



Saddleback College
Community Awareness
Benchmark

Saddleback College Community Awareness Benchmark Survey

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Overview

Executive Summary

Saddleback College hired Interact Communications to research community perceptions about Saddleback. This report addresses the results of a Community Benchmark Survey. This phone survey of randomly selected individuals from Saddleback measures top-of-mind awareness and college image on brand, relevancy, business and industry, responsiveness, and effectiveness. This survey creates a benchmark against which community attitudes can be measured in the future. This is particularly useful in gauging the effectiveness of marketing and image campaigns.

Sample

The market survey took place November 2008. A total of 400 people participated in the telephone survey. This produces a confidence level of +/- 4.88% for Saddleback College.

Key Findings

- Saddleback College is the first “Top of Mind” college within your local community with 36.5%. This includes both the two-year and four-year colleges. This is a solidly held attitude.
- Your nearest competitor, however, is the University of California-Irvine, with 23%, followed by Irvine Valley College at 6.75%.
- With repeated prompts, (N=535), the most common response was “Don’t Know” with 17.76%; University of California-Irvine was #2 with 13.83%, and Saddleback College was #3 with 11.96% of responses.
- When asked “What have you heard” about Saddleback College, the most frequent response, (19.5%) say they have not heard of Saddleback College or have not heard any specifics about the college.
- Slightly less than 1 in 5 (19%) could identify Saddleback College as a good college, or proving a good education, or a good value.
- College literature (14%) is the single largest source of messaging after word-of-mouth (30.75%).
- Nearly 25% of the sample say their knowledge of the college was shaped by something they heard more than five years ago.
- The community feels as though Saddleback College is a worthwhile place to spend tax dollars. This support bodes well for general tax support and community good will. It is a solid value position for the college.
- There is a solid sense (53.8%) who believe that Saddleback offers solid support to attending students.
- What is problematic is the 24.4% of the sample who “Slightly Disagree” with the idea that the college is doing the right things to support business, combined with the lower numbers who “Strongly Agree” (11.9%).
- While the most frequent response (24.5%) was “Slightly Disagree” that the college needs to do more to support business and industry, it is clear that there is a significant part of the population that is looking to the college for more.
- The question on business and industry support shows the college generally doing the right things, but at this moment, in this economy, they are looking for additional support. Two out of three say the college is doing the right things, but more than half (58%) say it should do more.
- Residents within the Saddleback area hold a perception that an Associate Degree provides little value. It is clear that this is a fundamental image issue with the Associate Degree, particularly in the highly educated, higher income communities.
- Respondents were consistent in the opinions about the low value of Associate Degrees and did not vary their answer when considering Saddleback as the institution granting an Associate Degree. What this means is that the generally positive image of Saddleback is not substantially shifting attitudes about the general value of an Associate Degree.
- The mailed schedule is making an impact on no less than two in three households in your capture area. However, its efficacy is called into question by the more than half who find it “Somewhat Not Useful”, “Not Useful”, or “Not Useful At All.”
- When asked if they pay attention to information about the college, the most frequent response (23.8%) was “Agree.”

- Nearly 50% “Strongly Agree” or “Agree” that Saddleback College is doing the right thing to help people train for jobs in the community.
- Two in five “Agree” or “Strongly Agree” that Saddleback needs to do more job training.
- Nearly three in five respondents “Agree” or “Strongly Agree” that Saddleback provides high quality education.
- This is a question about which your community has no split feelings. When asked if you provide a quality education 24% “Strongly Agree”. When that question is reversed 33% “Strongly DIS-agree”. This is a solidly held attitude that your institution is a quality institution.
- Nearly half of respondents either “Agree” or “Strongly Agree” that Saddleback College is effective in training people for jobs.
- Two-thirds of the respondents either “Agree” or “Strongly Agree” that Saddleback is a good educational value.
- More than half of the respondents “Agree” that transferring to a four-year college is not difficult.
- Nearly two-thirds of participants “Agree” or “Strongly Agree” that Saddleback College is responsive to community needs.
- More than one-third of respondents said they are not at all likely to consider Saddleback for job training.
- There is a core group (more than one in four) who would consider attending Saddleback, and nearly 13% who say it is very likely that they would attend for job training.
- Nearly 20% of respondents said they would very likely consider attending Saddleback College. This is a solid number and significantly higher than expected. This may imply that in a worsening economy, Saddleback is a solid college option.

Conclusions

- Saddleback College has decent name recognition within the community and is the Top-of-Mind College. The key concern is that the college has few attributes that have “stuck” with the community. Only 1 in 5 say they have any cohesive knowledge of the college.
 - This makes it difficult to compete, as there are few specifics associated with Saddleback.
 - This makes Saddleback vulnerable to a strong marketing campaign (most likely from a private college).
- There are few negative voices regarding Saddleback College, and there are no “bad feelings” which must be overcome in order for Saddleback College to be viewed as effective.
 - The most problematic issue is the number of respondents who have nothing to say because they have either not heard of the college or they have no specific attributes that they associate with the college.
 - Even among positive responses, the elements identified are general ones. While these are good and indicative of long-term and strategic messaging, they are not substantiated (in the minds of the community) by specific facts. This makes them vulnerable to competition by local or online competition.
 - The community believes that Saddleback College is fostering good relationships with local business and industry, but this is not a strongly held attitude. In reality more than 50% of the population (50.5%) are in the volatile area of only “Slightly Agreeing” or “Slightly Disagreeing”. This means this attitude is soft and could change for the better, or worse, and quite quickly.
 - More than 70% say they remember receiving the schedule. It is interesting to note that less than half of respondents found the schedule useful. This is an item Saddleback College may wish to follow up on with community members and consider the following when doing so: Is the book attractive and interesting enough for community members? Does it command attention? Is it user friendly? Is it relevant to community needs and interests? What can be done to improve its perceived value and relevance?
 - There is a significant part of the community (more than one in four) who do not see value in the publication. It is likely, that they will not be supportive of this outreach activity, particularly in financially lean times. This does not mean you should stop, only that you need to have a solid efficacy answer.
 - The community is not looking for information about you. This makes it difficult to announce new programs and initiatives, as well as drive your image.
 - Any communication efforts will need to overcome the core belief from a significant part of your community, that “I don’t need to hear it”.
 - It is important to continue marketing efforts directed at reaching the community and to be aware of the fact that while the community does not see itself as needing information about you. It is watching.
 - Put simply, your community is generally ambivalent about Saddleback College information. This makes it resilient to negative information, but vulnerable to apathy.
 - The community sees Saddleback as providing good training in the community. This is not a volatile or soft attitude as nearly 50% “Strongly Agree” or “Agree” that Saddleback College is doing the right thing to help people train for jobs in the community.
 - When asked if the college needs to do more, this question shows that the community is saying Saddleback needs to contribute more to the job training effort. This is “a sign of the times”. The community is not displeased with you, but is looking to Saddleback to take a leadership role. They want you to “do something” to help.
 - The fact that nearly one in four “Strongly Agree” that Saddleback provides a high quality education is very strong, as is the low percentage of respondents who disagree even a little. This is a solid attitude.
 - Saddleback College is strongly perceived as a high quality institution.

- The community is somewhat ambivalent about the salary earnings potential of a degree from Saddleback College. This is not surprising in light of earlier findings (Value of Associate Degree) regarding perceived value of an Associate Degree.
- The community is strong in their opinion that Saddleback provides good educational value and is protective when the question is reversed. This indicates that this attitude is solid, and this perception is a fundamental belief associated with the college.
- This result positively reinforces the strength of the transfer function at Saddleback College and the community's belief that the process is not difficult.
- Saddleback is viewed as a wise choice for students interested in completing coursework prior to transferring to a four-year college or university with 72.7% "Agreeing" or "Strongly Agreeing" that attending and transferring is a "smart" choice.
- Saddleback College has presence in the community and is perceived as responding appropriately and in a timely manner. The college should consider making this responsiveness a centerpiece of its efforts.
- When asked about responsiveness, participants were consistent with their perceptions even as the question was asked in reverse. As expected they are protective of the college, solidifying their support when it is asked in a negative manner.
- While the community is split in half regarding interest in educational opportunities at Saddleback College, there is a core group (one in five) who believe it is "Very Likely", that Saddleback College is in their future.
- Nearly 31% say it is "Likely" or "Very Likely" that they would consider using Saddleback as a transfer institution. It is clear that the transfer function is a solid attractor for Saddleback.

Recommendations

- There is a dual reality for Saddleback. The community feels you are providing good training and serving business well, but at the same time they believe you should be doing more. This is undoubtedly due (at least partially) to the sinking economy, where public institutions are expected to do more to assist with the slide.
 - This is a critical time where the community is looking to see who will take a leadership role in the economic recovery.
 - We strongly recommend that you look for ways to “ramp up” your services to business and workers and make this a key and public part of your service to the community.
 - This is an opportunity to substantially shift your image from generally positive to a community leader.
 - Follow up: Deep Interviews and focus groups on what kinds of services can support business and economy. Look to re-packaging current offerings into short-term, responsive programs.
- Saddleback College is in a very expensive media market, in which real mass media campaigns have prohibitive costs. While your mailed publications are memorable, they are also considered highly ineffective by one in four of your community. You have several options.
 - First, you may wish to do direct research with your community (focus groups of nontraditional students would work well here) to determine how the schedule could be made more useful to the broader population.
 - Next, you will want to consider a concerted push to obtain email, text and digital means of distributing messaging through “opt in” marketing. This is not simple and it requires that the messaging has perceived value to this market. However, long-term it allows you to target more effectively.
 - Targeted communications for individual programs or clusters of programs are going to be more effective in impacting enrollment than mass “We’re open for business” messages. People do not have specifics on what Saddleback College can offer them. Only specific benefits will help motivate them to investigate.
 - Follow up: If you are unable to identify those who “want” your messages, look for a way to create an “opt out” possibility for those in the community who are not looking for information, and “cranky” when they receive it. Possibly a website, opt out, or a specific, opt in campaign, this could reduce mailing and printing costs, and is what your community expects.
- The Associate Degree gap is significant and is an issue for Saddleback (and all community colleges). While quality perceptions are high, responsiveness is solid, and transfer is excellent, the Associate Degree is significantly undervalued in general and specifically at Saddleback.
 - While the Associate Degree gap is a national issue, with the community looking to Saddleback to “do more” for business and workers any efforts to increase job relevancy of this degree would be important.
 - Look for a course, or course grouping options that can make the AA degree more immediately relevant to the community.
 - Follow up: Consider a business and industry fact-finding process to determine specific skills (both technical and general) that would make AA graduates perceived as more valuable.

Survey Demographics

This is a summary of the demographic characteristics of this 400 participant sample. The results are most reliable when viewed in the aggregate and have a +/-5% confidence interval. The data could be examined in light of these demographic sub-groups, but the confidence interval of stratified samples is higher than we recommend.

Gender

Of the respondents, 56% were female and 44% were male. This demographic split is consistent with community college populations around the country and qualifies as a representative sample.

Age

The sample was deliberately filtered to focus on potential students and their parents. For that reason the 65 and older age group was kept to less than 10% of the sample.

Age	Frequency	Percent
17-24 years	26	6.5
25-34 years	111	27.8
35-44 years	141	35.2
45-54 years	56	14.0
55-64 years	42	10.5
65+ years	20	5.0
Total	396	99.0
Missing	4	1.0
Grand Total	400	100

Race/Ethnicity

- Approximately 61% of respondents were White/Caucasian
- The remaining respondents were of diverse populations with the largest remaining segment (16.8%) being Asian, Asian Indian, and Pacific Islander.
- This ratio is representative of the local population within the Saddleback College community.

Race/Ethnicity	Frequency	Percent
White	246	61.5
Black/African-American	4	1.0
Hispanic/Latino – White	25	6.2
Hispanic/Latino – Black	2	.5
Asian, Asian Indian, Pacific Islander	67	16.8
Native American	4	1.0
Hispanic/Latino – Unspecified	10	2.5
Other	30	7.5
No Response	12	3.0
Total	400	100.0

Education

- More than 95% of respondents were high school graduates or had high school equivalent experience.
- More than 62% surveyed have completed a Bachelor’s Degree or higher.
- This means that generally, Saddleback College’s core district is significantly better educated than a typical community and the children of district residents will have some expectations of higher education. (2000 US Census indicates an average of 80.4% citizens are high school graduates and 24.4% have a Bachelor’s Degree or higher.)

Last year of school completed	Frequency	Percent
Some high school, but did not graduate	14	3.5
High school graduate	37	9.2
GED or HSED	3	.8
Some two-year or technical college, but not graduate	36	9.0
Two year or technical college graduate	28	7.0
Some four-year college or university, but did not graduate	29	7.2
Four-year college or university graduate	125	31.2
Post Graduate work	33	8.2
Post Graduate degree	92	23.0
Missing	3	.8
Total	400	100

Annual Household Income

- Nearly 25% of your local population makes more than \$130,000 per year, while less than 7% make less than \$20,000 per year.
- The State of California's median household income is \$59,928 and the median income for Orange County \$73,107. The median income for the Saddleback College sample is \$80,000 - \$110,000.

Annual Household Income	Frequency	Percent
\$0-\$20,000	26	6.5
\$20,001-\$50,000	59	14.8
\$50,001-\$80,000	62	15.5
\$80,001-\$110,000	74	18.5
\$110,001-\$130,000	31	7.8
More than \$130,000	101	25.2
Missing	47	11.8
Total	400	100

Survey Results Part 1: Unaided Recall

The first three questions of the phone survey were open-ended, unaided-recall questions designed to find out what people know about your college “top of mind”. These questions elicit a wide range of responses from participants, but they offer the advantage of being un-primed responses. The answers are what they are, good, bad, or indifferent. This means coding of these responses requires some subjective review (for example, is Saddleback College the same as Saddleback). However, these results can be conflated into groupings that provide a sense of what the public is thinking about your college as well as how many people hold that perception.

“Top of Mind” Colleges

First, participants were asked to name colleges that came to mind for them. Specifically, they were asked:

“When you think of colleges in your area, what colleges come to mind?”

- This first inquiry yielded a total of 400 total responses with 57 separate colleges named.
- Saddleback College is the leader in “Top of Mind” awareness within your local community with 36.5%. This includes both the two-year and four-year colleges. This is a solidly held attitude.
- Your nearest competitor is University of California-Irvine, with 23%, followed by Irvine Valley College at 6.75%.
- 4.75% of respondents could not come up with the name of a college in the area when asked this question which indicates that Saddleback has strong name recognition.
- Only Saddleback and UC-Irvine have real name recognition.

First Round

College	Frequency	Percentage
Saddleback	146	36.50
UC-Irvine	92	23.00
Irvine Valley College	27	6.75
None	19	4.75
UCLA	19	4.75
Irvine	15	3.75
Irvine College	6	1.50
OCC	6	1.50
Social	5	1.25
USC	5	1.25
Cal State Fullerton	4	1.00
Chapman	4	1.00
Golden West	3	0.75
Berkley	2	0.50
Cal State	2	0.50
Saddle College	2	0.50
Saddleback Valley	2	0.50
Santiago	2	0.50
Avon Riley College	1	0.25
Cal Fullerton	1	0.25
Cal State Fulton	1	0.25
Cal State LB	1	0.25
CASA Fullerton	1	0.25
Cadman	1	0.25
Community	1	0.25
Community/Saddleback	1	0.25
Concordia U.	1	0.25
DC Irvine	1	0.25
Fullerton	1	0.25

IBC	1	0.25
ICU	1	0.25
Irvine State	1	0.25
Irvine University	1	0.25
Laguna Hills	1	0.25
Long Beach	1	0.25
Long Beach State	1	0.25
Loyola Mar amount	1	0.25
Magooney College	1	0.25
Mission College	1	0.25
Morial	1	0.25
Pacific	1	0.25
Pomona College	1	0.25
Rancho Santiago	1	0.25
RVC	1	0.25
S U	1	0.25
San Diego Community	1	0.25
Santa Ana College	1	0.25
Santiago College	1	0.25
STC	1	0.25
Tennessee	1	0.25
UIC	1	0.25
UNCI	1	0.25
University of San Diego	1	0.25
University of California	1	0.25
UTI	1	0.25
Valley College	1	0.25
Valley San Clemente	1	0.25
TOTAL	400	100.0

General Awareness

Up to four queries were made asking about “Top-of-Mind” Colleges. The repeat queries are important because they show the core awareness of Saddleback College without prompting.

- There were a total of 535 responses by participants during the repeated query process.
- The most frequent response to repeated queries (17.76%) was “No colleges come to mind” or “I don’t know.”
- University of California-Irvine is number two with 13.83% of responses mentioning it.
- Saddleback, while being first “Top-of-Mind” drops to third in overall awareness with 11.96% naming it.
- After the first three responses, the next most frequent response was Irvine Valley College with 5.98%.

Repeat Queries

College	Frequency	Percentage
No; None; Don't know	95	17.76
UC-Irvine	74	13.83
Saddleback	64	11.96
Irvine Valley College	32	5.98
UCLA	24	4.49
USC	23	4.30
OCC	18	3.36
Cal State Fullerton	17	3.18
Chapman	14	2.62
Irvine	14	2.62
Orange Coast	12	2.24
Orange Coast College	12	2.24
IVC	10	1.87
Fullerton	9	1.68
Cal State	7	1.31
Irvine College	6	1.12
Long Beach	5	0.93
Chapman University	4	0.75
Santiago	4	0.75
Cal State Long Beach	3	0.56
Concordia	3	0.56
San Diego	3	0.56
Valley College	3	0.56
Van Guard	3	0.56
Coastline	2	0.37
Orange County	2	0.37
Pepperdine	2	0.37
Riverside	2	0.37
San Diego State	2	0.37
Santa Ana	2	0.37
Santiago Canyon	2	0.37
SoCal	2	0.37

UC San Diego	2	0.37
UCSD	2	0.37
Art Institute	1	0.19
Berkley	1	0.19
Cal Fullerton	1	0.19
Cal State	1	0.19
Cal State L.A.	1	0.19
Cal TCH	1	0.19
Canyon College	1	0.19
Concordia College	1	0.19
Concordia University	1	0.19
Costa Mesa	1	0.19
CSF	1	0.19
CSU Fullerton	1	0.19
Fullerton Cal State	1	0.19
Fullerton JR College	1	0.19
Fulton State	1	0.19
Gold West	1	0.19
Golden West	1	0.19
IBC	1	0.19
IC Irvine	1	0.19
ICC Irvine	1	0.19
IDC	1	0.19
Irvine Community College	1	0.19
Irvine SOCal	1	0.19
Irvine State	1	0.19
ITT	1	0.19
Local Community College	1	0.19
Long Beach State	1	0.19
Loyola	1	0.19
National University	1	0.19
O	1	0.19
OC	1	0.19
Orange CC	1	0.19
Orange Coast CC	1	0.19

Orange Cove	1	0.19
OTC	1	0.19
PSC	1	0.19
S.O.K.A..	1	0.19
San Clemente	1	0.19
San Luis Obispo	1	0.19
Santa Barbara	1	0.19
Santiago State	1	0.19
SC	1	0.19
SC Irvine	1	0.19
SDSU	1	0.19
SOCA	1	0.19
SOCA University	1	0.19

SOKA	1	0.19
South Berlin University	1	0.19
UC Fullerton	1	0.19
UCal	1	0.19
UCE	1	0.19
UCS	1	0.19
UIC	1	0.19
Van Guard University	1	0.19
Western Colleges	1	0.19
Westwood	1	0.19
TOTAL	535	100.0

Unaided Recall

What have you heard about Saddleback College?

This question allows us to see the core issues the community associates with the college without being primed. It, like top-of-mind awareness, goes to the heart of attitudes that the community associates with the college.

- The most frequent response, (19.5%) say they have not heard of Saddleback College or not heard any specifics about the college.
- Nearly 1 in 5 (19%) could identify Saddleback College as a good college, or providing a good education, or a good value.
- The remaining 61% of responses to the “what have you heard” question were mentioned less frequently than 46 times per comment.
- Only 3 of the 400 responses to the “what have you heard about Saddleback College” question could be considered negative.
- This implies there are no large negative image issues that are fermenting in the community mind.

Positive or Neutral Comment	Frequency	Percentage
Nothing	78	19.50
Good School	76	19.00
Attended	46	11.50
Yes	44	11.00
Friends/family attend	28	7.00
Local college; community college	27	6.75
Schedule in mail; mailer; ads	19	4.75
Heard of it; know where it is	14	3.50
Location	11	2.75
Nursing program	10	2.50
Highly recommended; good reputation	6	1.50
Good classes; lots of classes	6	1.50
Affordable School	4	1.00
Same district as Irvine	4	1.00
Where the kids go from high school; programs for the kids	4	1.00
Sports	4	1.00
Many programs	4	1.00
Transfer program	3	0.75
Been to school	2	0.50
Worked at Saddleback; employed there	2	0.50
Adult Education	1	0.25
Celebrated big anniversary	1	0.25
Good music	1	0.25
Good professors	1	0.25
In Orange County	1	0.25
TOTAL	397	99.25

Negative Comment	Frequency	Percentage
Problems	2	0.50
Expensive	1	0.25
TOTAL	3	0.75

Where did you hear that?

This question gives us the perceived sources for the information about the college.

- The largest perceived source of information about the college is word-of-mouth messaging (30.75%).
- College literature (14%) is the single largest source of messaging after word-of-mouth.

Comment	Frequency	Percentage
Word of mouth	123	30.75
Mail/Catalog/Flyer/Brochure	56	14.00
I attended/attend	43	10.75
Local/Live in the area/location	42	10.50
N/A	19	4.75
General knowledge/No where	17	4.25
Nothing/none	14	3.50
Self/Personal Experience	12	3.00
Never heard	8	2.00
There	8	2.00
Work	7	1.75
High School	6	1.50
I don't know	6	1.50
Irvine College	6	1.50
Newspaper	5	1.25
Online	4	1.00
Radio/TV	4	1.00
Read about it; news	4	1.00
Church	2	0.50
Sports	2	0.50
Years ago	2	0.50
Courses	1	0.25
Fire Department	1	0.25
Good School	1	0.25
Good teachers	1	0.25
Got recruited	1	0.25
It wasn't crowded years ago	1	0.25
Library	1	0.25
Never been there	1	0.25
Saddleback hospital	1	0.25
Yes	1	0.25
TOTAL	400	100.0

How long ago did you hear that?

- Nearly two in five note messages about the college within the last year.
- However, nearly one-third of the sample say their knowledge of the college was shaped by something they heard more than five years ago.
- Another 14% say it has been more than a year since they heard the information that “stuck” with them.
- Nearly 9% are not receiving or perhaps not paying attention to messages about the college.

Comment (grouped chronologically)	Frequency	Percentage
1 year ago or less	156	39.00
1.1 to 5 years ago	58	14.50
More than 5 years ago	126	31.50
Haven't heard anything	35	8.75

Comments as coded from survey results		
Comment	Frequency	Percentage
5-10 years ago	44	11.00
10-15 years	49	12.20
2-4 years ago	54	14.25
2-3 months	34	8.50
One year; with last year	32	8.00
15-20 years ago	20	5.00
1 month	18	4.50
N/A	17	4.25
Recently/Lately	17	4.25
6 months ago	15	3.75
No/None/Nothing	15	3.75
25 years +	13	3.25
Currently/Always	9	2.25
Don't know	8	2.00
1 week	6	1.50
Spring	4	1.00
Summer	4	1.00
1 1/2 years	4	1.00

Once a year	3	0.75
2 weeks	3	0.75
Every few months	3	0.75
Never	3	0.75
Throughout the years	3	0.75
Today	3	0.75
Yesterday	3	0.75
1-3 days	2	0.50
Every once in a while	2	0.50
Every month	1	0.25
Everyday	1	0.25
First ever heard of Saddleback	1	0.25
Just know it's there	1	0.25
Saw on news	1	0.25
Since I move to my house	1	0.25
They are attending now	1	0.25
This is my first semester	1	0.25
You just see	1	0.25
TOTAL	400	100.00

Overall Unaided Recall Findings

- Generally speaking, Saddleback College has a solid position in the minds of the community.
- It is clear, there are no negative image or public relations issues brewing for the college. The number of negative comments in the “What have you heard” question are so small as to be outliers.
- The most problematic issue is the number of respondents who have “nothing to say” because they have either not heard of the college or they have no specific attributes that they associate with the college.
- Even among positive responses, the elements identified are general ones. While these are good and indicative of long-term and strategic messaging, they are not substantiated (in the minds of the community) by specific facts. This makes them vulnerable to competition by local or online competition.

Survey Results Part 2: Items & Variables

Interact also asked respondents questions that were coded on a Six-Point Likert Scale. These questions individually are items that measure various levels of awareness, satisfaction, and reputation. However, the items can also be part of a variable that measures a larger construct; a variable being comprised of several items is both more reliable and more finely tuned to shifts.

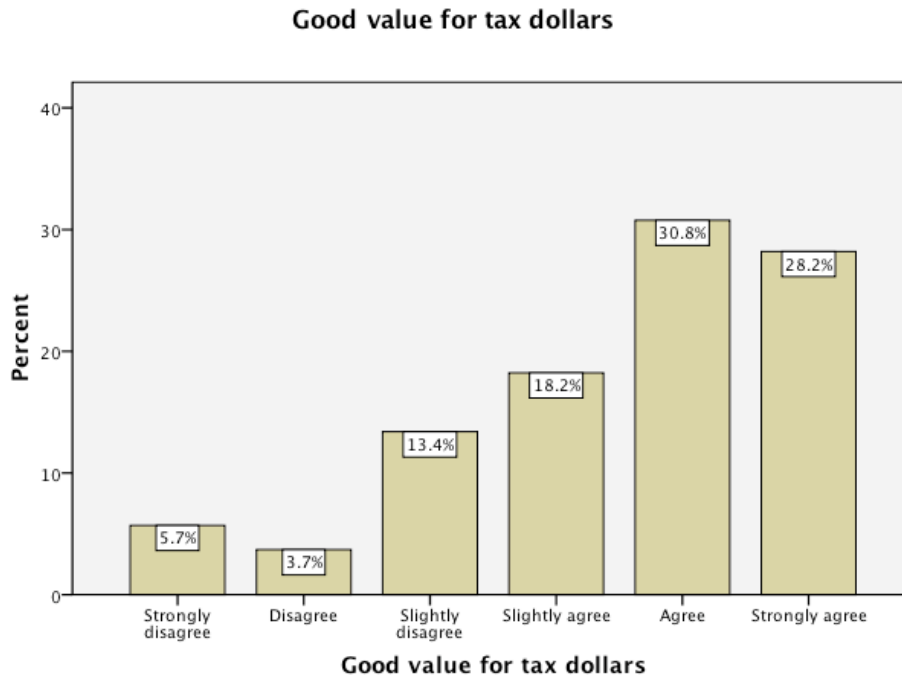
This means that over time, multi-item variables are more sensitive to showing small changes in attitudes toward the college and show a more stable position of the community's attitudes.

The items and variables being measured are:

- Tax Value
- Support (Helping Students Succeed)
- Business and Industry
- Value of Associate Degree
- Messaging
- Relevance
- Local Training
- Quality
- Job Efficacy
- Educational Value
- Transfer
- Responsiveness
- Intent by Purpose

Tax Value

Participants were asked to express their agreement or disagreement with the statement: “Saddleback College is a good value for my tax dollars.”



Observations

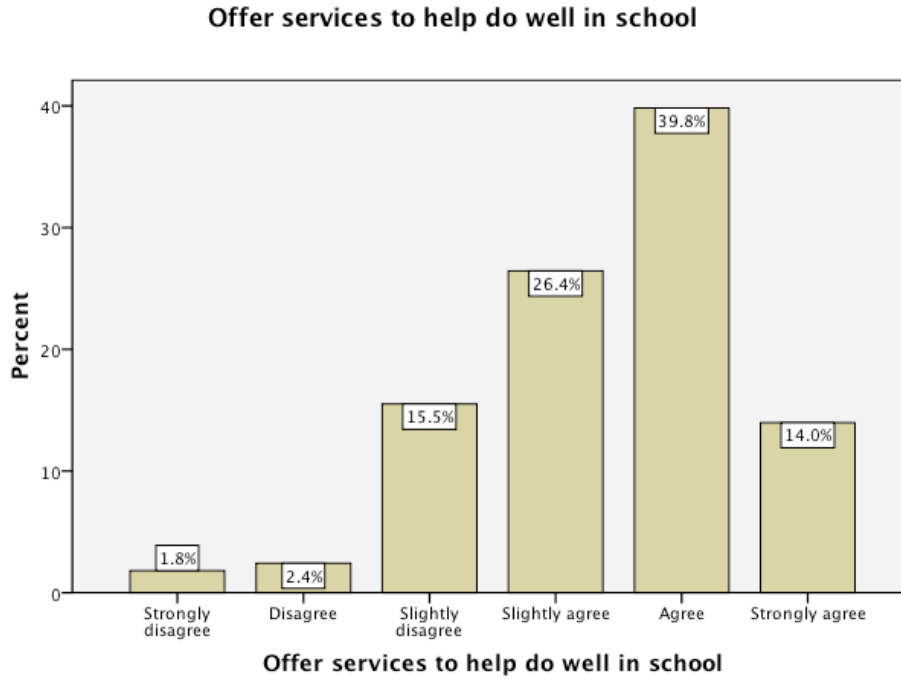
- The most frequent response (30.8%) was “Agree.”
- Three-quarters of the respondents agree that Saddleback is a good value for their tax dollars.

Findings

- The community feels as though Saddleback College is a worthwhile place to spend tax dollars.
- This support bodes well for general tax support and community good will, and is a solid value position for the college.

Support

Participants were asked to express their agreement or disagreement with the following statement: “Saddleback College offers services to help you do well in school.”



Observations

- More than 80% of participants agreed that Saddleback College provides services that support student success.
- The most frequent response (39.8%) was “Agree.”

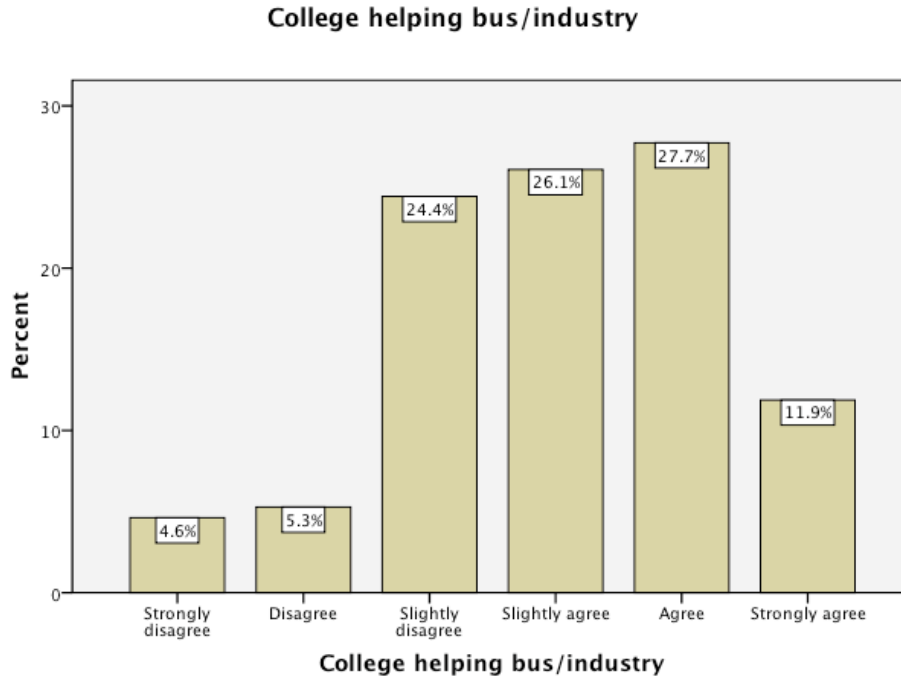
Findings

- Positive messages are reaching the greater community in terms of the services the college provides to students.
- There is a solid sense (53.8%) who believe that Saddleback offers solid support to attending students.

Business and Industry

Participants were asked to express their agreement or disagreement with the following statements: “Saddleback College is doing the right things to help business and industry” and “Saddleback College needs to do more to help business and industry (r).”

Some questions were worded negatively rather than affirmatively. These questions are marked with (r), indicating a “reverse.”



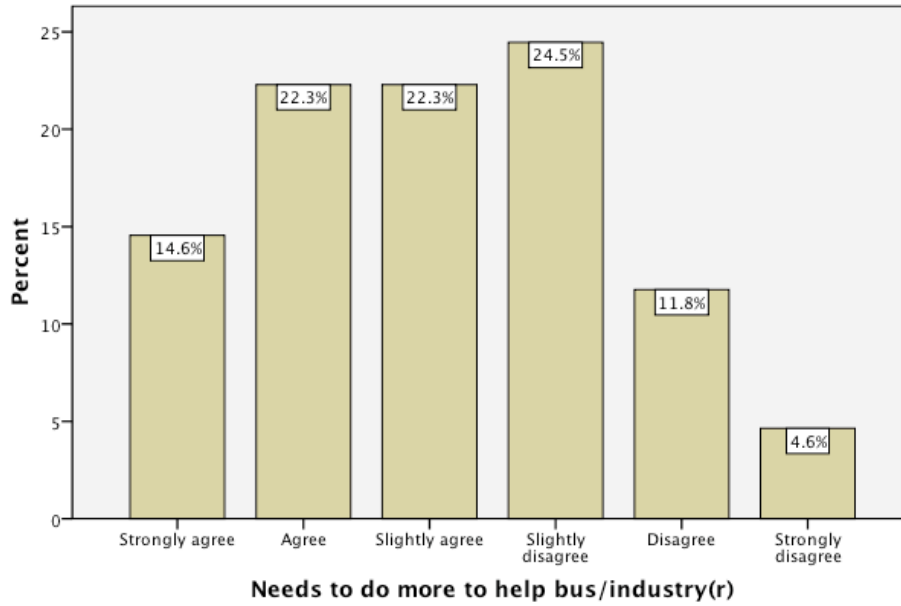
Observations

- Nearly 40% “Agree” or “Strongly Agree” that the college is doing the right things to help business and industry.
- Two-thirds of participants have positive feelings about Saddleback and its service to business and industry.
- What is problematic is the 24.4% of the sample who “Slightly Disagree” with the idea that the college is doing the right things to support business, combined with the lower numbers who strongly agree (11.9%).

Findings

- The community believes that Saddleback College is fostering good relationships with local business and industry, but this is not a strongly held attitude. In reality more than 50% of the population (50.5%) are in the volatile area of only “Slightly Agreeing” or “Slightly Disagreeing”. This means this attitude is soft and could change for the better or worse, and quite quickly.

Needs to do more to help bus/industry(r)



Observations

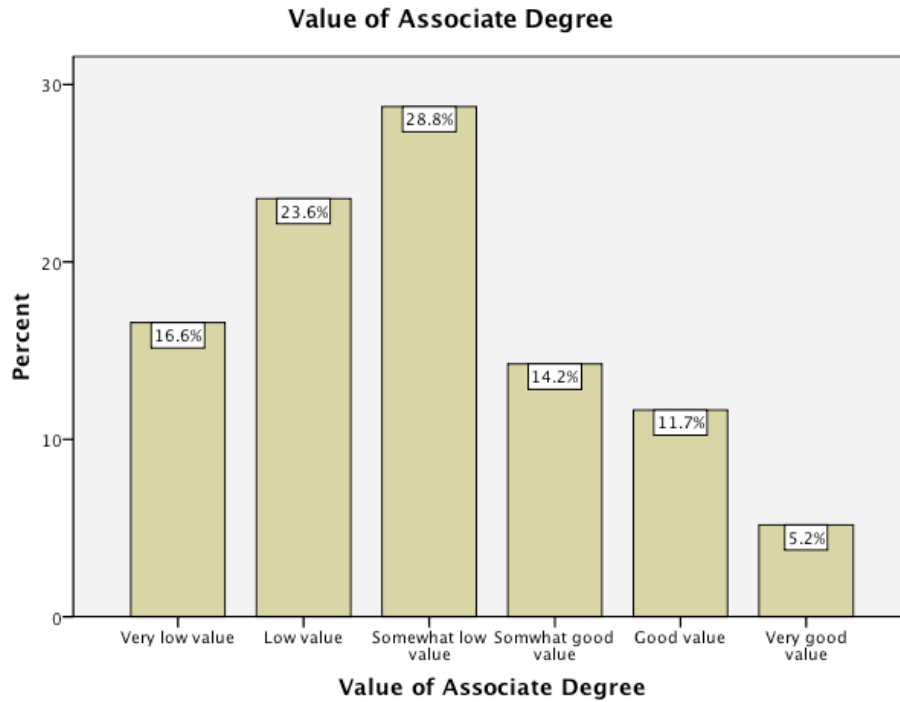
- This is a reverse worded question that tests the volatility of attitudes about college services to business and industry. Nearly three out of five agree that Saddleback needs to do more to help business and industry.
- While the most frequent response (24.5%) was "Slightly Disagree" that the college needs to do more to support business and industry, it is clear that there is a significant part of the population that is looking to the college for more.

Findings

- The reversal of this question shows how soft the support on this issue is, and how volatile the attitude. In the previous question, the community indicates that the college is generally doing the right things to support business and industry. In this question, when asked if Saddleback should do more the community response with a solid "yes".

Value of Associate Degree

Participants were asked to express their agreement or disagreement with the statements: “What value do you think an Associate Degree has?” and “What value do you think an Associate Degree from Saddleback College has?”

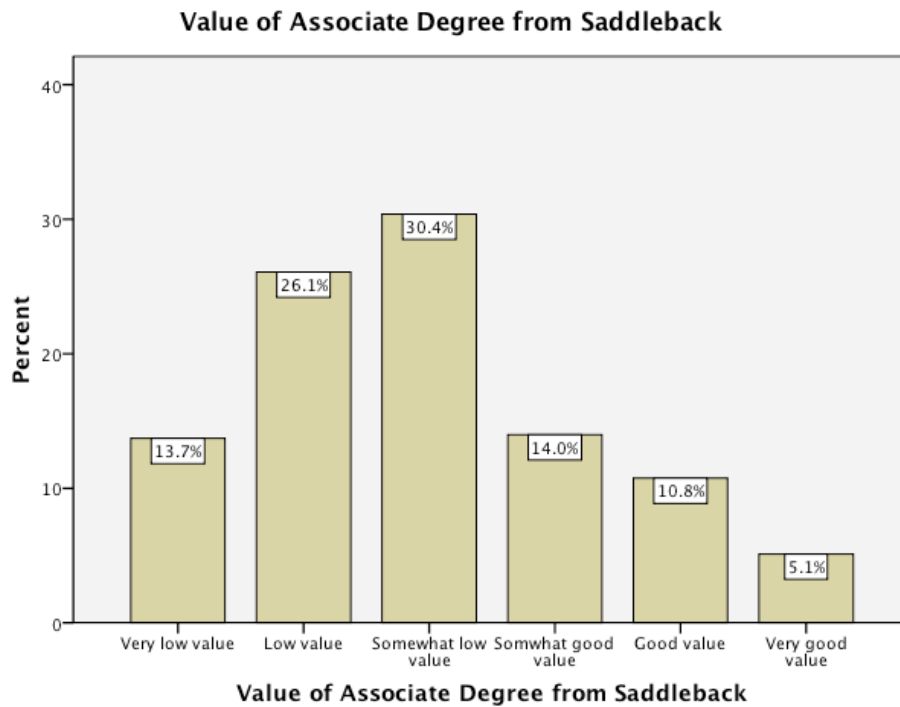


Observations

- More than two-thirds have a negative response in regard to the value of an Associate Degree.
- The most frequent response (28.8%) was “somewhat low value.”

Findings

- Residents within the Saddleback area hold a perception that an Associate Degree provides little value. It is clear that this is a fundamental image issue with the Associate Degree, particularly in the highly educated and higher income communities.



Observations

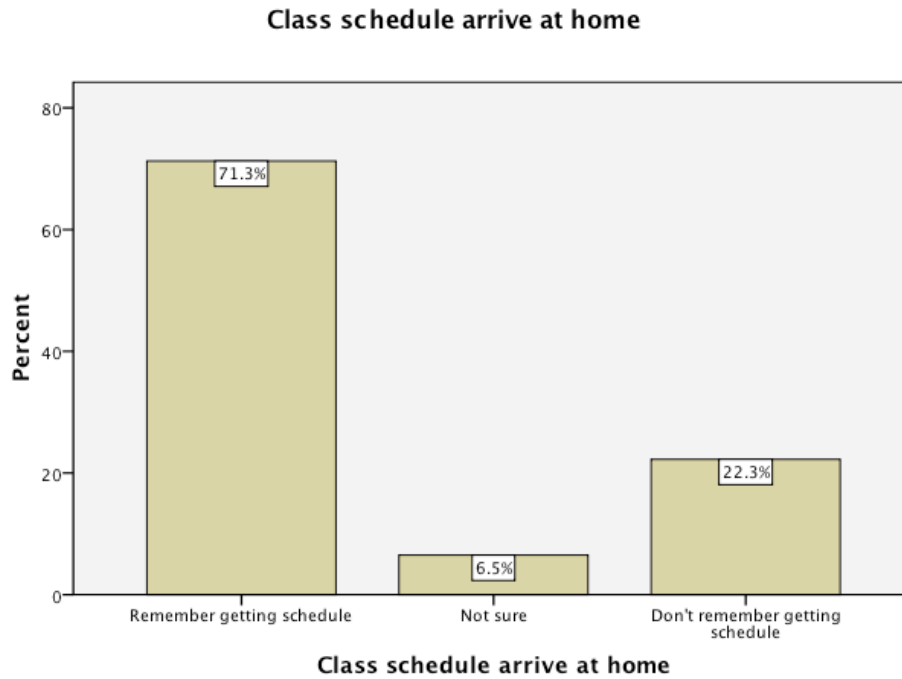
- More than 70% have a negative perception of the value of an Associate Degree from Saddleback.
- The most frequent response (30.4%) was “somewhat low value.”

Findings

- Respondents were consistent in the opinions about the low value of Associate Degrees and did not vary their answer when considering Saddleback as the institution granting an Associate Degree.
- What this means is that the generally positive image of Saddleback is not substantially shifting attitudes about the general value of an Associate Degree.

Messaging

Participants were asked to respond to the following questions: “Do you recall a Saddleback College class schedule arriving at your home?” and “How useful or not useful was the book to you or your family?”



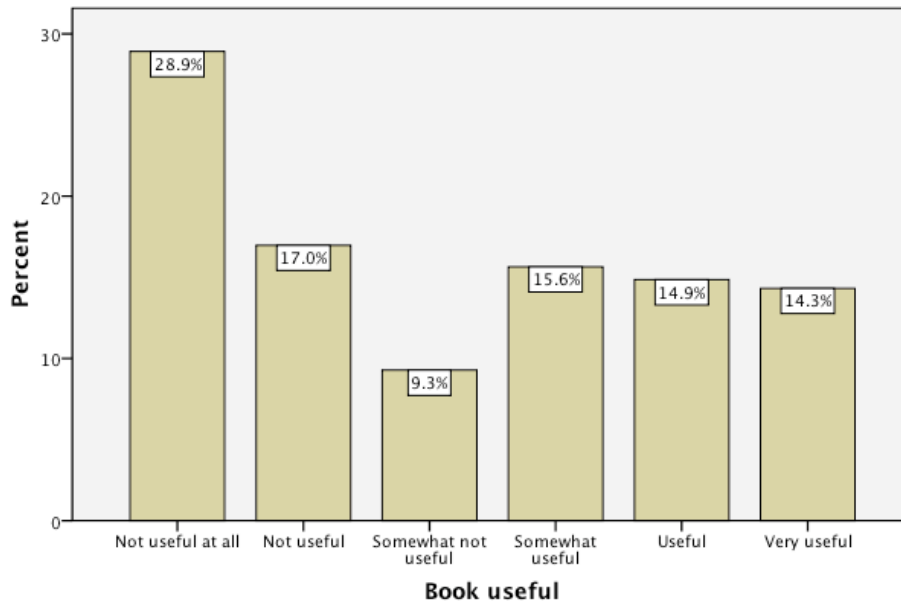
Observations

- More than 70% of respondents recall receiving a class schedule from Saddleback.

Findings

- The mailed schedule is making an impact on a significant portion of your community. While its efficacy is called into question in the next inquiry, what is clear is the schedule is memorable.

Book useful



Observations

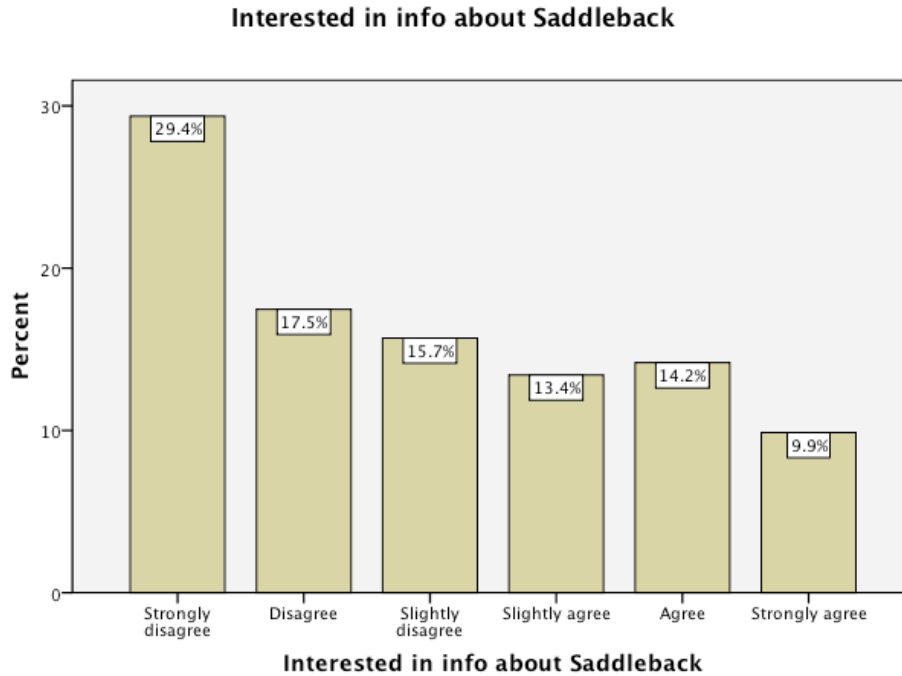
- More than half of the respondents found the Saddleback class schedule “Somewhat Not Useful”, “Not Useful”, or “Not Useful At All”.
- The most frequent response (28.9%) was “Not Useful At All”.

Findings

- With more than 70% that remember receiving the booklet, it is interesting to note that less than half of respondents found the schedule useful. This is an item Saddleback College may wish to follow up on with community members and consider the following when doing so: Is the book attractive and interesting enough for community members? Does it command attention? Is it user friendly? Is it relevant to community needs and interests? What can be done to improve its value and relevance?
- There is a significant part of the community (more than one in four) who do not see value to the publication. It is likely that they will not be supportive of this outreach activity, particularly in financially lean times. This does not mean you should stop, only that you need to have a solid efficacy answer.

Relevance

Participants were asked to express their agreement or disagreement with the statements: “I am interested in information about Saddleback College” and “I pay attention to information about Saddleback College.” These two items measure the community’s willingness to consume information about the college. Overall it implies how relevant the community finds college information and shows how open they are to new messages.



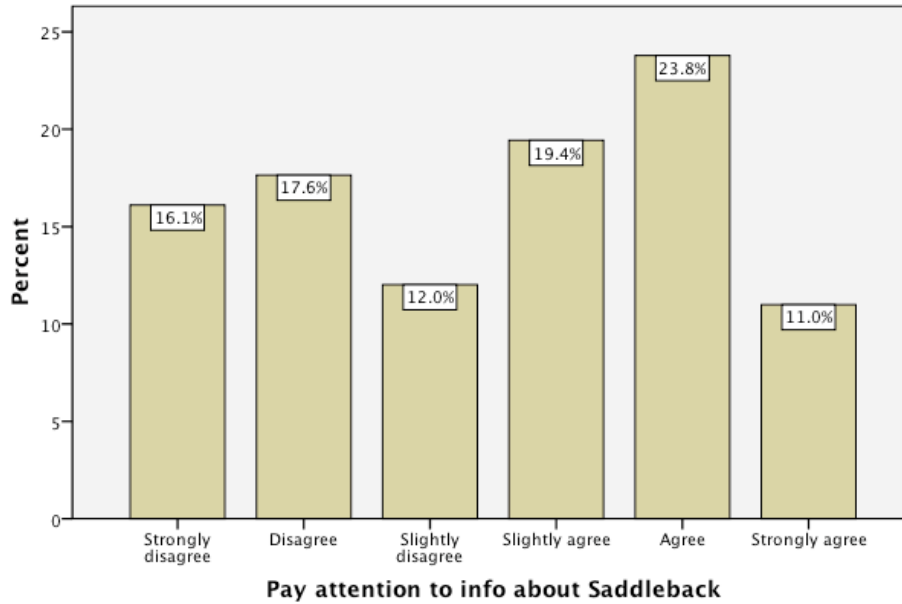
Observations

- Three in five participants have no interest in information from Saddleback College.
- The most frequent response was “Strongly Disagree” (29.4%).
- Less than one-quarter of the community “Agree” or “Strongly Agree” they are looking for information about the college.

Findings

- The community is not looking for information about you. This makes it difficult to announce new programs and initiatives, as well as drive your image.
- Any communication efforts will need to overcome the core belief from a significant part of your community that “I don’t need to hear it”.

Pay attention to info about Saddleback



Observations

- Slightly more than half of respondents within the Saddleback College capture area, are paying attention to information about Saddleback College.
- When asked if they pay attention to information about Saddleback, the most frequent response (23.8%) was “Agree.”

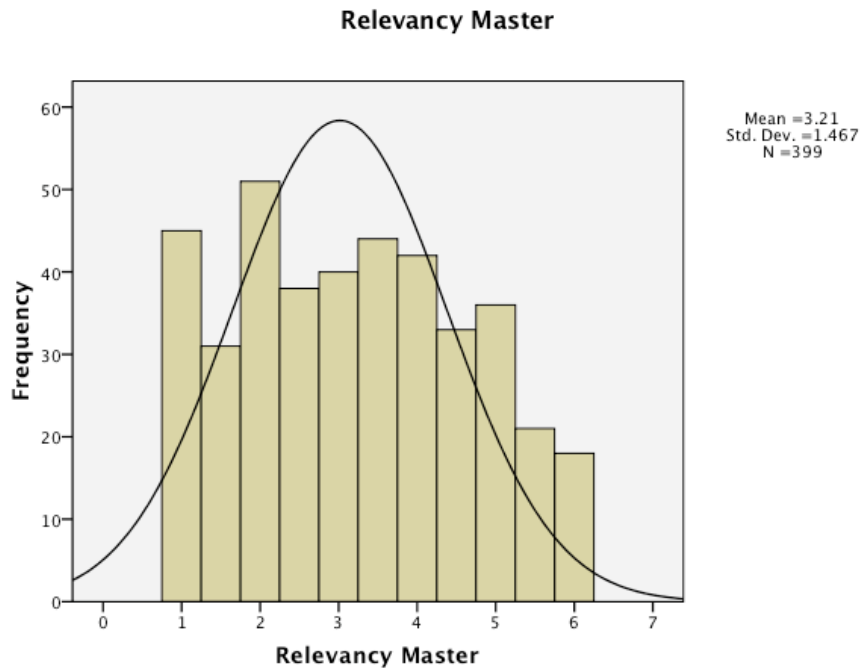
Findings

- Although the community is not looking for messages, they are consuming the messages about Saddleback College that are reaching them.
- It is important to continue marketing efforts directed at reaching the community and to be aware of the fact that while the community does not see itself as needing information about you. They are watching.

College Relevancy Variable

Below is the variable representing both questions and respondents' perceptions of Saddleback College's relevancy.

Participants were asked the extent to which they disagreed or agreed (1 = Strongly Disagree, 2 = Disagree, 3 = Somewhat Disagree, 4 = Somewhat Agree, 5 = Agree, 6 = Strongly Agree) with statements about Saddleback College.



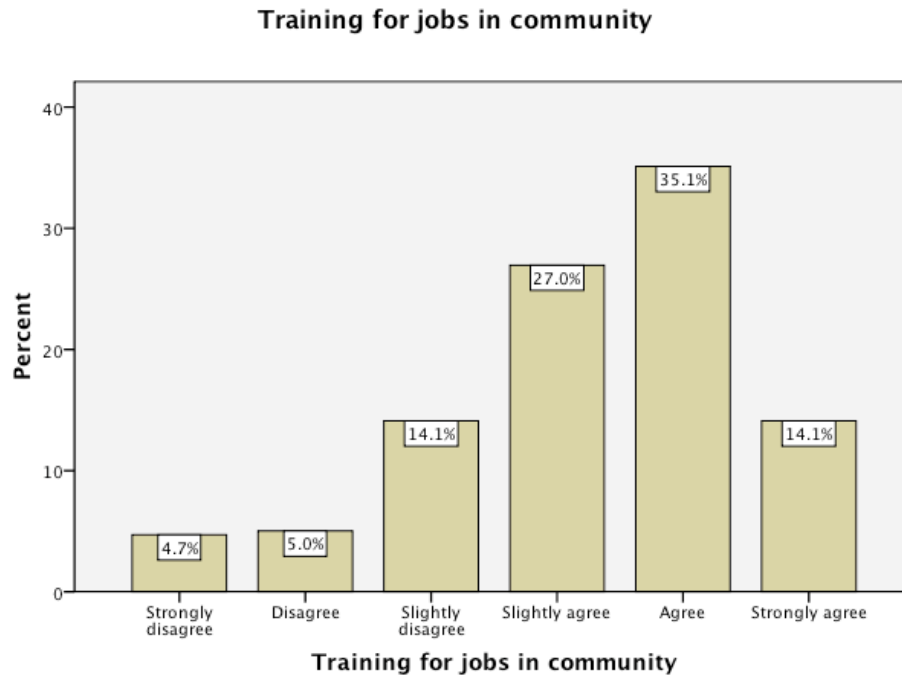
Overall Observations and Findings for Relevancy

- The relevancy master is nearly bimodal with the community saying they “Disagree” or “Strongly Disagree” that they are interested in or pay attention to information about Saddleback.
- With a mean of 3.21 on the relevancy master, respondents “Slightly Disagree” that Saddleback College has relevance.
- This result indicates that increased image and enrollment is an uphill task, as people are not looking for messages from the college.
- Put simply, your community is generally ambivalent about Saddleback College information. This makes it resilient to negative information, but vulnerable to apathy.

Local Training

Participants were asked to express their agreement or disagreement with the statements: “Saddleback College needs to do more to help people train for jobs in my community (r)” and “Saddleback College is doing the right things to help people train for jobs in my community.”

Some questions were worded negatively rather than affirmatively. These questions are marked with (r), indicating a “reverse.”



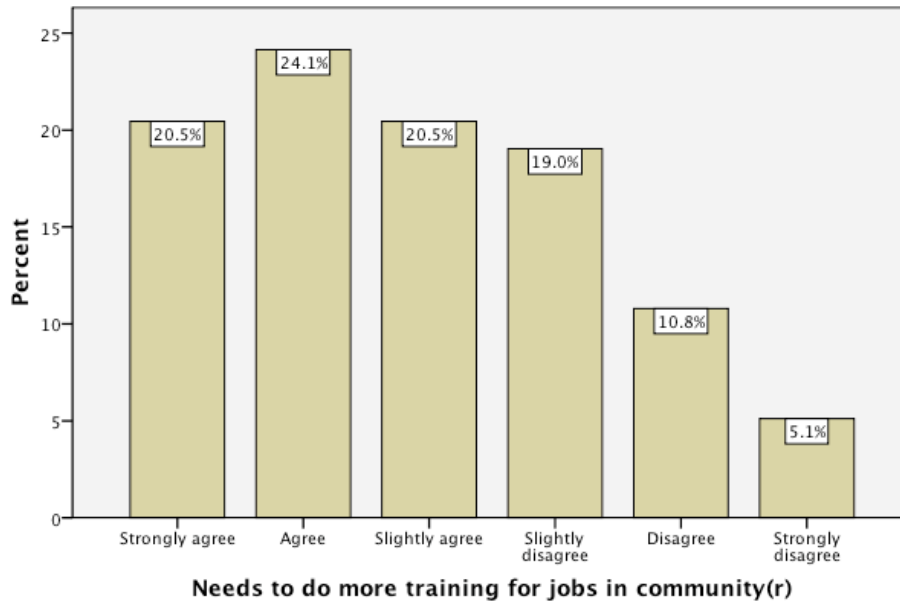
Observations

- Nearly 50% “Strongly Agree” or “Agree” that Saddleback College is doing the right thing to help people train for jobs in the community.
- Less than one in four “Disagree” that the college is doing the right things.

Findings

- The community sees Saddleback as providing good training in the community. This is not a volatile or soft attitude as nearly 50% “Strongly Agree” or “Agree” that Saddleback College is doing the right thing to help people train for jobs in the community.

Needs to do more training for jobs in community(r)



Observations

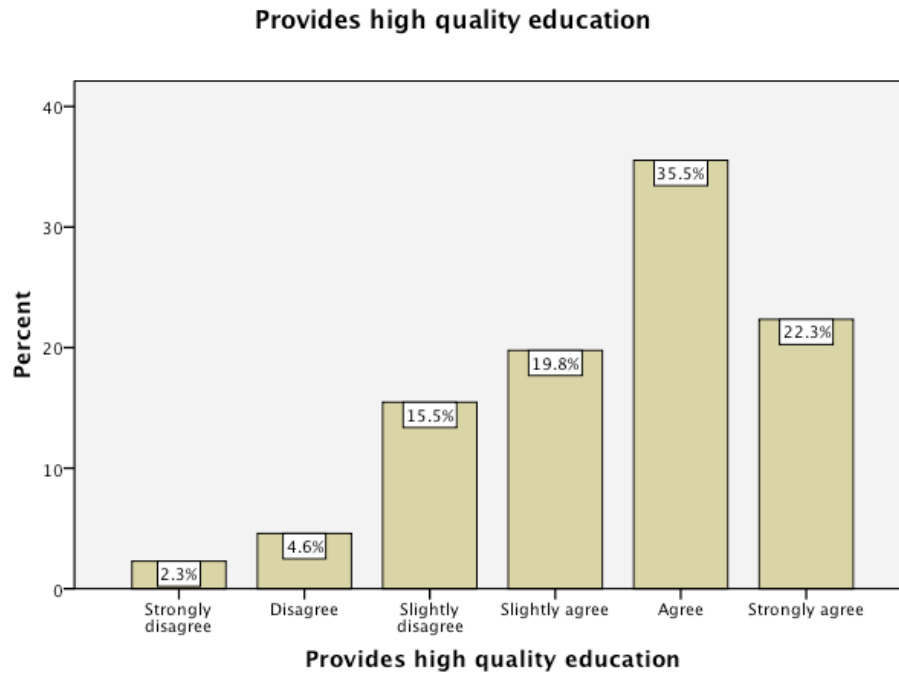
- Two in five “Agree” or “Strongly Agree” that Saddleback needs to do more job training.
- One in five “Slightly Agree” that the college needs to do more.

Findings

- When asked if the college needs to do more, the response shows that the community is saying Saddleback needs to contribute more to the job training effort.
- This is “a sign of the times”. The community is not displeased with you, but it is looking to Saddleback to take a leadership role. They want you to “do something” to help.

Quality

Participants were asked to express their agreement or disagreement with the following statements: “Saddleback College provides a high quality education” and “The quality of education you get at Saddleback College is not very good (r).”



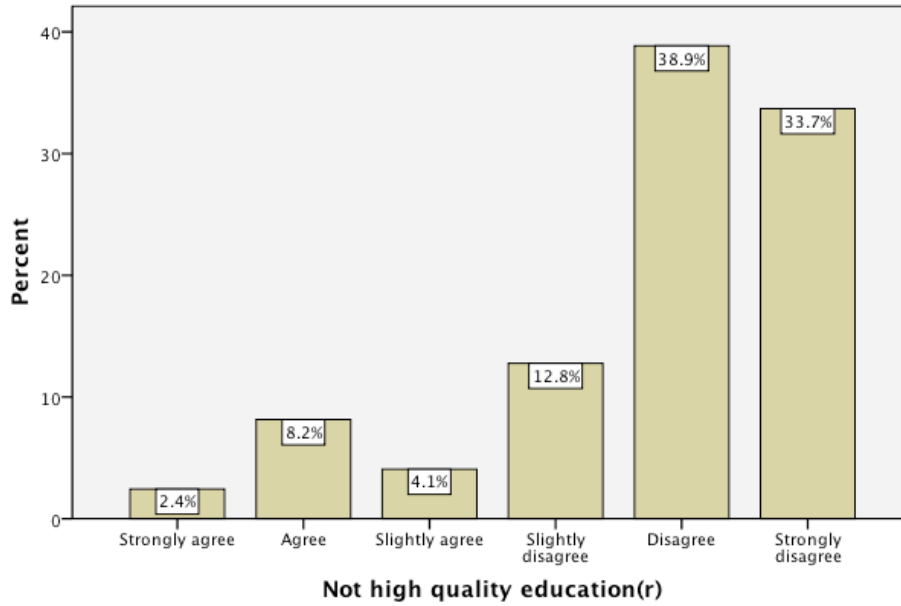
Observations

- Nearly three in five respondents “Agree” or “Strongly Agree” that Saddleback provides high quality education.
- The most frequent response (35.5%) was “Agree” and another 22.3% “Strongly Agree”.

Findings

- Community members have a strongly held positive opinion of the quality education Saddleback College provides.
- The fact that nearly one in four “Strongly Agree” that Saddleback provides a high quality education is very strong, as is the low percentage of respondents who disagree even a little. This is a solid attitude.

Not high quality education(r)



Observations

- Approximately three-quarters of respondents “Strongly Disagree” or “Disagree” that the quality of education you receive at Saddleback is not very good.
- This is a question about which your community has no split feelings. When asked if you provide a quality education 24% “Strongly Agreed”. When that question is reversed 33% “Strongly DIS-agree”. This is a solidly held attitude that your institution is a quality institution.

Findings

- Respondents are more adamant about the quality of education when asked in reverse. Individuals responded more strongly in the negative than they did in the affirmative regarding the quality of education provided by Saddleback College.
- Saddleback College is strongly perceived as a high quality institution.

Job Efficacy

Participants were asked to express their agreement or disagreement with the following statements: “Saddleback College is very effective in training people for jobs,” “People who graduate from Saddleback College get good paying jobs,” and “Employers respect technical training from Saddleback College.”



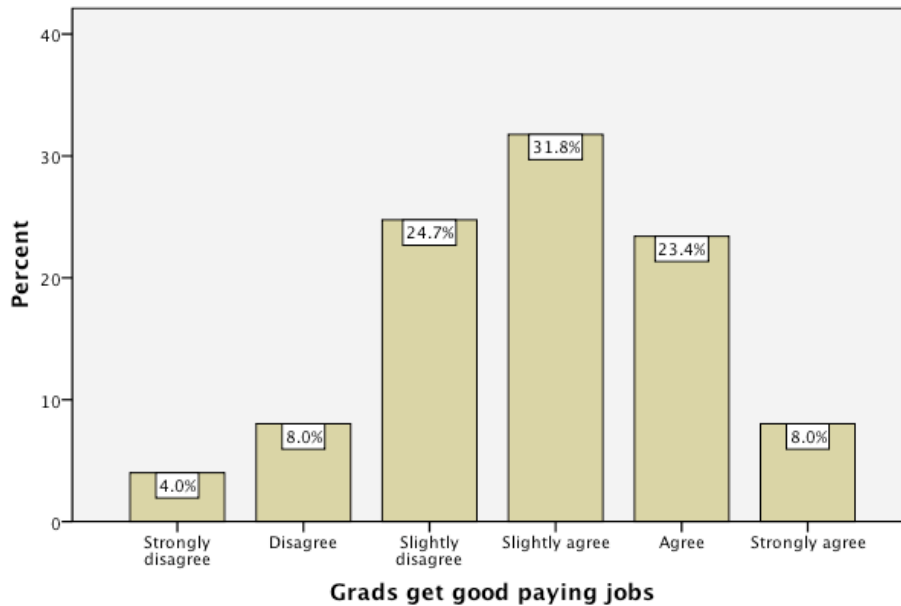
Observations

- Nearly half of respondents either “Agreed” or “Strongly Agreed” that Saddleback College is effective in training people for jobs.
- Respondents most frequently (33.1%) “Agree.”

Findings

- Saddleback College is an effective provider of job training. The college should continue to seek out opportunities to assist the community in betterment through education.

Grads get good paying jobs

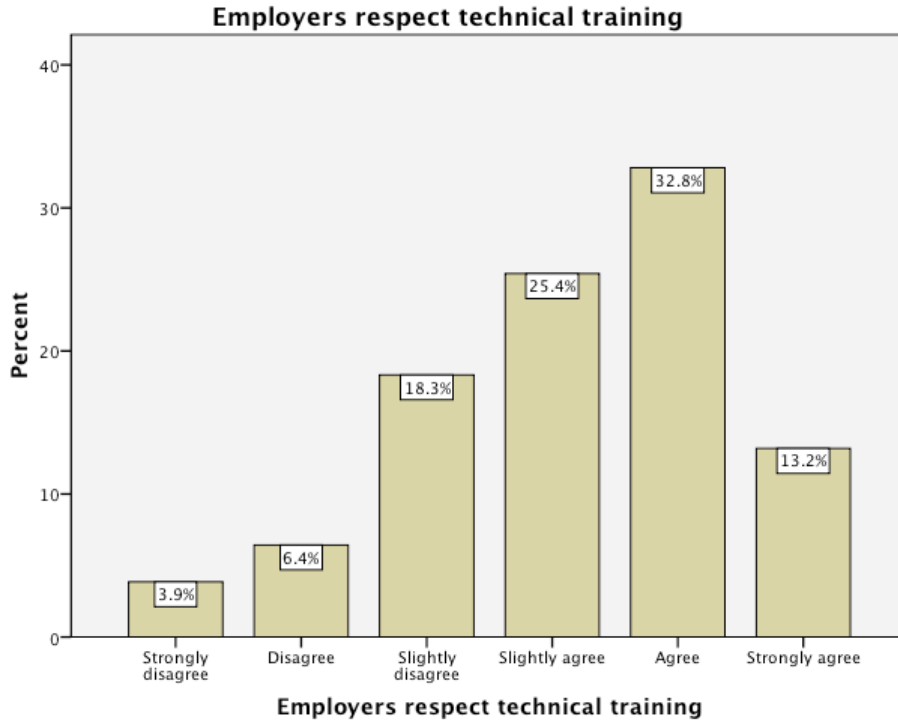


Observations

- Approximately 31% either “Agree” or “Strongly Agree” that people that graduate from Saddleback get good paying jobs.
- Another 31.8% (most frequent response) said they “Slightly Agree” that graduates get good paying jobs.

Findings

- The community is somewhat ambivalent about the salary earnings potential of a degree from Saddleback College. This is not surprising in light of earlier findings (Value of Associate Degree) regarding perceived value of an Associate Degree.



Observations

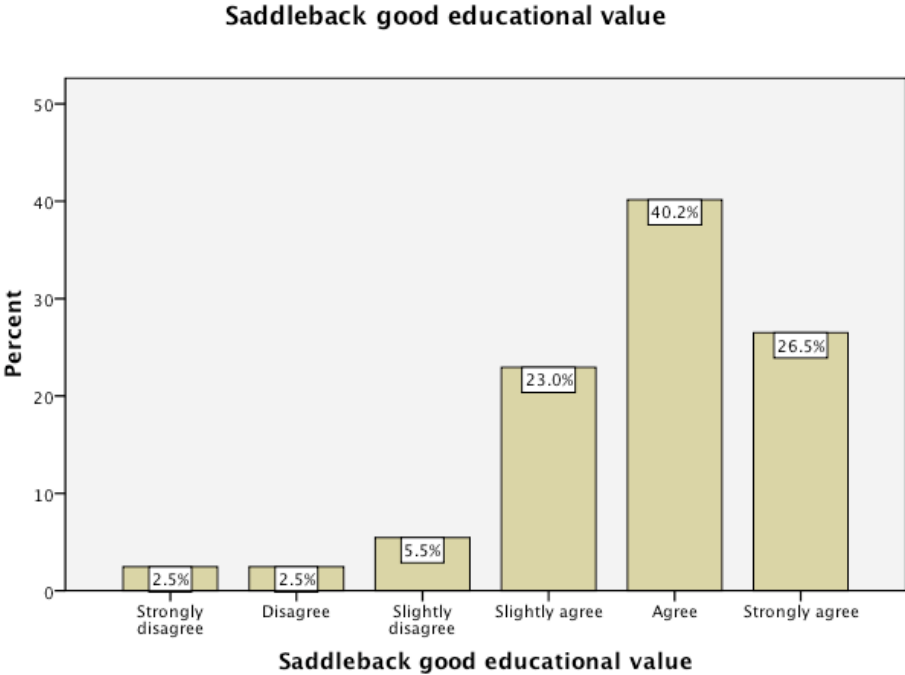
- More than two in five “Agree” or “Strongly Agree” that Saddleback College technical training is respected by employers.
- The most common response (32.8%) was “Agree.”
- Less than 30% of respondents gave a negative response to this question.

Findings

- Generally, the community is supportive of the college as a trainer, and this is a solidly held attitude.

Educational Value

Participants were asked to express their agreement or disagreement with the following statements: “I think Saddleback College is a good educational value” and “I don’t think Saddleback College is a good educational value (r)”.



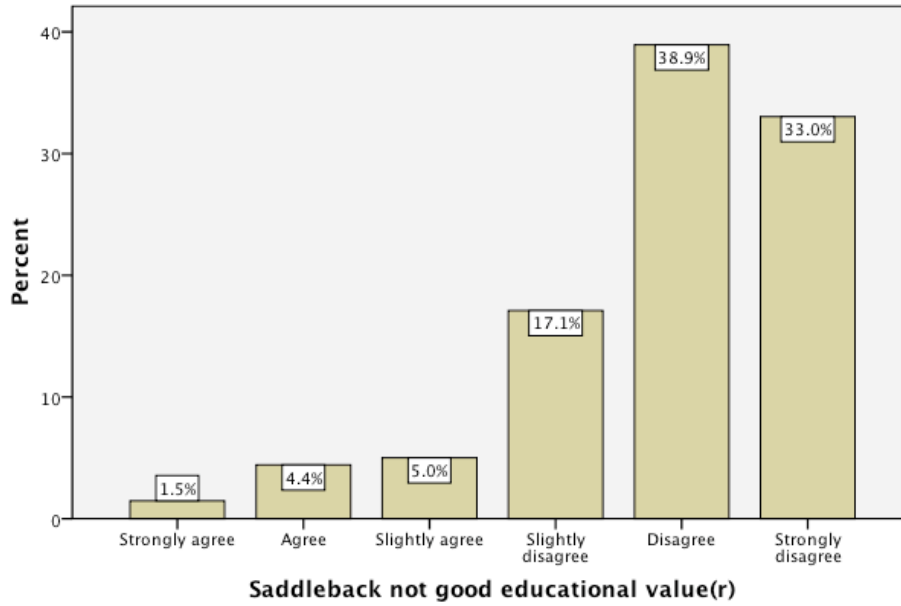
Observations

- Two-thirds of the respondents either “Agree” or “Strongly Agree” that Saddleback is a good educational value.
- The most frequent response (40.2%) was “Agree”.

Findings

- Saddleback is perceived as a college in which quality and cost combine to make value.

Saddleback not good educational value(r)



Observations

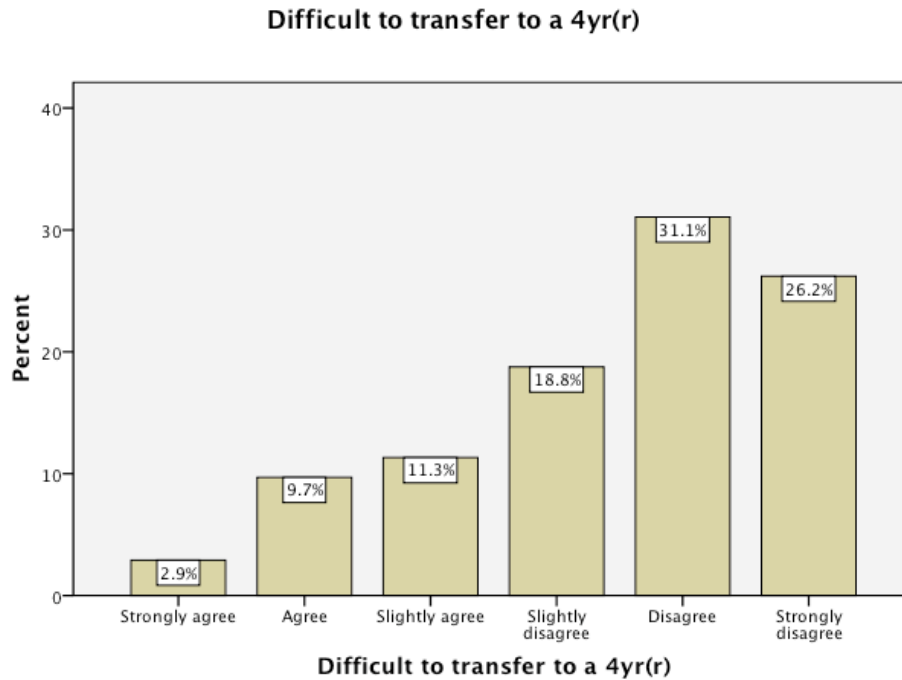
- When asked about good educational value in reverse, two-thirds of the respondents either “Disagreed” or “Strongly Disagreed” that Saddleback is not a good educational value.
- The most frequent response (38.9%) was “Disagree.”

Findings

- The community is strong in their opinion that Saddleback provides good educational value and is protective when the question is reversed. This indicates that this attitude is solid, and this perception is a fundamental belief associated with the college.

Transfer

Participants were asked to express their agreement or disagreement with the following statements: “It is difficult to transfer from Saddleback College to a four-year college or university (r)” and “Attending Saddleback College for two years and then transferring to a four-year college is a smart choice.”



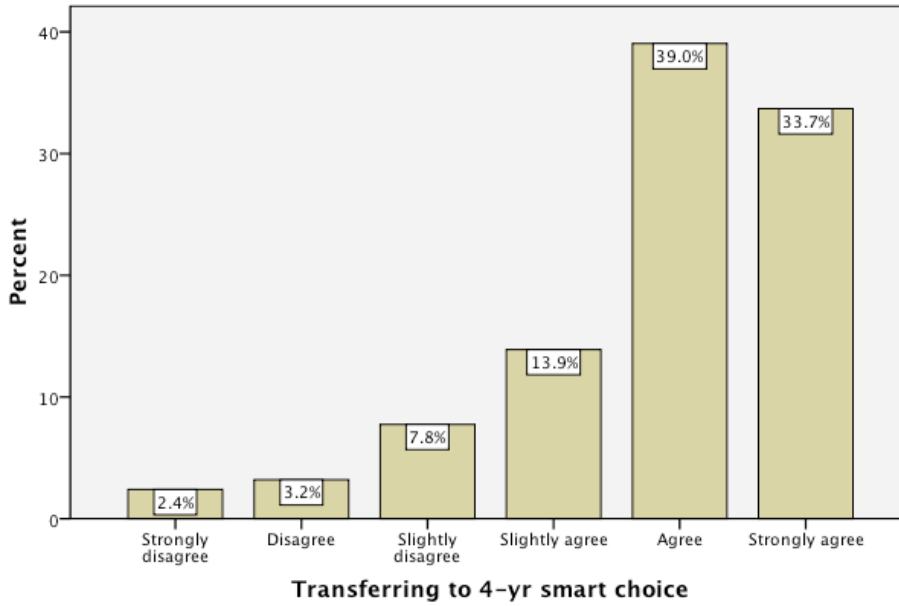
Observations

- More than half of the respondents “Agree” that transferring to a four-year college is not difficult.
- When asked if it is difficult to transfer from Saddleback, the most common response (31.1%) was “Disagree.”

Findings

- This result positively reinforces the strength of the transfer function at Saddleback College and the community’s belief that the process is not difficult.

Transferring to 4-yr smart choice



Observations

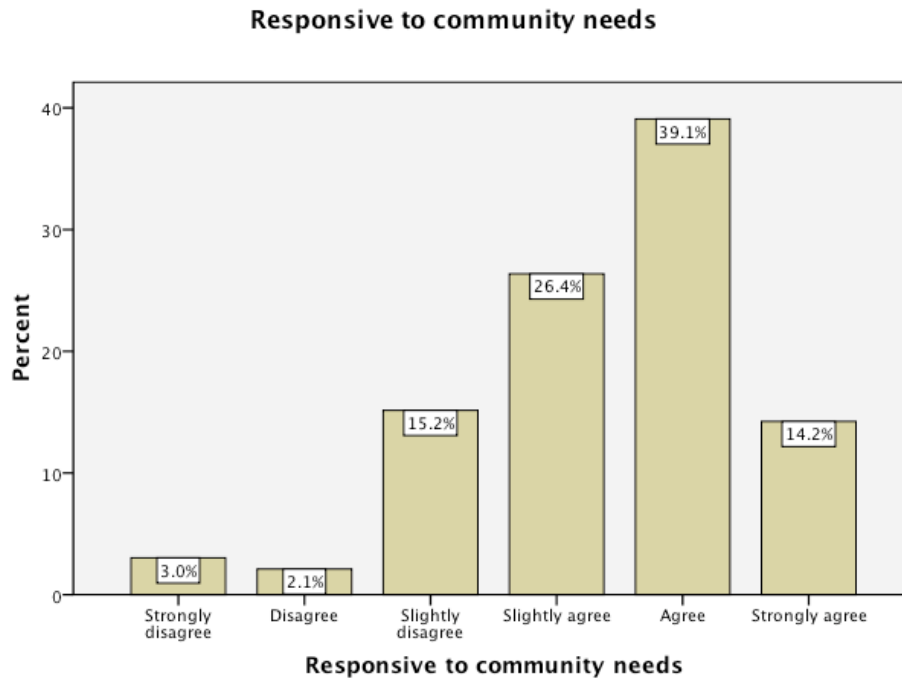
- Nearly three-quarters “Agree” or “Strongly Agree” that transferring to a 4-year college is a smart choice.
- The most frequent response (39.0%) was “Agree.”

Findings

- Saddleback is viewed as a wise choice for students interested in completing coursework prior to transferring to a 4-year college or university with 72.7% “Agreeing” or “Strongly Agreeing” that attending and transferring is a “smart” choice.

Responsiveness

Participants were asked to express their agreement or disagreement with the following statements: “Saddleback College responds to community needs” and “Saddleback College is not responsive to needs in our community (r)”.



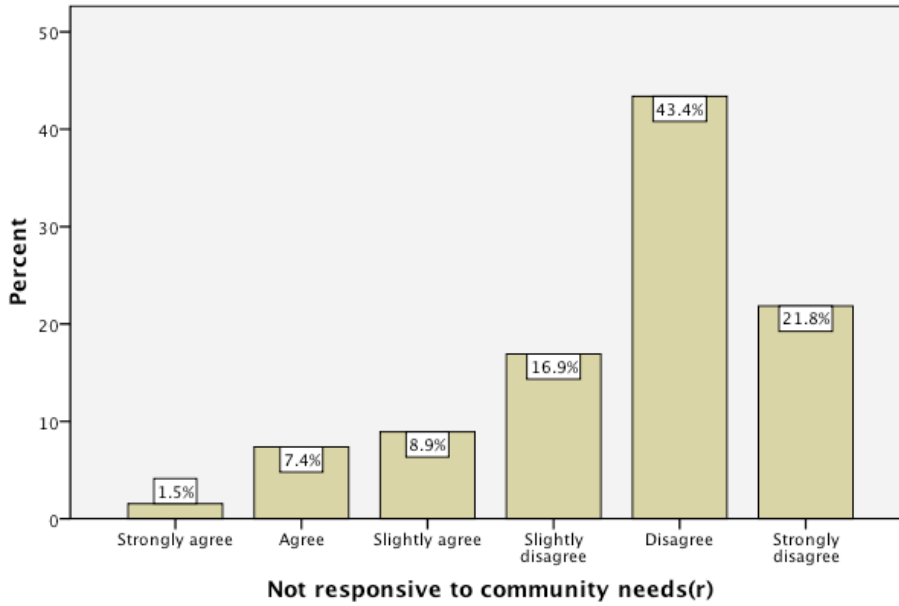
Observations

- More than two-thirds of the respondents answered positively to Saddleback being responsive to community needs.
- Nearly 40% “Agree” that Saddleback College is responsive to community needs. “Agree” was the most frequent response.

Findings

- Saddleback College has presence in the community and is perceived as responding appropriately and in a timely manner. The college should consider making this responsiveness a centerpiece of its efforts.

Not responsive to community needs(r)



Observations

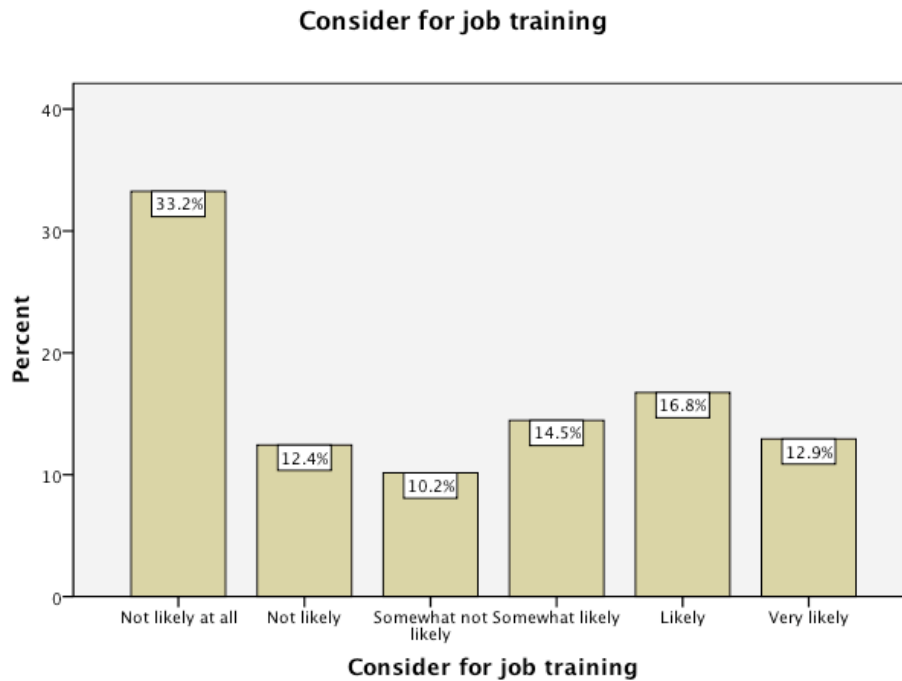
- Nearly two-thirds of participants “Disagree” or “Strongly Disagree” that Saddleback College is not responsive to community needs.
- Respondents most frequently “Disagree” that Saddleback is not responsive.

Findings

- When asked about responsiveness, participants were consistent with their perceptions even as the question was asked in reverse, and as expected they are protective of the college, solidifying their support, when asked in a negative manner.

Intent by Purpose

Participants were asked to express their agreement or disagreement with the following statements: “How likely is it that you would consider Saddleback College for job training to help you advance your career?” “How likely is it that you would ever consider attending Saddleback College?” and “How likely is it that you would consider Saddleback College in order to transfer to a four-year college or university?”



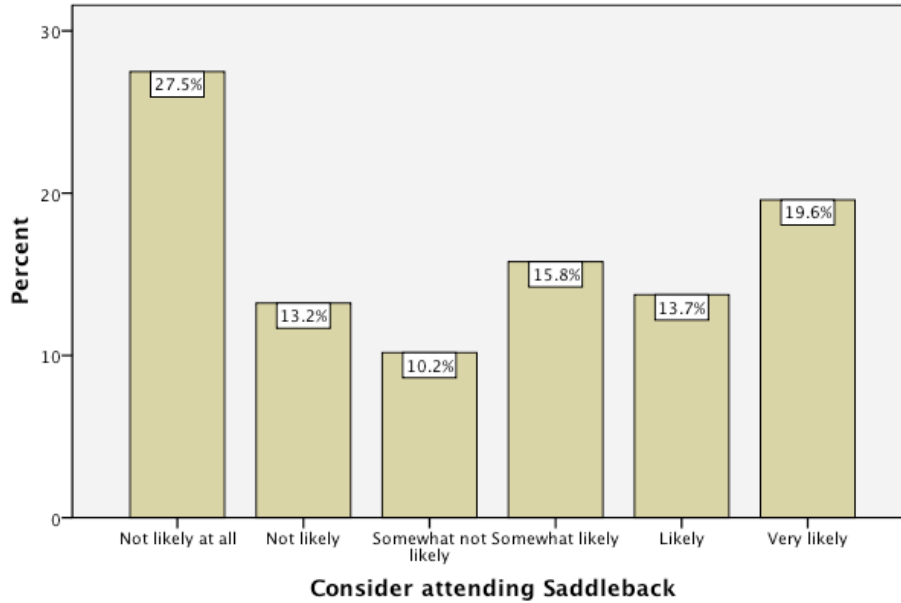
Observations

- More than one-third of respondents said they are “Not At All Likely” to consider Saddleback for job training.

Findings

- The highly educated population in the Saddleback area may not be looking for job training opportunities with Saddleback.
- There is a core group (more than one in four) who would consider attending Saddleback, and nearly 13% who say it is “Very Likely” that they would attend for job training.

Consider attending Saddleback



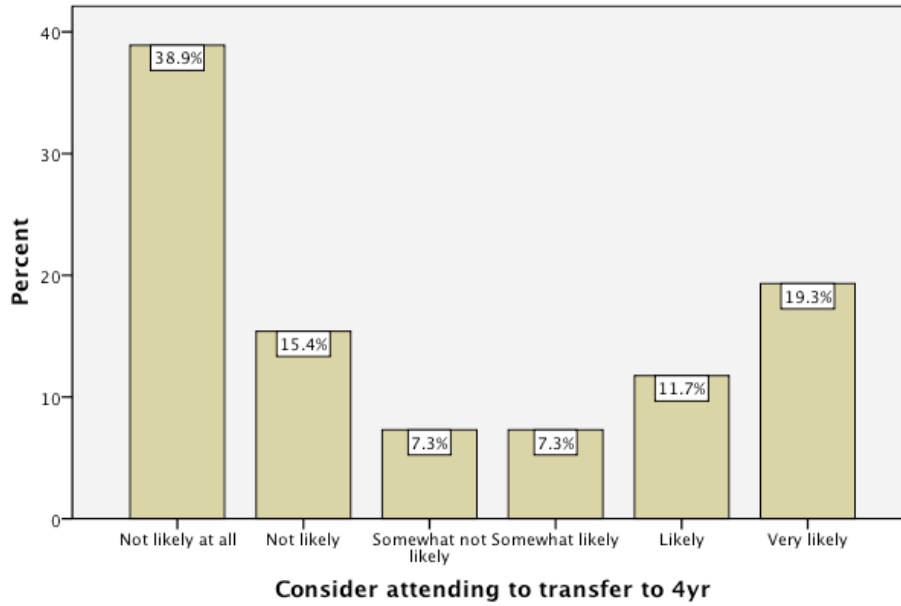
Observations

- More than one-quarter indicated they are “Not Likely At All” to consider attending Saddleback.
- “Not Likely At All” was the most frequent response.
- Nearly 20% of respondents said they would “Very Likely” consider attending Saddleback College. This is a solid number and significantly higher than expected. This may imply that in a worsening economy, Saddleback is a solid college option.

Findings

- While the community is split in half regarding interest in educational opportunities at Saddleback College, there is a core group (one in five) who believe it is “Very Likely”, that Saddleback College is in their future.
- There is the potential that the local population could be looking to you for fun and interesting classes, rather than classes for retraining or general education.

Consider attending to transfer to 4yr



Observations

- Nearly one in three said it was “Likely” or “Very Likely” they would consider attending Saddleback College in preparation for a transfer to a 4-year college.
- The most frequent response (38.9%) was “Not Likely At All.”

Findings

- There are fewer individuals interested in attending Saddleback for transfer preparation than simply for general attendance.
- Again, this is likely a result of the highly educated demographic that participated in this survey. Individuals who have already completed a Bachelor’s Degree or higher are not likely looking for the educational preparation necessary to transfer to a four-year college.
- However, with nearly 31% saying it is “Likely” or “Very Likely” that they would consider using Saddleback as a transfer institution, it is clear that the transfer function is a solid attractor for Saddleback.

Appendix 1 - Community Awareness Benchmark Survey

Hello, I'm calling on behalf of a local college looking for information on how to better serve the community would you be willing to answer a few questions?

1. When you think of colleges in this area, what college comes to mind?
 - a. Any others?
2. What have you heard about (Saddleback College)?
3. Where did you hear that?
4. How long ago?

I'm going to read a series of questions and I want your reaction on a 1 – 6 scale with 1 Strongly Disagree, 2 Disagree, 3 Slightly Disagree, 4 Slightly Agree, 5 Agree, and 6 Strongly Agree.

5. I am interested in information about Saddleback College.
6. Saddleback College is a good value for my tax dollars.
7. Saddleback College needs to do more to help people train for jobs in my community.
8. Saddleback College is doing the right things to help Business and Industry.
9. Saddleback College needs to do more to help Business and Industry.
10. Saddleback College provides a high quality education.
11. Saddleback College is very effective in training people for jobs.
12. Employers respect technical training from Saddleback College.
13. I think Saddleback College is a good educational value.
14. It is difficult to transfer from Saddleback College to a four-year college or university.
15. Saddleback College is responsive to community needs.
16. I pay attention to information about Saddleback College.
17. Saddleback College is doing the right things to help people train for jobs in my community.
18. Saddleback College needs to do more to help business and industry.
19. The quality of education you get at Saddleback College is not very good.
20. People who graduate from Saddleback College get good paying jobs.
21. Saddleback College offers services to help students do well in college.
22. I don't think Saddleback College is a good educational value.
23. Attending Saddleback College for two years and then transferring to a four-year college is a smart choice.
24. Saddleback College is not responsive to needs in our community.

I'm going to read a series of questions and I want your reaction on a 1 – 6 scale with 1 Very Good Value, 2 Good Value, 3 Somewhat Good Value, 4 Somewhat Low Value, 5 Low Value, and 6 Very Low Value.

- 25. What value do you think an Associate Degree has?
- 26. What value do you think an Associate Degree from Saddleback College has?

I'm going to read a series of questions and I want your reaction on a 1 – 6 scale with 1 Not likely at All, 2 Not Likely, 3 Somewhat Not Likely, 4 Somewhat Likely, 5 Likely, and 6 Very Likely.

- 27. How likely is it that you would consider Saddleback College for job training to help you advance your career?
- 28. How likely is it that you would ever consider attending Saddleback College?
- 29. How likely is it that you would consider Saddleback College In order to transfer to a 4-year college or university?
- 30. Do you recall a Saddleback College class schedule arriving at your home in the last six months? Code only (1=I remember getting a schedule 2=Not Sure 3= I don't remember getting a schedule)
- 31. How useful or not useful was the schedule to you and your family? (1- Not Useful At All, 2 Not Useful, 3 Somewhat Not Useful, 4 Somewhat Useful, 5 Useful, 6 Very Useful)

31. What is your age?	
32. Gender (CODE ONLY)	Male Female
33. What is the last grade of school you completed? (CODE ONLY)	Some High School but did not graduate High School graduate GED or HSED Some two-year or technical college graduate Two-year of technical college graduate Some four-year college of university, but did not graduate Four-year college of university Post-Graduate work Post-Graduate degree Do not want to respond
34. What is your race or ethnic background? (CODE ONLY)	White (not Hispanic) Black or African American (not Hispanic) Hispanic/Latino-White Hispanic/Latino-Black Asian, Asian Indian, or Pacific Islander Native American or Alaskan Native Hispanic (unspecified) Other Don't know Don't want to respond

35. In which of the following groups would your household annual income be found? (READ)	\$0 – 20,000 \$20,001 – 50,000 \$50,001 – 80,000 \$80,001 – 110,000 \$110,001 – 130,000 More than \$130,000 Don't want to respond
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