for Community College of Philadelphia was in state-of-the-art technology – 32 percent listed Community College of Philadelphia best on the attribute in 2005, but only eight percent did in 2009.

Two web site attributes were added to the 2009 list of educational characteristics. Twenty-six percent of the residents in the market area noted that Community College of Philadelphia was best for availability of key information on web site in 2009 and 28 percent noted they had the best web site appeal.



**Community College Characteristics.** Survey respondents were asked to identify whether a list of common educational characteristics could be attributed to a four-year college or university, community colleges, or trade or technical schools. The percentage of the residents who attributed the educational characteristics to community colleges in 2005 and 2009 are presented in Chart 6. In the Philadelphia market, community colleges are best known for affordability – 73 percent noted community colleges were most affordable in 2009, as did 64 percent in 2005. That was the major attribute attributed to community colleges by more than half of the residents surveyed. Forty-nine percent of the residents in the City also noted that community colleges are best at providing remedial or developmental skills – 49 percent in 2009 and 39 percent in 2005.

While half of the residents in the City noted the community colleges had the most convenient class schedule in 2005, only 48 percent agreed in 2009. Fifty-one percent of the residents surveyed in Philadelphia in 2005 said community colleges had the most convenient locations, but only 40 percent noted community colleges had the most convenient locations in 2009. According to 40 percent of the residents in 2005 and 39 percent in 2009,

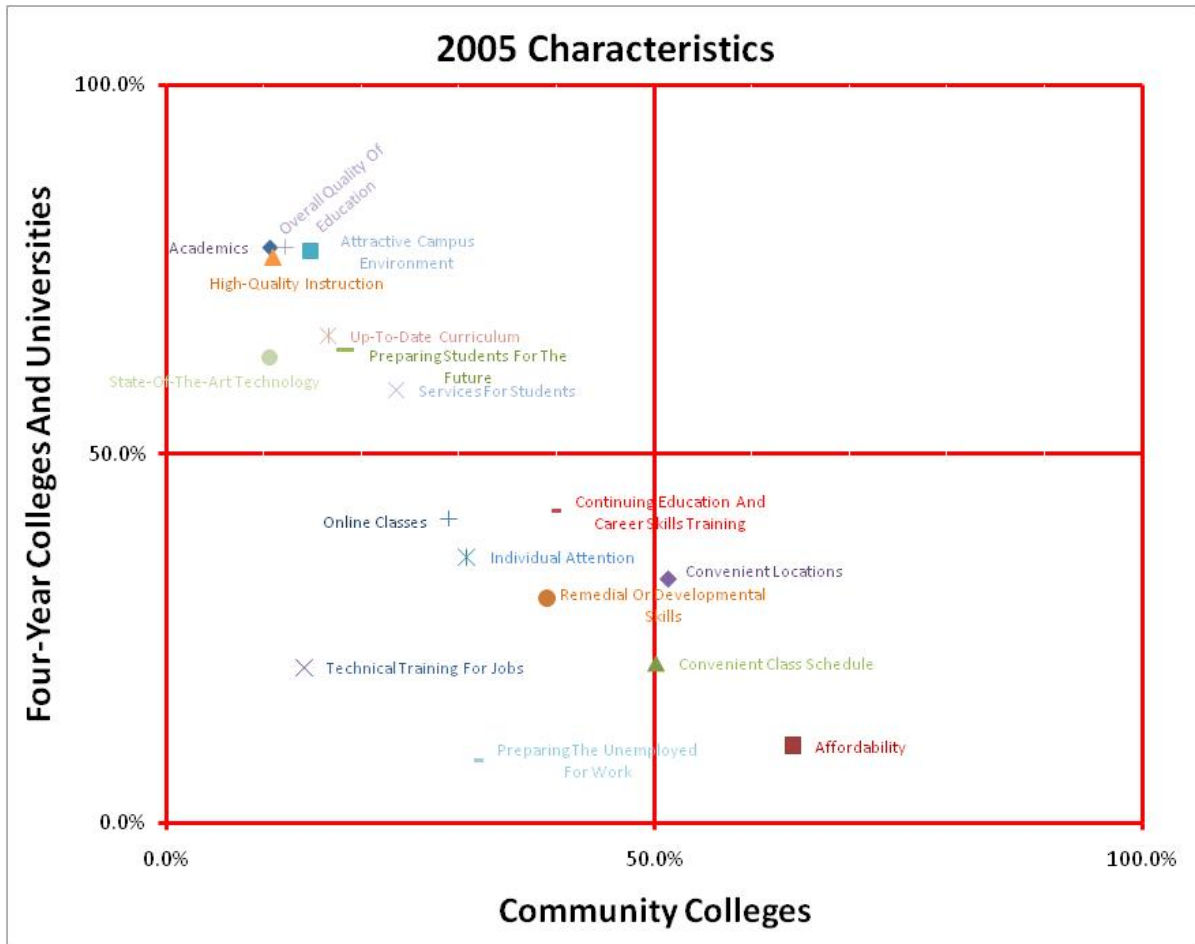
community colleges are the best for providing continuing education and career skills for those who already have jobs, and one-third noted they are best for preparing the unemployed for work (36 percent in 2009 and 32 percent in 2005).

Only 31 percent of the residents in 2009 and 30 percent in 2005 noted community colleges were the best at providing individual attention to students. Less than one-fourth of the residents noted community colleges were the best at providing online classes (29 percent in 2005 and 24 percent in 2009) and providing services for students (24 percent in 2005 and 22 percent in 2009).

Providing technical training for jobs was attributed to community colleges by 14 percent of the residents in 2005 and 17 percent in 2009. Eighteen percent of the residents in the City credited the community colleges with preparing students for the future in 2005 and only 14 percent agreed in 2009. In 2009, community colleges are least likely to be known for up-to-date curriculum (10 percent), academics (nine percent), high-quality instruction (seven percent), overall quality of education (seven percent), state-of-the-art technology (seven percent), and attractive campus environment (seven percent). Residents were less likely to attribute these educational characteristics to community colleges in 2009 than in 2005.

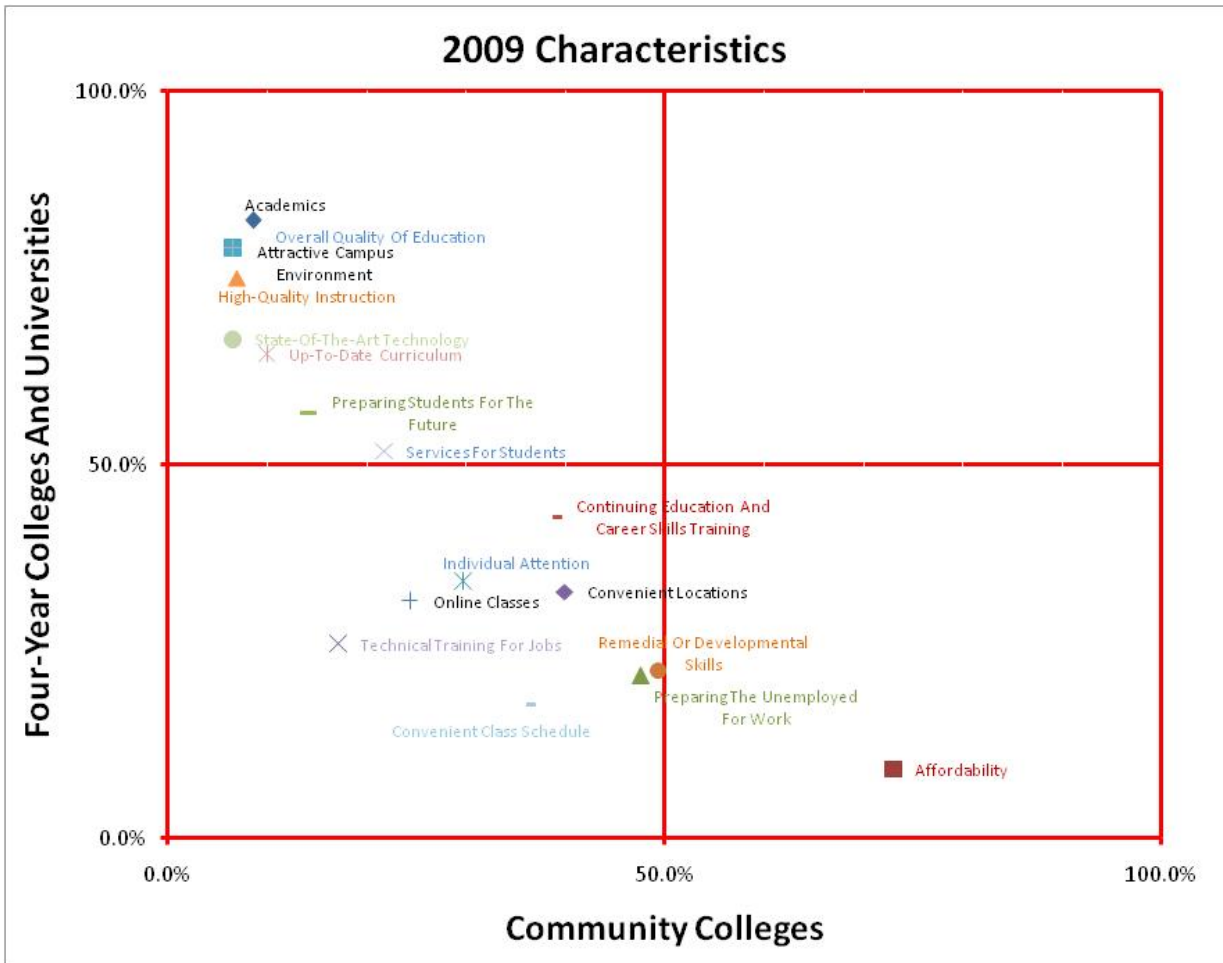
Two new web site attributes were added to the 2009 list of educational characteristics. Ten percent of the residents in the market area noted that community colleges were best for availability of key information on web site in 2009 and nine percent noted the community colleges had the best web site appeal.

**Chart 7. Image Analysis Of Community Colleges Versus Four-Year Colleges And Universities By Community Members, 2005**



To understand the positioning of Community College of Philadelphia (community colleges) in relation to the four-year colleges and universities in the service area, the percentage of residents which attributed a characteristic to each type of educational institution was plotted for the community colleges and the four-year colleges and universities for 2005 and 2009. The results from 2005 are presented in Chart 7. The characteristics which are found in the upper left quadrant define the image of the four-year colleges and universities in 2005. Specifically, the residents in the market define the market position of the four-year colleges and universities as high quality of instruction, attractive campus environment, academics, overall quality of education, up-to-date curriculum, state-of-the-art technology, preparing students for the future, and services for students. The lower right quadrant is the quadrant which defines the market position of the community colleges in the market. The characteristics making up the market position for the community colleges in 2005 include affordability, convenient class schedule, and convenient locations.

**Chart 8. Image Analysis Of Community Colleges Versus Four-Year Colleges And Universities By Community Members, 2009**

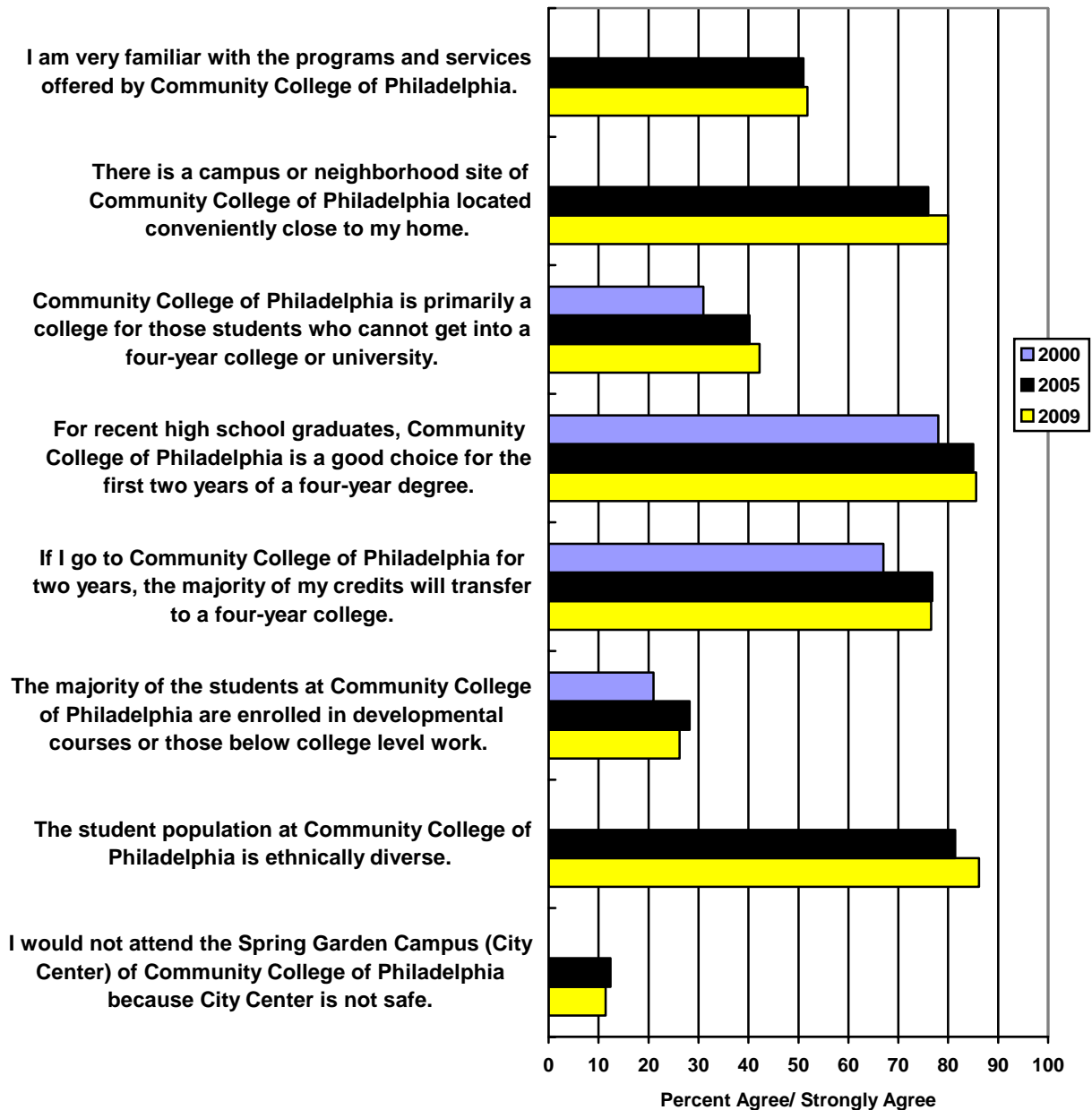


The residents were asked to attribute the same set of educational characteristics to community colleges and the four-year colleges and universities in the 2009 Community Scan. The percentage of residents which attributed a characteristic to each type of educational institution was plotted for the community colleges and the four-year colleges and universities in 2009 and the results are presented in Chart 8. The characteristics which are found in the upper left quadrant define the image of the four-year colleges and universities in 2009. Specifically, the residents in the market define the market position of the four-year colleges and universities as academics, high quality of instruction, attractive campus environment, overall quality of education, up-to-date curriculum, state-of-the-art technology, preparing students for the future and services for students. The same characteristics are seen in 2005 and 2009 describing the four-year colleges and universities. The lower right quadrant is the quadrant which defines the market position of the community colleges in the market. Only one characteristic makes up the market position for the community colleges in 2009 – affordability. Convenient class schedule and convenient locations have shifted to the four-year colleges and universities in the last four years.

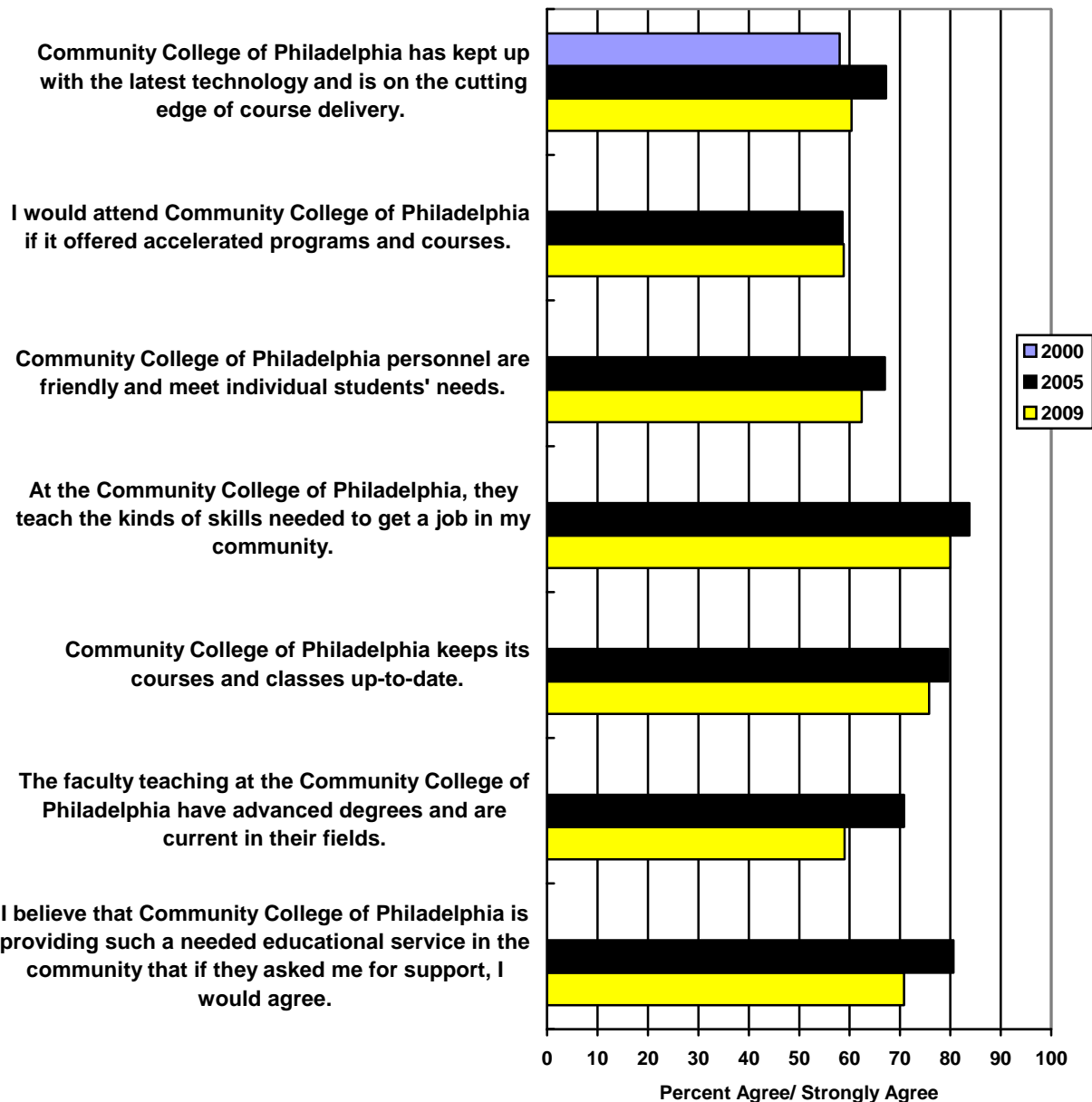
*Attitudinal Issues*

People hold many attitudes toward a community college that they use to define the community college to other people. Attitudes toward the Community College of Philadelphia were defined in 2005 and these were tested again in 2009 to determine if the attitudes of the residents in Philadelphia had shifted regarding the College.

**Chart 9-A. Attitudes Toward Community College Of Philadelphia By Comparison Of 2005 And 2009 Results**



**Chart 9-A. Attitudes Toward Community College Of Philadelphia By Comparison Of 2005 And 2009 Results**



**Attitudes Toward Community College Of Philadelphia.** Residents were asked to agree or disagree with a series of statements about Community College of Philadelphia using the scale of “Strongly Agree,” “Agree,” “Neither Agree or Disagree,” “Disagree,” or “Strongly Disagree.” The “Strongly Agree” and “Agree” responses were totaled and the percentage of the respondents agreeing with each statement in 2000, 2005, and 2009 are presented in Chart 9-A.

Comparing the results of the 2000, 2005, and 2009 Community Scans, there have been shifts in attitudes in the service area for the statements listed in Chart 9-A. The shifts in attitudes over the last nine years are highlighted below for the years the residents rated each statement:

- Residents in the City even more firmly believe by 2009 that the Community College of Philadelphia is a good place for students to start. In 2000, 78 percent agreed that “for recent high school graduates, the



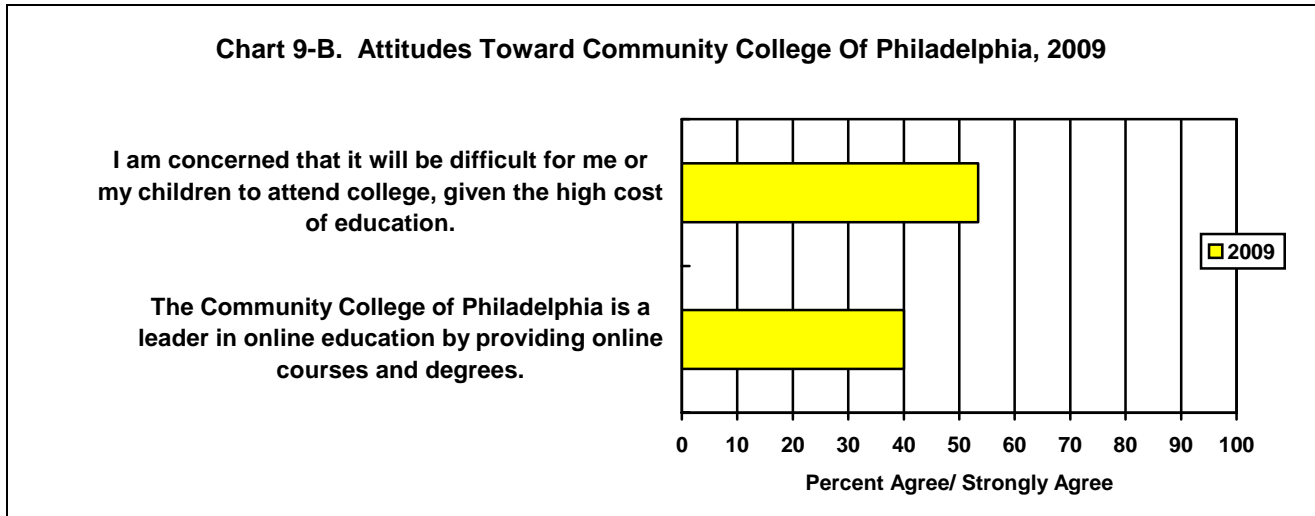
Community College of Philadelphia is a good choice for the first two years of a four-year degree” – by 2005, 85 percent agreed and by 2009, 86 percent of the residents agreed. From 2000 to 2005, there was also a 10 point increase (from 67 percent to 77 percent) in agreement with “if I go to the Community College of Philadelphia for two years, the majority of my credits will transfer to a four-year college” and in 2009, 77 percent still agreed with the statement.

- In 2009, fewer residents in the City believe that the “Community College of Philadelphia has kept up with the latest technology and is on the cutting edge of course delivery” than they did in 2005, but still more than in 2000. In 2000, 58 percent agreed with the statement and by 2005, 67 percent agreed, but in 2009 only 60 percent of the residents agreed with the statement.
- In 2000, only 31 percent of the residents in the City agreed that the “Community College of Philadelphia is primarily a college for those students who cannot get into a four-year college or university.” By 2005, 40 percent agreed with the statement and, in 2009, 42 percent of the residents agreed.
- An increase in agreement with “the majority of the students at the Community College of Philadelphia are enrolled in developmental courses or those below college level work” was also seen among the residents from 2000 to 2005 – in 2000 only 21 percent agreed with the statement, but by 2005 28 percent agreed. A slight drop was seen in 2009 – 26 percent of the residents agreed with the statement.

Additional attitudinal statements were added to the 2005 Community Scan. These statements were used as a baseline and they were tested with the residents in the service area again in the 2009 Community Scan. A summary of the shifts in agreement with the statements from 2005 to 2009 follows:

- More people in 2009 agreed that “the student population at Community College of Philadelphia is ethnically diverse” than they did in 2005. Eight-one percent agreed in 2005 and 86 percent agreed with the statement in 2009.
- While 84 percent of the residents in the City agreed in 2005 that “at the Community College of Philadelphia, they teach the kinds of skills needed to get a job in my community,” 80 percent agreed with the statement in 2009.
- Eighty percent of the residents surveyed in 2009 agreed “there is a campus or neighborhood site of Community College of Philadelphia located conveniently close to my home.” This was slight increase over the 76 percent that agreed in 2005.
- More than three-fourths of those surveyed in 2005 (80 percent) and 2009 (76 percent) agreed “Community College of Philadelphia keeps its courses and classes up-to-date.”
- A majority of the residents in the City “believe that Community College of Philadelphia is providing such a needed educational service in the community that if they asked me for support, I would agree” in both 2005 and 2009, but in 2009 only 71 percent agreed compared to 81 percent in 2005.
- Sixty-two percent of the residents surveyed in the City in 2009 agreed “Community College of Philadelphia personnel are friendly and meet individual students’ needs.” This is a slight reduction from the agreement in 2005 in which 67 percent agreed with the statement.
- There has been a drop in agreement from 2005 to 2009 with “the faculty teaching at the Community College of Philadelphia have advanced degrees and are current in their fields.” In 2005, 71 percent of the residents surveyed agreed with the statement and by 2009, only 59 percent agreed.
- Fifty-nine percent of the residents in 2005 and 2009 agreed “I would attend Community College of Philadelphia if it offered accelerated programs and courses.”
- In 2009, 52 percent of the residents in the City agreed “I am very familiar with the programs and services offered by Community College of Philadelphia,” as did 51 percent in 2005.

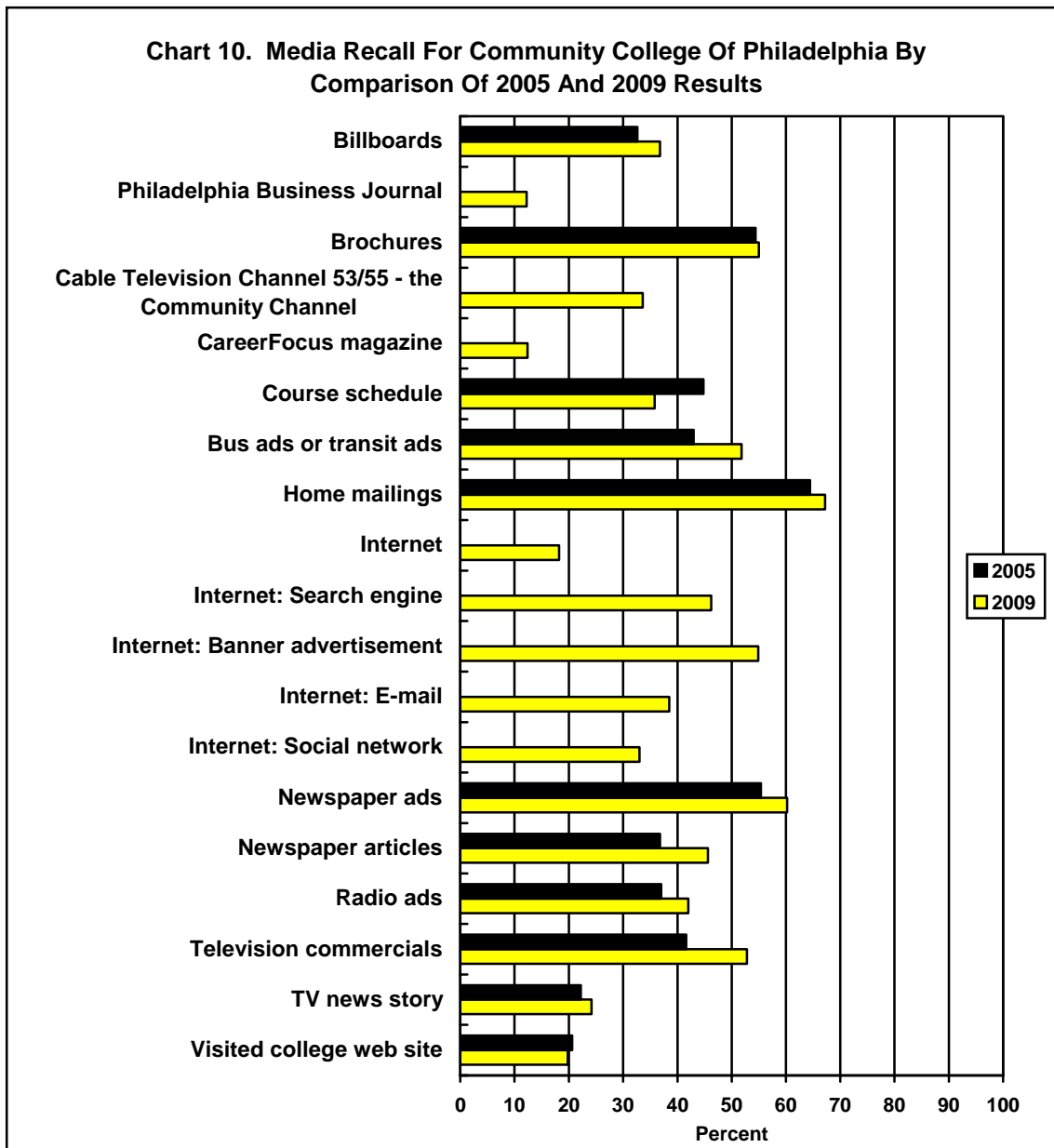
- The stigma about the safety of the Spring Garden Campus continues to decline. In 2005, only 12 percent of the residents agreed “I would not attend the Spring Garden Campus (City Center) of Community College of Philadelphia because City Center is not safe,” and only 11 percent agreed in 2009.



Two new attitudinal statements were added to the 2009 Community Scan given the current issues in the market. Residents were asked to agree or disagree with a series of statements about Community College of Philadelphia using the scale of “Strongly Agree,” “Agree,” “Neither Agree or Disagree,” “Disagree,” or “Strongly Disagree.” The “Strongly Agree” and “Agree” responses were totaled and the percentage of the respondents agreeing with each statement in 2009 is presented in Chart 9-B. Fifty-three percent of the residents in the City surveyed agreed “I am concerned that it will be difficult for me or my children to attend college, given the high cost of education.” Finances appear to be a major issue for more than half of the residents. Only 40 percent of residents agreed “the Community College of Philadelphia is a leader in online education by providing online courses and degrees.” While the College may have been a market leader in the early development of online programming, the other colleges and universities in the market also offer the programming by 2009.

### *Media Recall*

It is very important for a community college to continue to be visible to the residents of a community, especially in the adult market and in their local service area. Residents in the service area were asked whether they had seen or heard information about Community College of Philadelphia in the last year in 2005 and 2009. After the 2005 Community Scan, advertising by the College was dramatically increased with a goal of increasing awareness and familiarity of the College. The more residents recall the information being distributed by the College, the greater the awareness. The results of the recall of the media sources in 2005 and 2009 are presented in Chart 10.



Residents responding to the survey in the service area were asked from which media have they seen or heard information about Community College of Philadelphia in the last year in both 2005 and 2009. The goal of this question was to determine if there were media being used by the College in the service area which was predominant in reaching the residents in the service area. New media were added in 2009 given the online changes occurring in the market and the expanded marketing and advertising plan for the College. The results of the media recall for 2005 and 2009 are presented in Chart 10. As seen in Chart 10, material mailed to the home was the most effective in 2005 and 2009 – 64 percent of residents in 2005 and 67 percent in 2009 recalled material being mailed to their home in the last year.

A major question to be examined in the 2009 Community Scan was to determine whether the increase in media expenditures for Community College of Philadelphia has been effective in increasing the awareness and familiarity of the College with the residents. A good indication that the media buys have been effective is in the increases in recall – for the majority of the media listed, the residents noted an increase in seeing or hearing information about the College in the last year. In 2005, 55 percent of the residents in the service area recalled seeing newspaper ads about the College and by 2009, 60 percent recalled seeing newspaper ads. Fifty-two

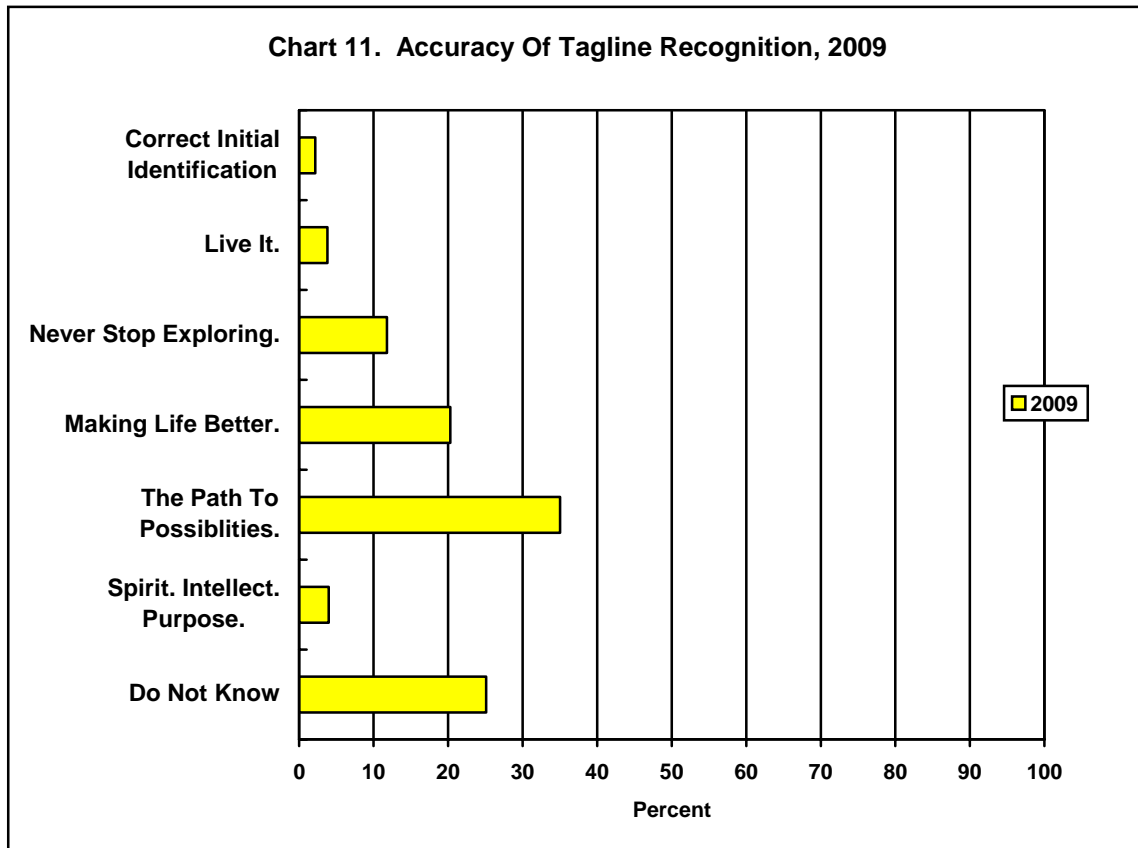
percent of the residents in the City recalled seeing a bus or transit ad in 2009, an increase over the 43 percent who recalled transit ads in 2005. More than half (53 percent) of the residents recalled seeing a television commercial in 2009, compared to 42 percent in 2005. Recall of radio ads about the College also increased from 2005 to 2009 – 42 percent recall a radio ad in 2009 compared to 37 percent in 2005. In 2009, 37 percent of the residents in the City recall seeing a billboard about the College compared to 33 percent in 2005. More of the residents in 2009 also recalled reading a newspaper article about the College – 46 percent in 2009 compared to 37 percent in 2005.

There was little change in recall of brochures about the College between 2009 and 2005 – 55 percent recall a brochure in 2009 and 54 percent recalled a brochure in 2005. In 2009, 24 percent of the residents recalled seeing a TV news story about the College, compared to 22 percent in 2005. Fewer of the residents in the City recall seeing the course schedule in 2009 (36 percent) than they did in 2005 (45 percent). Twenty percent of the respondents visited the College web site in 2009, as did 21 percent in 2005.

Four media were added to the Community Scan in 2009. Thirty-four percent of the residents recall seeing information about Community College of Philadelphia on Cable Television Channel 53/55 - the Community Channel. Eighteen percent of the residents recall information about Community College of Philadelphia on the Internet, specifically banner advertisements (55 percent), search engines (46 percent), e-mail (38 percent), and social networks (33 percent). Twelve percent of the residents in the City recall seeing information about the College in the CareerFocus magazine and Philadelphia Business Journal, respectively.

## Market Recognition

Translating brand language into action is often a challenge, but the strength of the brand depends on the clarity and consistency of the communications that convey it. The consistent use of taglines, logotypes, color, and visual identity in concert should convey the spirit of a college's brand platform in the mind of all constituents. In this section, the residents were asked to share their recognition with the Community College of Philadelphia's visual identity. This is not a test of positive or negative – but a test of recognition.

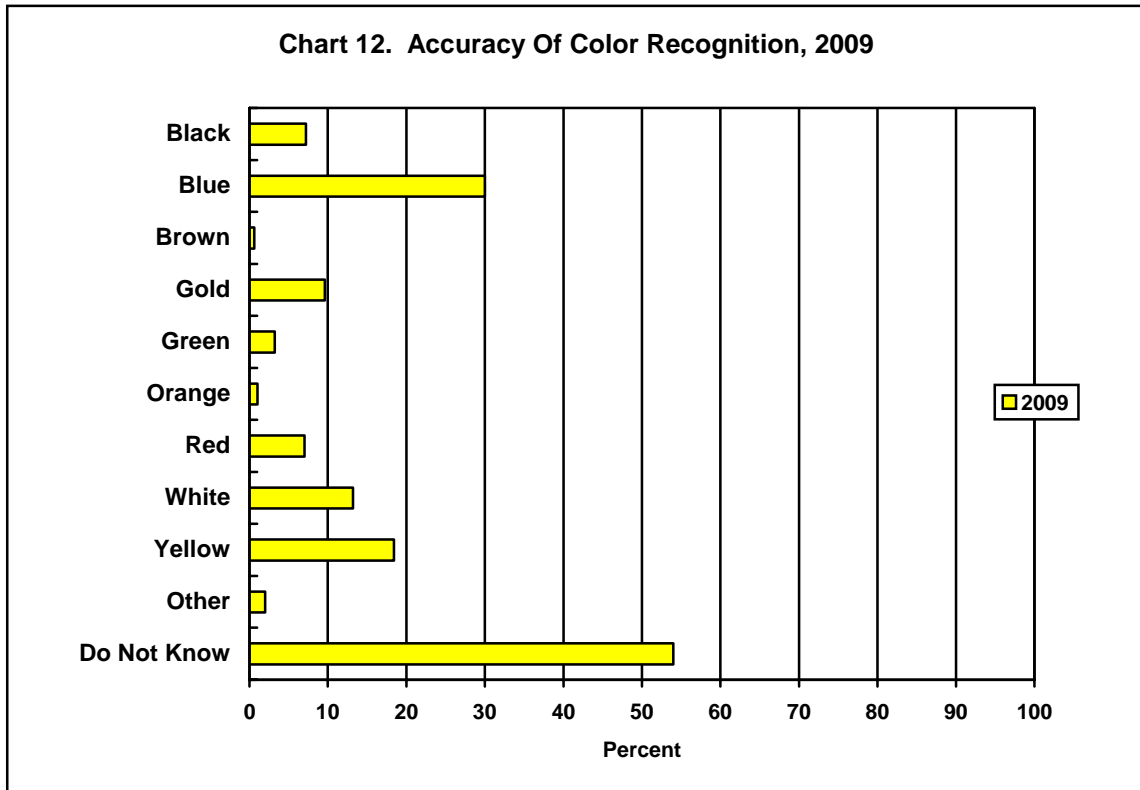


**Tagline Recognition.** A tagline is a creative, memorable expression of the institution's mission and brand. It translates the internally focused competitive advantage statement into an external phrase or slogan that captures the essence of the brand. A tagline should generate an immediate, sometimes emotional, reaction. The residents were asked to state the slogan or tagline for Community College of Philadelphia (unaided recall). If the respondent said "The Path To Possibilities," it was identified as a correct response. If the respondent did not know the slogan, they were read a list of taglines for Community College of Philadelphia and nearby competitors and asked to identify the correct tagline (aided recall).

As seen in Chart 11, only two percent of the residents in the City were able to provide the correct slogan for the Community College of Philadelphia in the test of unaided recall. In other words, two percent of the residents in the service area immediately responded, "The Path To Possibilities" when asked for the slogan for the College. Ninety-eight percent of the residents were then prompted with five taglines representing educational institutions in Philadelphia. Thirty-five percent of the residents correctly named Community College of Philadelphia's tagline, "The Path To Possibilities," in the test of aided recall.

Four percent of the residents incorrectly identified Drexel University's tagline, "Live It," as the Community College of Philadelphia's tagline. LaSalle University's tagline, "Never Stop Exploring," was attributed to Community College of Philadelphia by 12 percent of the residents. "Making Life Better," Penn State's tagline

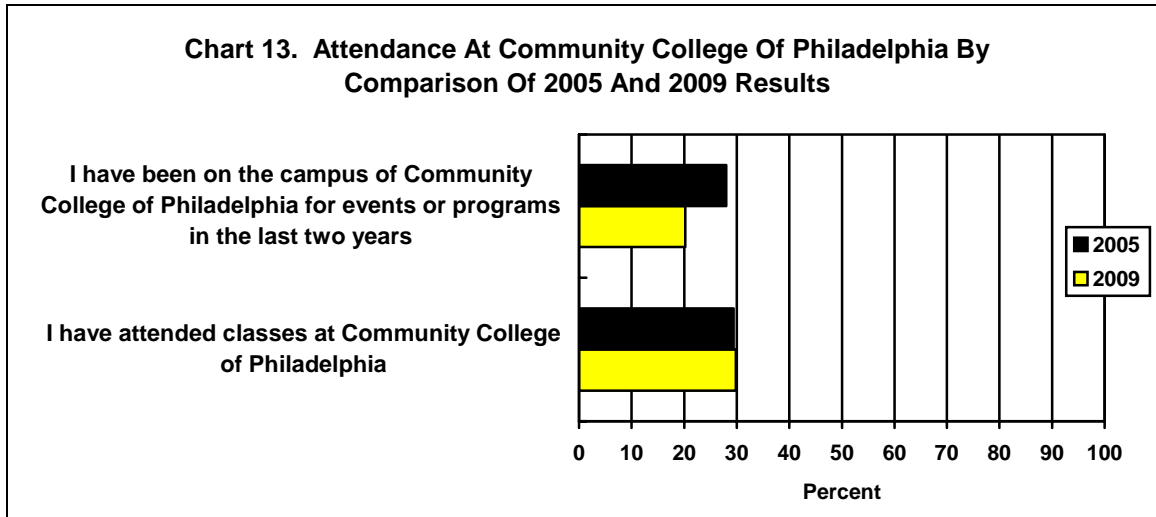
was incorrectly attributed to Community College of Philadelphia by 20 percent of the residents, making it the most incorrectly recognized tagline for Community College of Philadelphia. Only four percent of the residents incorrectly identified Saint Joseph University’s tagline, “Spirit. Intellect. Purpose.,” for Community College of Philadelphia. Overall, one-fourth of the residents simply did not know which tagline represented Community College of Philadelphia in the aided recall.



**Color Recognition.** Color is the most recognizable element of identity and should evoke immediate recognition of a brand or organization. Market segments can react to a color even faster than a logo for some organizations. Color evokes emotion and is more easily remembered than words. Community College of Philadelphia is using a yellow and black color scheme in their new advertising.

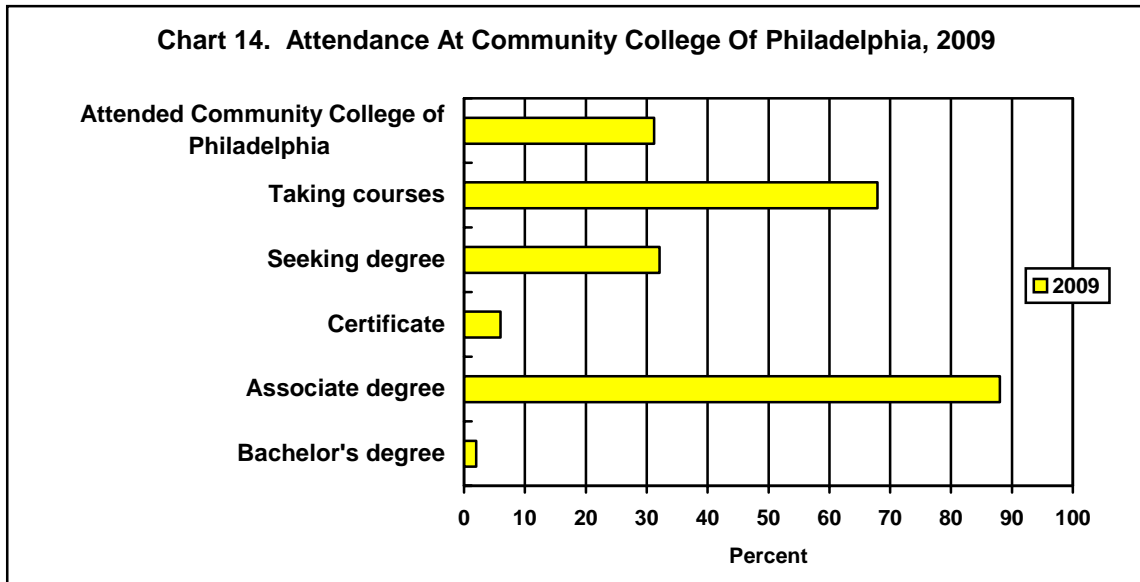
Residents were asked to identify the principal colors of the Community College of Philadelphia. As seen in Chart 12, 30 percent of the residents recalled blue as the major color, with 18 percent recalling yellow, 13 percent white, 10 percent gold, seven percent black, and seven percent red. Three percent or less of the residents identified Community College of Philadelphia’s colors as green, orange, or brown. The College still has to continue to work to be very consistent in color to institutionalize the advertising colors in the residents’ minds to make them highly recognizable. Two percent listed another color or a combination of colors for the Community College of Philadelphia, specifically beige/ gray, cranberry, maroon, maroon/ gray, purple, purple/ grayish purple, and turquoise. Fifty-four percent of the residents simply do not know.

# Attendance At Community College Of Philadelphia



The residents in the 2005 and 2009 Community Scans were asked to indicate whether they had attended the Community College of Philadelphia for events or classes. Residents were asked to agree or disagree with two statements about attending Community College of Philadelphia using the scale of “Strongly Agree,” “Agree,” “Neither Agree or Disagree,” “Disagree,” or “Strongly Disagree.” The “Strongly Agree” and “Agree” responses were totaled and the percentage of the respondents agreeing with each statement in 2005 and 2009 are presented in Chart 13. In 2005, 28 percent of the residents in the City agreed “I have been on the campus of Community College of Philadelphia for events or programs in the last two years,” but only 20 percent agreed in 2009 – a slight decrease in attendance. The events that the residents were likely to attend in 2005 at Community College of Philadelphia included open houses, graduation, job fair, classes, and other special shows like art shows. In 2009, the events that the residents were likely to attend included classes, open houses, job fair, book fair, computer course, concerts, graduation ceremony, and orientation.

In 2009, 30 percent of the residents in the City agreed “I have attended classes at Community College of Philadelphia,” as did 29 percent of the residents in 2005.



The residents in 2009 were specifically asked if they had ever attended Community College of Philadelphia. As seen in Chart 14, 31 percent of the residents indicated they had attended the Community College of Philadelphia. The educational goal for 68 percent of those who enrolled at Community College of Philadelphia was taking courses and 32 percent were seeking a degree when they were enrolled. The majority of the degree seekers were working on associate degrees – 88 percent. Only six percent were working on a certificate and two percent a bachelor’s degree.



## Demographic Characteristics

The demographic characteristics of the residents in the service area responding to the 2005 and 2009 Community Scans are defined in the following sections.

**Chart 15. Educational Characteristics Of Respondents In Service Area**  
(Percent Responding Yes)

	2005	2009
<b>Highest Level Education Completed</b>		
Less than high school	5.6	5.0
High school	29.0	27.2
High school plus some college	20.8	17.8
Technical/ Vocational/ Career certificate	4.6	4.6
Associate degree	7.6	6.2
Bachelor's degree	16.2	16.4
Master's degree	11.4	17.8
Doctoral degree	1.8	3.2
Professional degree (medical, dental, law)	2.2	1.0

**Educational Characteristics.** As seen in Chart 15, more residents have higher degrees in 2009 compared to 2005, especially master's and doctoral degrees. In 2005, six percent of the residents in the survey had not completed high school and only five percent had not completed high school in 2009. Twenty-nine percent of the residents in 2005 completed high school, as did 27 percent in 2009. Twenty-one percent of the residents in 2005 had completed high school and some college and by 2009, 18 percent had this educational level. Five percent of the residents have completed a certificate and 16 percent completed a bachelor's degree (both in 2005 and 2009). Eight percent of the residents in 2005 had associate degrees as did six percent of the residents in 2009. In 2005, 11 percent of the residents had completed a master's degree and by 2009, 18 percent had master's degrees. Four percent of the residents had a doctoral or professional degree in 2009 compared to three percent in 2005.

**Chart 16. Personal Characteristics Of Respondents In Service Area**  
(Percent Responding Yes)

	2005	2009
<b>Average Age</b>	47	51
Generation Y	9.8	10.7
Generation X	38.2	32.3
Baby Boomers	27.8	36.8
Matures	24.2	20.2
<b>Ethnicity</b>		
African-American/ Black	39.2	34.2
Caucasian/ White	44.8	48.8
Asian/ Pacific Islander	2.2	3.8
Hispanic/ Spanish/ Latino	3.2	6.2
American Indian	0.0	0.0
Multiracial/ Other	6.8	4.8
No response/ do not want to respond	3.8	2.2

	2005	2009
<b>Gender</b>		
Male	32.4	30.8
Female	67.0	69.0
Could Not Determine	0.6	0.2
<b>Neighborhood</b>		
Center City	4.0	3.2
South Philadelphia	12.2	12.2
Southwest Philadelphia	7.0	7.0
West Philadelphia	10.2	9.6
Lower North Philadelphia	5.8	5.4
Upper North Philadelphia	7.8	7.8
Kensington, Richmond, Bridesburg	6.0	6.0
Roxborough, Manayunk	3.0	3.2
Germantown, Chestnut Hill	10.2	10.4
Oak Lane, Olney	7.0	7.2
Near Northeast	18.2	18.6
Far Northeast	8.6	9.4
<b>Zip Code</b>		
Refused	1.8	0.0
19102	0.2	0.4
19103	1.8	1.4
19104	2.6	1.8
19106	1.0	0.8
19107	0.2	0.6
19111	3.8	4.2
19114	2.4	2.4
19115	1.8	2.4
19116	1.8	2.2
19118	0.6	0.8
19119	2.2	2.0
19120	3.8	4.2
19121	2.2	2.0
19122	1.0	1.0
19123	1.0	0.8
19124	4.2	4.0
19125	1.4	1.6
19126	1.0	1.0
19127	0.4	0.4
19128	2.8	2.8
19129	1.0	0.8
19130	2.2	1.6
19131	2.6	2.8
19132	3.2	2.8
19133	1.4	1.6
19134	3.0	3.8
19135	2.2	2.2
19136	2.4	2.4
19137	0.4	0.6
19138	2.8	2.4

	2005	2009
19139	2.6	2.8
19140	3.0	3.4
19141	2.0	2.0
19142	1.6	1.8
19143	4.8	4.4
19144	1.8	2.6
19145	2.8	3.4
19146	3.2	2.6
19147	3.4	2.6
19148	3.2	3.6
19149	3.2	3.6
19150	2.0	1.8
19151	1.8	2.2
19152	2.0	2.2
19153	1.0	0.8
19154	2.4	2.4

**Personal Characteristics.** The average age of the respondents to the survey in the service area in 2005 was 47 years of age and 51 years of age in 2009, as seen in Chart 16. The residents in the 2009 Community Scan are more likely to be Baby Boomers (37 percent), compared to 28 percent in 2005. In 2009, 20 percent of the residents in the City were Matures. In 2005, 10 percent of the residents surveyed were in Generation Y and 38 percent were in Generation X. By 2009, 11 percent of the residents were in Generation Y and 32 percent were in Generation X.

Ethnicity of the residents surveyed in 2009 and 2005 are very similar. In 2005, 39 percent of the residents were African-American, 45 percent were White, two percent Asian, three percent Hispanic, and seven percent multiracial. In the 2009 survey, 34 percent were African-American, 49 percent White, four percent Asian, six percent Hispanic, and five percent multiracial. Thirty-two percent of the residents were male in 2005 and 31 percent were male in 2009. A slight shift was seen in population by neighborhoods in Philadelphia comparing the results of the 2005 and 2009 Community Scans. Slightly fewer interviews were conducted in City Center, West Philadelphia, and lower North Philadelphia in 2009 compared to 2005. A few more interviews were included in 2009 than in 2005 in the Roxborough/ Manayunk, Germantown/ Chestnut Hill, Oak Lane/ Olney, and near Northeast neighborhoods.

# Appendices

# Appendix A. Questionnaire

# Appendix B. Comparison Of 2005 And 2009 Tabular Results

# Appendix C. Graphic And Tabular Results By Service Area, 2009

The results of the 2009 data are organized into a graphic and narrative report as well as detailed tabular results. This section of the report focuses on the most meaningful findings of the research and will detail the geographic responses. To make reporting the 2009 results more meaningful in light of the diverse service area of the Community College of Philadelphia, four geographical regions were created which reflect the service areas of the Regional Centers and the main campus — Spring Garden, Northeast, Northwest, and West. The regions were created to determine if there were regional differences across the service area. Specifically, the zip codes for the regions include:

#### Spring Garden

- Comprised 44.2 percent of the sample with 221 interviews completed in the remaining zip codes in the sample frame (includes: 19102, 19103, 19106, 19107, 19118, 19120, 19121, 19122, 19123, 19124, 19125, 19127, 19128, 19130, 19132, 19133, 19134, 19137, 19145, 19146, 19147, 19148, and 19153). Reliability for this individual region is  $\pm 6.6$  percent. In 2000, the Spring Garden region comprised 44.8 percent of the sample with 224 interviews completed. In 2005, the Spring Garden region comprised of 44.8 of the sample with 224 interviews completed.

#### Northeast

- Comprised 24.0 percent of the sample with 120 interviews completed in the zip codes of 19111, 19149, 19152, 19136, 19114, 19115, 19116, 19154, and 19135. Reliability for this individual region is  $\pm 8.9$  percent. In 2000, the Northeast region comprised 23.8 percent of the sample with 119 interviews completed. In 2005, the Northeast region comprised 22.8 percent of the sample with 114 interviews.

#### Northwest

- Comprised 16.0 percent of the sample with 80 interviews completed in the zip codes of 19119, 19150, 19138, 19144, 19129, 19140, 19141, and 19126. Reliability for this individual region is  $\pm 11.0$  percent. In 2000, the Northwest region comprised 15.4 percent of the sample with 77 interviews completed. In 2005, the Northwest region comprised 16.0 percent of the sample with 80 interviews completed.

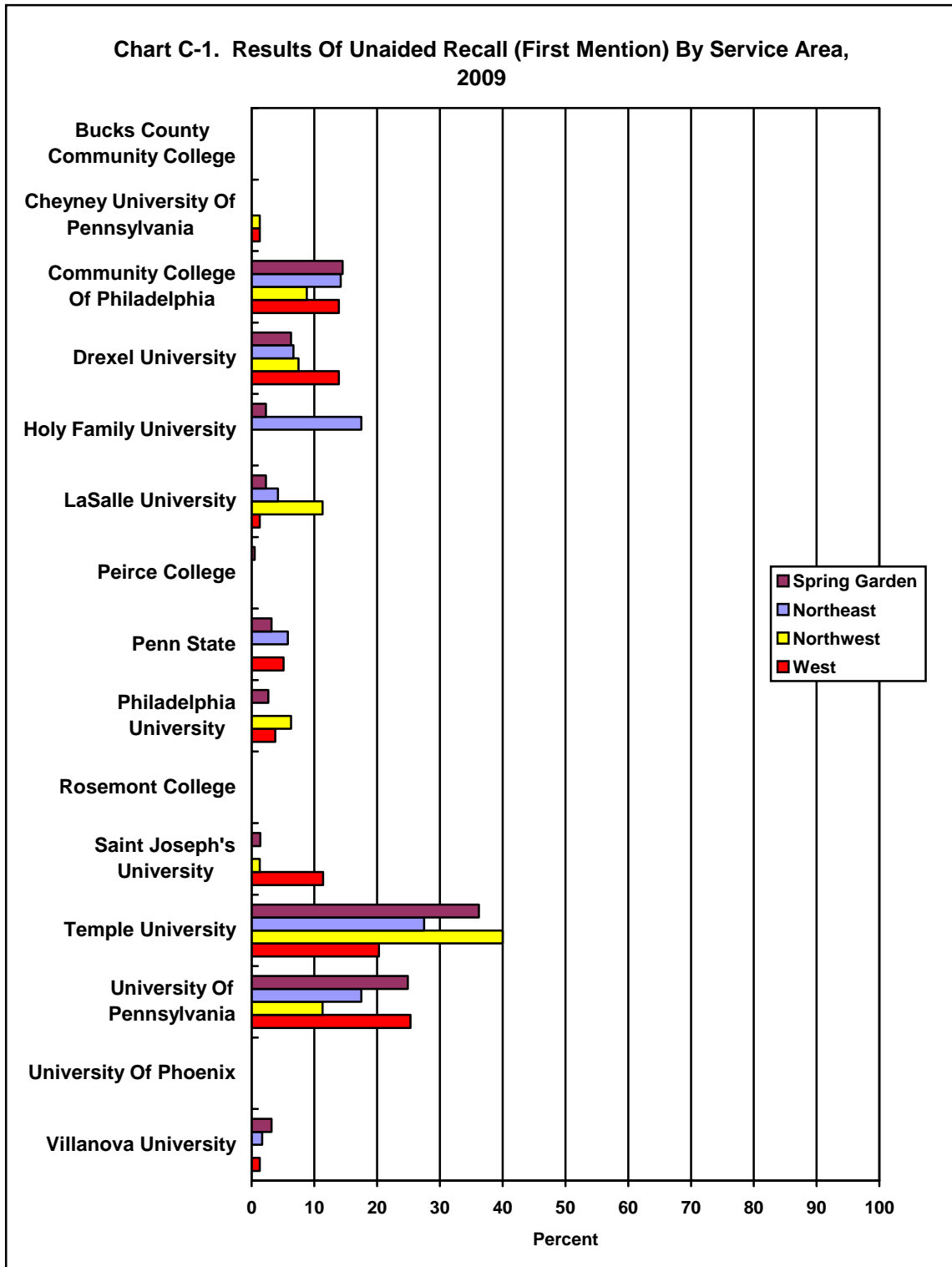
#### West

- Comprised 15.8 percent of the sample with 79 interviews completed in the zip codes of 19131, 19151, 19139, 19143, 19142, and 19104. Reliability for this individual region is  $\pm 11.0$  percent. In 2000, the West region comprised 16.0 percent of the sample with 80 interviews completed. In 2005, the West region comprised 16.4 percent of the sample with 82 interviews completed.

The legends on the following charts are titled Spring Garden, Northeast, Northwest, and West. Differences between the regions will be reported where they exist. A complete set of tabular results by frequency and percentage for each service area follows the graphic results.



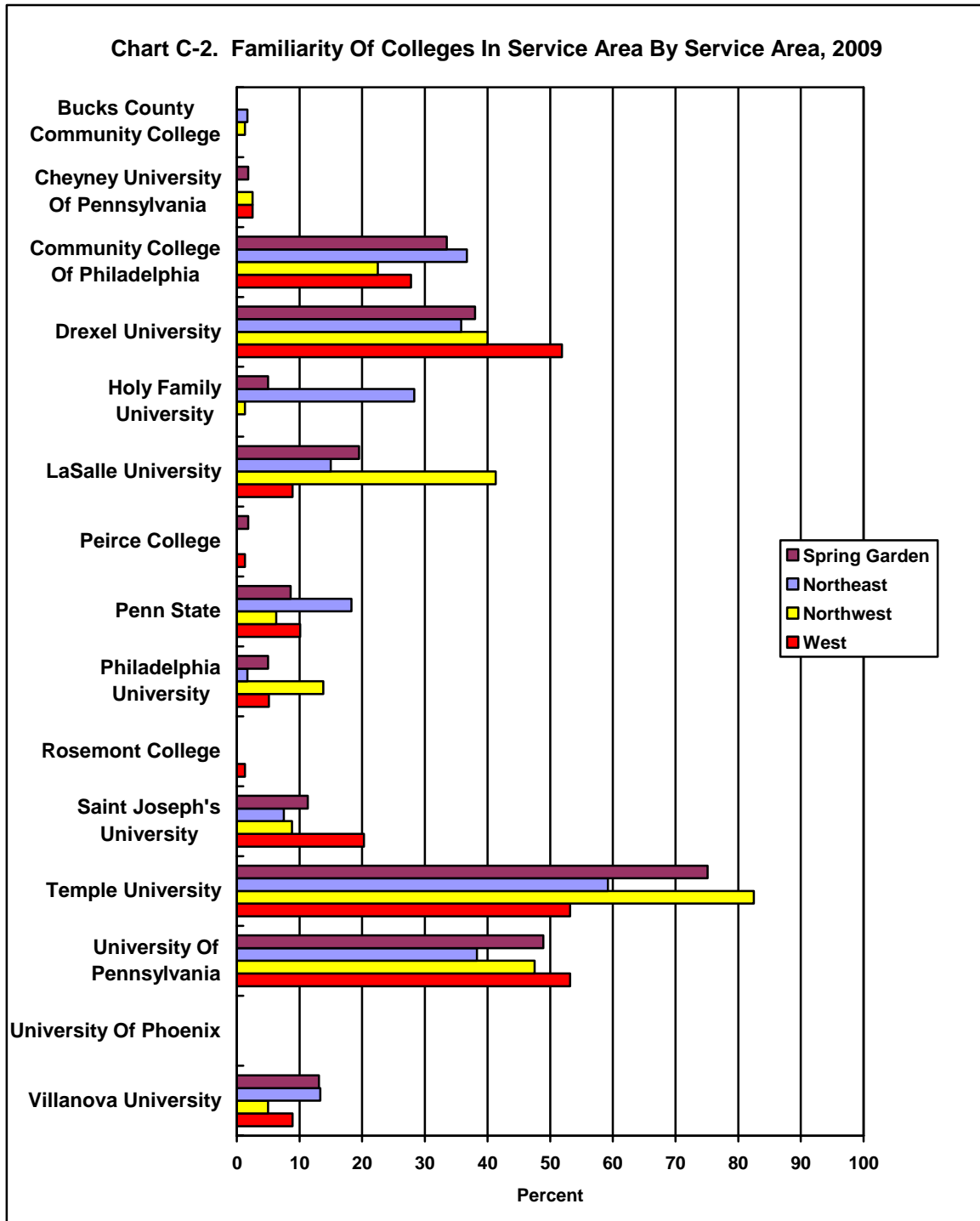
*Graphic Results*



- The best test of awareness is a test of unaided recall. Immediately after securing permission from the respondents to proceed with the survey, the first question asked of the respondents in the service area was to name the area colleges that came to mind. At no time was Community College of Philadelphia identified to bias the initial responses in the test of unaided recall. The unaided recall for Community

College of Philadelphia did vary by location in the City. Fourteen percent of the residents in the Spring Garden, Northeast, and West areas recalled Community College of Philadelphia first as an educational institution in the area. Only nine percent of the residents in the Northwest area recalled Community College of Philadelphia first in the test of unaided recall.

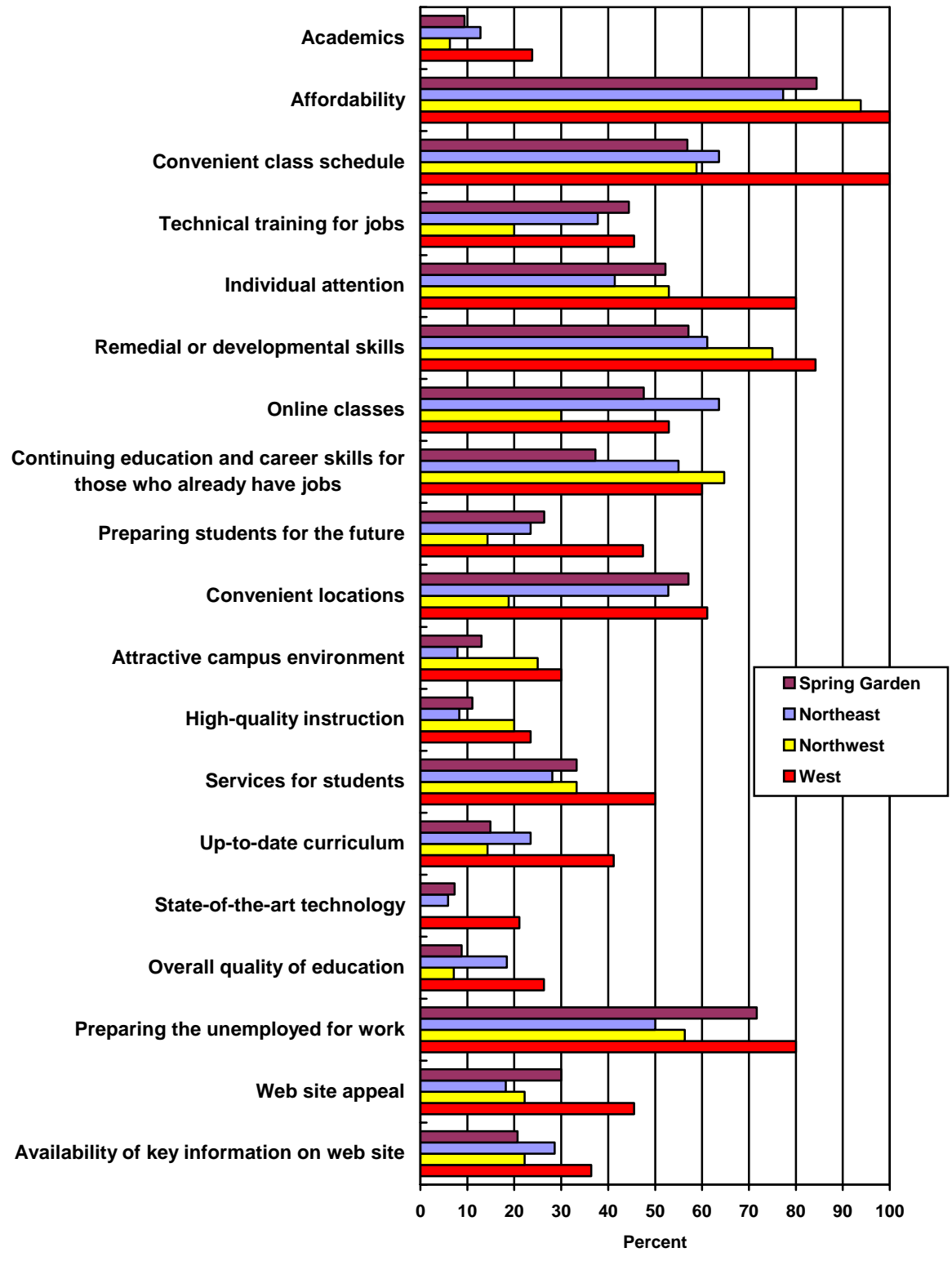
- The colleges with the highest unaided recall in the **Spring Garden area** are Temple University (36 percent), University of Pennsylvania (25 percent), and the Community College of Philadelphia (15 percent).
- The colleges with the highest unaided recall in the **Northeast area** are Temple University (28 percent), University of Pennsylvania (18 percent), Holy Family University (18 percent), and Community College of Philadelphia (14 percent).
- The colleges with the highest unaided recall in the **Northwest area** are Temple University (40 percent), University of Pennsylvania (11 percent), and LaSalle University (11 percent).
- The colleges with the highest unaided recall in the **West area** are the University of Pennsylvania (25 percent), Temple University (20 percent), Drexel University (14 percent), and Community College of Philadelphia (14 percent).



- Another test of image for Community College of Philadelphia is the residents' overall familiarity with the College. Overall familiarity was tabulated by adding all the residents who mentioned a college as one of the total responses in the test of unaided recall. The familiarity for Community College of Philadelphia also varied by location in the City – residents in the Spring Garden and Northeast areas are more familiar with the College than those in the Northwest and West areas. Thirty-four percent of the residents in the Spring Garden area and 37 percent in the Northeast area are familiar with Community College of Philadelphia, compared to 23 percent of the residents in the Northwest area and 28 percent in the West area.

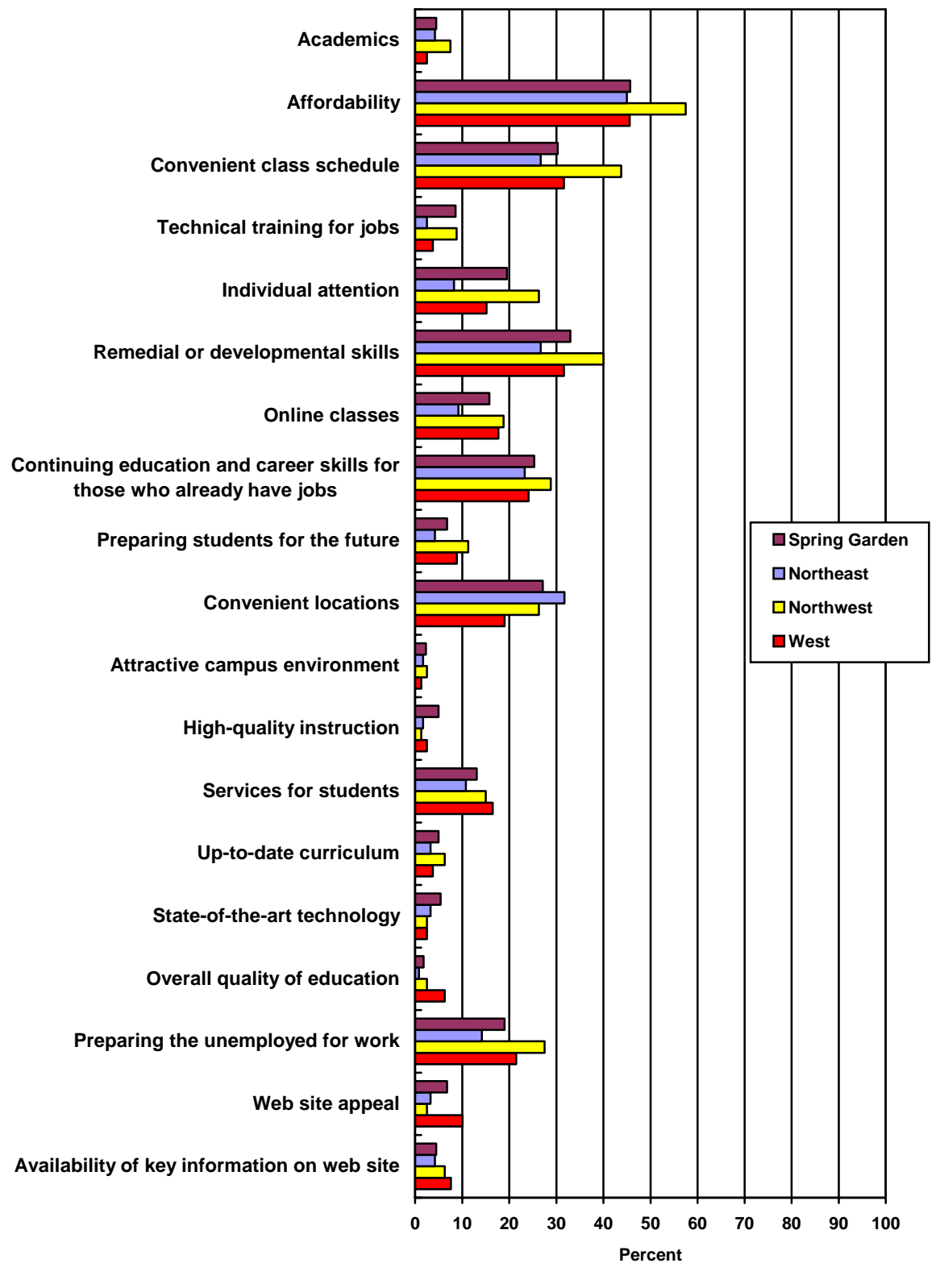
- The colleges with the highest familiarity in the **Spring Garden area** are Temple University (75 percent), University of Pennsylvania (49 percent), Drexel University (38 percent), and the Community College of Philadelphia (34 percent).
- The colleges with the highest familiarity in the **Northeast area** are Temple University (59 percent), University of Pennsylvania (38 percent), Community College of Philadelphia (37 percent), and Drexel University (36 percent).
- The colleges with the highest familiarity in the **Northwest area** are Temple University (83 percent), University of Pennsylvania (48 percent), LaSalle University (41 percent), Drexel University (40 percent), and Community College of Philadelphia (23 percent).
- The colleges with the highest familiarity in the **West area** are the University of Pennsylvania (53 percent), Temple University (53 percent), Drexel University (52 percent), Community College of Philadelphia (28 percent), and Saint Joseph's University (20 percent).

**Chart C-3. College Characteristics Attributed To Community College Of Philadelphia By Service Area, 2009**



- The residents of the service area were asked to identify which college or university in the market was the best for each of the educational characteristics listed. The educational characteristics that more than half of the residents in the **Spring Garden area** attributed to Community College of Philadelphia included: affordability (84 percent), preparing the unemployed for work (72 percent), convenient locations (57 percent), remedial or developmental skills (57 percent), convenient class schedule (57 percent), and individual attention (52 percent).
- The educational characteristics that more than half of the residents in the **Northeast area** attributed to Community College of Philadelphia included: affordability (77 percent), convenient class schedule (64 percent), online classes (64 percent), remedial or developmental skills (61 percent), continuing education and career skills for those who already have jobs (55 percent), convenient locations (53 percent), and preparing the unemployed for work (50 percent).
- The educational characteristics that more than half of the residents in the **Northwest area** attributed to Community College of Philadelphia included: affordability (94 percent), remedial or developmental skills (75 percent), continuing education and career skills for those who already have jobs (65 percent), convenient class schedule (59 percent), preparing the unemployed for work (56 percent), and individual attention (53 percent).
- The educational characteristics that more than half of the residents in the **West area** attributed to Community College of Philadelphia included: affordability (100 percent), convenient class schedule (100 percent), remedial or developmental skills (84 percent), preparing the unemployed for work (80 percent), individual attention (80 percent), convenient locations (61 percent), continuing education and career skills for those who already have jobs (60 percent), and online classes (53 percent).

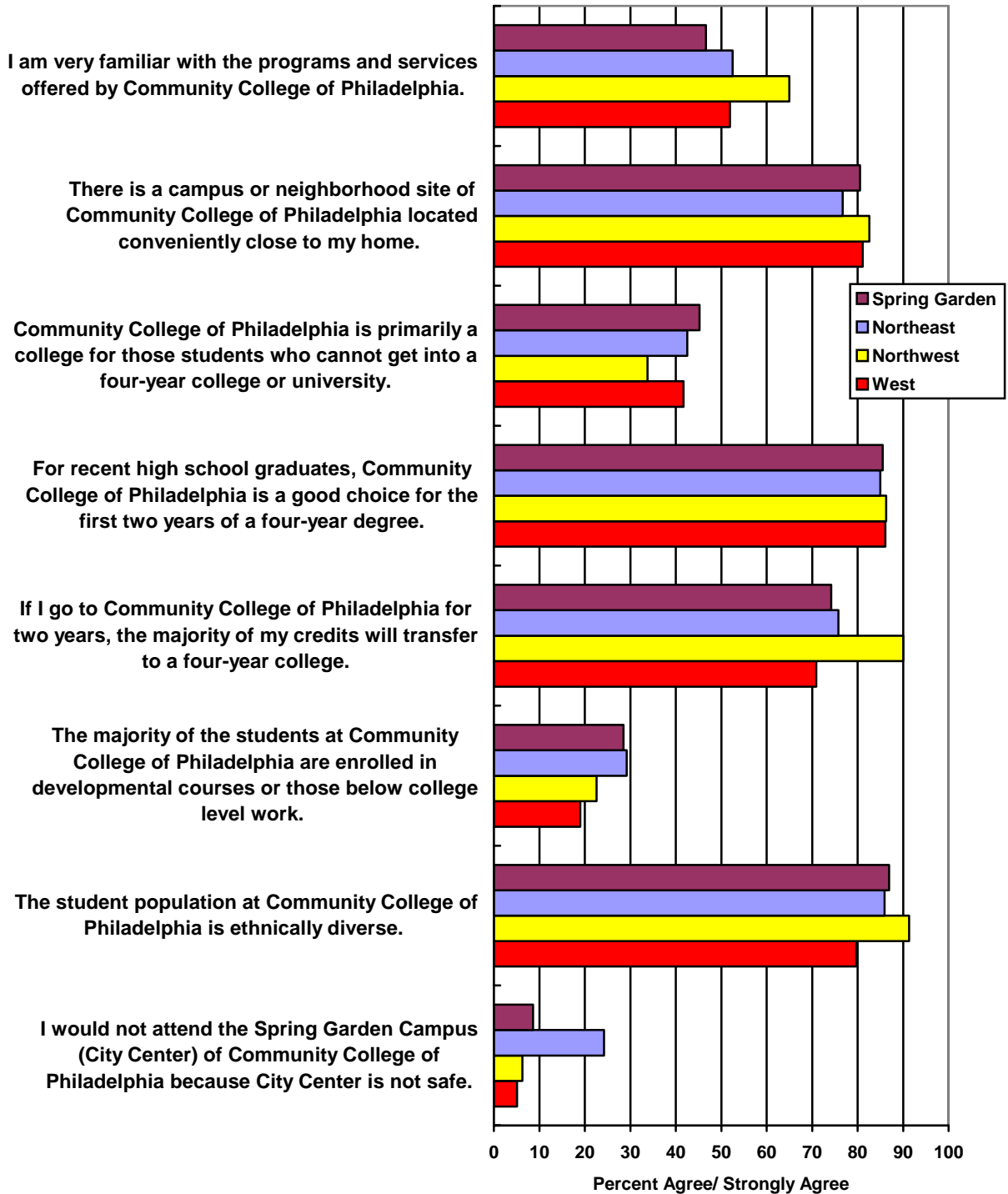
**Chart C-4. Educational Characteristics Attributed To Community Colleges By Service Area, 2009**



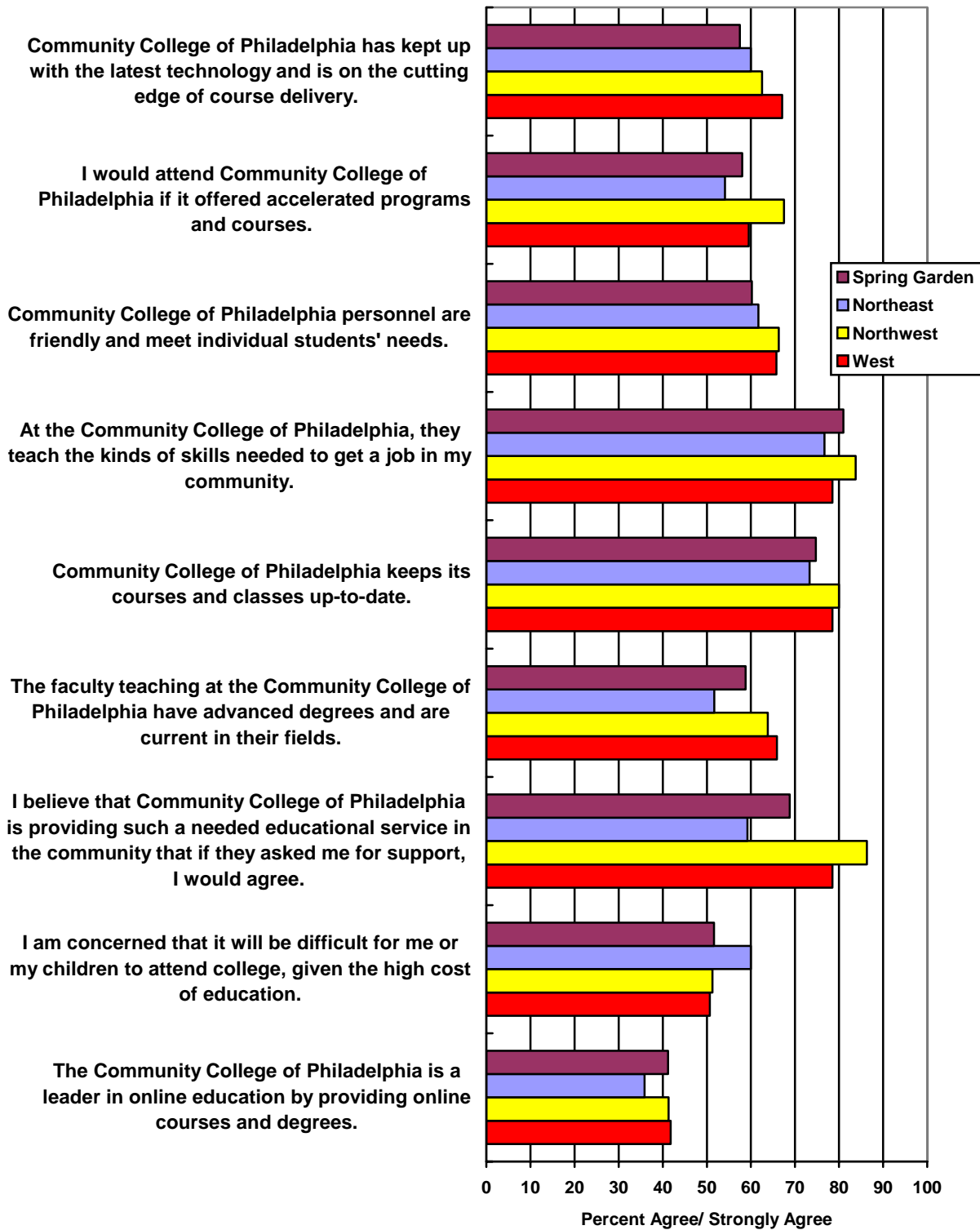
- Survey respondents were asked to identify whether a list of common educational characteristics could be attributed to a four-year college or university, community colleges, or trade or technical schools. The residents in the areas that attributed the characteristics to community colleges are presented in Chart C-4. The top educational characteristics attributed to community colleges by the residents in the **Spring Garden area** include: affordability (46 percent), remedial or developmental skills (33 percent), convenient class schedule (30 percent), convenient locations (27 percent), and continuing education and career skills for those who already have jobs (25 percent).
- The top educational characteristics attributed to community colleges by the residents in the **Northeast area** include: affordability (45 percent), convenient locations (32 percent), remedial or developmental skills (27 percent), convenient class schedule (27 percent), and continuing education and career skills for those who already have jobs (23 percent).
- The top educational characteristics attributed to community colleges by the residents in the **Northwest area** include: affordability (58 percent), convenient class schedule (44 percent), remedial or developmental skills (40 percent), continuing education and career skills for those who already have jobs (29 percent), preparing the unemployed for work (28 percent), convenient locations (26 percent), and individual attention (26 percent).
- The top educational characteristics attributed to community colleges by the residents in the **West area** include: affordability (46 percent), convenient class schedule (32 percent), remedial or developmental skills (32 percent), continuing education and career skills for those who already have jobs (24 percent), and preparing the unemployed for work (22 percent).



**Chart C-5. Attitudes Toward Community College Of Philadelphia By Service Area, 2009**



**Chart C-5. Attitudes Toward Community College Of Philadelphia By Service Area, 2009**

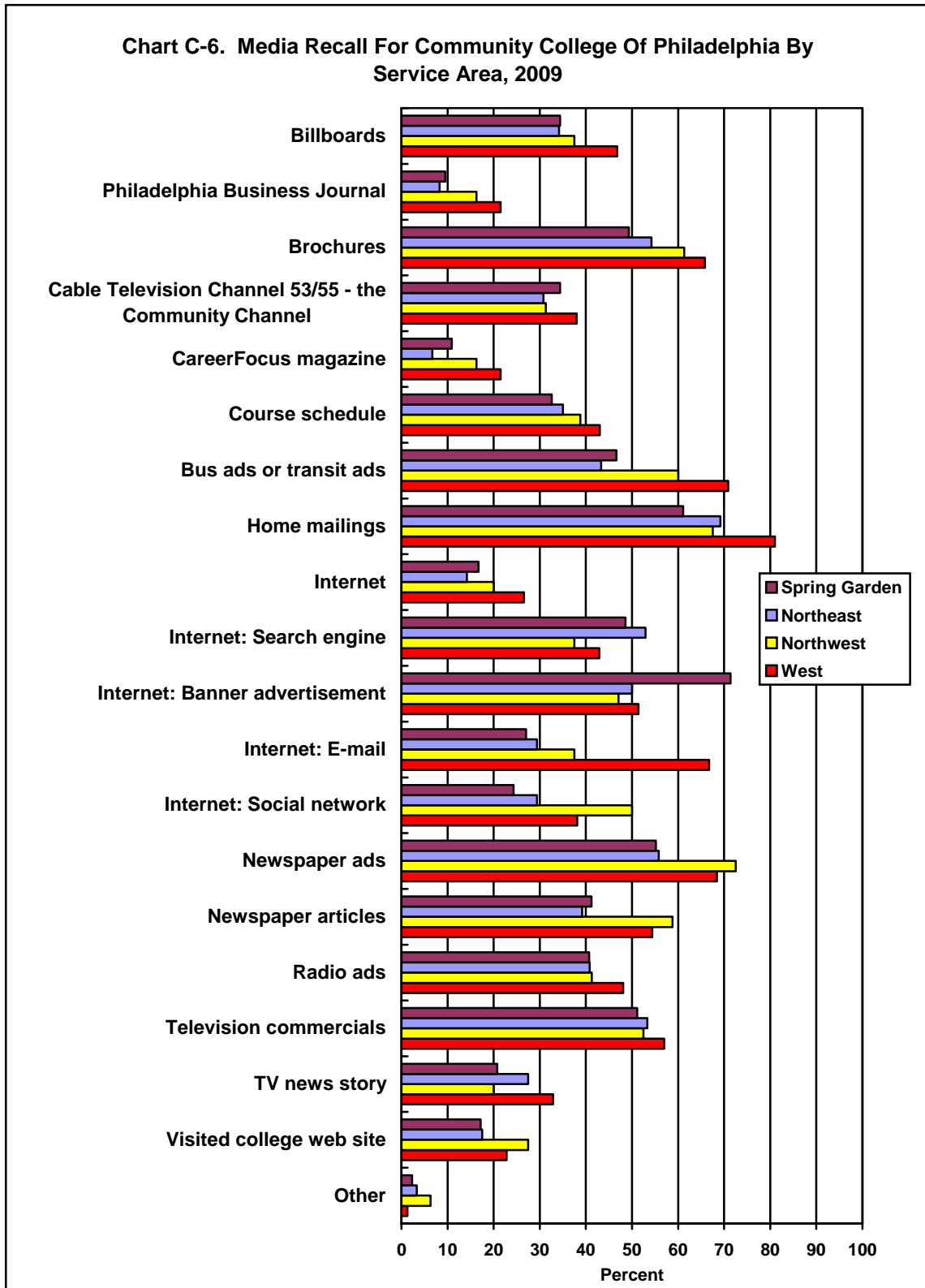


- Residents were asked to agree or disagree with a series of statements about Community College of Philadelphia using the scale of “Strongly Agree,” “Agree,” “Neither Agree or Disagree,” “Disagree,” or

“Strongly Disagree.” The “Strongly Agree” and “Agree” responses were totaled and the percentage of the respondents agreeing by area is presented in Chart C-5.

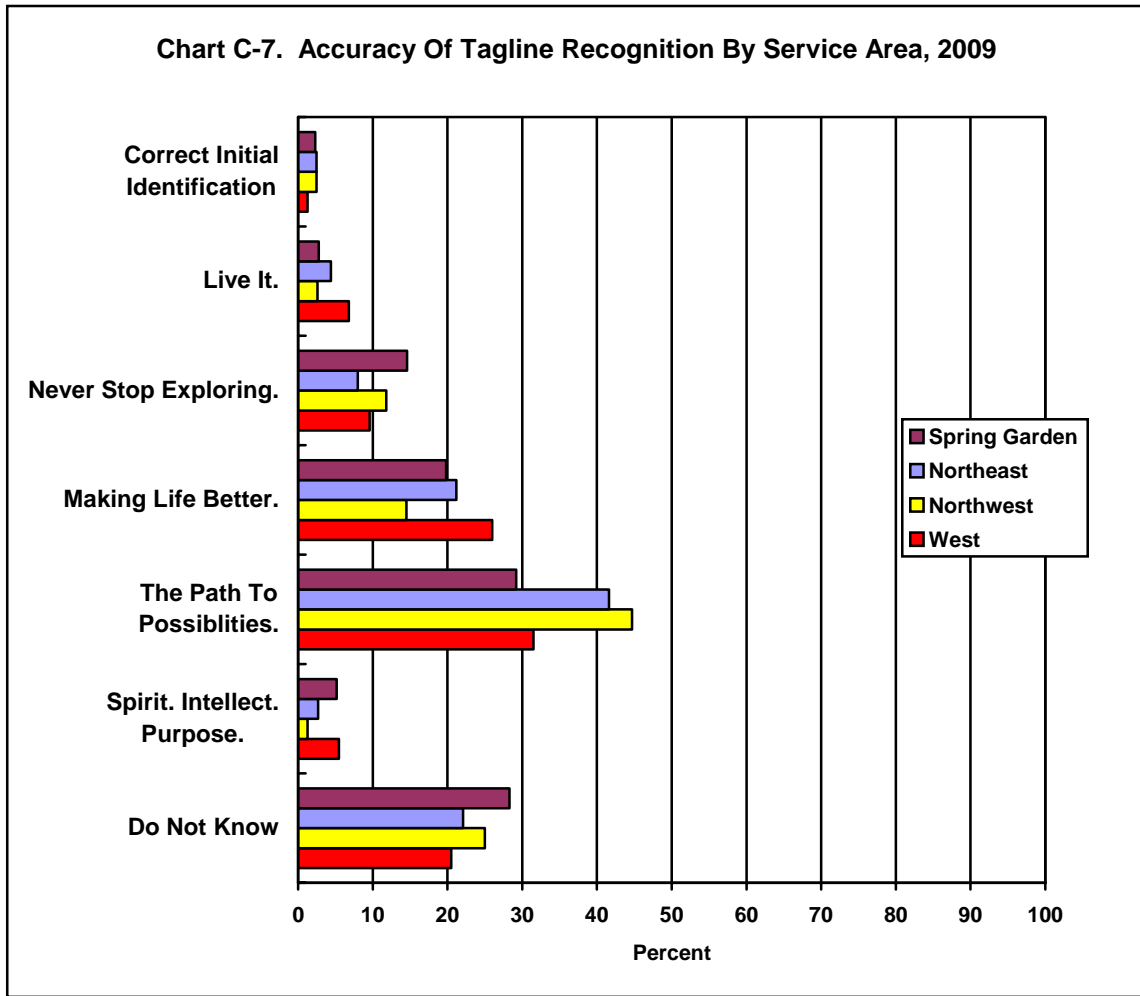
- “I am very familiar with the programs and services offered by Community College of Philadelphia.” – Spring Garden (52 percent), Northeast (66 percent), Northwest (52 percent), and West (47 percent).
- “There is a campus or neighborhood site of Community College of Philadelphia located conveniently close to my home.” – Spring Garden (81 percent), Northeast (77 percent), Northwest (83 percent), and West (81 percent).
- “Community College of Philadelphia is primarily a college for those students who cannot get into a four-year college or university.” – Spring Garden (45 percent), Northeast (43 percent), Northwest (34 percent), and West (42 percent).
- “For recent high school graduates, Community College of Philadelphia is a good choice for the first two years of a four-year degree.” – Spring Garden (86 percent), Northeast (85 percent), Northwest (86 percent), and West (86 percent).
- “If I go to Community College of Philadelphia for two years, the majority of my credits will transfer to a four-year college.” – Spring Garden (74 percent), Northeast (76 percent), Northwest (90 percent), and West (71 percent).
- “The majority of the students at Community College of Philadelphia are enrolled in developmental courses or those below college level work.” – Spring Garden (29 percent), Northeast (29 percent), Northwest (23 percent), and West (19 percent).
- “The student population at Community College of Philadelphia is ethnically diverse.” – Spring Garden (87 percent), Northeast (86 percent), Northwest (91 percent), and West (80 percent).
- “I would not attend the Spring Garden Campus (City Center) of Community College of Philadelphia because City Center is not safe.” – Spring Garden (9 percent), Northeast (24 percent), Northwest (6 percent), and West (5 percent).
- “Community College of Philadelphia has kept up with the latest technology and is on the cutting edge of course delivery.” – Spring Garden (58 percent), Northeast (60 percent), Northwest (63 percent), and West (67 percent).
- “I would attend Community College of Philadelphia if it offered accelerated programs and courses.” – Spring Garden (58 percent), Northeast (54 percent), Northwest (68 percent), and West (60 percent).
- “Community College of Philadelphia personnel are friendly and meet individual students’ needs.” – Spring Garden (60 percent), Northeast (62 percent), Northwest (66 percent), and West (66 percent).
- “At the Community College of Philadelphia, they teach the kinds of skills needed to get a job in my community.” – Spring Garden (81 percent), Northeast (77 percent), Northwest (84 percent), and West (79 percent).
- “Community College of Philadelphia keeps its courses and classes up-to-date.” – Spring Garden (75 percent), Northeast (73 percent), Northwest (80 percent), and West (79 percent).
- “The faculty teaching at the Community College of Philadelphia have advanced degrees and are current in their fields.” – Spring Garden (59 percent), Northeast (52 percent), Northwest (64 percent), and West (66 percent).

- “I believe that Community College of Philadelphia is providing such a needed educational service in the community that if they asked me for support, I would agree.” – Spring Garden (69 percent), Northeast (59 percent), Northwest (86 percent), and West (79 percent).
- “I am concerned that it will be difficult for me or my children to attend college, given the high cost of education.” – Spring Garden (52 percent), Northeast (60 percent), Northwest (51 percent), and West (51 percent).
- “The Community College of Philadelphia is a leader in online education by providing online courses and degrees.” – Spring Garden (41 percent), Northeast (36 percent), Northwest (41 percent), and West (42 percent).

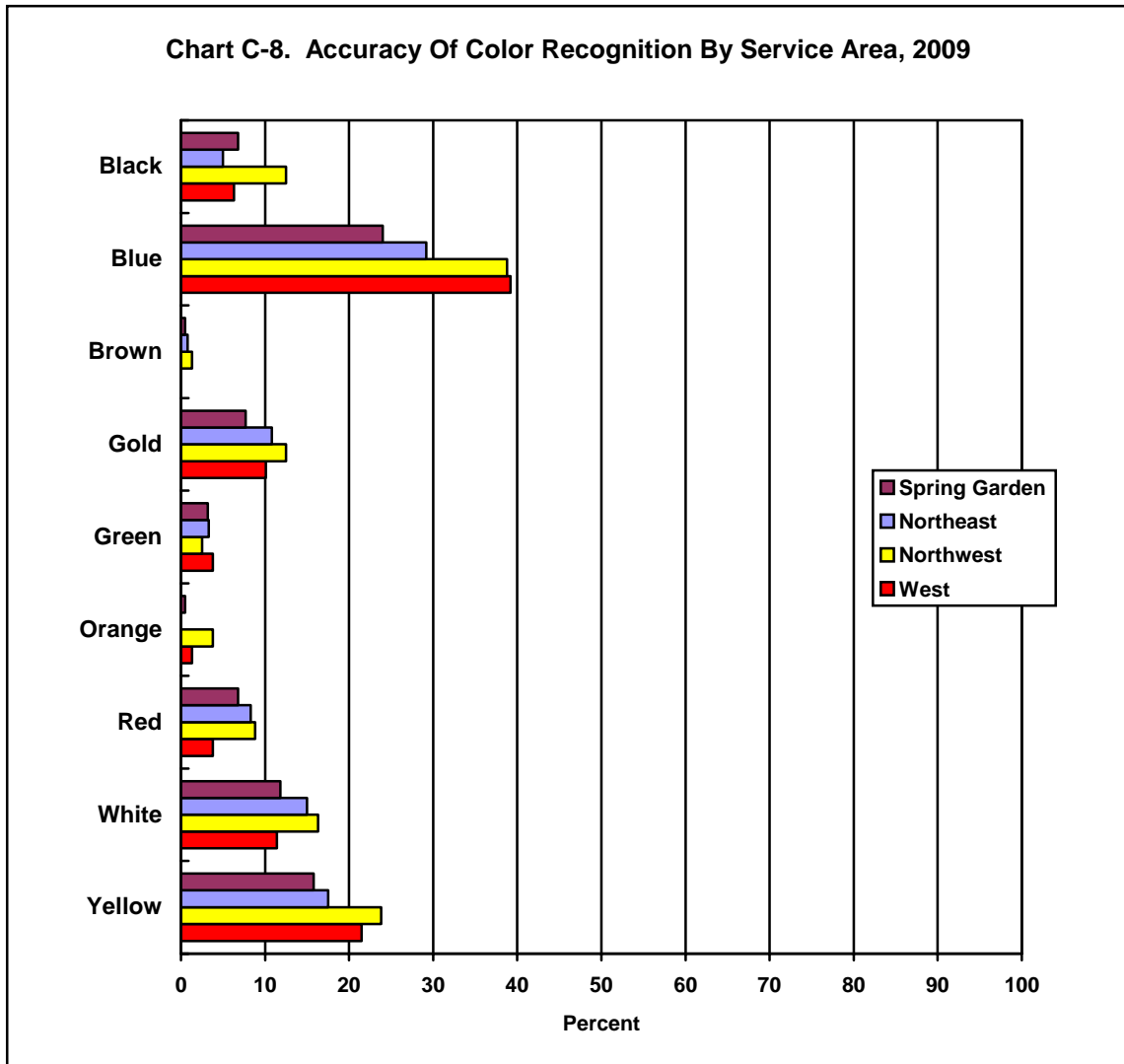


- Residents responding to the 2009 survey were asked from which media have they seen or heard information about Community College of Philadelphia in the last year.

- The media which the residents in the **Spring Garden area** are most likely to recall seeing and hearing something about Community College of Philadelphia include: home mailings (61 percent), newspaper ads (55 percent), television commercials (51 percent), brochures (49 percent), bus ads or transit ads (47 percent), newspaper articles (41 percent), and radio ads (41 percent).
- The media which the residents in the **Northeast area** are most likely to recall seeing and hearing something about Community College of Philadelphia include: home mailings (69 percent), newspaper ads (56 percent), brochures (54 percent), television commercials (53 percent), bus ads or transit ads (43 percent), and radio ads (41 percent).
- The media which the residents in the **Northwest area** are most likely to recall seeing and hearing something about Community College of Philadelphia include: newspaper ads (73 percent), home mailings (68 percent), brochures (61 percent), bus ads or transit ads (60 percent), newspaper articles (59 percent), television commercials (53 percent), and radio ads (41 percent).
- The media which the residents in the **West area** are most likely to recall seeing and hearing something about Community College of Philadelphia include: home mailings (81 percent), bus ads or transit ads (71 percent), newspaper ads (68 percent), brochures (66 percent), television commercials (57 percent), newspaper articles (54 percent), radio ads (48 percent), billboards (47 percent), and course schedule (43 percent).



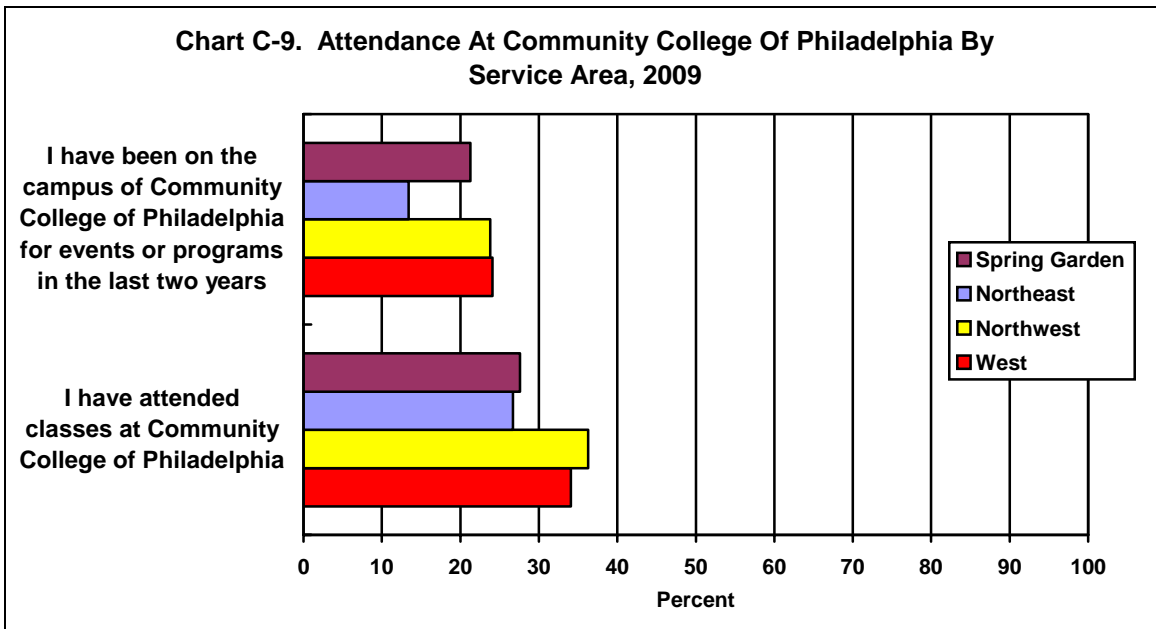
- Two percent of the residents in the Spring Garden area, the Northeast area, and the Northwest area, and one percent in the West area were able to provide the correct slogan for the Community College of Philadelphia in the test of unaided recall. In other words, those residents immediately responded, “The Path To Possibilities,” when asked for the slogan for the College.
- Ninety-eight percent of the residents were then prompted with five taglines representing educational institutions in Philadelphia. The residents in the Northwest region were most likely to correctly name Community College of Philadelphia’s tagline, “The Path To Possibilities,” in the test of aided recall. Forty-five percent of the residents in the Northwest area correctly identified the slogan for Community College of Philadelphia, as did 42 percent of the residents in the Northeast area. Only 32 percent of the residents in the West area correctly identified “The Path To Possibilities” and only 29 percent of the residents in the Spring Garden area correctly identified the tagline.



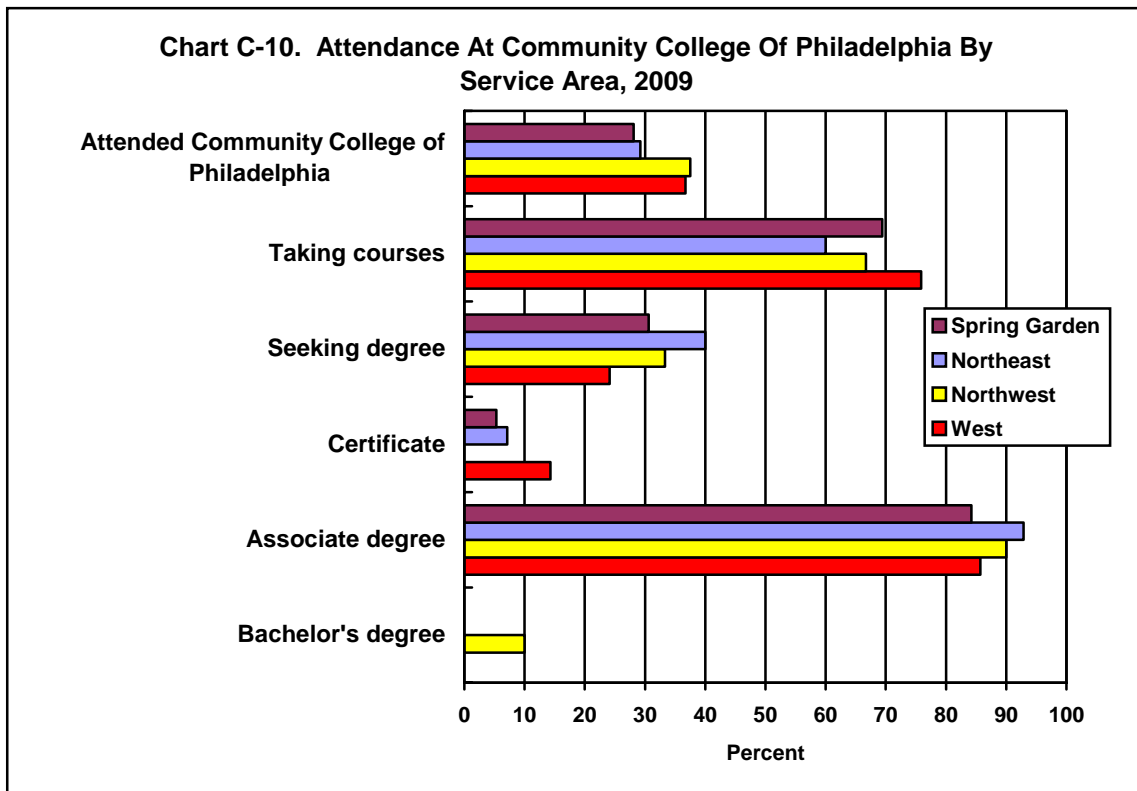
- Residents were asked to identify the principal colors of the Community College of Philadelphia. Yellow and black have been the primary colors used in the advertising. Yellow was identified as the principal color for Community College of Philadelphia by 24 percent of the residents in the Northwest area, 22 percent in the West area, 18 percent in the Northeast area, and 16 percent of the residents in the Spring Garden area.
- Blue was the primary color identified by the residents in the service area. Thirty-nine percent of the residents in the West and Northwest areas identified blue as the primary color, as did 29 percent of the residents in the Northeast and Spring Garden areas.
- White was identified as the principal color for Community College of Philadelphia by 16 percent of the residents in the Northwest area, 15 percent in the Northeast area, 12 percent of those in the Spring Garden area, and 11 percent in the West area.
- Gold was identified as the principal color for Community College of Philadelphia by 12 percent of the residents in the Northwest area, 11 percent in the Northeast area, 10 percent of those in the Spring Garden area, and eight percent in the West area.



- Black was identified as the principal color for Community College of Philadelphia by 12 percent of the residents in the Northwest area, seven percent in the Spring Garden area, six percent of those in the West area, and five percent in the Northeast area.



- Residents in the West and Northwest areas are more likely to have been on the campus of Community College of Philadelphia for an event in the last two years. Twenty-four percent of the residents in the West and Northwest areas agreed “I have been on the campus of Community College of Philadelphia for events or programs in the last two years.” Twenty-one percent of the residents in the Spring Garden area also agreed they had been to an event on campus in the last two years but only 13 percent of those in the Northeast area have been on campus in the last two years.
- The residents in the West and Northwest areas also are more likely to have attended classes at Community College of Philadelphia. Thirty-four percent of the residents in the West area and 36 percent in the Northwest area agreed “I have attended classes at Community College of Philadelphia.” Only 27 percent of the residents in the Northeast area and 28 percent in the Spring Garden area have attended classes at Community College of Philadelphia.



- The residents in the service area were asked if they had ever attended Community College of Philadelphia and, if so, what was their educational goal. The residents in the West and the Northwest areas are more likely to have attended Community College of Philadelphia.
- Twenty-eight percent of the residents in the **Spring Garden area** have attended Community College of Philadelphia – 69 percent were taking courses and 31 percent were seeking degrees. Eighty-four percent of the Spring Garden area residents were seeking an associate degree and five percent were working on a certificate.
- Twenty-nine percent of the residents in the **Northeast area** have attended Community College of Philadelphia – 60 percent were taking courses and 40 percent were seeking degrees. Ninety-three percent of the Northeast area residents were seeking an associate degree and seven percent were working on a certificate.
- Thirty-eight percent of the residents in the **Northwest area** have attended Community College of Philadelphia – two-thirds were taking courses and one-third were seeking degrees. Ninety percent of the Northwest area residents were seeking an associate degree and 10 percent were working on a bachelor's degree.
- Thirty-seven percent of the residents in the **West area** have attended Community College of Philadelphia – 76 percent were taking courses and 24 percent were seeking degrees. Eighty-five percent of the West area residents were seeking an associate degree and 14 percent were working on a certificate.

**Chart C-11. Educational Characteristics Of Respondents By Service Area, 2009**  
(Percent Responding Yes)

	Spring Garden	Northeast	Northwest	West
<b>Highest Level Education Completed</b>				
Less than high school	6.8	4.2	1.3	5.1
High school	28.1	31.7	22.5	22.8
High school plus some college	17.6	15.0	12.5	27.8
Technical/ Vocational/ Career certificate	4.1	4.2	3.8	7.6
Associate degree	5.0	6.7	10.0	5.1
Bachelor's degree	15.8	18.3	20.0	11.4
Master's degree	15.8	18.3	25.0	15.2
Doctoral degree	4.1	0.8	3.8	3.8
Professional degree (medical, dental, law)	1.8	0.0	1.3	0.0

- Educational levels in the Northwest area are higher for bachelor's degrees (20 percent) and master's degrees (25 percent) than the residents in the other areas. Residents in the Spring Garden area are most likely to have not completed high school (seven percent). The residents in the Northeast area are most likely to only have completed high school (32 percent).

**Chart C-12. Personal Characteristics Of Respondents By Service Area, 2009**  
(Percent Responding Yes)

	Spring Garden	Northeast	Northwest	West
<b>Average Age</b>	51	49	53	52
Generation Y	10.3	11.0	11.4	10.7
Generation X	32.7	35.6	27.8	30.7
Baby Boomers	36.4	40.7	34.2	34.7
Matures	20.6	12.7	26.6	24.0
<b>Ethnicity</b>				
African-American/ Black	28.5	3.3	58.8	72.2
Caucasian/ White	55.2	75.8	25.0	13.9
Asian/ Pacific Islander	3.2	6.7	1.3	3.8
Hispanic/ Spanish/ Latino	8.1	5.8	7.5	0.0
American Indian	0.0	0.0	0.0	0.0
Multiracial/ Other	2.3	5.0	7.5	8.9
No response/ do not want to respond	2.7	3.3	0.0	1.3
<b>Gender</b>				
Male	30.3	37.5	32.5	20.3
Female	69.2	62.5	67.5	79.7
Could Not Determine	0.5	0.0	0.0	0.0
<b>Neighborhood</b>				
Center City	7.2	0.0	0.0	0.0
South Philadelphia	27.3	0.0	0.0	0.0
Southwest Philadelphia	1.8	0.0	0.0	39.2
West Philadelphia	0.0	0.0	0.0	60.8
Lower North Philadelphia	12.2	0.0	0.0	0.0
Upper North Philadelphia	10.0	0.0	21.3	0.0
Kensington, Richmond, Bridesburg	13.6	0.0	0.0	0.0
Roxborough, Manayunk	7.2	0.0	0.0	0.0
Germantown, Chestnut Hill	1.8	0.0	60.0	0.0
Oak Lane, Olney	9.5	0.0	18.8	0.0
Near Northeast	9.0	60.8	0.0	0.0
Far Northeast	0.0	39.2	0.0	0.0
<b>Zip Code</b>				
19102	0.9	0.0	0.0	0.0
19103	3.2	0.0	0.0	0.0
19104	0.0	0.0	0.0	11.4
19106	1.8	0.0	0.0	0.0
19107	1.4	0.0	0.0	0.0
19111	0.0	17.5	0.0	0.0
19114	0.0	10.0	0.0	0.0
19115	0.0	10.0	0.0	0.0
19116	0.0	9.2	0.0	0.0
19118	1.8	0.0	0.0	0.0
19119	0.0	0.0	12.5	0.0
19120	9.5	0.0	0.0	0.0
19121	4.5	0.0	0.0	0.0

	Spring Garden	Northeast	Northwest	West
19122	2.3	0.0	0.0	0.0
19123	1.8	0.0	0.0	0.0
19124	9.0	0.0	0.0	0.0
19125	3.6	0.0	0.0	0.0
19126	0.0	0.0	6.3	0.0
19127	0.9	0.0	0.0	0.0
19128	6.3	0.0	0.0	0.0
19129	0.0	0.0	5.0	0.0
19130	3.6	0.0	0.0	0.0
19131	0.0	0.0	0.0	17.7
19132	6.3	0.0	0.0	0.0
19133	3.6	0.0	0.0	0.0
19134	8.6	0.0	0.0	0.0
19135	0.0	9.2	0.0	0.0
19136	0.0	10.0	0.0	0.0
19137	1.4	0.0	0.0	0.0
19138	0.0	0.0	15.0	0.0
19139	0.0	0.0	0.0	17.7
19140	0.0	0.0	21.3	0.0
19141	0.0	0.0	12.5	0.0
19142	0.0	0.0	0.0	11.4
19143	0.0	0.0	0.0	27.8
19144	0.0	0.0	16.3	0.0
19145	7.7	0.0	0.0	0.0
19146	5.9	0.0	0.0	0.0
19147	5.9	0.0	0.0	0.0
19148	8.1	0.0	0.0	0.0
19149	0.0	15.0	0.0	0.0
19150	0.0	0.0	11.3	0.0
19151	0.0	0.0	0.0	13.9
19152	0.0	9.2	0.0	0.0
19153	1.8	0.0	0.0	0.0
19154	0.0	10.0	0.0	0.0

## Appendix D. Detailed Verbatim Responses