THE
POWER
TO GROW
READERSHIP

RESEARCH FROM THE IMPACT STUDY OF NEWSPAPER READERSHIP

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# TABLE OF CONTENTS

- READERSHIP OPPORTUNITIES FROM THE IMPACT STUDY ........Page 5
- THE INDUSTRY’S OPPORTUNITY SCORECARD .........................Page 16
- HOW TO READ THE SCORECARD ...............................................Page 19
- THE CONSUMER SURVEY ..........................................................Page 23
- FREQUENTLY ASKED QUESTIONS ............................................Page 35
- COMPLETE LIST OF IMPACT NEWSPAPERS ............................Page 41
- HOW TO REACH US.................................................................Page 43
The Readership Initiative was launched in October 1999 because of a strong but unproven belief among newspaper leaders that the decline in readership—a slow but steady trend over the past 30 years—could be reversed.

That belief has now been substantiated through the Initiative’s Impact study of newspaper readership, led by the Readership Institute at Northwestern University.

The study shows that forces outside newspapers’ control—such as the explosion of competition, a perceived lack of consumers’ free time, and demographic changes—are dwarfed by the things that newspapers can control. They include the kinds and levels of service newspapers provide, the emphasis of news content, the relevance of the brand the newspaper creates, and several other large solutions to grow readership.

Newspapers are in a powerful position to act on these opportunities. Over the last five decades, other media have proliferated—and their audiences have fragmented. The number of magazine titles tripled; FM radio stations increased tenfold; television stations multiplied by a factor of 16. And the Internet adds thousands of news sites every month.

By contrast, instead of fragmenting, daily newspapers have consolidated and dominate their markets and the nation in terms of both share of revenue and share of audience. From this position of strength, newspapers can build on the opportunities that the research has identified.

Each of those opportunities will be explained in more detail later in this summary. But first a brief description of the unique study, a joint venture of the Newspaper Association of America and the American Society of Newspaper Editors, that produced the insights.

Impact examined 100 newspapers across America, from 10,000 circulation dailies to major metros. They were selected in a way that makes them a representative sample of most types of newspapers in the industry. (A complete list is on page 41.) The industry has never before had a study of such scope and reliability from which it can derive not just a picture of today, but opportunities going forward.

Another unique aspect of Impact is its three-dimensionality. It looks at:
• Consumers’ reaction to the newspapers
• The news content of the newspapers
• The organization that produces content and services.

Taken together, they bring a richer understanding of what it is
about the newspaper that drives reader reaction, and what it is about the organization that affects product and services and its relationship with readers and customers.

For the consumer inquiry, more than 37,000 readers and non-readers completed a detailed survey that asked about media habits generally, their use of the Impact paper in their specific market, and their reactions to its content, service, and brand. The response rate to the mail-out, 12-page, 450-question survey was 37 percent - an excellent rate of return in research terms.

That so many people took the time to reply is a strong testament to the importance readers place on their local newspaper and its pre-eminence in the media spectrum.

Content analysis involved counting, measuring, reading, classifying, and describing 47,500 stories, photos, graphics, and other news and information items in the Impact newspapers.

The organization component included a workforce census at each newspaper, culture surveys, and an investigation of management practices.

The results point to eight imperatives that, if implemented, will enable newspapers to drive readership. Separately, each imperative has great potential. Together - as a part of a newspaper's readership strategy that involves all departments working in an integrated way - they have even more power.

Taking advantage of the opportunities means acquiring a deeper understanding of "readership." The premise of the Impact study is that what newspapers want and need to do is to change the way people read the newspaper - to induce people to read more often, to spend more time with the newspaper; to read more parts of it, on weekdays and on Sundays. It's all about changing reader behavior.

If any or all of those behaviors can be intensified, the results will be seen in the performance measures that the industry currently uses - for example, "read yesterday" or "last four Sundays" readership measurements, or copies sold.

But the key is understanding and then working to change the fundamental reading behavior. Using a series of questions that newspapers can easily add to their current readership survey repertoire, Impact researchers calculated a "Reader Behavior Score" (RBS) for each consumer who responded to the survey. The questions measured time, frequency, and completeness of reading, during the week and on Sundays. On a 1-7 scale, an RBS of 1 represents someone who rarely or never looks into the Impact newspaper, while an RBS of 7 depicts a person who spends a great deal of time reading most of the paper, every day of the week.

The overall results show that, on average, during the course of a typical week 85 percent of adults in the U.S. read, to varying degrees, a daily newspaper. Another way to describe the reading
behavior of American adults is this: one-third are heavy readers (in terms of time, frequency and completeness, on weekdays and Sundays); one-third are moderate readers; and one-third are light to non-readers.

Again, what newspapers need to do is to move readers along the Reader Behavior continuum, from lighter to heavier use of the paper. The benefits are clear. If a reader spends more minutes with the newspaper, or picks it up more often, or reads more parts of it, he or she is better informed and more connected to the information source. There is a greater likelihood that she or he will be exposed to and act on advertising content. And, the research shows, readers with higher RBS' are more likely to be subscribers and less likely to churn out.

By developing this way of describing reader behavior, Impact researchers were able to pinpoint specific things newspapers can do that will drive RBS - and to develop key, prioritized areas where newspapers can direct their efforts with best effect. (A scorecard listing these items is on page 16.)

Impact researchers also identified nine distinct types of readers. The categories were developed by grouping respondents with similar reading behaviors in terms of time, frequency, and completeness both for their weekday and weekend reading. This analysis resulted in the following categories of Reader Behavior Types:

- Heavy Readers - (21 percent of sample) high on all reading characteristics: time, frequency and completeness.
- Skimmers - (11 percent) frequent readers who are high on thoroughness of reading but spend an average amount of time with the newspaper.
- Selectives - (6 percent) frequent readers who spend more time with the paper but complete half or less of it.
- Sunday Heavy - (8 percent) heavy readers on Sunday but average readers weekday.
- Light Readers - (10 percent) readers who are average or below for time, frequency, and completeness on both weekdays and weekends.
- Weekday Only - (3 percent) average or below on weekdays but do not read on weekends.
- Sunday Heavy Only - (6 percent) heavy on Sunday but do not read on weekdays.
- Sunday Light - (7 percent) average or below readers on weekends and even lower during the week.
- Nonreaders - (28 percent) do not read the target paper in the study. (But may read a competing local paper, regional or national newspaper.)
Service emerged as a very strong opportunity for newspapers. If newspapers can deliver extraordinary service, RBS – time, frequency, completeness – will rise.

The components measured were:
- Condition and completeness of the delivered newspaper
- Quality of the paper, ink, and type size
- When and how the newspaper is delivered
- Accuracy of the bill
- Cost of home delivery
- Overall customer service.

All components had very high potential for driving RBS in the future. In terms of their customers’ current satisfaction with service, most newspapers have a high rating - the average is 4.25 on a scale of 1-5. Yet the potential to drive readership is also high. What this means is, if newspapers can provide service in the “excellence zone,” surpassing customers’ current experience and expectations, they will see increases in RBS.

The study results make it clear that readers want and expect a wide variety of content from their local newspaper. But the results identify several topics that, if newspapers were to do a “better job” with them (and “better” has different connotations, depending on the topic, as outlined below), the result would be greater readership of not just those topics but of the newspaper overall – that is, higher RBS.

Consumers provided reactions to 26 content topics that their newspaper covers and many of the items clustered together in factor analysis. The top factors, ranked in order of their potential to build RBS, are:

1. **Intensely local, people-focused news.** The specifics of this factor are community announcements, stories about ordinary people and obituaries.
2. **Lifestyle news,** which includes health, fitness and medicine; home, garden and real estate; food; fashion and beauty; and travel.
3. **How we are governed and global relations.** This includes coverage of politics, government, war and international conflict.
4. **Natural disasters and accidents.**
5. **Movies, television and weather.**
6. **Business, economics and personal finance.**
7. **Science, technology and environment.**
8. **Police, crime and the judicial system.**
9. **Sports.** Includes all levels and types of sports.

To shed some light on what constitutes “doing a better job on these topics” in the minds of consumers, Impact researchers looked for links between the high-potential topics and the content analysis. The content analysis measured such characteristics as story length, story treatment, number and area of stories, presence of color, graphics, geographic focus, and story source.
The table below shows what kind of approaches to and treatment of the high-potential topics result in greater reader satisfaction.

<table>
<thead>
<tr>
<th>CONTENT AND READER SATISFACTION</th>
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<tbody>
<tr>
<td><strong>Intensely local, people-focused news:</strong></td>
<td>Quantity</td>
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<tr>
<td><strong>Lifestyle news:</strong></td>
<td>Quantity; feature approach</td>
</tr>
<tr>
<td><strong>How we are governed and global relations:</strong></td>
<td>Quantity; stand-alone opinion section; color photos; feature approach</td>
</tr>
<tr>
<td><strong>Natural disaster and accidents:</strong></td>
<td>Fewer stories, fewer color photos</td>
</tr>
<tr>
<td><strong>Movies, television and weather:</strong></td>
<td>Shorter; less complex stories</td>
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<tr>
<td><strong>General and personal business news:</strong></td>
<td>Quantity; point-of-view approach (commentary, criticism, advice)</td>
</tr>
<tr>
<td><strong>Science, technology and environment:</strong></td>
<td>Quantity; international focus; longer and more complex stories; feature approach</td>
</tr>
<tr>
<td><strong>Police, crime and the judicial system:</strong></td>
<td>More local focus and fewer national events; fewer photos; fewer stories overall</td>
</tr>
<tr>
<td><strong>Sports:</strong></td>
<td>Feature approach; point-of-view approach</td>
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</tbody>
</table>

Americans expect their local newspaper to be a collection of all sorts of news and information. Nothing in the Impact study indicates the need to expand one sort of news to the exclusion of another.

What the research shows, though, is a strong reader appetite for news that is intensely local and personally relevant. In recent years newspapers have focused more and more on “local news.” What the Impact research shows is that there is still a large, unrealized potential for local news of a particular kind.

“Intensely local, people-centered news” ranks at the top of the list of content items with the greatest potential to increase overall readership of the newspaper (RBS). It includes community announcements (including weddings, events etc.), stories about ordinary people, and obituaries.

This finding confirms earlier research that has identified local news as newspapers’ unique strength, but it takes it further. It includes “chicken dinner” news - community events - but is not limited to events. It includes stories about ordinary people, and it could be reasonably concluded that this extends to coverage of other news topics through their effects on ordinary people. It also

**IMPERATIVE 3:** A PARTICULAR TYPE OF LOCAL NEWS HAS THE GREATEST POTENTIAL OF ALL CONTENT TOPICS FOR INCREASING RBS
includes obituaries, which at their best can be engaging stories about people’s lives.

The finding also quantifies the opportunity – which is large – for newspapers that can satisfy readers’ appetite for an intensely local, personally relevant, and people-centered approach.

Additionally, content analysis found readers’ desire for more "localness" operating at another level as well. Newspapers that have more content written in a feature-style approach are perceived as being more local than those in which a straight-news approach dominates.

In this way, the fact that a newspaper covers more "local" news – news of politics, government, business, sports, and other topics with a local focus – does not necessarily result in a newspaper with a local feel. It is the approach to story-writing that creates the sense of localness. Another finding – that newspapers with a higher level of staff-written stories did not have higher satisfaction levels – confirms that it is less a matter of who writes the story than how it is written.

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**IMPERATIVE 4:**
**MAKING THE NEWSPAPER EASIER TO READ AND NAVIGATE WILL IMPROVE RBS**

Another item with high potential for increasing RBS – that is, time, frequency and completeness – is "easy to read," a shorthand combined description of two factors to which consumers responded: "is relaxing to read," and "makes it easy to find what I’m looking for:"

This result indicates that readers respond well to content (both news and advertising) that is not a struggle to find, engage with, and move through. It suggests they respond well to presentation that helps them find both what they know they’re looking for and what they might not know is in the newspaper but relates to their interests.

In recent years newspapers have worked hard on many of these things, but clearly there is great room for improvement that will pay off. What consumers are saying is this: "Do it better and I’ll read more of you."

Making a newspaper "easier to read" is an especially good approach for light readers, those with an RBS of less than 2.5. Newspapers that light readers find "easier to read" – that is, newspapers whose readers are more satisfied with this characteristic – tend to:

• Provide more actionable information (such as dates, times, locations, phone numbers, Web site addresses associated with stories)
• Run more health, home, fashion, food, and travel stories
• Run more feature-style stories
• Do more in-paper promotion of content.
It is already well-established in newspaper research that many readers are drawn by the advertising content. What this new finding indicates is that newspapers that can make readers more satisfied with advertising content will reap great benefits in terms of more readership of the newspaper overall (higher RBS).

This gives advertising managers a responsibility for improving readership of the newspaper, in addition to their responsibility to satisfy their client advertisers and bring in ad revenues to the newspaper.

The implication is that advertising executives should care every bit as much about the content of advertising, for the sake of newspaper readership, as editors do about news content, for the sake of readership. For example, if part of a newspaper’s strategy is to attract more young female readers to the newspaper, it needs to be a two-pronged, editorial-advertising content strategy, including types of advertising that will appeal to and satisfy their needs, displayed with prominence, and promoted elsewhere in the newspaper.

Brand has to do with the image of the newspaper that the reader has in his or her mind. An effective brand connects with characteristics and values that are important to readers. The image has to be both perceived as a positive attribute and be relevant to the reader.

Every newspaper has a brand, whether it has consciously developed one or not. The point is for newspapers to develop a brand character that will deliver the kind of benefits that really touch readers – brand relevance.

Impact research identified several brand characteristics that have strong potential for driving RBS. In other words, if newspapers can build such brands that are relevant to readers, the result will be higher overall use of the newspaper.

As with the content items, often several items factored together to form a composite factor. Brands with top potential for increasing RBS are:

- I perceive the newspaper as intelligent, successful, experienced.
- I perceive the newspaper as honest, trustworthy, helpful.
- The newspaper is a link to my personal need to be informed and “in the know.” (This included the following values: being informed about the world and the nation; being informed about my local community; knowledge and understanding.)
- I perceive the newspaper as middle-class, neighborly.
- The newspaper has personality, is a leader in the community.
- The newspaper makes me think.
- The newspaper reflects my personal beliefs and values; it cares about people like me.
- I perceive the newspaper as fun, creative, energetic.
• The newspaper is a link to my personal need for belonging and fulfillment. (This brand item is a composite of many values that clustered together in analysis: a sense of belonging; stimulation/excitement; warm relationships with others; being well-respected; fun and enjoyment in life; security and peace of mind; self-respect; a sense of accomplishment; religious and spiritual fulfillment; appreciating beauty in the world.)

Several content characteristics are also linked with positive brand perceptions. Increased amount and variety of content enhances brand, especially with young people. Overall localness of content, in both source and geographic focus, is associated with higher brand satisfaction. And a feature approach to stories improves brand perception, especially with women readers.

**IMPERATIVE 7:**
**IN-PAPER PROMOTION OF SAME-DAY AND UPCOMING CONTENT WILL IMPROVE READER SATISFACTION AND IS MOST EFFECTIVE WITH YOUNGER READERS AND WOMEN**

Impact's content analysis measured four kinds of in-paper promotion. The most commonly occurring sort is general newspaper promotion, followed by promoting content in the paper the same day, promotion of the newspaper Web site, and, lastly, promoting content in upcoming editions. In respect to the last item, on average, newspapers have one item in the entire newspaper per day.

The Impact results show that higher levels of all types of in-paper promotion affect the overall brand perception of the newspaper.

Newspapers that run more promotion of upcoming and same-day content have higher reader satisfaction levels. The result also reflects the fact that, over the past few decades, readers have read newspapers less frequently and therefore do not know, through habit, what's in the newspaper and where to find it. Newspapers need to help infrequent and selective readers find more of what's in it for them.

In-paper promotion is also shown to be more effective with readers newspapers are trying hard to reach, especially people under the age of 35 and women.

In-paper promotion is often among the first items to be cut in difficult economic times. While content of Sunday sections is easier to predict and promote, it is a challenge for editorial departments to commit promotion to time-sensitive and scoop-sensitive material days in advance. And there is the issue of "who does it" and to whose space allocation the promotion is charged.

But the evidence is strong that finding a way through these internal issues will pay off handsomely with readers.
Part of the Impact study was an analysis of the culture of each of the Impact newspapers. This investigation was premised on a model, established from hundreds of studies in other businesses, that links the culture of a workplace to:

- Employee satisfaction
- Customer satisfaction
- Business outcomes (such as profitability and shareholder returns).

Because readership has continued to decline despite many reader-growth activities at many newspapers in recent years, the Readership Institute’s hunch at the outset of the Impact study was that there is a large systemic factor at play. The hypothesis was that in the case of newspapers, culture would be linked ultimately to readership as well.

This, in fact, proved to be the case. Impact research shows that newspapers that have adaptive, constructive cultures tend also to have higher RBS – that is, more time, frequency and completeness.

To measure culture, the Institute used instruments developed by Professor Robert Cooke of the University of Illinois, Chicago, which have been used by more than 2 million employees in hundreds of companies and organizations during the past 15 years.

The tools are verified periodically through a random sampling of organizations over and above the companies that choose to have their cultures assessed. The database of information collected over the years allows comparisons from one industry or organization to another.

The instruments measure how people are expected to behave in their organization in order to fit in. They also measure the effects of culture on people and show ways that managers can change culture to the benefit of both employees and customers.

The Impact study’s culture assessments are based on responses from about 5,500 employees at all levels in the news, advertising, circulation, and marketing departments.

Organizations fall into one of two basic culture types: defensive and constructive. More than 80 percent of the Impact newspapers – a proxy for the entire daily newspaper industry – have defensive cultures.

Defensive cultures are intent on preserving the status quo and are resistant to change. People are expected to focus on how well they are doing, as opposed to how well the group, or the organization – or the customer – is doing. They tend to operate in departmental silos. In the past, defensive organizations have fared quite well, as changes in the environment such as technology, demography and competition have been slow-moving. But today they are not well-positioned to meet the changing needs of customers or more agile competitors.

Constructive cultures tend to be more outward-looking and responsive to changes in the environment. They expect achieve-
ment at both the individual and group level. Collaboration and coordination across departments are not optional – it is how they operate. Employees are more satisfied and turnover tends to be lower. Constructive cultures are difficult to build, especially when defensive habits are well-entrenched, but their effects are positive on all stakeholders.

In a separate analysis, the Institute measured how reader-oriented the Impact newspapers believe they are. The analysis is based on a simple linear model that measures four sequential stages in customer-orientation: gathering market intelligence, disseminating market intelligence throughout the organization, forming a plan, and putting the plan into action.

On average, newspapers fall well below the ideal – where they think they should be in order to respond to or anticipate changes in the business and consumer environment.

But those newspapers that scored above the average also tended to have higher RBS.

The Impact results indicate an urgent need for newspapers to understand and measure how readers use the newspaper – Reader Behavior Scores (RBS). Media competitors measure how consumers use their offerings – not how many television sets or radios are sold. Using this approach, newspapers have a strong story to tell advertisers.

It can be an even stronger story if newspapers act on the large opportunity areas that Impact has identified and which are shown to be linked to higher RBS – that is, time, frequency and completeness. The opportunities can be major parts of strategies to intensify readers’ use of the newspaper. There are clear directions about where the biggest opportunities lie – in service excellence, content emphasis (including advertising content), brand relevance, and in-paper promotion.

The research also makes it clear that improving RBS – and the subsequent performance measurements of readership and circulation – must be a strategic imperative that has meaning and relevance to everyone who works for the newspaper. Aligning departments around this goal, translating it into specific action, tying rewards to it – this can be the start of changing culture toward a more constructive model that will benefit all stakeholders.

It may be tempting to dismiss this research by saying, "I’ve heard all this before." Certainly some of the concepts in this study echo previous industry research. It would have been surprising and disconcerting if the research findings bore no relation to previous industry studies. However, the Impact study is different on several counts:

- The results come from surveying 37,000 consumers in every type of newspaper market, a scope and reliability the industry has never before had.
- Readers have stated their priorities as never before.

IN CONCLUSION
There is new information and new concepts in the results. Below are the information and concepts that are new in the Impact research:

- The Reader Behavior Score (RBS) is a new way of measuring how readers use newspapers, including time, frequency and completeness. RBS more accurately reports readership than any measure previously used by newspapers.
- That six service factors matter to readers.
- Nine specific content areas in priority order that have the greatest potential for improving readership.
- The importance of a particular type of local news, defining for the first time the type of local news that matters to readers.
- The role of advertising in bringing readers to the rest of the newspaper.
- The importance of brand to readership and which brand characteristics contribute to readership.
- The role and importance of in-paper content promotion.
- The impact of a constructive culture in driving readership. This is the first research to look at newspaper culture and its link to readership.

While each of the eight imperatives has strength, newspapers that want to maximize growing RBS and driving readership will implement all eight as part of a readership strategy that involves all departments working in an integrated way.

Finally, newspaper executives must not use difficult economic times as an excuse to postpone acting, thinking that "We can't afford it now."

Six of the eight imperatives can be accomplished with no extra cost. Of the two remaining, one has low extra cost. Over-the-top service will be expensive. Nonetheless, done right, it will drive RBS – time, frequency and completeness – thus driving economic return.

Special pricing to attract targeted advertising carries some cost, although less than the service imperative.

All of the others can be implemented without additional cost. Changing content emphasis is a matter of managing resources differently and leading differently. The same is true with local news and navigability.

Achieving brand relevance with consumers takes hard, focused work, but it doesn’t have to cost money.

The challenge for in-paper content promotion is overcoming internal barriers, not finding extra money.

Finally, changing organizational culture takes leadership and will, but not extra expenditure.
Reader Opportunity Scorecard

<table>
<thead>
<tr>
<th>CONSUMER FACTOR</th>
<th>Column 1</th>
<th>Column 2</th>
<th>Column 3</th>
<th>Column 4</th>
<th>Column 5</th>
<th>Column 6</th>
<th>Column 7</th>
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<tr>
<td></td>
<td>Industry Reader Improvement Potential</td>
<td>Industry Consumer Factor Avg.</td>
<td>Disconnected / Light Reader</td>
<td>Disconnected / Heavy Reader</td>
<td>Connected / Heavy Reader</td>
<td>Connected / Light Reader</td>
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<td>Content</td>
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<tr>
<td>1 Content-Community Announcements/Obits/ Ordinary people</td>
<td>64</td>
<td>3.5</td>
<td>24</td>
<td>22</td>
<td>37</td>
<td>17</td>
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<tr>
<td>2 Content-Health / Home/Fashion/Food/Travel</td>
<td>57</td>
<td>3.5</td>
<td>22</td>
<td>22</td>
<td>37</td>
<td>19</td>
<td></td>
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<tr>
<td>3 Content-Gov / War / Politics / International</td>
<td>53</td>
<td>3.8</td>
<td>23</td>
<td>21</td>
<td>38</td>
<td>18</td>
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<tr>
<td>4 Content-Natural Disasters / Accidents</td>
<td>51</td>
<td>4</td>
<td>20</td>
<td>16</td>
<td>42</td>
<td>21</td>
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<tr>
<td>5 Content-Movies / TV / Weather</td>
<td>50</td>
<td>3.8</td>
<td>22</td>
<td>21</td>
<td>38</td>
<td>20</td>
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<td>6 Content-Business / Economics / Personal Finance</td>
<td>46</td>
<td>3.8</td>
<td>25</td>
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<td>7 Content-Science / Technology / Environment</td>
<td>46</td>
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<td>20</td>
<td>19</td>
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<td>8 Content-Police / Crime / Courts / Legal</td>
<td>44</td>
<td>3.7</td>
<td>27</td>
<td>26</td>
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<td>15</td>
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<td>9 Content-Sports</td>
<td>44</td>
<td>3.7</td>
<td>26</td>
<td>24</td>
<td>34</td>
<td>16</td>
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<tr>
<td>10 Content-Education</td>
<td>43</td>
<td>3.7</td>
<td>27</td>
<td>27</td>
<td>32</td>
<td>15</td>
<td></td>
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<tr>
<td>11 Content-Parenting / Relationships / Religion</td>
<td>38</td>
<td>3.3</td>
<td>22</td>
<td>23</td>
<td>35</td>
<td>19</td>
<td></td>
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<td>12 Content-Arts</td>
<td>30</td>
<td>3.6</td>
<td>16</td>
<td>17</td>
<td>41</td>
<td>25</td>
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<td>13 Content-Automotive</td>
<td>27</td>
<td>3.3</td>
<td>22</td>
<td>24</td>
<td>34</td>
<td>20</td>
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<td>14 Content-Popular Music</td>
<td>20</td>
<td>3.1</td>
<td>25</td>
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<td>17</td>
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<td>15 Content-Jobs / Career</td>
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<td>3.6</td>
<td>16</td>
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<td>36</td>
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<td>Satisfaction with Advertising</td>
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<td>16 Satisfaction with advertising (overall)</td>
<td>54</td>
<td>3.9</td>
<td>21</td>
<td>22</td>
<td>37</td>
<td>20</td>
<td></td>
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<tr>
<td>17 Ads and inserts for food and groceries</td>
<td>42</td>
<td>4.1</td>
<td>18</td>
<td>15</td>
<td>43</td>
<td>24</td>
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<tr>
<td>18 Ads for clothing, health, and non-food stores</td>
<td>42</td>
<td>3.9</td>
<td>21</td>
<td>20</td>
<td>38</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>19 Ads for entertainment and sporting events</td>
<td>41</td>
<td>3.9</td>
<td>21</td>
<td>21</td>
<td>37</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>20 Classified ads</td>
<td>20</td>
<td>3.8</td>
<td>20</td>
<td>27</td>
<td>31</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>Satisfaction with Service</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21 Satisfaction with service (overall)</td>
<td>79</td>
<td>4.4</td>
<td>23</td>
<td>15</td>
<td>45</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>22 Condition / Completeness of the paper</td>
<td>65</td>
<td>4.5</td>
<td>20</td>
<td>14</td>
<td>46</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>23 Quality of paper, ink and type size</td>
<td>59</td>
<td>4.2</td>
<td>23</td>
<td>18</td>
<td>42</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>24 When and how paper is delivered</td>
<td>58</td>
<td>4.2</td>
<td>24</td>
<td>16</td>
<td>44</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>25 Accuracy of my bill</td>
<td>56</td>
<td>4.3</td>
<td>21</td>
<td>14</td>
<td>46</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>26 Cost of home delivery</td>
<td>55</td>
<td>4.1</td>
<td>22</td>
<td>17</td>
<td>43</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>27 Customer service</td>
<td>55</td>
<td>4.2</td>
<td>23</td>
<td>16</td>
<td>43</td>
<td>18</td>
<td></td>
</tr>
</tbody>
</table>

See page 19 for instructions on reading the scorecard
# Reader Opportunity Scorecard

<table>
<thead>
<tr>
<th>CONSUMER FACTOR</th>
<th>Column 1</th>
<th>Column 2</th>
<th>Column 3</th>
<th>Column 4</th>
<th>Column 5</th>
<th>Column 6</th>
<th>Column 7</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Industry Reader Improvement Potential</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Industry Consumer Factor Avg.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Disconnected / Light Reader</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Disconnected / Heavy Reader</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Connected / Heavy Reader</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Connected / Light Reader</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Consumer Brand Perceptions</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28 Brand-Intelligent / Successful / Experienced</td>
<td>56</td>
<td>3.7</td>
<td>25</td>
<td>22</td>
<td>34</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>29 Brand-Honest / Trustworthy / Helpful</td>
<td>51</td>
<td>3.6</td>
<td>25</td>
<td>20</td>
<td>36</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>30 Brand-Middle Class / Neighborly</td>
<td>49</td>
<td>3.6</td>
<td>27</td>
<td>26</td>
<td>31</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>31 Brand-Fun / Creative / Energetic</td>
<td>45</td>
<td>3.3</td>
<td>26</td>
<td>22</td>
<td>34</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>32 Brand-Conservative</td>
<td>20</td>
<td>3.3</td>
<td>27</td>
<td>28</td>
<td>28</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>33 Brand-Opinionated / Arrogant</td>
<td>15</td>
<td>3.4</td>
<td>23</td>
<td>23</td>
<td>32</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>34 Brand-Liberal</td>
<td>13</td>
<td>3.2</td>
<td>30</td>
<td>32</td>
<td>24</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>35 Brand-Old Fashioned</td>
<td>6</td>
<td>3</td>
<td>12</td>
<td>17</td>
<td>39</td>
<td>32</td>
<td></td>
</tr>
<tr>
<td><strong>Values</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>36 Values-Informed / In the know</td>
<td>51</td>
<td>3.8</td>
<td>24</td>
<td>19</td>
<td>37</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>37 Values-Belonging / Fulfillment</td>
<td>43</td>
<td>3.2</td>
<td>26</td>
<td>22</td>
<td>34</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td><strong>Brand Attributes</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>38 Brand-Easy to read / Easy to find information</td>
<td>67</td>
<td>3.9</td>
<td>23</td>
<td>17</td>
<td>41</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>39 Brand-Community leader / Strong personality</td>
<td>49</td>
<td>3.6</td>
<td>22</td>
<td>20</td>
<td>38</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>40 Brand-Makes me think</td>
<td>48</td>
<td>3.5</td>
<td>23</td>
<td>21</td>
<td>37</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>41 Brand-Reflects my beliefs / Cares about me</td>
<td>46</td>
<td>3.3</td>
<td>21</td>
<td>20</td>
<td>38</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>42 Brand-Can be used anywhere / anytime</td>
<td>38</td>
<td>3.6</td>
<td>21</td>
<td>19</td>
<td>39</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>43 Brand-Accurate</td>
<td>30</td>
<td>3.8</td>
<td>19</td>
<td>21</td>
<td>37</td>
<td>23</td>
<td></td>
</tr>
</tbody>
</table>

See page 19 for instructions on reading the scorecard.
Readership Institute research has identified and scored the readership opportunities in content, brand, and service in rank order with a Readership Improvement Potential number. The number expresses the relationship between consumer satisfaction with each item and readership. Changes that the newspaper makes to these items to better satisfy readers will increase overall readership of the newspaper.

All factors have an impact on readership separately, and they work together to create an even greater effect. The scorecard lists them in order within each grouping – content, brand, and service – from greatest opportunity to least opportunity to help newspaper executives set priorities.

It is important to note that the scorecard does not tell individual newspapers how to implement a strategy in response to the opportunities identified, or what an overall readership strategy should be. Each newspaper, using its own market knowledge and expertise, can use this new research to craft and implement a focused strategy specially tailored to its situation.

1. **Consumer Factors.** This first column comprises 43 areas of opportunity broken into four main categories – Content, Advertising, Service, and Brand Perceptions.

   Each factor on the Opportunity Scorecard is taken from questions on the Readership Initiative Consumer Survey. To better understand what each factor means, it is helpful to read the questions from which they are drawn. Here is a list of the factors and the survey questions from which they are drawn. A copy of the Consumer Survey follows this section.
   - Factors 1-15 are taken from question 53 of the Consumer Survey.
   - Factors 16-20 are taken from Question 55.
   - Factors 21-27 are taken from Question 54.
   - Factors 28 and 35 are taken from Question 50.
   - Factors 36 and 37 are taken from Question 51.
   - Factors 38-43 are taken from Question 52.

2. **Industry Reader Improvement Potential.** This column contains numbers representing the strength of the opportunity for each consumer factor. The numbers in the column range from 6 to 67. The larger the number, the stronger the opportunity for that consumer factor. Like readings on a thermometer, small differences in numbers are less significant than big differences.

   Look at the numbers in the column to get a sense of where the bigger and smaller opportunities are. For example, the Reader
Improvement Potential for Content-Community Announcements is 64 and the score for Content-Jobs/Career is only 18. This indicates that there is a greater chance of improving readership through enhancing or changing Community content than from enhancing or changing Jobs content. This does not imply that any paper should reduce jobs coverage. It means that the greater readership return for effort invested will come from improving Community content. Each newspaper has to determine, through existing market knowledge or through further investigations, whether this means a greater volume of community content, a different coverage approach to this area, a different balance between news/features on the subject, and so on.

This number does not measure newspapers’ performance on the factor. It measures the size of the opportunity each consumer factor represents.

3. **Industry Consumer Factor Average.** This measures the industry’s performance on each consumer factor on a scale from 1 to 5.

4. Columns 4-7 represent the basis of a consumer profile matrix for the newspaper industry. The four categories of readers are:
   - **Disconnected / Light Readers**
   - **Disconnected / Heavy Readers**
   - **Connected / Heavy Readers**
   - **Connected / Light Readers.**

**Disconnected-connected** refers to the sense of affinity that readers feel with newspapers as a result of the consumer factors. For example, an avid sports fan may feel a strong connection to the newspaper through its sports content but relatively little or no connection to the paper through its arts content or customer service. Another may have her strongest connection to the newspaper through its community content or through her perception that the newspaper brand represents strong community leadership.

**Light-heavy** refers to the degree to which consumers use the newspaper - the amount of time they spend with it, how often they read it, how completely they read it.

You can visualize this information more easily by putting the data for each factor into a matrix:
The matrix shows that health/home/fashion/food is an area of relative strength for newspapers. Thirty-seven percent of readers are both heavy readers and connected to this factor through what newspapers already provide. You may decide to try to leverage this strength by increasing readership among this group, and by appealing to others who are connected to the paper through this factor but who are light readers overall. This quadrant (bottom / right) represents 19 percent of the total readers.

A blank matrix appears on the next page, for those interested in plotting some of the other content, brand and service factors. (This matrix can be further refined by including demographic information of age, gender, income, and education for the readers in each quadrant. That information will be available beginning June 2001 in an automated matrix at the Readership Institute’s Web site: www.readership.org.)
**SCORECARD SUMMARY SHEET**

Newspaper: ___________________________  Date: ________________

---

**Consumer Factor**

Industry Reader Improvement Potential _________

Industry Consumer Factor  Average _________

---

**Consumer Profile**

<table>
<thead>
<tr>
<th>Reader Behavior Score</th>
<th>Disconnected</th>
<th>Connected</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heavy Reader</td>
<td>DISCONNECTED HEAVY Readers</td>
<td>CONNECTED HEAVY Readers</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Light Reader</td>
<td>DISCONNECTED LIGHT Readers</td>
<td>CONNECTED LIGHT Readers</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>%</td>
</tr>
</tbody>
</table>
Northwestern University Research Study

We need your help for a new, groundbreaking study of how people use the media – television, radio, newspapers, magazines and the Internet.

LET THE MEDIA KNOW WHAT YOU WANT

We will use the information to help the media do a better job of serving different people in different ways. Your household was randomly selected for this study – by completing this questionnaire, you will help us represent people like yourself. Your answers will remain confidential and will not be given to companies for mail or telephone sales contacts.

In appreciation for your participation:
- We have enclosed $3 as a small thank you
- And you will automatically be entered in a sweepstakes drawing in which 15 prizes of $1,000 each will be awarded

Please take the time to help us in this important new research study.

Suzanne Calder
Research Director
1-800-372-0785

In order to have the survey best reflect the opinions of a cross section of people and because there may be several people in your home, please give this questionnaire to the person in your household with the most recent birthday (who is 18 years or older) to complete. If this is not possible, we would appreciate if you would answer the questions yourself. In either case, please enter the birthday of the person answering the questionnaire.

MONTH / DAY / YEAR
(i.e.: 10/04/64)

HOW TO PARTICIPATE

By US Mail: Complete the questionnaire and return it in the enclosed postage-paid envelope
Via the Internet: Enter our Website address: http://www.marie.marketresearch.com/impact

When prompted enter Registration #: 81944786
Password #: 6510

HOW TO ENTER THE NORTHWESTERN UNIVERSITY SWEETPARKS (All entries must be received by Survey Completion Date)
1. Via Mail In Entry: Complete the enclosed survey and mail to "The Impact Media Survey" P.O. Box 9802,风尚德, IL 60604-9802 to be received no later than 12/15/01. If you do not wish to complete the survey but wish to enter the sweepstakes, send a self-addressed, stamped envelope with your full name, address, e-mail address (optional), registration number and password (which can be found in the "webster" instructions on your packet) to a #10 envelope via First Class Mail to the address preprinted above. Sponsor not responsible for lost, late, misdirected, mutilated entries or entries not received in time. Eligible entries are void. Incomplete entries will be disqualified.

2. Via the Internet: Visit www.marie.marketresearch.com/impact for 11:59 p.m. on 12/15/01. When prompted, enter your registration number and password as indicated in the "webster" instructions on your packet and complete survey form. Click on submit and follow the on-screen instructions for entry.

3. RANDOM DRAWING: Fifteen (15) winners of $1,000 each will be selected in a random drawing on or about 1/03/01 from among all eligible entries received. Winners will be notified by mail and e-mail. Odds of winning will depend upon the number of entries received. Total number of estimated entries is 150,000. Therefore, the odds of winning will be approximately 1 in 10,000. Purchase or acceptance of a product offer does not improve your chances of winning. Limit one entry per household.

4. GENERAL RULES: Open only to named recipients of this direct mail solicitation who are residents of the U.S. and 18 years of age or older (void where prohibited by law). Employees of Market Facts, Inc. and their affiliates, subsidiaries, advertising and promotion agencies and individuals involved in the production of this promotion and the immediate family members and/or those living in the same household of each are not eligible. Winners may make no substitution or transfer of prize. All federal, state and local laws and regulations apply. Winners must execute an affidavit of eligibility/release of liability/prox acceptance form within 14 days of attempted notification. Noncompliance with this time frame may result in disqualification and an alternate may be selected. Return of any prize notification as undeliverable will result in disqualification and an alternate will be selected. Sponsor disclaims any liability for damage to any computer system resulting from participation or accessing downloading information connected with the Internet portion of this sweepstakes. If for any reason, the Internet portion of this sweepstakes is not capable of running as planned, including infection by computer virus, bug, tampering, unauthorized intervention, or fraud beyond control of the sponsor, which corrupt or affect the administration, security, fairness, integrity, or proper conduct of this sweepstakes, Sponsor reserves the right to seek damages from any such individual to the fullest extent permitted by law in the event of such damage. In the event of a dispute regarding any entry, the entry will be deemed made by the authorized account holder of the e-mail address submitted at the time of entry (i.e., the person who is assigned to an e-mail address by the organization responsible for assigning e-mail addresses for the domain associated with the submitted e-mail address or the name and address specified on the contest). Acceptance of prize constitutes permission to the Sponsor and its agencies to use winner’s name and likeness for purposes of advertising and trade without further compensation, unless prohibited by law. By participating in the promotion, entrants agree to be bound by the Official Rules and the decisions of the judges. By accepting prize, winners agree to hold Sponsor harmless against any and all claims and liability arising out of or use of prize. Winner assumes all liability for any injury or damages caused, or claimed to be caused by participation in this promotion or use or redemption of any prize.

5. For the names of the winners, available after 1/03/01, send a self-addressed, stamped #10 envelope to: Impact Media Survey II Winners, P.O. Box 2601, Arlington Heights, IL 60005 to be received by 2/28/01.

Survey is sponsored by Market Facts, Inc., 1040 Salt Creek Lane, Arlington Heights, IL 60005. If you wish to opt out of receiving any future correspondence or sweepstakes mailings, please write to this address.
MEDIA USAGE

To begin we would like to ask you about your general media usage habits.

About TELEVISION...

1. How many hours do you personally watch TV each day in an average 7-day week? (For each day of the week write in the number of hours you watch TV. If you do not watch TV on a particular day, write in a “0.”)

<table>
<thead>
<tr>
<th># Hours Watched</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. When watching TV, how often do you do other things at the same time (such as working, reading, or having an on-going conversation)?

<table>
<thead>
<tr>
<th></th>
<th>Most of the Time</th>
<th>Some of the Time</th>
<th>Rarely/Never</th>
<th>Do Not Watch TV</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

3. Which of the stations/channels do you regularly watch in an average 7-day week? (Check all that apply.)

- None/Do not watch TV
- AMC
- BET
- Bravo
- Cartoon Network
- CNBC
- CNN
- Comedy Central
- CSPAN
- Discovery
- Disney
- ESPN
- Golf
- HBO
- History Channel
- HGTV
- Lifetime
- Learning Channel
- MSNBC
- MTV
- Nickelodeon
- National News
- News Magazines (e.g., 60 minutes)
- Religious Programs
- Science/Nature
- Situation Comedies
- Soap Operas
- Sports
- Travel

4. Which types of shows do you regularly watch in an average 7-day week? (Check all that apply.)

- None/Do Not Watch TV
- Biographies
- Business/Financial News
- Documentaries
- Dramas
- Daytime Talk Shows
- Game Shows
- Food
- Garden & Decorating
- Home/Shopping
- Late Night Talk Shows
- Local News
- Movies
- Music/Variety
- News
- National News
- News Magazines (e.g., 60 minutes)
- Religious Programs
- Science/Nature
- Situation Comedies
- Soap Operas
- Sports
- Travel

5. When you watch television, is it primarily on a TV connected with (Check only one answer):

- An Over the Air Antenna
- Cable
- Satellite
- Do Not Watch TV

<table>
<thead>
<tr>
<th></th>
<th>An Over the Air Antenna</th>
<th>Cable</th>
<th>Satellite</th>
<th>Do Not Watch TV</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

6. When do you typically watch television? (Check all that apply.)

<table>
<thead>
<tr>
<th>Time</th>
<th>Before 9 a.m.</th>
<th>Noon</th>
<th>9 a.m.</th>
<th>10 p.m.</th>
<th>After 11 p.m.</th>
<th>Do Not Watch TV</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

About NEWSPAPERS...(NOT COUNTING WEEKLY, FREE OR INTERNET NEWSPAPERS)

7. When was the last time you read or looked into any daily (Monday - Friday) newspaper, not counting weekly, free or internet newspapers? And, when was the last time you read or looked into any Sunday/weekend newspaper, not counting weekly, free or internet newspapers? (Check one box for daily and one box for Sunday/weekend.)

<table>
<thead>
<tr>
<th>Time</th>
<th>Daily/Weekend</th>
<th>Daily</th>
<th>Sunday/Weekend</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>1</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Within the last 3 months</td>
<td>2</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Within the last 6 months</td>
<td>3</td>
<td>3</td>
<td>6</td>
</tr>
</tbody>
</table>

8. Generally speaking, in an average 7-day week, which days do you read or look into a newspaper? (Check all that apply.)

<table>
<thead>
<tr>
<th>Days</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
<th>Do Not Read Newspaper</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
</tbody>
</table>
9. What time(s) of day do you typically read or look into a newspaper? (CHECK ALL THAT APPLY.)

   Morning  Afternoon  Evening  Do Not Read Newspaper
   □ 1  □ 2  □ 3  □ 4

10. How many different newspapers do you read or look into in an average 7-day week? (IF YOU DO NOT READ OR LOOK INTO A NEWSPAPER IN AN AVERAGE WEEK, PLEASE WRITE IN A "0".)

   (WRITE IN NUMBER OF DIFFERENT NEWSPAPERS; IF 0 SKIP TO Q. 11)

10a. Which papers do you usually read in an average 7-day week? (CHECK ALL THAT APPLY.)

   USA Today  New York Times  Wall Street Journal  Other
   □ 1  □ 2  □ 3  □ 4

   (Please Specify)

11. When reading or looking into a newspaper in an average 7-day week, how often do you have other things going on at the same time that you pay attention to (such as watching TV or commuting)?

   Most of the Time  Some of the Time  Rarely/Never  Do Not Read Newspaper
   □ 1  □ 2  □ 3  □ 4

12. On an average weekday (Monday – Friday), how much time do you spend reading or looking into newspapers? (PUT AN "X" IN THE BOX THAT BEST DESCRIBES THE AMOUNT OF TIME YOU SPEND READING OR LOOKING INTO NEWSPAPERS. THEN WRITE IN YOUR BEST ESTIMATE OF THE SPECIFIC NUMBER OF MINUTES YOU SPEND READING THE NEWSPAPER.)

   Time Range                      Estimate the specific number of minutes
   Do not read newspaper........... □ 1
   1-15 minutes....................... □ 2
   16-30 minutes..................... □ 3
   31-45 minutes..................... □ 4
   46-60 minutes..................... □ 5
   61 minutes or more.............. □ 6

13. On an average weekend (Saturday and Sunday), how much time do you spend reading or looking into a Sunday/weekday newspaper?

   None  Less Than 1/2 Hour  1/2-1 Hour  1 1/2-2 Hrs.  2 1/2-3 Hrs.  3 Hours or More
   □ 1  □ 2  □ 3  □ 4  □ 5  □ 6

   About RADIO...

14. How many days do you listen to the radio in an average 7-day week? (PLEASE BE AS SPECIFIC AS POSSIBLE. IF YOU DO NOT LISTEN TO THE RADIO IN AN AVERAGE WEEK, PLEASE WRITE IN "0".)

   (WRITE IN # OF DAYS)

15. When listening to the radio, how often do you do other things at the same time (such as driving, exercising, reading or having an on-going conversation)?

   Most of the Time  Some of the Time  Rarely/Never  Do Not Listen To Radio
   □ 1  □ 2  □ 3  □ 4

16. On an average weekday (Monday–Friday), and on an average weekend (Saturday and Sunday), how much time do you spend listening to the radio? (CHECK ONE BOX FOR MON.-FRI. AND ONE BOX FOR SAT./SUN.)

   None/Do not listen to radio...... □ 1  □ 1  3 – 4 hours........................ □ 5  □ 5
   Less than 1 hour.................. □ 2  □ 2  4 – 5 hours........................ □ 6  □ 6
   1 – 2 hours........................ □ 3  □ 3  5 hours or more.................. □ 7  □ 7
   2 – 3 hours....................... □ 4  □ 4

17. What time(s) of day do you typically listen to the radio? (CHECK ALL THAT APPLY.)

   Morning  Afternoon  Evening  Do Not Listen To Radio
   □ 1  □ 2  □ 3  □ 4

18. How many different radio stations do you regularly listen to in an average 7-day week? (PLEASE WRITE IN YOUR ANSWER IN THE SPACE PROVIDED. IF YOU DON'T TYPICALLY LISTEN TO THE RADIO IN AN AVERAGE WEEK, WRITE IN "0".)

   (WRITE IN # OF DIFFERENT STATIONS)
19. What types of radio stations do you regularly listen to in an average 7-day week? (CHECK ALL THAT APPLY.)

<table>
<thead>
<tr>
<th>None/Do not listen to radio</th>
<th>Oldies</th>
<th>Easy Listening/Nostalgia/Smooth Rock</th>
<th>Religion, including music or talk</th>
<th>Adult Contemporary</th>
<th>Rock from the mid-70's to present</th>
<th>New Rock</th>
<th>Spanish</th>
<th>Top 40's, including adult rhythm or rock</th>
<th>Funk, rap, hip hop</th>
<th>Classical</th>
<th>News/talk/information, including sports</th>
<th>Country, including traditional and modern</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ 1</td>
<td>□ 8</td>
<td>□ 2</td>
<td>□ 9</td>
<td>□ 3</td>
<td>□ 10</td>
<td>□ 4</td>
<td>□ 6</td>
<td>□ 5</td>
<td>□ 7</td>
<td>□ 1</td>
<td>□ 1</td>
<td>□ 2</td>
</tr>
</tbody>
</table>

About MAGAZINES...

20. How many hours do you spend reading or looking into magazines in an average 7-day week? (PLEASE WRITE IN YOUR ANSWER IN THE SPACE PROVIDED. IF YOU DON'T TYPICALLY READ ANY MAGAZINES IN AN AVERAGE WEEK, WRITE IN "0".)

<table>
<thead>
<tr>
<th>Most of the Time</th>
<th>Some of the Time</th>
<th>Rarely/Never</th>
<th>Do Not Read Magazines</th>
<th>(WRITE IN # OF HOURS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ 1</td>
<td>□ 2</td>
<td>□ 3</td>
<td>□ 4</td>
<td></td>
</tr>
</tbody>
</table>

21. When reading or looking into magazines in an average 7-day week, how often do you have other things going on at the same time that you pay attention to (such as commuting or watching TV)?

<table>
<thead>
<tr>
<th>Most of the Time</th>
<th>Some of the Time</th>
<th>Rarely/Never</th>
<th>Do Not Read Magazines</th>
<th>(# OF DIFFERENT MAGAZINES READ)</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ 1</td>
<td>□ 2</td>
<td>□ 3</td>
<td>□ 4</td>
<td></td>
</tr>
</tbody>
</table>

22. How many different magazines do you regularly read or look into in an average 7-day week? (PLEASE WRITE IN YOUR ANSWER IN THE SPACE PROVIDED. IF YOU DON'T TYPICALLY READ ANY MAGAZINES IN AN AVERAGE WEEK, WRITE IN "0".)

<table>
<thead>
<tr>
<th>Do not read magazines</th>
<th>Business</th>
<th>Computer</th>
<th>Celebrity</th>
<th>Men's</th>
<th>News</th>
<th>Political and cultural</th>
<th>Special interest/Hobby</th>
<th>Sports</th>
<th>Trade/professional</th>
<th>Women's</th>
<th>Other</th>
<th>(# OF DIFFERENT MAGAZINES READ)</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ 1</td>
<td>□ 2</td>
<td>□ 3</td>
<td>□ 4</td>
<td>□ 5</td>
<td>□ 6</td>
<td>□ 7</td>
<td>□ 8</td>
<td>□ 9</td>
<td>□ 10</td>
<td>□ 11</td>
<td>□ 12</td>
<td></td>
</tr>
</tbody>
</table>

About the INTERNET...

23. What types of magazines do you regularly read or look into in an average 7-day week? (CHECK ALL THAT APPLY.)

24. In an average 7-day week, how many hours do you spend at home or during personal time at work using the Internet to visit web sites? (DO NOT INCLUDE TIME PLAYING GAMES OR USING E-MAIL. IF YOU DO NOT SPEND ANY TIME ON THE INTERNET IN AN AVERAGE WEEK, WRITE IN "0".)

<table>
<thead>
<tr>
<th>Most of the Time</th>
<th>Some of the Time</th>
<th>Rarely/Never</th>
<th>Do Not Use The Internet</th>
<th>(# HOURS SPENT USING THE INTERNET)</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ 1</td>
<td>□ 2</td>
<td>□ 3</td>
<td>□ 4</td>
<td></td>
</tr>
</tbody>
</table>

25. When using the Internet at home or during personal time at work during an average 7-day week, how often do you do other things at the same time (such as watching TV or having an on-going conversation)?

26. How many different web sites, if any, do you typically visit in an average 7-day week? (PLEASE WRITE IN YOUR ANSWER IN THE SPACE PROVIDED. IF YOU DO NOT USE THE INTERNET, OR DO NOT VISIT ANY WEBSITES IN AN AVERAGE WEEK, WRITE IN "0".)

<table>
<thead>
<tr>
<th>None/Do not use Internet</th>
<th>Game</th>
<th>Health/Fitness</th>
<th>Home Improvement</th>
<th>Job Listing</th>
<th>Magazine</th>
<th>Newspaper</th>
<th>Music Only</th>
<th>Retail Shopping</th>
<th>Real Estate</th>
<th>Sports</th>
<th>Special Interest/Hobby</th>
<th>Television News</th>
<th>Travel Related</th>
<th>Other</th>
<th>(# OF WEB SITES TYPICALLY VISITED)</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ 1</td>
<td>□ 2</td>
<td>□ 3</td>
<td>□ 4</td>
<td>□ 5</td>
<td>□ 6</td>
<td>□ 7</td>
<td>□ 8</td>
<td>□ 9</td>
<td>□ 10</td>
<td>□ 11</td>
<td>□ 12</td>
<td>□ 13</td>
<td>□ 14</td>
<td>□ 15</td>
<td></td>
</tr>
</tbody>
</table>
SPECIFIC MEDIA

Now we would like to ask you specifically about _____________ and _____________ newspapers. Some of the questions are about reading these newspapers; however, if you do not read them, it will be easy to tell us this.

Reading the Newspaper...

28. Since the first of the year, which days do you read or look into _____________ newspaper in an average 7-day week? (CHECK ALL THAT APPLY.)

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
<th>Do Not Read Newspaper</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ 1</td>
<td>☐ 2</td>
<td>☐ 3</td>
<td>☐ 4</td>
<td>☐ 5</td>
<td>☐ 6</td>
<td>☐ 7</td>
<td>☐ 8</td>
</tr>
</tbody>
</table>

29. During a typical month how many times do you read or look into _____________ newspaper? (PLEASE WRITE YOUR ANSWER IN THE SPACE BELOW. IF YOU DO NOT TYPICALLY READ THE NEWSPAPER, WRITE IN "0").

__________ (# TIMES IN A TYPICAL MONTH)

30. When was the last time you read or looked into _____________ newspaper?

Never read or looked into the paper ☐ 1  Within the last 6 months ... ☐ 2  Within the last 2 years ...... ☐ 3  Within the last 3 months ............ ☐ 4  More than 2 years ago ...... ☐ 5

31. How many different times, during an average weekday (Monday - Friday) do you pick up and read or look into _____________ newspaper. (PLEASE WRITE IN THE NUMBER OF TIMES IN THE SPACE PROVIDED. IF NONE, WRITE IN "0").

__________ (# TIMES A DAY)

32. How much time do you spend on an average weekday (Monday - Friday) reading or looking into _____________ newspaper?

<table>
<thead>
<tr>
<th>Time Range</th>
<th>Estimate the specific number of minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do not read newspaper ........</td>
<td>☐ 1</td>
</tr>
<tr>
<td>1-15 minutes ........................</td>
<td>☐ 2</td>
</tr>
<tr>
<td>16-30 minutes ........................</td>
<td>☐ 3</td>
</tr>
<tr>
<td>31-45 minutes ........................</td>
<td>☐ 4</td>
</tr>
<tr>
<td>46-60 minutes ........................</td>
<td>☐ 5</td>
</tr>
<tr>
<td>61 minutes or more ..................</td>
<td>☐ 6</td>
</tr>
</tbody>
</table>

33. What time(s) of day, if at all, on an average weekday (Monday - Friday) do you read or look into _____________ newspaper? (CHECK ALL THAT APPLY.)

Before 9 a.m. ☐ 1  9 a.m. - Noon ☐ 2  Noon - 5 p.m. ☐ 3  5 p.m. - 7 p.m. ☐ 4  7 p.m. - 10 p.m. ☐ 5  After 10 p.m. ☐ 6  Do Not Read Newspaper On Weekdays ☐ 7

34. What places, if anywhere, do you read or look into _____________ newspaper on an average weekday (Monday - Friday)? (CHECK ALL THAT APPLY.)

At Home ☐ 1  At Work ☐ 2  Commuting/ Traveling ☐ 3  Public Places ☐ 4  Do Not Read Newspaper On Weekdays ☐ 5

35. How much of _____________ newspaper do you read or look into on an average weekday and an average weekend? (PLEASE CHECK ONE BOX FOR WEEKDAY AND ONE BOX FOR WEEKEND.)

<table>
<thead>
<tr>
<th>None/Almost None</th>
<th>½</th>
<th>¾</th>
<th>¾</th>
<th>Almost All/All</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ 1</td>
<td>☐ 2</td>
<td>☐ 3</td>
<td>☐ 4</td>
<td>☐ 5</td>
</tr>
<tr>
<td>☐ 1</td>
<td>☐ 2</td>
<td>☐ 3</td>
<td>☐ 4</td>
<td>☐ 5</td>
</tr>
</tbody>
</table>

36. How do you get, if you do, _____________ newspaper on an average weekday and on an average weekend?

| Do not get the paper | ☐ 1 | ☐ 4 |
| Delivered to my home | ☐ 2 | ☐ 4 |
| Delivered to my workplace | ☐ 3 | ☐ 4 |
| Purchased by me or someone in my household at a store, vending machine or someone selling on the street | ☐ 4 | ☐ 5 |
| Read someone else's copy | ☐ 5 | ☐ 5 |
37. How much time, if any, do you spend reading or looking into any part of __________________ newspaper on an average weekend plus any time during the week? And, how much of the total time you spend with ______________ is spent looking at advertising inserts? (PLEASE CHECK ONE BOX IN EACH COLUMN.)

<table>
<thead>
<tr>
<th>None/Do not read newspaper</th>
<th>Total Time Looked At/Read</th>
<th>Time Spent Looking at Advertising Inserts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Less than 1/2 hour</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>1/2 hour to less than 1 hour</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>1 hour to less than 2 hours</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>2 hours to less than 2 1/2 hours</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>2 1/2 hours to less than 3 hours</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>3 hours or more.............</td>
<td>7</td>
<td>7</td>
</tr>
</tbody>
</table>

38. What time(s) of day do you read or look into any part of __________________ newspaper? (CHECK ALL THAT APPLY.)

- None at all
- Saturday morning
- Saturday afternoon
- Sunday morning
- Sunday afternoon
- Other times during the week
- Sunday evening
- 7
- 8

39. How long have you been reading __________________ newspaper?

<table>
<thead>
<tr>
<th>Do Not Read Paper</th>
<th>1-2 years</th>
<th>4-5 years</th>
<th>5 years or more</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

40. Regardless of whether you have __________________ newspaper delivered at home or work right now, how many times have you cancelled the paper in the last five years?

- 1-2
- 3-4
- 5-6
- 7-8
- 9 or more
- Never cancelled
- Never had paper delivered
- 7

Overall Opinions...

The next questions ask for your opinions about the paper. We realize you may or may not be very familiar with __________________ newspaper. Even if you are not very familiar with the newspaper, please try to answer each question based on what you think or on what you would expect.

41. Overall, how would you rate __________________ newspaper? Even if you are not very familiar with the paper, rate how good you think it would be.

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Very Good</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

42. In the next two years, do you think you will be reading __________________ newspaper more or less than you do now?

<table>
<thead>
<tr>
<th>Much More</th>
<th>Somewhat More</th>
<th>About the Same</th>
<th>Somewhat Less</th>
<th>Much Less</th>
<th>Do Not Read The Newspaper</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

43. To what extent has __________________ newspaper met your expectations? If you are not very familiar with the paper, tell us how you think your expectations would have been met.

<table>
<thead>
<tr>
<th>Greatly Exceeded</th>
<th>Somewhat Exceeded</th>
<th>Met/Would Meet My Expectations</th>
<th>Fallen Somewhat Short</th>
<th>Fallen Greatly Short</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

44. How different is what you can get (i.e., information, entertainment, education, etc.) from __________________ newspaper from what you can get from other media such as TV, radio, magazines and the Internet?

<table>
<thead>
<tr>
<th>Extremely different</th>
<th>Very different</th>
<th>Somewhat different</th>
<th>Not very different</th>
<th>Not at all different</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

45. How likely would you be to recommend __________________ newspaper to friends moving into your area?

<table>
<thead>
<tr>
<th>Definitely Would Recommend</th>
<th>Probably Would Recommend</th>
<th>Might/Might Not Recommend</th>
<th>Probably Would Not Recommend</th>
<th>Definitely Would Not Recommend</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
46. To what extent do other members of your immediate family share your feelings about ____________ newspaper?

- Definitely Share
- Probably Share
- Might/Might Not Share
- Probably Do Not Share
- Definitely Do Not Share

47. How likely would you be to use things such as sponsored events and activities, television programs, magazines, Internet sites, etc. put out by ____________?

- Extremely Likely
- Very Likely
- Somewhat Likely
- Not Very Likely
- Not At All Likely

48. How would you rate the value for the money of ____________ newspaper?

- Extremely Good Value
- Very Good Value
- Somewhat Good Value
- Not A Very Good Value
- Not At All A Good Value

49. Thinking of other communities like yours around the country, how do you think ____________ compares to newspapers in those similar communities?

- Much Better Than Others
- Somewhat Better
- No Different
- Somewhat Worse
- Much Worse
- No Opinion

50. If you were to describe ____________ as a person, please tell us how closely each of these statements might describe the paper's personality. If you're unsure, just indicate your general impression.

<table>
<thead>
<tr>
<th></th>
<th>Describes Strongly</th>
<th>Describes Somewhat</th>
<th>Might/Might Not Describe</th>
<th>Does Not Strongly Describe</th>
<th>Does Not Describe At All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intelligent</td>
<td>□ 1</td>
<td>□ 2</td>
<td>□ 3</td>
<td>□ 4</td>
<td>□ 5</td>
</tr>
<tr>
<td>Opinionated</td>
<td>□ 1</td>
<td>□ 2</td>
<td>□ 3</td>
<td>□ 4</td>
<td>□ 5</td>
</tr>
<tr>
<td>Fun</td>
<td>□ 1</td>
<td>□ 2</td>
<td>□ 3</td>
<td>□ 4</td>
<td>□ 5</td>
</tr>
<tr>
<td>Successful</td>
<td>□ 1</td>
<td>□ 2</td>
<td>□ 3</td>
<td>□ 4</td>
<td>□ 5</td>
</tr>
<tr>
<td>Honest</td>
<td>□ 1</td>
<td>□ 2</td>
<td>□ 3</td>
<td>□ 4</td>
<td>□ 5</td>
</tr>
<tr>
<td>Experienced</td>
<td>□ 1</td>
<td>□ 2</td>
<td>□ 3</td>
<td>□ 4</td>
<td>□ 5</td>
</tr>
<tr>
<td>Conservative</td>
<td>□ 1</td>
<td>□ 2</td>
<td>□ 3</td>
<td>□ 4</td>
<td>□ 5</td>
</tr>
<tr>
<td>Creative</td>
<td>□ 1</td>
<td>□ 2</td>
<td>□ 3</td>
<td>□ 4</td>
<td>□ 5</td>
</tr>
<tr>
<td>Arrogant</td>
<td>□ 1</td>
<td>□ 2</td>
<td>□ 3</td>
<td>□ 4</td>
<td>□ 5</td>
</tr>
<tr>
<td>Neighborly</td>
<td>□ 1</td>
<td>□ 2</td>
<td>□ 3</td>
<td>□ 4</td>
<td>□ 5</td>
</tr>
<tr>
<td>Liberal</td>
<td>□ 1</td>
<td>□ 2</td>
<td>□ 3</td>
<td>□ 4</td>
<td>□ 5</td>
</tr>
<tr>
<td>Helpful</td>
<td>□ 1</td>
<td>□ 2</td>
<td>□ 3</td>
<td>□ 4</td>
<td>□ 5</td>
</tr>
<tr>
<td>Middle-class</td>
<td>□ 1</td>
<td>□ 2</td>
<td>□ 3</td>
<td>□ 4</td>
<td>□ 5</td>
</tr>
<tr>
<td>Energetic</td>
<td>□ 1</td>
<td>□ 2</td>
<td>□ 3</td>
<td>□ 4</td>
<td>□ 5</td>
</tr>
<tr>
<td>Old-fashioned</td>
<td>□ 1</td>
<td>□ 2</td>
<td>□ 3</td>
<td>□ 4</td>
<td>□ 5</td>
</tr>
<tr>
<td>Trustworthy</td>
<td>□ 1</td>
<td>□ 2</td>
<td>□ 3</td>
<td>□ 4</td>
<td>□ 5</td>
</tr>
</tbody>
</table>

51. People want different things in their personal lives. In your mind, to what extent is there a link between ____________ newspaper and the following things? If you are unsure, just indicate your perception.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Tied</th>
<th>Somewhat Tied</th>
<th>Neither Tied or Not Tied</th>
<th>Not Strongly Tied</th>
<th>Not At All Tied</th>
</tr>
</thead>
<tbody>
<tr>
<td>A sense of belonging</td>
<td>□ 1</td>
<td>□ 2</td>
<td>□ 3</td>
<td>□ 4</td>
<td>□ 5</td>
</tr>
<tr>
<td>Stimulation/excitement</td>
<td>□ 1</td>
<td>□ 2</td>
<td>□ 3</td>
<td>□ 4</td>
<td>□ 5</td>
</tr>
<tr>
<td>Warm relationships with others</td>
<td>□ 1</td>
<td>□ 2</td>
<td>□ 3</td>
<td>□ 4</td>
<td>□ 5</td>
</tr>
<tr>
<td>Being well respected</td>
<td>□ 1</td>
<td>□ 2</td>
<td>□ 3</td>
<td>□ 4</td>
<td>□ 5</td>
</tr>
<tr>
<td>Fun and enjoyment of life</td>
<td>□ 1</td>
<td>□ 2</td>
<td>□ 3</td>
<td>□ 4</td>
<td>□ 5</td>
</tr>
<tr>
<td>Security and peace of mind</td>
<td>□ 1</td>
<td>□ 2</td>
<td>□ 3</td>
<td>□ 4</td>
<td>□ 5</td>
</tr>
<tr>
<td>Self-respect</td>
<td>□ 1</td>
<td>□ 2</td>
<td>□ 3</td>
<td>□ 4</td>
<td>□ 5</td>
</tr>
<tr>
<td>A sense of accomplishment</td>
<td>□ 1</td>
<td>□ 2</td>
<td>□ 3</td>
<td>□ 4</td>
<td>□ 5</td>
</tr>
<tr>
<td>Religious or spiritual fulfillment</td>
<td>□ 1</td>
<td>□ 2</td>
<td>□ 3</td>
<td>□ 4</td>
<td>□ 5</td>
</tr>
<tr>
<td>Knowledge and understanding</td>
<td>□ 1</td>
<td>□ 2</td>
<td>□ 3</td>
<td>□ 4</td>
<td>□ 5</td>
</tr>
<tr>
<td>Appreciating beauty in the world</td>
<td>□ 1</td>
<td>□ 2</td>
<td>□ 3</td>
<td>□ 4</td>
<td>□ 5</td>
</tr>
<tr>
<td>Being informed about the world and the nation</td>
<td>□ 1</td>
<td>□ 2</td>
<td>□ 3</td>
<td>□ 4</td>
<td>□ 5</td>
</tr>
<tr>
<td>Being informed about my local community</td>
<td>□ 1</td>
<td>□ 2</td>
<td>□ 3</td>
<td>□ 4</td>
<td>□ 5</td>
</tr>
</tbody>
</table>
### Specific Perceptions...

52. Please rate the newspaper on each of the following characteristics. To answer, use a 7-point rating scale for which a 1 means that it describes the newspaper very poorly and a 7 means it describes the newspaper very well. Pick a single number between 1 and 7 for each statement. If you are unsure, just indicate what your overall perception is. Then please indicate how important each statement is to you personally, by checking one box in the importance section for each characteristic.

<table>
<thead>
<tr>
<th>How Well Characteristic Describes The Paper</th>
<th>Importance to Me</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflects my personal beliefs and values</td>
<td>Little/None</td>
</tr>
<tr>
<td>Makes me think</td>
<td></td>
</tr>
<tr>
<td>Is accurate/free of errors</td>
<td></td>
</tr>
<tr>
<td>Can be used anywhere, anytime I want</td>
<td></td>
</tr>
<tr>
<td>Cares about people like me</td>
<td></td>
</tr>
<tr>
<td>Stirs my imagination/surprises me</td>
<td></td>
</tr>
<tr>
<td>Is relaxing to read</td>
<td></td>
</tr>
<tr>
<td>Has personality</td>
<td></td>
</tr>
<tr>
<td>Is a leader in the community</td>
<td></td>
</tr>
<tr>
<td>Provides valuable content on-line (via the Internet)</td>
<td></td>
</tr>
<tr>
<td>Makes it easy to find what I'm looking for</td>
<td></td>
</tr>
</tbody>
</table>

### Content...

53. Please rate the newspaper on each of the following kinds of content. To answer use a 5-point rating scale for which a 1 means that it is poor and a 5 means it is excellent. Pick a single number between 1 and 5 to rate how good a job the newspaper does with each type of content. If you are unsure, just indicate your expectations. Then please indicate how important each is to you personally by checking one box in the importance section for each type of content.

<table>
<thead>
<tr>
<th>Content Of The Paper</th>
<th>Importance to Me</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts (e.g., dance, classical music, museums, etc.)</td>
<td>Little/None</td>
</tr>
<tr>
<td>Automotive</td>
<td></td>
</tr>
<tr>
<td>Business, Economics and Personal Finance</td>
<td></td>
</tr>
<tr>
<td>Community announcements (including weddings, events, etc.)</td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td></td>
</tr>
<tr>
<td>Environment</td>
<td></td>
</tr>
<tr>
<td>Fashion and Beauty</td>
<td></td>
</tr>
<tr>
<td>Food</td>
<td></td>
</tr>
<tr>
<td>Health, Fitness and Medicine</td>
<td></td>
</tr>
<tr>
<td>Home, Garden and Real estate</td>
<td></td>
</tr>
<tr>
<td>Jobs and Career</td>
<td></td>
</tr>
<tr>
<td>Movies</td>
<td></td>
</tr>
<tr>
<td>Natural disasters/Accidents</td>
<td></td>
</tr>
<tr>
<td>Obituaries</td>
<td></td>
</tr>
<tr>
<td>Ordinary People</td>
<td></td>
</tr>
<tr>
<td>Parenting and Relationships</td>
<td></td>
</tr>
<tr>
<td>Police/Crime/Courts/Legal</td>
<td></td>
</tr>
<tr>
<td>Politics/Government</td>
<td></td>
</tr>
<tr>
<td>Popular Music</td>
<td></td>
</tr>
<tr>
<td>Religion/Spirituality</td>
<td></td>
</tr>
<tr>
<td>Science and Technology</td>
<td></td>
</tr>
<tr>
<td>Sports</td>
<td></td>
</tr>
<tr>
<td>Television</td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td></td>
</tr>
<tr>
<td>War/International conflict</td>
<td></td>
</tr>
<tr>
<td>Weather</td>
<td></td>
</tr>
</tbody>
</table>
Service...
54. Please rate your newspaper on its service to customers. To answer, use a 10-point rating scale for which a 1 means that you are not at all satisfied and a 10 means you are extremely satisfied. If you are unsure, just indicate how satisfied you would expect to be. Then please indicate how important each aspect is to you personally, by checking one box in the importance section for each type of service.

<table>
<thead>
<tr>
<th>Satisfaction</th>
<th>Importance to Me</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1-10 Rating)</td>
<td>Little/None</td>
</tr>
</tbody>
</table>

- When and how the paper is delivered
- The cost of home delivery
- The accuracy of my bill
- Customer service
- Easy to buy at a store or vending machine
- The condition/completeness of the paper when I get it
- Telemarketing calls
- Quality of the newspaper’s paper, ink and type size

Advertising in the Newspaper...
55. Please rate the quality of ads and inserts that you find in your newspaper. To answer, use a 5-point rating scale where a 1 means that you find the quality of that particular kind of advertising poor and a 5 means you find it excellent.

<table>
<thead>
<tr>
<th>Quality of Ads</th>
<th>Importance to Me</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1-5 Rating)</td>
<td>Little/None</td>
</tr>
</tbody>
</table>

- Ads and inserts for food and groceries
- Ads for clothing, health & beauty aids, and stores other than supermarkets
- Classified ads for jobs and employment opportunities/automobiles/real estate
- Ads for entertainment events and sporting events

ABOUT YOU
The following questions are for classification purposes only. They help us compare your answers with those of people like you and they will be used only for research purposes.

56. Thinking about business conditions in the country as a whole, would you say that at the present time business conditions are better or worse than they were a year ago, and how do you think they will be 12 months from now?

<table>
<thead>
<tr>
<th>Now</th>
<th>Year From Now</th>
</tr>
</thead>
</table>

- Better
- About the same
- Worse

57. Would you say that you (and any family living with you) are better off or worse off financially than you were a year ago, and how do you anticipate you will be one year from now?

<table>
<thead>
<tr>
<th>Now</th>
<th>Year From Now</th>
</tr>
</thead>
</table>

- Better
- About the same
- Worse

58. Do you think now is a good time or a bad time for people to buy major household items such as furniture, a refrigerator, stove, television, and things like that?

- Good time
- Neither good nor bad
- Bad time

59. Overall, how satisfied are you with your life? Would you say you are...

<table>
<thead>
<tr>
<th>Satisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delighted</td>
</tr>
<tr>
<td>Pleased</td>
</tr>
<tr>
<td>Mostly satisfied</td>
</tr>
<tr>
<td>Mixed (about equally satisfied and dissatisfied)</td>
</tr>
<tr>
<td>Mostly dissatisfied</td>
</tr>
<tr>
<td>Unhappy</td>
</tr>
<tr>
<td>Terrible</td>
</tr>
<tr>
<td>Neutral (neither satisfied nor dissatisfied)</td>
</tr>
<tr>
<td>I never thought about it</td>
</tr>
<tr>
<td>Does not apply to me</td>
</tr>
</tbody>
</table>
60. Do you feel things in this country are going in the right direction today or do you feel things have gotten off on the wrong track?
   Right direction □ 1  Wrong track □ 2  Not Sure □ 3

61. How concerned are you about being personally affected by crime in your community?
   Very concerned □ 1  Somewhat concerned □ 2  Not very concerned □ 3

62. When you shop for groceries, about how often do you buy store brands or products rather than national or well-known brands?
   Whenever possible □ 1  Sometimes □ 2  Never buy store brands □ 3
   Frequently □ 4  Seldom □ 5  Do not grocery shop □ 6

63. How many hours do you spend working for pay in a typical 7-day week? (If you are not currently employed, please check the box provided.)
   (# hours spent working) □ 1 Not working for pay → (skip to Q.65)

64. In an average day how much time do you spend going to and from work? (Please be as specific as possible.)
   Hours ______ and ______ minutes (if less than an hour, just enter the minutes)

65. About how many total hours of “free time” (not spent working on chores/household tasks) do you usually have on average, during the week (Monday – Friday), and during the weekend (Saturday/Sunday)?

   # Hours of Free Time
   Monday – Friday
   Saturday/Sunday

66. In an average day how many hours of sleep do you get? Hours ______ and ______ Minutes

67. Approximately how many times, if any, have you yourself done any of the following in the past 12 months? If you did not participate in an activity record a “0”.

   Number of Times  Number of times in the past 12 months
   Went out to dinner with friends
   Went to an auto, boat, or other consumer show
   Attended a large party, reception or gathering
   Went to a bar, lounge, or nightclub (not counting for dinner with friends)
   Went to an amusement or theme park
   Purchased clothing or shoes for myself
   Went to a library (not counting any visits for children’s school work)
   Attended meetings of a community, charity/service organization or club (including benefits or social events) but not religious services
   Bought a CD or tape
   Gambled at a casino or riverboat casino
   Took a class or attended a talk on something of interest (other than a for-credit course)
   Rented a movie for watching at home
   Went to a movie playing at a movie theater
   Went to a zoo
   Attended a live popular music performance by popular singers, or rock groups (not counting any high school or elementary school performance)
   Bought lottery tickets
   Sent a greeting card to a friend or relative
   Attended a live jazz performance (not counting any high school or elementary school performance)
   Visited relatives or friends in another city
   Went to the nearby home of relatives or friends for a social visit
   Went to an art or craft fair or festival
   Donated blood
   Attended a classical music performance such as a symphony, chamber or choral music (not counting any high school or elementary school performance)
   Attended live opera
   Went to an auto race
   Purchased a major home appliance, entertainment device, computer or automobile
   Went to a large shopping mall or downtown shopping area primarily as an enjoyable outing
   Attended a dinner theater performance
   Attended a live ballet performance (not counting any high school or elementary school performances)
   Attended meetings or events of a political party or candidate or governmental body
   Went to a live sports event such as a baseball, football, basketball, soccer, or hockey game
   Attended a regular meeting of a parent-teacher organization or other school group or school board
   Attended a live musical stage play or an operetta (not counting any high school or elementary school performances)
   Attended a live performance of a non-musical stage play (not counting dinner theater, high school or elementary school performances)
<table>
<thead>
<tr>
<th>Number of Times</th>
<th>Number of times in the past 12 months I...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Visited a history museum, historic park or monument or toured buildings or neighborhoods for their historic design value</td>
</tr>
<tr>
<td></td>
<td>Visited a children's museum</td>
</tr>
<tr>
<td></td>
<td>Went to a public art museum showing paintings, drawings, photographs, or sculpture</td>
</tr>
<tr>
<td></td>
<td>Went to a science, natural history museum, or the like</td>
</tr>
<tr>
<td></td>
<td>Visited a commercial art gallery offering paintings, drawings, prints, photographs, or sculptures for sale</td>
</tr>
<tr>
<td></td>
<td>Donated my time as a volunteer</td>
</tr>
<tr>
<td></td>
<td>Met a friend or co-worker for lunch</td>
</tr>
<tr>
<td></td>
<td>Went to a bookstore or book department in a large store</td>
</tr>
<tr>
<td></td>
<td>Went to an antique show or dealer</td>
</tr>
<tr>
<td></td>
<td>Made a stock or mutual fund transaction</td>
</tr>
<tr>
<td></td>
<td>Attended religious services</td>
</tr>
<tr>
<td></td>
<td>Made a long distance phone call to a friend or relative</td>
</tr>
</tbody>
</table>

68. **How many brothers and sisters (including stepbrothers/stepsisters) did you have in your home when you were growing up? (If you were an only child, write in "0").**

   (If "0" brothers and sisters) → (If "0" skip to Q. 70)

69. **Thinking about older** brothers and sisters, how many older brothers and sisters were in your home while you were growing up? And, how much older was the next oldest brother or sister with whom you were raised?

   69a. Number of older brothers and sisters ........................................... → (If "0" skip to Q. 70)

69b. Number of years older............................................................................

70. **Thinking about younger** brothers and sisters, how many younger brothers and sisters were in your home while you were growing up? And, how much younger was the next youngest brother or sister with whom you were raised?

   70a. Number of younger brothers and sisters ........................................... → (If "0" skip to Q. 70)

70b. Number of years younger...........................................................................

71. How important is it for you, personally, to participate in the following types of civic activities?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Extremely Important</th>
<th>Very Important</th>
<th>Moderately Important</th>
<th>Not Very Important</th>
<th>Not At All Important</th>
<th>Not Old Enough</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elections</td>
<td>□ 1</td>
<td>□ 2</td>
<td>□ 3</td>
<td>□ 4</td>
<td>□ 5</td>
<td></td>
</tr>
<tr>
<td>Keeping up with local/community events</td>
<td>□ 1</td>
<td>□ 2</td>
<td>□ 3</td>
<td>□ 4</td>
<td>□ 5</td>
<td></td>
</tr>
<tr>
<td>Keeping up with state and national issues</td>
<td>□ 1</td>
<td>□ 2</td>
<td>□ 3</td>
<td>□ 4</td>
<td>□ 5</td>
<td></td>
</tr>
</tbody>
</table>

72. Did you:

   - Vote in the November, 1996 (Clinton/Dole) general election...... □ Yes □ No □ Not Sure □ Not Old Enough
   - Vote in the November, 1992 (Bush/Clinton/Perot) general election...................................................... □ 1 □ 2 □ 3 □ 4
   - Will you vote in the 2000 presidential election in November? .... □ 1 □ 2 □ 3 □ 4

73. Are you leaning toward being a:

   - Democrat □ 1, Republican □ 2, Independent □ 3, Other □ 4

74. How would you describe your views on most political matters?

   - Mostly Liberal □ 1, Mostly Moderate □ 2, Mostly Conservative □ 3, None of These □ 4

75. How closely would you say you are following stories about the 2000 Presidential election campaigns?

   - Very Closely □ 1, Fairly Closely □ 2, Following, But Not Very Closely □ 3, Not Following Much At All □ 4
Finally, we would like to get a little information about you and your household, just for statistical purposes.

76. Are you:  
   Female ..........  □ 1  
   Male ............  □ 2

77. Please complete the following table with the ages and the sexes of each of the other people (excluding yourself) living in your current household, and indicate with a check mark if they regularly read a newspaper.

<table>
<thead>
<tr>
<th>Age</th>
<th>Regularly Read Newspaper</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>□ 1</td>
</tr>
<tr>
<td>Male</td>
<td>□ 2</td>
</tr>
<tr>
<td>Male</td>
<td>□ 3</td>
</tr>
<tr>
<td>Male</td>
<td>□ 4</td>
</tr>
<tr>
<td>Male</td>
<td>□ 5</td>
</tr>
</tbody>
</table>

78. How long have you lived in the town or community in which you now reside?  
   Years _______  Months _______

79. What was the last grade or year of regular school you completed?  
   Grade school (8th grade or lower) ......................... □ 1  
   Some college (1 to 3 years) .............................. □ 5  
   Some high school (did not graduate) ...................... □ 2  
   College graduate (graduated from a 4-year college) ...... □ 6  
   High school graduate (12th grade) ...................... □ 3  
   Some post graduate (no advanced degree) .............. □ 7  
   Special or technical training (not college) .............. □ 4  
   Post graduate degree .................................... □ 8  

80. Which of the following best describes your present employment status?  
   Employed full time (35 hours or more a week) ............ □ 1  
   Student ............................................. □ 4  
   Retired .......................................... □ 7  
   Employed part-time (less than 35 hours/week) ........... □ 2  
   Disabled ......................................... □ 5  
   Not employed ..................................... □ 8  
   Homemaker ........................................ □ 3  
   Retired and working part time ...................................... □ 6  

81. Which of the following describes your current marital status?  
   Married ............. □ 1  
   Legally separated ............. □ 3  
   Single (never married) ............. □ 5  
   Widowed ............. □ 2  
   Divorced ............. □ 4  

82. Which of the following best describes your present health?  
   Excellent ......... □ 1  
   Good .......... □ 2  
   Fair .......... □ 3  
   Poor .......... □ 4  

83. Do you live in:  
   Single family dwelling (house/townhouse) ............. □ 1  
   Multi-unit apartment or coop building or complex .......... □ 2  

84. What was the range of your total household income last year (1999) before taxes?  
   Less than $15,000 ......... □ 1  
   $15,000 to $24,999 ........ □ 2  
   $25,000 to $34,999 ......... □ 3  
   $35,000 to $44,999 ......... □ 4  
   $45,000 to $54,999 ......... □ 5  
   $55,000 to $64,999 ......... □ 6  
   $65,000 to $74,999 ......... □ 7  
   $75,000 to $84,999 ......... □ 8  
   $85,000 to $94,999 ......... □ 9  
   $95,000 to $104,999 ......... □ 10  
   $105,000 to $114,999 ......... □ X  
   $115,000 to $124,999 ......... □ R  
   $125,000 or more ......... □ 1  

85. Do you consider yourself to be of Spanish or Hispanic descent?  
   Yes ............. □ 1  
   No ............. □ 2  

86. What race do you consider yourself to be?  (CHECK ONLY ONE ANSWER.)  
   White/Caucasian ............. □ 1  
   Asian ............. □ 3  
   African-American or Black ............. □ 2  
   Other ............. □ 4  

87. Would you be willing to participate in further follow-up research studies on this topic?  
   By Mail or Telephone  
   Yes ............. □ 1  
   No ............. □ 2  
   Via the Internet  
   Yes ............. □ 1  
   No ............. □ 2  

88. If you would be interested in participating in further research studies, please write your name, phone number and email address below:  
   Name:  
   Phone #:  
   Email:  

THANK YOU FOR YOUR TIME AND THOUGHTFUL ANSWERS. PLEASE REVIEW THIS SURVEY TO MAKE SURE THAT YOU HAVE COMPLETED ALL OF THE QUESTIONS.
These are the mostly frequently asked questions about the results of the Impact study.

Q. Some of the Reader Improvement Potential numbers are only a few points apart. How many points difference does there have to be between two numbers for them to be meaningfully different?

Think of these scores as temperature differences. It is very difficult to discern the difference between 62 and 64 degrees. It is very easy to tell the difference between 60 degrees and 30 degrees. As a rough rule of thumb, consider factors that are different by 10 or more points as appreciably different.

It may be helpful to group your opportunities in tiers – first tier opportunities, second tier opportunities, and so on.

Q. What do you mean by "stories about ordinary people?" What do you mean by "community announcements?"

These are phrases that survey respondents responded to without prompting. It is dangerous to interpret what was in the consumers’ minds without doing some follow-up work. However based on what other research in recent years has found, it is probably a safe hypothesis to suggest that when consumers respond to "stories about ordinary people" they are thinking of "stories about people like me." This does not mean, by the way, that they do not want to see stories about celebrities and high-profile people. It means there is readership potential for another sort of people coverage.

Similarly, it is safe to base further research in your market on a hypothesis that "community announcements" means notices, briefs, and short items about events in the local area. You may already have research at your newspaper that sheds more light on these items. If not, it is fairly easy and inexpensive to do some follow-up.

Q. How do I break apart the Community Announcements/Ordinary People/Obituaries category to take action on it? Does that mean I should run more community announcements or more stories about ordinary people?

These items were grouped together because consumers gave them similar ratings and appeared to view them in the same way. It is equally valid to think of them as three separate factors, each having the same Reader Improvement Potential score. Another way to look at them is that as a group they seem to represent a sense of “intensely local, people-focused”
news" or "community connectedness," and consumers desire a greater level of this type of news from their newspapers.

You can learn a lot about what you might do from a close look at the content of your own newspaper over a period of a month. An examination may reveal that you have extensive listings of local obituaries and community announcements, but most of your full-length stories focus on official actions by government, schools, and businesses. If this is your case, you might want to focus some attention on creating stories about everyday people.

If you appear to have a substantial amount of content on ordinary people, extensive listings of community announcements and obituaries, then you might want to look at the way you package and promote that type of content. You may be providing the content in a manner that disguises the volume of it or makes it appear of secondary importance. Or perhaps you aren't telling your readers how good a job you are doing on this factor. The point here is that "more stories" may not be the only or the right answer. It might be an issue of presentation, packaging, navigation, approach to stories, or promotion and marketing.

Knowing there is potential for driving RBS through this factor helps set your priorities for action, and applying your in-depth knowledge of your own product and readers further narrows the action items you choose to pursue.

Q. We're a small/medium size community newspaper. Local news has always been our franchise. But according to your report, one of the areas with greatest potential for readership growth is the category of "how we are governed and global relations" that includes stories about government, politics, international and war. Does this mean I should be running more national and world news and giving it more prominence? This seems to run counter to everything else industry research tells us about the importance of local news.

These findings do not say that local news is unimportant. They simply say that there is an opportunity to improve readership through coverage in this area – topics that clearly can have strong local aspects. And remember that this factor is a combination of two factors that grouped together in the analysis and were rated in a similar manner by consumers. You may find it more useful to separate them into government/politics and war/international conflict.
To answer questions like this, examining several weeks of your own paper’s content would be a valuable exercise. Look at the type and extent of coverage you provide in these areas. How is it packaged? How consistent or frequent is it? Meeting consumer desires may mean more coverage, or it may mean better packaging of these types of stories to give a better sense of their presence, better sign-posting, better promotion.

Look also at how your editors choose what stories to cover and present, and the types of approach that are taken. It might mean a different type of story – analysis, explanation, or solution-based coverage instead of spot news, for example. Or it may mean a different selection of these types of stories to meet the specific interests of your local market, something you can determine with focus groups or other inexpensive qualitative research in your market.

And, as with the other questions on the Consumer Survey, the terms were not defined and were answered by consumers as they interpreted them. Consumers in some markets may well have been thinking just as much about local government and politics as about national when answering that question. Asking some questions of consumers in your market can help refine your thinking.

Q. Police/crime/courts/legal is cited in your study as having high potential for readership growth, but the study also says that reader satisfaction is higher in papers that run fewer of these stories. So am I supposed to run more or less?

You need to frame your newspaper’s response to this finding with a good understanding of your approach to police and crime coverage – how much do you run, how do you cover it (hard news, briefs, blotters, features, solutions-based reporting, etc.), the play and prominence it is given, headlines, photos, graphics, and so on. You also should look at how much local crime news you run and how much wire service.

Clearly the Impact results show you can improve readership through police/crime coverage, but the answer may be in how you cover and present it as well as in the amount of news hole you devote to it. If you think you have too much crime coverage, a first move would be to cut back on incidental wire service crime news, as most consumers’ interest is in local crime.
Q. Sports eats up most of my travel budget and has a staff four times the size of my features department. But lifestyle news, including health, food, home fashion, and travel rank higher in your list of the top readership drivers. Should I downsize my sports department and beef up my features department?

The findings do not say that sports coverage is unimportant. They simply say that there is an opportunity to improve readership through better coverage of health, food, home, fashion, and travel.

First, look at what your own research and market knowledge tell you about the audiences for these factors. Sports may be a section that represents your primary (or only) link to a given demographic – young males, for example. The resources you are devoting to this topic may be entirely appropriate in order to reach and retain this portion of your audience.

This research is designed to help you establish priorities, and perhaps you will want to put more emphasis on features. It does not say where – or if – you can reduce coverage in other areas. Certainly don’t begin implementing strategies – particularly radical strategies – based simply on these numbers.

Q. In the demographic information on the database, all the ages are over 40. What happened to young readers?

The survey was directed to adults 18+, which pushes the numbers up. The numbers in the scorecard represent the average age of people that fall into a given quadrant. When averaging the ages of all the respondents, the result is naturally going to fall somewhere in the middle. If you are looking for younger readers, look for quadrants that tend to have lower average ages than the others.

Q. One of my newspaper’s strategies is to target 25-34 year olds. Since all the ages in the scorecard skew old, how do I identify the content factors with the highest potential for my target audience?

When examining the demographic mix for any content factor, look for quadrants with average ages relatively lower than others. This lower average would indicate a greater number of consumers in their 20s and 30s in the quadrant.
Q. When looking at the quadrant diagram on each factor, I was told I should target heavy/connected readers first for readership growth. Why? If they are already heavy readers, shouldn’t I look elsewhere for growth?

The definition of "heavy" readers is those who have an above-average Reader Behavior Score. This means that for readers that fall in the "heavy/connected" quadrant for a content factor there still remains potential to move this group of readers up the RBS scale. If you can move someone who is at 4 on the scale to 4.25, you grow readership. The behaviors that RBS summarizes are time spent with the paper, frequency of readership, and completeness of reading. So moving consumers up the scale could mean they spend more time with the paper, read it more frequently, or read it more completely.

In addition, it is always easier to move readers who are connected through a factor than to try to persuade readers to use the newspaper for a factor that they aren’t connected with. For example, it’s probably easier to grow your readership of sports-interested men by improving your sports coverage than it is to persuade them that they should read your paper more because you have valuable food coverage.

Thus, "heavy/connected" readers represent the low-hanging fruit. They already have a connection to your paper through a content or brand perception factor, but they aren’t "7s" on the RBS scale.

Q. I’d like to be able to continue some of the surveys myself. Will RI share the methodology with me so I can duplicate the studies?

Yes. After we have reported all the actionable findings we have, we’ll document our methodologies and make them available on request. All of the instruments that we used in gathering the data for the 12 studies that comprise Impact are now available.
The Palm Beach Post, West Palm Beach, FL
Columbia Daily Herald, Columbia, TN
Las Cruces Sun-News, Las Cruces, NM
Daily Herald, Roanoke Rapids, NC
Sioux Falls Argus Leader, Sioux Falls, SD
The Gleaner, Henderson, KY
The Tennessean, Nashville, TN
Connecticut Post, Bridgeport, CT
The Advocate, Baton Rouge, LA
The Maui News, Wailuku, HI
The Enterprise, Brockton, Brockton, MA
Marietta Daily Journal, Marietta, GA
The Kansas City Star, Kansas City, MO
The Beaufort Gazette, Beaufort, SC
The Evening News, Jeffersonville, IN
The Sanford Herald, Sanford, NC
Great Falls Tribune, Great Falls, MT
The Modesto Bee, Modesto, CA
The Fredrick News-Post, Frederick, MD
The Roanoke Times, Roanoke, VA
The Greenville News, Greenville, SC
The Indiana Gazette, Indiana, PA
Kalamazoo Gazette, Kalamazoo, MI
Intelligencer Journal, Lancaster, PA
The Day, New London, CT
Ventura County Star, Ventura, CA
The News Sun, Waukegan, IL
The Victoria Advocate, Victoria, TX
Bryan-College Station Eagle, Bryan, TX
The Odessa American, Odessa, TX
The Palm Spring Desert Sun, Palm Springs, CA
The Star Press, Muncie, IN
The Bradenton Herald, Bradenton, FL
The Everett Herald, Everett, WA
Batavia Daily News, Batavia, NY
Rockford Register Star, Rockford, IL
The State Journal-Register, Springfield, IL
Midland Daily News, Midland, MI
North County Times, Escondido, CA
Pittsburgh Post-Gazette, Pittsburgh, PA
The Oakland Press, Pontiac, MI
The Daily Oklahoman, Oklahoma City, OK
The Berkshire Eagle, Pittsfield, MA
The Aberdeen American News, Aberdeen, SD
Bluefield Daily Telegraph, Beckley, WV
Florida Times-Union, Jacksonville, FL
The Jackson Citizen Patriot, Jackson, MI
San Gabriel Valley Tribune, West Covina, CA
The Vancouver Columbian, Vancouver, WA
Valley News Dispatch, Tarentum, PA  
The Greeneville Sun, Greeneville, TN  
The Herald-Sun, Durham, NC  
The Providence Journal, Providence, RI  
Chicago Tribune, Chicago, IL  
The Spectrum, St George, UT  
The Quincy Herald Whig, Quincy, IL  
Anderson Independent-Mail, Anderson, SC  
The Arizona Republic, Phoenix, AZ  
Dubuque Telegraph Herald, Dubuque, IA  
The Kankakee Daily Journal, Kankakee, IL  
Austin American Statesman, Austin, TX  
Milwaukee Journal Sentinel, Milwaukee, WI  
Santa Cruz County Sentinel, Santa Cruz, CA  
The Louisville Courier Journal, Louisville, KY  
The Idaho State Journal, Pocatello, ID  
Temple Daily Telegram, Temple, TX  
The Racine Journal Times, Racine, WI  
The Orange County Register, Santa Ana, CA  
The Baltimore Sun, Baltimore, MD  
The Times Leader, Wilkes-Barre, PA  
Gainesville Sun, Gainesville, FL  
Richmond Times-Dispatch, Richmond, VA  
The Register-Herald, Beckley, WV  
The Herald, Rock Hill, SC  
The Albany Herald, Albany, GA  
Houston Chronicle, Houston, TX  
San Jose Mercury News, San Jose, CA  
The Daily American, Somerset, PA  
Concord Monitor, Concord, NH  
The Cincinnati Enquirer, Cincinnati, OH  
The Idaho Statesman, Boise, ID  
The Daily Post Athenian, Athens, TN  
Mt. Pleasant Morning Sun, Mt. Pleasant, MI  
The Grand Junction Daily Sentinel, Grand Junction, CO  
The Appeal-Democrat, Marysville, CA  
Montgomery Advertiser, Montgomery, AL  
New Haven Register, New Haven, CT  
The News & Observer, Raleigh, NC  
Journal-News, Hamilton, OH  
The Knoxville News-Sentinel Co., Knoxville, TN  
Columbus Ledger-Enquirer, Columbus, GA  
The Sarasota Herald Tribune, Sarasota, FL  
Log Cabin Democrat, Conway, AR  
The Star-Ledger, Newark, NJ  
The Corvallis Gazette-Times, Corvallis, OR  
Port Arthur News, Port Arthur, TX  
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