METHODOLOGICAL REPORT

MICHIGAN STATE UNIVERSITY

STATE OF THE STATE SURVEY

[MSU SOSS-20]

Winter 2001 Round

Prepared by:

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NOTE TO THE READER

The State of the State Survey [SOSS] is administered by the Institute for Public Policy and Social Research of Michigan State University.

For the benefit of sponsors, consumers and users of SOSS data, we have prepared this guide to the purpose, design, methods, and content of the survey.
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1. PURPOSE OF SURVEY

Dr. Jack H. Knott, former Director of the Institute for Public Policy and Social Research [IPPSR], made the Michigan State University State of the State survey [MSU SOSS] a reality by promoting the idea throughout the University and convincing the key sponsors to contribute funds to get the survey off the ground. With funding assured for the first year, planning began in June 1994. After completing 19 rounds of SOSS, there was a brief period of inactivity between the Fall of 1999 and the Winter of 2001 when, for budgetary reasons, no rounds of SOSS were conducted. However, with the appointment of Dr. Carol Weissert as the new Director of IPPSR in the Fall of 2000, there was a resurgence of both interest and funding for the resumption of SOSS as a longitudinal survey of the state's adult population on policy- relevant issues.

SOSS is a quarterly survey of the citizens of Michigan. It employs Computer Assisted Telephone Interviewing (CATI) technology to interview a stratified random sample of Michigan citizens. Conducted by the Office for Survey Research, a division of the Institute for Public Policy and Social Research, SOSS was inaugurated in October 1994.

Although dozens of surveys are conducted in Michigan every year, none is designed to provide a regular systematic monitoring the public mood in major regions of the state. SOSS is designed to fill this information gap. SOSS has five principal objectives.

1. **To Provide Information about Citizen Opinion on Critical Issues**. In keeping with MSU's role as the premier Land Grant University in the United States, MSU seeks to inform the public about the state of the state. Although statistics from censuses, public records, programs, and services provide important information about the state of the state, there is no substitute for gathering information directly from the citizens. By conducting a State of the State survey at regular intervals, IPPSR hopes to monitor the public's mood about important aspects of Michigan's public life. This information should be useful not only to citizens at large but also to policy-makers in the public sector and to other groups and organizations that take an active interest in the state of state of Michigan.

By disseminating this information through the mass media and in special studies, IPPSR hopes to provide baselines for assessing change in the people's sources of satisfaction and dissatisfaction with the quality of life, the performance of public institutions, the impact and efficacy of public policy, and the opinions about various aspects of life in Michigan, such as confidence in the economy and the climate for business, protection of the environment, freedom from crime, the family life, and the vitality of ethnic groups and communities.

2. **To Provide Data for Scientific and Policy Research by MSU faculty**. MSU's faculty will use the data from the State of the State Survey to address a wide variety of issues in public policy. What are the factors associated with the declining levels of confidence in governmental institutions? To what extend does social and economic status

affect tolerance and mutual trust between ethnic and racial groups? Are subjective perceptions of environmental quality related to "objective" measures of environmental quality in Michigan's counties? These are only a few examples of the types of questions that the principal researchers will address using the SOSS results. To serve the interests of a wider scientific community, the SOSS data will be deposited in an international data archive.

     3.   <u>**To Provide Useful Information for Programs and Offices at MSU**</u>. IPPSR has conducted a wide variety of studies for the use of MSU administrators and faculty. SOSS will also develop data for such internal use as well as provide data for use by the MSU Extension, the Vice Provost for University Outreach, and other offices. Generally, the Winter rounds of the survey will assess the public image of higher educational institutions, which will be useful to many offices at MSU.

     4.   <u>**To Develop Survey Methods**</u>. The computer-assisted telephone interviewing (CATI) technology lends itself to experiments in question wording, question order, and formatting of response categories. By varying the wording and sequences of questions and responses, the investigators can study the sensitivity of answers to the format of questions. Although survey research demands creative skills and remains to some extent an "art," the scientific study of survey methods is a well established discipline. Contributing to the scientific literature on survey methods is an important goal of the OSR; hence, a variety of experiments are built into each survey instrument.

     5.   <u>**To Provide Opportunities for Student Training and Research**</u>. Data from SOSS will be made directly available to professors and students for use in instruction and research in classes at MSU. The availability of up-to-date information on public opinion and individual perceptions and experiences of the Michigan population will increase the sense of immediacy and relevancy of educational projects.

2. CALENDAR

     People's experiences and the public mood change not only from year to year but also with the seasons. It is important to establish baselines for understanding what is a "normal" seasonal fluctuation and what is a more permanent change. For this reason, SOSS is conducted at regular quarterly intervals. Roughly one-fourth of the questions are repeated in each quarterly round.

     SOSS has seasons itself, however, by focusing the main theme of each round of the survey on topics that correspond with the annual cycle of major events in Michigan and at Michigan State University. In general, the intended cycle is as follows:

Fall. The Fall round in even-numbered years focuses on elections, political participation, and political attitudes and orientations. In odd-numbered years, the Fall round tends to focus on health and the environment.

Winter. The Winter round in each year focuses on the state of the state of Michigan, in particular on the performance of governmental institutions at all levels, on the subjective quality of life of Michigan's citizens (satisfaction with public education, work, protection from crime, environmental preservation, and so forth), and on the desire for reform in Michigan's political economy. This information should help to inform the public discussion around the time of the Governor's annual budget message. In addition, questions on the public's perceptions of Michigan's higher educational institutions should help to inform public discussion around the time the annual "State of MSU" address by the President of the University.

Spring. The Spring round has as a main theme the state of Michigan families, the role and status of women, and the status of children. Assessments of public opinion concerning issues of women's rights, the status of children, and related issues will help to inform policy debates.

Summer. The Summer round focuses primarily on the state of ethnic Michigan, i.e., the vitality and diversity of Michigan's ethnic and racial communities. SOSS assesses the strength of ethnic ties and identities, perceptions of various ethnic groups (tolerance, stereotyping), and experience of intolerance or discrimination. In addition, the extent of attachment to and vitality of wider communities (towns and cities) is an important mark of the quality of life in Michigan.

From time to time, SOSS may depart from this thematic plan when particular sponsorship or pressing issues make it necessary or desirable. The focus of SOSS 20 was on citizens' *assessment of the* state's resources, infrastructure, and performance at addressing needs. It also included a section on problem identification and internet usage.

3. STRUCTURE OF THE QUESTIONNAIRE

The questionnaires for each round of the survey are designed by a different set of principal investigators, who are faculty and students at MSU. Each survey instrument consists of three main parts: a demographic core, a non-demographic core, and the main substantive theme or themes.

The demographic core contains questions on the social background and status of the respondents (age, sex, education, employment status and occupation, size of city, marital status, number of children, size of household, income, ethnic identity, etc.). This bloc of questions is repeated in each round, though more detailed questions on some of the dimensions might be included in certain rounds.

The non-demographic core contains additional questions that are repeated in every round of the survey in order to gauge broad shifts in the economic, social, and political orientations and status of the population. These include questions about consumer confidence, self-identification on a liberal-conservative scale, partisan identification, assessments of presidential performance and gubernatorial performance, and other issues.

Together the demographic and non-demographic core of the questionnaire take an average of about 5 minutes of interviewing time to complete.

The remainder of the interview is timed to last an average of 15 minutes, so that on average the interviews take about 20 minutes of the respondent's time.

The questionnaire consists almost entirely of closed-ended questions. Verbatim responses are used and open-ended coding are required for occupation as well as for questions about the most important issues facing the state or the community.

A word of caution is in order on the use of the data. Because of the inclusion of question-order and question-wording experiments, the codebook for the survey, containing the raw or weighted frequency distribution of responses, may be difficult to interpret and must be used carefully. Often, alternative variants of questions will be combined into composite measures in the final data that are distributed, but the original questions also remain in the codebook and data set. Although the OSR will do its best to document such situations, it is the responsibility of the data users and analysts, not of the OSR, to assure that the appropriate variants of questions are used in analyses and reports. A copy of the CATI interview program with the skip patterns indicated by "[goto ...]" commands and "[if ...]" commands accompanies the codebook to help clarify the paths particular respondents would take through the interview.

4. MANAGEMENT AND ORGANIZATION

IPPSR. The overall SOSS program is directed by **Dr. Brian Silver,** SOSS Director (Department of Political Science). Overall responsibility for the execution and management of the SOSS rests with the Office for Survey Research (OSR) of the Institute for Public Policy and Social Research. The Principal OSR staff for SOSS consists **Dr. Larry Hembroff**, Survey Director and Methodologist, **Karen Clark**, Programmer and Project Manager, and **Kathy Cusick** (manager of interviewing operations for SOSS).

The OSR staff is responsible for the technical work of designing the CATI computer program, training and supervising interviewers, selection and administration of the sample, coding of data, and preparation of the final data set and documentation. In addition, the OSR staff works with and advises the principal investigators and other researchers in the design of the sample and the survey instrument. However, final approval of the survey and sample designs rest with the principal investigators, not the OSR staff.

For each round of the survey, a small working group of principal investigators is responsible for the design of the instrument for that round, subject to final approval by the SOSS Director and OSR staff. The working groups consist primarily of "principal investigators" for the given round who will conduct the major initial analyses of the data, provide a public briefing, and have priority in analyzing the data for publication for the six-month period following the end of the field period for that round (more on data access below).

The <u>Working Group</u> for the Winter 2001 survey was comprised of:

Carol Weissert, Ph.D., Director of IPPSR, Dept. of Political Science, College of Social Science

Mark Wilson, Ph.D., Dept. of Geography, College of Social Science

Brian D. Silver, Ph.D., Director of SOSS, Dept. of Political Science, College of Social Science

Darren Davis, Ph.D., Dept. of Political Science, College of Social Science

Larry Hembroff, Ph.D., Office for Survey Research, IPPSR

Elizabeth C. Moore, Ph.D., Extension Specialist, College of Agriculture and Natural Resources

5. FUNDING

The following organizations and units on campus have provided funding for SOSS during the 1995-1999 series of surveys:

Organizations

    Area Agencies on Aging Association of Michigan
    Aspen Institute
    Community Foundation for Southeastern Michigan
    Nonprofit Michigan Project
    United Way of Michigan

Michigan State University

    Office of the Provost
    Office of the Vice President for Research and Graduate Studies
    Office of the Vice Provost for University Outreach

College of Communication Arts & Sciences
College of Human Ecology
College of Human Medicine
College of Osteopathic Medicine
College of Social Science
Department of Economics
Department of Political Science
Department of Psychology
Department of Radiology
Department of Sociology
MSU Institute for Children Youth and Families
Institute for Public Policy and Social Research
Legislative Leadership Program
Michigan Agricultural Experiment Station
MSU Extension
School of Criminal Justice
School of Labor and Industrial Relations
School of Social Work

Additional funding for the SOSS-20 round was provided by The Council of Michigan Foundations*.*

6. DISSEMINATION OF RESULTS

To assure timely dissemination of the results and timely and fair access to the data, early in its deliberations the Advisory Committee approved certain principles.

Each round of the survey has an identified set of Principal Investigators (PI's) who have priority in access to the data for that round but also certain obligations. The PI's are responsible for preparing and conducting a press briefing based on results of the survey within one week of the end of the field date. IPPSR's outreach and design staff assist in this effort, working with the MSU News Bureau.

The PI's have exclusive right to prepare scientific papers for publication from the data for that survey for a period of six months after the end of the field date.

All data for the survey, however, are made available to offices within MSU for internal use as soon as the data are available and documentation is prepared.

All data for the survey are made available to instructors in courses at MSU to use the data for instructional purposes as soon as the data are available and documentation prepared.

Six months after completion of the field date, the survey data are made available on an unrestricted basis to all MSU faculty and students.

One year after completion of the field date, the data and documentation will be deposited at the Inter-University Consortium for Political and Social Research (ICPSR) in Ann Arbor. Such a deposition of the data is intended to facilitate dissemination and use of the data by the wider scientific and policy community as well put a certain seal of approval on data quality to enhance the possibilities for researchers to publish from the data.

7. SAMPLE DESIGN

The referent population is the non-institutionalized, English-speaking adult population of Michigan age 18 and over. Since the survey was conducted by telephone, only persons who lived in households that had telephones had a chance of being interviewed.

Stratification. To assure representation of major regions within Michigan, the sample was stratified into six regions, each consisting of a set of contiguous counties, plus the City of Detroit. The grouping of counties corresponds to that used by MSU Extension with Detroit separated out from the Southeast region.

The six regions are defined as follows (counties listed within regions -- also see the map in the Appendix):

1. Upper Peninsula (Alger, Baraga, Chippewa, Delta, Dickinson, Gogebic, Houghton, Iron, Keweenaw, Luce, Ontonagon, Mackinac, Marquette, Menominee, Schoolcraft)

2. Northern Lower Peninsula (Alcona, Alpena, Antrim, Benzie, Charlevoix, Cheboygan, Crawford, Emmet, Grand Traverse, Iosco, Kalkaska, Leelanau, Missaukee, Montmorency, Ogemaw, Oscoda, Otsego, Presque Isle, Roscommon, Wexford)

3. West Central (Allegan, Barry, Ionia, Kent, Lake, Manistee, Mason, Mecosta, Montcalm, Muskegon, Newaygo, Oceana, Osceola, Ottawa

4. East Central (Arenac, Bay, Clare, Clinton, Gladwin, Gratiot, Huron, Isabella, Midland, Saginaw, Sanilac, Shiawassee, Tuscola

5. Southwest (Berrien, Branch, Calhoun, Cass, Eaton, Hillsdale, Ingham, Jackson, Kalamazoo, St. Joseph, Van Buren)

6. <u>Southeast</u> (Genesee, Lapeer, Lenawee, Livingston, Macomb, Monroe, Oakland, St. Clair, Washtenaw, Wayne [excluding Detroit])

7. <u>Detroit City</u>

To allow reclassification of the place of residence (county) into alternative regional groupings, each respondent's county of residence is also coded on the data set.

Sampling. Respondents' households were selected using list-assisted random-digit dial sampling procedures. Ordinarily, the initial sample of randomly generated telephone numbers is purchased from Survey Sampling, Inc (SSI). SSI begins the process of generating phone numbers with the list of all working area code and phone number exchange combinations. In the case of this study, this universe was constrained to include only those that are active in the state of Michigan. From within this list of possible phone numbers, SSI eliminates those banks of numbers represented by the 4-digit suffix that are known to be unused or are known to be used only by institutions. Additionally, for efficiency purposes, the overall sampling frame is truncated to include only those blocks of numbers that contain at least two listed numbers. Telephone numbers are selected at random in proportion to the number of households in each county from all those numbers remaining as possible numbers until the total number of numbers needed within a particular geographic grouping of counties is obtained.

As a final step, SSI screens the phone numbers generated against directory-based information on the density of banks, i.e., the number of numbers from within a bank that appear in phone directory listings. Since other research has indicated that unlisted numbers are not assigned to separate banks of phone numbers from those that are listed, then SSI excludes for efficiency purposes any numbers that are selected from banks with fewer than two published phone numbers. Of the remaining numbers selected, SSI expects that, on average, about 55-70% of the phone numbers generated at random will be working household numbers. The resulting sample is then checked against SSI's database of business phone numbers and checked for known disconnected numbers. Ordinarily, these numbers are removed from the sample and not called.

To determine the total number of telephone numbers to have SSI generate in order to achieve the desired sample sizes within regions of the state, OSR divided the number of completed interviews desired by the product of (a) the proportion of numbers expected to be working household numbers (the Hit Rate), (b) the proportion of household numbers that would contain an eligible respondent (the Eligibility Rate), and (c) the proportion of households with eligible respondents who would complete the interview in the time period available (the Completion Rate).

The sampling design for the State of the State Survey was a stratified sample based on regions of the state with the regions sampled somewhat disproportionate to the actual sizes of the populations within each region. The purpose of the stratification was to

assure a sufficient minimum number of respondents from each of the strata to permit detailed analysis.

The typical sampling design for SOSS calls for approximately 150 interviews from the East Central Region, the Southwest Region, and the combined Upper Peninsula and Northern Lower Peninsula Regions. Approximately two hundred interviews are to be completed in the West Central Region and the Southeast Region. And approximately 150 interviews are to be completed from the City of Detroit. The total sample size is to be approximately 1,000. However, because of particular interests in the effects of race of respondents and the race of interviewers on responses to "testing," SOSS-20 over-sampled four counties (Saginaw, Genesee, Berrien, and Muskegon) to increase the number of African Americans included in the sample.

Sample Weights. Because of the stratification and the unequal sampling rates across the strata, it is necessary to use "weights" to bring the characteristics of the sample into line with those of each region, or with those of the state as a whole (depending on the purpose of the analysis). Accordingly, the data files contain weights for the six MSU Extension regions, as well as for the state as a whole. SOSS-20 also contains special weights to take proper advantage of the over-sampling of the targeted urban counties.

To construct the weights, characteristics of the population of the regions were drawn from 1990 census data. To make generalizations about individuals' views and behaviors, it is necessary to ensure that each respondent in a survey sample had an equal probability of selection or is represented in the data set as having had equal probabilities of being selected. However, since households with multiple phone lines have more chances of being selected into the sample than those with only one phone line, this source of unequal chances has to be adjusted for in analyzing the data. Consequently, the interview included a question asking respondents how many separate phone numbers the household has. In the event of item non-response, the number of phone lines was assumed to be one. Each case was then weighted by the reciprocal of the number of phone numbers and then adjusted so that the total number of cases matched the actual number of completed interviews. In the data set this weight is named PHWT.

Similarly, an adult in a two-adult household would have half the chance of being selected to be interviewed as would the only adult in a single adult household. This, too, requires adjustment to correct for unequal probabilities of selection. The interview included a question as to the number of persons 18 years of age or older living in the household. In the event of item non-response, the household was assumed to have only one adult. Each case was then weighted by the inverse of its probability of selection within the household, or by the number of adults in the household. This was then also adjusted so that the total number of weighted cases matched the actual number of completed interviews. In the data set, this weight is named ADLTWT.

For SOSS-20, the numbers of interviews completed for each of Michigan's counties was then compared against the expected number based on the distribution of adults across

Michigan's counties. Each case was then weighted, OVRSAMWT, to adjust for any over (especially for the counties over-sampled) or under representation of counties in the sample. At this point, the adjustment was intended primarily to facilitate accurate weighting to adjust for non-response based on age, gender, and age within SOSS regions.

It is common for some groups of individuals to be more difficult to reach or more likely to refuse in RDD (random-digit dialing) surveys. For making generalizations about the population from which the sample was drawn, the accuracy of the results can be distorted by these non-response patterns. Consequently, it is common to weight cases in the sample to adjust for non-response. This is accomplished by weighting each case so that cases of each type appear in the sample proportionately to their representation in the general population.

For the State of the State Survey, cases were weighted so that the proportions of white males, African American males, Other Racial Group males, white females, African American females, and Other Racial Group females in the sample for each region matched the proportions each of these groups represent in the adult population of each region based on the 1990 Census. In the data set, this weighting factor is named RACGENCT. Furthermore, within each region, the cases were additionally weighted so that the proportion of cases falling into each of the following age groups matched the proportions in the 1990 Census for each region: 18 - 24 years old, 25 - 29, 30 - 39, 40 - 49, 50 - 59, 60 - 64, and 65 or older. In the data set, this weighting factor is named AGEWT (Since rounding and missing data sometimes result in the weighted number of cases differing slightly from the actual number, AGEWT is adjusted slightly with ADJWT to ensure that the number of cases for each region in the weighted data set is the same as the actual number of interviews completed). Detroit continued to be a separate stratum to this point, but a new variable MSUEREGN was constructed to fold Detroit proportionately into the Southeast region within that variable.

Since the sample was drawn disproportionately across six MSUE regions of the state (with Detroit in the Southeast region), statewide estimates of the citizenry's opinions require post-stratification weights to adjust for the over-sampling of some regions and the under-sampling of others. Thus each case was weighted so that the proportion of cases from each region in the total sample matched the proportion of adults from the corresponding region in the state's population based on 1990 Census data. The weighting factor for this post-stratification weighting in the data set is named STATEWT.

It is important to note that these weight factors were constructed sequentially and build on the earlier steps. Thus, AGEWT weights cases adjusting for the number of phone lines, the number of adults in the household, the number of respondents from each county, the gender X race category proportions within the region, and the age category proportions within regions. STATEWT weights cases by all of those adjustments implied by AGEWT and adjusts the proportions of cases across regions. **For developing statewide results**, the user should use the data weighted by STATEWT. **For comparing the results among**

10

regions -- if Detroit is to be separate -- the user should use the data weighted by ADJWT. **To compare directly the MSUE regions**, the data should be weighted by MSUEWT. And, because of the unique over-sampling of selected counties to increase the representation of African Americans for SOSS-20, users wishing to describe findings to compare responses of whites and African Americans should use another weight, RACEWT, which makes all of the foregoing adjustments while then allowing the weighted number of cases for African Americans to equal the actual number of cases interviewed while the total weighted sample size remains equal to the actual number of interviews completed.

Table A in the Appendix presents the characteristics of the unweighted respondents on several characteristics, in comparison with the population in each region and in the state of Michigan as a whole.

Sampling Error. The sampling error can be estimated for each region and for the state as a whole at the 95% confidence level as follows:

$$Confidence Interval = \pm 1.96\sqrt{(PxQ/(n-1))}$$

where n is the number of cases within the region or the total sample and P is the proportion of cases giving a particular response and Q is 1-P. While this may vary from question to question depending on the pattern of answers, the largest margin error would occur when P is .5 and Q is .5. Therefore, the margins of error for each region and the total statewide sample can be estimated as:

REGION	**Number of Cases**	**Margin of Sampling Error**
Upper Peninsula	55	$\pm$ 13.4%
Northern Lower Peninsula	87	$\pm$ 10.6%
West Central	193	$\pm$ 7.0%
East Central	156	$\pm$7.9%
Southwest	165	$\pm$ 7.7%
Southeast	158	$\pm$ 7.8%
Detroit	140	$\pm$ 8.3%
Statewide Total	954	$\pm$ 3.2%

8. FIELD PROCEDURES

CATI System. Interviews were conducted using the Computer Assisted Telephone Interviewing system (CATI) of IPPSR's Office for Survey Research (OSR). OSR uses the CASES (version 4.3) software for its CATI system. CASES was developed by the University of California–Berkeley, the U.S. Census Bureau, and the U.S. Department of Agriculture. In a CATI system, the completed interview is scripted and then programmed so that, when executed from a computer workstation, each question or instruction is presented on the computer screen in order to the interviewer. The program then indicates what numeric codes or text the interviewer is allowed to enter as responses to each of the questions. When entered, the responses are stored directly into the data set for the study.

The CASES software enables the interview to be fully programmable. The software integrates both closed-ended questions and open-ended questions. The software allows interviewers to record notes along with responses to closed questions. By default, the software moves directly from one item to the next in the sequence unless specific program commands are inserted to direct the execution path elsewhere. Different skip commands can be associated with separate responses to the same questions. For example, the interview can be directed to a separate battery of follow-up responses if the respondent answers "<1> YES" to a question on smoking cigarettes, and to an entirely different series of questions if the respondent answers "<5> NO." Commands can also be inserted between questions to direct the interview to a particular battery of questions based on the combination of responses to two or more previously answered questions. The programming features minimize the opportunities for many errors since inappropriate questions will not be asked and, as a result, appreciably less editing is necessary after the interview.

Interviewers and Interviewer Training. New interviewers received approximately 15 hours of training, including a shift of practice interviewing. Each interviewer trainee receive a training manual with instructions on techniques and procedures, copies of all relevant forms, and descriptions of operations. The OSR telephone interviewing training package was developed using "General Interviewing Techniques: A Self-Instructional Workbook for Telephone and Personal Interviewer Training", authored by P. J. Guenzel, T. R. Berckmans, and C. F. Cannell (1983) of the Survey Research Center, Institute for Social Research, University of Michigan.

Experienced interviewers received approximately two hours of study specific training to acquaint them with the study protocols, the interview instrument, and the objectives of the various questions. New interviewers were also given this information as a part of their training. *Seventy-three different interviewers* were involved in data collection on the 20th State of the State Survey. Most had worked on a number of surveys prior to the State of the State Survey.

Field Period and Respondent Selection in Household. Interviewing began on January 17, 2001 and continued through the February 27. When interviewers successfully contacted a household, the study procedures required them to randomly select an adult from among those residing in the household to be the respondent. The "most recent birthday" technique developed by Salmon and Nichols was used as the mechanism for choosing a respondent within each household.

Telephone numbers were called across times of the day and days of the week. If after a minimum of six call attempts, no contact had been made with someone at the number, the call schedule for that case was reviewed by a supervisor to see that it had been tried across a variety of time periods. If it had not, the supervisor would re-release the number for additional calling in time periods that had not been tried. If, after additional calls were made, still no contact was made, the number was retired as a non-working number. If the review of the case indicated that it had been tried at various times and days, the supervisor might finalize the case as non-working or might release it for one or two additional tries. In the case contact was established, the number would continue to be tried until the interview was completed, the interview was refused, or the case was determined to be ineligible or incapable.

The average interview lasted approximately 22.1 minutes (s.d. = 5.2) with the median being 21 minutes.

In the case of an initial refusal, numbers were called back after five days (although this was shortened as the end of the field period neared). Efforts were made to persuade initially reluctant respondents to complete the interview.

Completion Rate. A total of 954 interviews were completed. The overall completion rate among eligible households for the study was 48.8%[1]. Of those completing the interview, the median number of phone calls required was 4.

The refusal rate was 19.2%. One hundred ninety-three of the interviews were completed with individuals who had initially refused but were subsequently persuaded to consent to being interviewed.

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[1]   This is based on computation and classification coding developed by the advisory team for SOSS. Since then, the American Association of Public Opinion Research has published Standard Definitions as a guide to developing more nearly standard formulas for computing response rates, cooperation rates, refusal rates, and contact rates. Using AAPOR's formula RR4, the response rate for SOSS-20 was 46.4%, the refusal rate (REF2) was 16.4%, the cooperation rate was 73.9%, and the contact rate was 98.0%.

9. DOCUMENTATION AVAILABLE

The following documentation is available for this survey:

a. Methodological Report
b. Questionnaire (included in Methodological Report)
c. Codebook (included in separate file)
d. SPSS portable data file (in separate file)

10. DATA FORMAT AND ARCHIVING

Data are available in an SPSS-Windows systems file, with weight variables included.

11. APPENDIX

a. Map of the MSU Extension Regions

b. Demographic Data in MSU State of the State Survey: MSUE Regions

Weighting Program for 1990 Census Profile of Michigan (MSUSOSS20: Winter, 2001, MSUE Regions)
Table 1. Phone Lines
Table 2. Number of Adults in Household
Table 3. Adjustment for Over-Sampled Counties
Table 4. Weighting for Race and Gender within Regions
Table 5. Weighting by Age within Region
Table 6. Weighting to fold Detroit into Southeast Region
Table 7. Weighting across Regions for Statewide Estimates
Table 8. Weighting by Race

12. QUESTIONNAIRE (Winter, 2001)

>CONSENT< [loc 0/500]

Before we begin, let me tell you that this interview is completely
voluntary. All of your responses are completely confidential. Should we
come to any question that you do not want to answer, please let me know
and we will go onto the next question.

For quality control purposes, this interview may be monitored by my
supervisor.

type g to proceed @

  [@]<g>

>random1< [allow int 1][inputloc 1/31] 1-4 [copy random1 in random1]
>random2< [allow int 1][inputloc 1/33] 1,2 [copy random2 in random2]
>random3< [allow int 1][inputloc 1/35] 1,2,3 [copy random3 in random3]
>oversamp< [allow int 1][inputloc 1/37] [copy oversamp in oversamp]

>taskc1<   [if csid ge <30000> and csid le <39999>][store <3> in regn][endif]
        [if csid ge <40000> and csid le <49999>][store <4> in regn][endif]
        [if csid ge <50000> and csid le <59999>][store <5> in regn][endif]
        [if csid ge <60000> and csid le <69999>][store <6> in regn][endif]
        [if csid ge <70000>][store <7> in regn][endif]

>ID1< [allow 5][loc 16/1][#store csid in ID1][copy ID1 in ID1]
>R1< [allow 1][#preset <1>][copy R1 in R1]
>cnty< [allow 5][#inputloc 1/23][copy cnty in cnty]
>regn< [allow 1][#inputloc 1/29] 1 upper pen
      [copy regn in regn]   2 northern
                              3 west central
                              4 east central
                              5 southwest
                              6 southeast
                              7 Detroit

>X1<
  I'd like to start by asking you some questions about the community in
  which you live.

  Would you say you live in a rural community, a small city or town,
  a suburb, or an urban community?

        RURAL COMMUNITY.......................1
        SMALL CITY OR TOWN, VILLAGE...........2
        A SUBURB..............................3
        URBAN COMMUNITY.......................4 @

        OTHER: SPECIFY........................0
        +------------------------------------+
           DO NOT KNOW..................98
           REFUSED/NO ANSWER............99

     [yellow]FOR A DEFINITION OF COMMUNITY, HIT 'h'[n]
     [@] <1-4> <0>[#specify]
        <98,99>[missing]
        <h>[etc <h>][help defcomm]

>A1<
 What would you say is the most important problem facing your community today?

        [yellow] CODE THIS PROBLEM [fill A1@2]   @1

[green]Education[n]
  School finance/education funding....1
  Quality of schools/improve educ.....2
  Schools/public schools, etc.........9

[green]Social Welfare[n]
  Medical care/health care...........10
  Elderly/care of elderl.............11
  Racism/equal opportunity/etc.......12

Poverty/poor.......................13
Homelessness.......................14
Housing/affordable housing.........15
Welfare system/welfare.............16

[green]Economy[n]
  Unemployment/jobs/jobs young people
   lack of good jobs/higher pay......20
  Development/growth/economy/loss
   businesses.........................21
  Overexpansion/too much growth......22
  Farming/Decline in farms...........23
  Cost of goods/inflation............24
  Family finances/family income......25

[green]Government[n]
  Taxes/city taxes/city finances/
   taxes too high/government
    spending..........................30
  Leadership/City leaders/politics/
   city commissioners/city council...31
  Corruption.........................32
  Too much government................33
  Courts/judicial reform.............34

[green]Crime and Drugs[n]
  Theft..............................40
  Safety/street violence.............41
  Gun Control........................42
  Drugs/Drug dealers.................43
  Crime..............................44

[green]Youth[n]
 Gangs/gang violence/teenage trouble/
 teen violence, etc..................50
 Youth activities/things kids to do/
  youth outreach/youth programs......51
 Teenage pregnancy.................. 52
 Youth and drugs.....................53
 Youth and drinking/alcohol.........54
 Peer pressure.......................55

 Divorce/broken homes/single parents
  latch key kids/working parents.....60
 Children's welfare/child abuse......61
 Discipline/lack of..................62
 Values/morality/religion............63
 Family alcholism....................64

[green]Environment[n]
 Pollution...........................70
 Junk lying around/appearance of
  the city/dirty city 71
 Landfills.......................... 72
 Land Use............................73
 Population growth...................74
 More recycling/lack recycling...... 75
 Preserve wetlands/natural areas.....76

[green]Public Services/Utilities[n]
Water/sewers........................80
Trash/garbage collection/...........81
Police/More Police/Law enforcement..82
Fire/More fire protection...........83
Roads/need repair/street upkeep.....84
Transportation/buses/etc............85
Animal Control 86
Traffic.............................87
+------------------------------------+
NO PROBLEMS 90
MISCELLANEOUS..................91
DO NOT KNOW....................98
REFUSED........................99

```
    [if @1 eq <0>]
      SPECIFY   @2
    [endif]
    [@1][allow int 2] 0 <1-89,91>[goto A2a] <90>[goto A4] <98,99>[missing][goto A4]

      [if @1 ge <90>][goto A4][endif]
    [@2][allow 25]
```

>A2a< [define <g><1>][define <b><2>][define <v><3>][define <p><4>]
You mentioned [green][fill A1@2][n] as the most important problem in
your community.

There are various ways in which this problem could be addressed. I want
to ask a few questions about this.
[if random1 eq <1>]

Do you think this problem is something that can best be handled by some
level of government, by private business, by voluntary and community
organizations, or by the people themselves?
[endif]
[if random1 eq <2>]

Do you think this problem is something that can best be handled
by private business, by voluntary and community organizations,
by the people themselves, or by some level of government?
[endif]
[if random1 eq <3>]

Do you think this problem is something that can best be handled by
voluntary and community organizations, by the people themselves,
by some level of government, or by private business?
[endif]
[if random1 eq <4>]

Do you think this problem is something that can best be handled by
the people themselves, by some level of government, by private business,
or by voluntary and community organizations?
[endif]

    GOVERNMENT (THE STATE, GOVERNOR, POLICE).........g
    PRIVATE BUSINESS................................b
    VOLUNTARY/COMMUNITY ORGANIZATIONS................v
    PEOPLE THEMSELVES...............................p
       (PARENTS, FAMILIES, FAMILY LIFE, COMMUNITIES

PEOPLE THEMSELVES, ALL BUT ESPECIALLY PEOPLE
                    WATCH DOG, CITIZEN GROUP, WATCH GROUP)
                OTHER TYPE OF ORGANIZATION........................0 @
             +------------------------------------+
                 DO NOT KNOW..................98
                 REFUSED/NO ANSWER............99

        [@] <g>[goto A3]
            <b><v><p> <0> [#specify] <98,99>[missing][default goto A4]

>A3<
 You've said that government has a role in dealing with
 [fill A1@2]. Which level of government do you think has the most
 important role -- the federal government, state government, or
 local government?

                FEDERAL GOVERNMENT.....................1
                STATE GOVERNMENT.......................2
                LOCAL GOVERNMENT.......................3

                STATE AND LOCAL (R VOLUNTEERED)........4
                ALL LEVELS (R VOLUNTEERED).............5 @
             +------------------------------------+
                 DO NOT KNOW..................8
                 REFUSED/NO ANSWER............9

    [yellow]FOR CLARIFICATIONS OF LEVELS OF GOVERNMENT HIT 'h'[n]

        [@]<1-5> <8,9>[missing]
            <h>[etc <h>][help defgov]

>A4<
    In general, how much of a role do you think the state's public
    universities and colleges (including community colleges) should play
    in addressing problems in your community?

    Would you say they should play a large role, some role, or that
    they should have no role in addressing the problems?

                LARGE ROLE......................1
                SOME ROLE.......................2
                NO ROLE.........................3 @
             +------------------------------------+
                 DO NOT KNOW..................8
                 REFUSED/NO ANSWER............9

    [yellow]FOR DEFINITION/CLARIFICATION OF PUBLIC UNIVERSITIES HIT 'h'[n]
        [@]<1-2> <3>[goto B1] <8,9>[missing][goto B1]
            <h>[etc <h>][help defpu]

>A5<
 With what kind of problem in your community do think Michigan's public
 universities and colleges could help the most?

  Programs to keep kids in school......1   @
  Programs to reduce cost education....2
  College preparatory classes/programs.3
  Programs for teachers................4

Promoting diversity in education.....5
Community education programs.........6
Education (General).................9

Unemployment/job training/job re-education...10
Economic development/business development....11

Medical care/health care............20
Poverty/poor/low income families....21
Housing/affordable housing/urban
   development.......................22
Public Health Issues................23

Fostering Community relationships......30
Promoting diversity w/in communities...31
Community grants.......................32
Leadership/city leaders/politics.......33
Future planning........................34
Promoting volunteerism.................35

Crime.(GENERAL/NON SPECIFIC)...............40
Drugs/drug dealers (GENERAL/NON SPECIFIC)..41
Gun Control/Gun violence...................42

Youth gangs/teen violence.................50
Mentoring programs for youth..............51
Youth activities (programs/things for
   youth to do/youth outreach programs.....52
Youth and drugs/drug violence.............53
Youth and drinking/alcohol abuse..........54

Parenting issues/...................60
Family issues/problems/etc..........61
Nutrition programs..................63

Environment.(GENERAL/NON SPECIFIC).......70
Water/Water quality/water conservation...71
Air quality/air pollution................72
Roads/maintenance/repair.................73
      +-----------------------------------+
        NO PROBLEMS 90
        MISCELLANEOUS..................91
        DO NOT KNOW....................98
        REFUSED........................99

   [@] 0 <1-89,91> [#specify]
       <90,98,99> [missing]

>B1<
  (Again, thinking about your community . . .)

  In general, how would you rate the overall quality of life in your
  community -- would you say the quality of life is excellent, good,
  fair, or poor?

        EXCELLENT.......................1
        GOOD............................2
        FAIR............................3

```
        POOR...........................4 @
   +-----------------------------------+
        DO NOT KNOW..................8
        REFUSED/NO ANSWER............9
```

   [@]<1-4> <8,9>[missing]

>B4<
 How would you rate the [green]quality[n] of health and medical [green]services[n],
 (including mental health services) available to you and other people
 in your community, -- would you say they are generally excellent, good,
 fair, or poor?

```
          EXCELLENT.......................1
          GOOD...........................2
          FAIR...........................3
          POOR...........................4 @
     +-----------------------------------+
          DO NOT KNOW.................8
          REFUSED/NO ANSWER............9
```

  [yellow]FOR DEFINITION/CLARIFICATION OF MEDICAL SERVICES HIT 'h'[n]
     [@]<1-4> <8,9>[missing]
        <h>[etc <h>][help defmed]

>B5<
  How would you rate . . .

  social services available to the poor, the disabled, and the
  elderly (in your community?)

  (Would you say they are generally excellent, good, fair, or poor?)

```
          EXCELLENT.......................1
          GOOD...........................2
          FAIR...........................3
          POOR...........................4 @
     +-----------------------------------+
          DO NOT KNOW.................8
          REFUSED/NO ANSWER............9
```

  [yellow]FOR DEFINITION/CLARIFICATION OF SOCIAL SERVICES HIT 'h'[n]

     [@]<1-4> <8,9>[missing]
        <h>[etc <h>][help defss]

>B6<
 (How would you rate . . .)

 the quality of law enforcement (in your community?)

 (Would you say it is generally excellent, good, fair, or poor?)

```
          EXCELLENT.......................1
          GOOD...........................2
          FAIR...........................3
          POOR...........................4 @
```

```
         +-----------------------------------+
            DO NOT KNOW..................8
            REFUSED/NO ANSWER............9
```

[yellow]FOR DEFINITION/CLARIFICATION OF LAW ENFORCEMENT HIT 'h'[n]

```
    [@]<1-4> <8,9>[missing]
      <h>[etc <h>][help deflaw]
```


>B7<
 (How would you rate . . .)

 the maintenance of roads and highways (in your community?)

 (Would you say it is generally excellent, good, fair, or poor?)

```
         EXCELLENT.......................1
         GOOD............................2
         FAIR............................3
         POOR............................4 @
      +-----------------------------------+
         DO NOT KNOW..................8
         REFUSED/NO ANSWER............9
```

```
    [@]<1-4> <8,9>[missing]
      <h>[etc <h>][help defroad]
```

>B8<
 (How would you rate . . .)

 the parks and recreational facilities (in your community?)

 (Would you say they are generally excellent, good, fair, or poor?)

```
         EXCELLENT.......................1
         GOOD............................2
         FAIR............................3
         POOR............................4 @
      +-----------------------------------+
         DO NOT KNOW..................8
         REFUSED/NO ANSWER............9
```

 [yellow]FOR DEFINITION/CLARIFICATION OF PARKS AND RECREATION FACILITIES HIT
'h'[n]

```
    [@]<1-4> <8,9>[missing]
      <h>[etc <h>][help defpr]
```

>B9<
 (How would you rate . . .)

 the quality of air and water (in your community?)

 (Would you say they are generally excellent, good, fair, or poor?)

```
         EXCELLENT.......................1
         GOOD............................2
         FAIR............................3
```

```
        POOR...........................4 @
    +-----------------------------------+
        DO NOT KNOW..................8
        REFUSED/NO ANSWER............9
```

    [@]<1-4> <8,9>[missing]

>B10<
 (How would you rate . . .)

the quality of the public schools (in your community?)

(Would you say they are generally excellent, good, fair, or poor?)

```
        EXCELLENT.......................1
        GOOD...........................2
        FAIR...........................3
        POOR...........................4 @
    +-----------------------------------+
        DO NOT KNOW..................8
        REFUSED/NO ANSWER............9
```

    [@]<1-4> <8,9>[missing]

>B13<
 (How would you rate . . .)

the local courts in your community?

(Would you say they are generally excellent, good, fair, or poor?)

```
        EXCELLENT.......................1
        GOOD...........................2
        FAIR...........................3
        POOR...........................4 @
    +-----------------------------------+
        DO NOT KNOW..................8
        REFUSED/NO ANSWER............9
```

[yellow]FOR DEFINITION/CLARIFICATION OF COURTS HIT 'h'[n]

    [@]<1-4> <8,9>[missing]
      <h>[etc <h>][help defcrt]

>B14<
 (How would you rate . . .)

Churches and other religious organizations (in your community)?

(Would you say they are generally excellent, good, fair, or poor?)

```
        EXCELLENT.......................1
        GOOD...........................2
        FAIR...........................3
        POOR...........................4 @
    +-----------------------------------+
        DO NOT KNOW..................8
```

```
            REFUSED/NO ANSWER............9

      [@]<1-4> <8,9>[missing]

>B17<
 (How would you rate . . .)

 local businesses (in your community)?

 (Would you say they are generally excellent, good, fair, or poor?)

            EXCELLENT......................1
            GOOD...........................2
            FAIR...........................3
            POOR...........................4 @
      +-----------------------------------+
            DO NOT KNOW.................8
            REFUSED/NO ANSWER...........9

      [@]<1-4> <8,9>[missing]

>B18<
 (How would you rate . . .)

 labor unions (in your community)?

 (Would you say they are generally excellent, good, fair, or poor?)

            EXCELLENT......................1
            GOOD...........................2
            FAIR...........................3
            POOR...........................4 @

            NO UNIONS/DON'T KNOW OF ANY
                  IN COMMUNITY.....0
      +-----------------------------------+
            DO NOT KNOW.................8
            REFUSED/NO ANSWER...........9

      [@]<1-4> <0,8,9>[missing]


>PO1A<
  Now, I have a few questions about the performance of some public
  officials and institutions.

  Looking back now, how would you rate the way Bill Clinton performed
  his job as President -- would you say excellent, good, fair, or poor?

            EXCELLENT......................1
            GOOD...........................2
            FAIR...........................3
            POOR...........................4 @
      +-----------------------------------+
            DO NOT KNOW.................8
            REFUSED/NO ANSWER...........9

      [@]<1-4> <8,9>[missing]
```

>PO1<

[if DATE ge <01202000>]
How would you rate the way George W. Bush is performing his job as
President -- would you say excellent, good, fair, or poor?
[endif]
[if DATE lt <01202000>]
How would you rate the way George W. Bush is performing his job as
President-elect -- would you say excellent, good, fair, or poor?
[endif]

```
        EXCELLENT.......................1
        GOOD...........................2
        FAIR...........................3
        POOR...........................4 @
     +-----------------------------------+
        DO NOT KNOW..................8
        REFUSED/NO ANSWER............9
```

   [@]<1-4> <8,9>[missing]

>D2<

   How would you rate the performance of the [green]U.S. Congress in
   Washington[n] (as a whole -- would you say excellent, good, fair, or
   poor?)

```
        EXCELLENT.......................1
        GOOD...........................2
        FAIR...........................3
        POOR...........................4 @
     +-----------------------------------+
        DO NOT KNOW..................8
        REFUSED/NO ANSWER............9
```

   [@]<1-4> <8,9>[missing]
>D5<
   How would you rate the performance of the [green]Supreme Court of the
   State of Michigan[n] -- (would you say excellent, good, fair, or
   poor?)

```
        EXCELLENT.......................1
        GOOD...........................2
        FAIR...........................3
        POOR...........................4 @
     +-----------------------------------+
        DO NOT KNOW..................8
        REFUSED/NO ANSWER............9
```

   [@]<1-4> <8,9>[missing]

>D6<
   How would you rate the performance of the [green]Supreme Court of
   the United States[n] as a whole -- (would you say excellent, good, fair,
   or poor?)

```
        EXCELLENT.......................1
        GOOD...........................2
        FAIR...........................3
```

```
        POOR............................4 @
     +------------------------------------+
        DO NOT KNOW...................8
        REFUSED/NO ANSWER............9
```

[@]<1-4> <8,9>[missing]

>D7<
 Do you think the United States Supreme Court is basically
 [green]neutral[n] politically (with no preference in favor or against
 any political party) or do you think the court favors one political
 party over another?

```
        POLITICALLY NEUTRAL...................1
        FAVORS ONE PARTY OVER ANOTHER.........5 @
     +------------------------------------+
        DO NOT KNOW..................8
        REFUSED/NO ANSWER............9
```

[@]<1,5> <8,9>[missing]

>PO2<
 How would you rate the way John Engler is performing his job as Michigan's
 governor -- (would you say excellent, good, fair, or poor?)

```
        EXCELLENT........................1
        GOOD............................2
        FAIR............................3
        POOR............................4 @
     +------------------------------------+
        DO NOT KNOW..................8
        REFUSED/NO ANSWER............9
```

[@]<1-4> <8,9>[missing]

>D3<
  How would you rate the performance of the [green]Michigan Legislature
  (in Lansing)[n] as a whole -- (would you say excellent, good, fair, or
  poor?)

```
        EXCELLENT.......................1
        GOOD............................2
        FAIR............................3
        POOR............................4 @
     +------------------------------------+
        DO NOT KNOW..................8
        REFUSED/NO ANSWER............9
```

[@]<1-4> <8,9>[missing]

>P4a<
 There are many issues that the governor and legislature (in Lansing) could
 spend time dealing with in the next session. Of all the issues they could
 work on, which issue do you think is the most important for them to focus on?

```
    THE ECONOMY, BUSINESS IN THE STATE, ENCOURAGE BUSINESS GROWTH, ..1
    JOBS, UNEMPLOYMENT, EMPLOYMENT, MORE WORK, ETC...................2
```

```
        JOB TRAINING/JOB RE-TRAINING....................................17
        HEALTH CARE, MEDICAL CARE, MENTAL HEALTH, ETC....................3
        CRIME, SAFETY, DRUGS, VIOLENCE, LAW AND ORDER, PRISONS...........4
        EDUCATION, SCHOOLS, SCHOOL FINANCING, SCHOOL FUNDING.............5
        TEACHER TESTING/ACCOUNTABILITY..................................19
        POVERTY, POOR PEOPLE, HOMELESS PEOPLE, SOCIAL PROGRAMS/HOUSING...6
        WELFARE, WELFARE REFORM, ETC....................................7
        TAXES, PROPERTY TAXES, ETC......................................8
        SENIOR CITIZEN ISSUES./PRESCRIPTION DRUG COVERAGE...............9
        REDUCE BUDGETS, REDUCE SIZE OF GOVERNMENT, RESTRICT GOVERNMENT
          REDUCE WASTE/ELECTION REFORM.................................10
        MORAL ISSUES, ABORTION, GAY/LESBIAN RIGHTS, ETC................11
        FOREIGN POLICY, WORLD AFFAIRS, DEFENSE.........................12
        ENVIRONMENT, CLEAN-UP, POLLUTION CONTROL, ETC..................13
        ROADS, HIGHWAYS, BRIDGES REPAIRS-MAINTENANCE...................14
        ELECTIONS, ELECTION REFORM.....................................15
        GUN CONTROL/CONCEALED WEAPONS..................................16
        DIVERSITY/RACE RELATIONS.......................................18
        REGULATION/DEREGULATION.......................................20 @
            +-----------------------------------+
             MISCELLANEOUS...............90
             DO NOT KNOW.................98
             REFUSED/NO ANSWER...........99

    [@] 0 <1-30> <90> [#specify] <98,99>[missing]
```

>D10<

People have different ideas about how much they can trust government to
do what is right. These ideas don't refer to Democrats or Republicans
in particular, but just to the government in general. We want to see
how you feel about this for each of the levels of government.

How much of the time do you think you can trust the [green]federal[n]
government in [green]Washington[n] to do what is right -- nearly always
or most of the time, some of the time, seldom, or almost never?

```
        NEARLY ALWAYS OR MOST OF THE TIME.......1
        SOME OF THE TIME........................2
        SELDOM..................................3
        ALMOST NEVER............................4 @
        +-----------------------------------+
          DO NOT KNOW.................8
          REFUSED/NO ANSWER...........9

    [@]<1-4> <8,9>[missing]
```

>D11<

How much of the time do you think you can trust the [green]state[n]
government in [green]Lansing[n] to do what is right -- nearly always or
most of the time, some of the time, seldom, or almost never?

```
        NEARLY ALWAYS OR MOST OF THE TIME.......1
        SOME OF THE TIME........................2
        SELDOM..................................3
        ALMOST NEVER............................4 @
        +-----------------------------------+
          DO NOT KNOW.................8
          REFUSED/NO ANSWER...........9
```

[@]<1-4> <8,9>[missing]

>D12<
How much of the time do you think you can trust your [green]local
government[n] to do what is right -- nearly always or most of the
time, some of the time, seldom, or almost never?

```
    NEARLY ALWAYS OR MOST OF THE TIME.......1
    SOME OF THE TIME.......................2
    SELDOM.................................3
    ALMOST NEVER...........................4  @
    +----------------------------------+
      DO NOT KNOW..................8
      REFUSED/NO ANSWER............9
```

[@]<1-4> <8,9>[missing]

>D8<
Now thinking about the three levels of government -- federal, state, and
local -- from which level of government do you feel you get the most for
your money?

```
    FEDERAL ......................1
    STATE ........................2
    LOCAL ........................3
    NONE, NEITHER (R VOLUNTEERS)..4  @
  +------------------------------------+
    DO NOT KNOW..................8
    REFUSED/NO ANSWER............9
```

[yellow]FOR CLARIFICATIONS OF LEVELS OF GOVERNMENT HIT 'h'[n]

[@]<1-4> <8,9>[missing]
    <h>[etc <h>][help defgov]

>ID2< [allow 5][loc 17/1][#store csid in ID1][copy csid in ID2]
>R2< [allow 1][#preset <2>][copy R2 in R2]

>E1<
Now, I have some questions about elections and voting.

How would you rate the quality of Michigan's system of elections and
counting of votes -- would you say excellent, good, fair, or poor?

```
      EXCELLENT......................1
      GOOD...........................2
      FAIR...........................3
      POOR...........................4 @
    +------------------------------------+
      DO NOT KNOW..................8
      REFUSED/NO ANSWER............9
```

[@]<1-4> <8,9>[missing]

>E2<

[if random1 le <2>]
Do you think there were a lot of problems, some problems, a few problems,
or no problems at all in the counting of votes in Michigan's 2000 election?

[endif]

[if random1 ge <3>]
Do you think there were no problems at all, a few problems, some
problems, or a lot of problems at all in the counting of votes in
Michigan's 2000 election?
[endif]

        A LOT OF PROBLEMS..................1
        SOME PROBLEMS......................2
        A FEW PROBLEMS.....................3
        NO PROBLEMS AT ALL.................4 @
        +----------------------------------+
            DO NOT KNOW.................8
            REFUSED/NO ANSWER............9
        [@]<1-4><8,9>[missing]

>intro<
   Next, I would like to read you a couple of statements and have you tell
   me to what extent you agree or disagree with each.

   [nodata]@

>task11< [if random2 eq <1>][goto E4][endif]

>E3<
 It is the responsibility of the individual voters to make sure that they
 cast their votes (use the voting machine, punch cards) in such a way that
 their votes will be counted completely and correctly.

 Would you say you strongly agree, somewhat agree, somewhat disagree, or
 strongly disagree with the statement?

        STRONGLY AGREE.......................1
        SOMEWHAT AGREE.......................2
        NEITHER: AGREE/DISAGREE (VOLUNTEERED).3
        SOMEWHAT DISAGREE....................4
        STRONGLY DISAGREE....................5 @
        +----------------------------------+
            DO NOT KNOW.................8
            REFUSED/NO ANSWER............9
        [@]<1-5><8,9>[missing]

>task12< [if random2 eq <1>][goto E5][endif]

>E4<
 It is the government's fault if voters are confused and make mistakes
 so that their votes end up not counting.

 (Would you say you strongly agree, somewhat agree, somewhat disagree, or
 strongly disagree with the statement?)

    [yellow]FOR A PROBE/CLARIFICATION HIT 'h'[n]

        STRONGLY AGREE.......................1
        SOMEWHAT AGREE.......................2
        NEITHER: AGREE/DISAGREE (VOLUNTEERED).3
        SOMEWHAT DISAGREE....................4
        STRONGLY DISAGREE....................5 @

```
     +-----------------------------------+
         DO NOT KNOW..................8
         REFUSED/NO ANSWER............9

     [@]<1-5><8,9>[missing]
        <h>[etc <h>][help defele]
```

>task13< [if random2 eq <1>][goto E3][endif]

>E5<
  There have been several suggestions to change how elections are conducted
  in Michigan. Please tell me if you would favor or oppose each of the
  following suggestions.

  Making election day a state holiday so that more people get time off
  from work to vote?

  Would you say you strongly favor, somewhat favor, somewhat oppose, or
  strongly oppose this suggestion?

```
        STRONGLY FAVOR........................1
        SOMEWHAT FAVOR........................2
        NEITHER: FAVOR/OPPOSE.. (VOLUNTEERED).3
        SOMEWHAT OPPOSE.......................4
        STRONGLY OPPOSE.......................5 @
        +-----------------------------------+
           DO NOT KNOW..................8
           REFUSED/NO ANSWER............9
        [@]<1-5><8,9>[missing]
```

>E6<
  Having the voting for president on Saturdays instead of Tuesdays?

  (Would you say you strongly favor, somewhat favor, somewhat oppose, or
  strongly oppose this suggestion)?

```
        STRONGLY FAVOR........................1
        SOMEWHAT FAVOR........................2
        NEITHER: FAVOR/OPPOSE.. (VOLUNTEERED).3
        SOMEWHAT OPPOSE.......................4
        STRONGLY OPPOSE.......................5 @
        +-----------------------------------+
           DO NOT KNOW..................8
           REFUSED/NO ANSWER............9
        [@]<1-5><8,9>[missing]
```

>E7<
  Having multiple days for voting where voters would have 10 to 14 days
  in which to cast their ballots?

  (Would you say you strongly favor, somewhat favor, somewhat oppose, or
   strongly oppose this suggestion)?

```
        STRONGLY FAVOR........................1
        SOMEWHAT FAVOR........................2
        NEITHER: FAVOR/OPPOSE.. (VOLUNTEERED).3
        SOMEWHAT OPPOSE.......................4
        STRONGLY OPPOSE.......................5 @
```

```
        +-----------------------------------+
            DO NOT KNOW..................8
            REFUSED/NO ANSWER............9
        [@]<1-5><8,9>[missing]
>E8<
  Consolidating voting days so that local elections, such as school board
  elections, are held at the same time as statewide elections?

  (Would you say you strongly favor, somewhat favor, somewhat oppose, or
   strongly oppose this suggestion)?

        STRONGLY FAVOR........................1
        SOMEWHAT FAVOR........................2
        NEITHER: FAVOR/OPPOSE.. (VOLUNTEERED).3
        SOMEWHAT OPPOSE.......................4
        STRONGLY OPPOSE.......................5 @
        +-----------------------------------+
            DO NOT KNOW..................8
            REFUSED/NO ANSWER............9
        [@]<1-5><8,9>[missing]
>E9<

  Allowing people to vote over the Internet on election day if a
  secure and confidential method can be developed?

  (Would you say you strongly favor, somewhat favor, somewhat oppose, or
   strongly oppose this suggestion)?

        STRONGLY FAVOR........................1
        SOMEWHAT FAVOR........................2
        NEITHER: FAVOR/OPPOSE.. (VOLUNTEERED).3
        SOMEWHAT OPPOSE.......................4
        STRONGLY OPPOSE.......................5 @
        +-----------------------------------+
            DO NOT KNOW..................8
            REFUSED/NO ANSWER............9
        [@]<1-5><8,9>[missing]

>E10<
  Making sure that all of Michigan's precincts use the latest and most
  reliable voting equipment?

  (Would you say you strongly favor, somewhat favor, somewhat oppose, or
   strongly oppose this suggestion)?

        STRONGLY FAVOR........................1
        SOMEWHAT FAVOR........................2
        NEITHER: FAVOR/OPPOSE.. (VOLUNTEERED).3
        SOMEWHAT OPPOSE.......................4
        STRONGLY OPPOSE.......................5 @
        +-----------------------------------+
            DO NOT KNOW..................8
            REFUSED/NO ANSWER............9
        [@]<1-5><8,9>[missing]


>E11<
  Would you be willing to pay more in taxes to finance any of these
  changes?
```

```
          YES...............................1
          NO................................5 @
     +------------------------------------------+
          DO NOT KNOW..................8
          REFUSED......................9
     [@]<1,5> <8,9>[missing]
```

>E12<
How closely did you follow the issues concerning the re-counting of
2000 presidential votes in Florida?

Would you say very close, somewhat close, not very close, or not close
at all?

```
          VERY CLOSE.......................1
          SOMEWHAT CLOSE...................2
          NOT VERY CLOSE...................3
          NOT AT ALL CLOSE................ 4 @
        +------------------------------------+
          DO NOT KNOW..................8
          REFUSED/NO ANSWER............9
     [@]<1-4><8,9>[missing]
```

>E13<
Thinking about the 2000 presidential election, to what extent, if any, do
the problems in counting the votes affect George W. Bush's legitimacy
as president?

Do the problems [green]increase[n] his legitimacy as President,
[green]decrease[n] his legitimacy as President, or have [green]no
effect[n] on Bush's legitimacy as President?

```
          INCREASE HIS LEGITIMACY..................1
          DECREASE HIS LEGITIMACY..................3
          HAVE NO EFFECT ON HIS LEGITIMACY.........5 @
        +------------------------------------------+
          DO NOT KNOW..................8
          REFUSED/NO ANSWER............9

     [@]<1,3,5> <8,9>[missing]
```

>CC1<
In this part of the survey, I'd like to ask you a few questions
about how things are going for Michigan residents in general.

Would you say that you (and your family living there) are
[green]better off[n] or [green]worse off[n] financially than you were
a year ago?

```
          BETTER OFF.........................1
          ABOUT THE SAME (R PROVIDED)........2
          WORSE OFF..........................3 @
        +------------------------------------+
          DO NOT KNOW..................8
          REFUSED/NO ANSWER............9

     [@]<1-3> <8,9>[missing]
```

>CC2<
Now looking ahead, do you think that [green]a year from now[n], you
(and your family living there) will be [green]better off[n] financially
or [green]worse off[n] financially?

              BETTER OFF...........................1
              ABOUT THE SAME (R PROVIDED).........3
              WORSE OFF...........................5 @
         +------------------------------------+
              DO NOT KNOW.................8
              REFUSED/NO ANSWER............9

     [@]<1,3,5> <8,9>[missing]

>CC3<
How would you rate your household's overall financial situation these days?

Would you say it is excellent, good, just fair, not so good, or poor?

              EXCELLENT.......................1
              GOOD............................2
              JUST FAIR.......................3
              NOT SO GOOD.....................4
              POOR............................5 @
         +----------------------------------+
              DO NOT KNOW..................8
              REFUSED/NO ANSWER............9

     [@]<1-5> <8,9>[missing]

>CC4<
During the [green]next twelve months[n], do you think the rate of inflation
in this country will go up, will go down, or will stay about the same as it
was in the [green]past 12 months[n]?

              GO UP...............................1
              GO DOWN 3
              STAY ABOUT THE SAME.................5 @
         +------------------------------------+
              DO NOT KNOW.................8
              REFUSED/NO ANSWER............9

     [@]<1,3,5> <8,9>[missing]

>CC5<
[green]Twelve months from now[n], do you expect the unemployment situation
in this country to be [green]better than[n], worse than, or [green]about
the same[n] as it was in the last 12 months?

              BETTER THAN.........................1
              WORSE THAN..........................3
              ABOUT THE SAME......................5 @
         +------------------------------------+
              DO NOT KNOW.................8
              REFUSED/NO ANSWER............9

     [@]<1,3,5> <8,9>[missing]

>CC6<
  Now turning to business conditions in your community, do you think that
  during the [green]next twelve months[n] your community will have [green]good
  times[n] financially, or [green]bad times[n] financially?

          GOOD TIMES.........................1
          BAD TIMES..........................3
          NEITHER GOOD NOR BAD; MEDIOCRE
            STAY THE SAME(R PROVIDED)........5 @
          +-------------------------------------+
              DO NOT KNOW..................8
              REFUSED/NO ANSWER............9

      [@]<1,3,5> <8,9>[missing]

>B12<
  Overall, how important a role do you think the state's public colleges and
  universities play in improving the state's economy -- would you say
  very important, somewhat important, not very important, or no role at all?

              VERY IMPORTANT ROLE....................1
              SOMEWHAT IMPORTANT ROLE................2
              NOT VERY IMPORTANT ROLE................3
              NO ROLE AT ALL.........................4 @
              +-------------------------------------+
                DO NOT KNOW..................8
                REFUSED/NO ANSWER............9

      [@]<1-4> <8,9>[missing]

>CD1<
  Now, I have a few background questions. These are for statistical
  analysis purposes only.

          MALE........................1
          FEMALE......................5 @

      [@]<1,5>

>CD2< [define <d><998>][define <r><999>]
  In what year were you born?

          Year.............................19 @
          +-------------------------------------+
              DON'T KNOW...............d
              REFUSED..................r

      [@] <00-82> <d,r>[missing]

>CD3<
    What is the highest level of education you have completed?

          DID NOT GO TO SCHOOL 0
          GRADE.................................1-11
          HIGH SCHOOL GRADUATE OR GED HOLDER......12
          COLLEGE (ONE TO THREE YEARS).........13-15

```
        COLLEGE GRADUATE  (FOUR YEARS) .........16
        SOME POST GRADUATE .....................17
        GRADUATE DEGREE.........................18
        TECHNICAL/JUNIOR COLLEGE GRADUATE.......20 @
      +----------------------------------------+
         DON'T KNOW.....................98
         REFUSED.......................99
```

   [@] <0-20> <98,99>[missing]

>CD5a<
     Now a couple of questions about your ethnicity and race.

     First are you of Hispanic, Latino, or Spanish origin?

     YES- HISPANIC/LATINO/SPANISH ORIGIN..........1
     NO - [green]NOT[n] HISPANIC/LATINO/SPANISH ORIGIN......5 @
       +--+
          DON'T KNOW.....................8
          REFUSED........................9

   [@] <1,5> <8,9>[missing]

>CD4a< [define <y><1>][define <n><5>][define <d><8>][define <r><9>]
   What is your race?

   Are you.....
                          y/n/d/r
     White?................................@a
     African American or Black?.............@b
     Hawaiian or other Pacific Islander?....@c
     Asian?................................ @d
     American Indian or Alaska Native?......@e

    [yellow]A HELP SCREEN IS AVAILABLE BY HITTING 'h'[n]

     [@a]<y,n><d,r>[missing] <h>[etc <h>][help racehelp]
     [@b]<y,n><d,r>[missing] <h>[etc <h>][help racehelp]
     [@c]<y,n><d,r>[missing] <h>[etc <h>][help racehelp]
     [@d]<y,n><d,r>[missing] <h>[etc <h>][help racehelp]
     [@e]<y,n><d,r>[missing] <h>[etc <h>][help racehelp]

>race< [allow 1] [copy race in race]
 [if CD4a@a eq <1> and CD4a@b eq <5> and CD4a@c eq <5> and CD4a@d eq <5> and
 CD4a@e eq <5>]
 [store <1> in race][goto task1][endif] white
 [if CD4a@a eq <5> and CD4a@b eq <1> and CD4a@c eq <5> and CD4a@d eq <5> and
 CD4a@e eq <5>]
 [store <2> in race][goto task1][endif] black

>task1<
     [if race eq <1>][if random3 le <2>][goto CD6][endif][endif]
     [if race eq <>][goto CD6][endif]
     [if race eq <1>][if random2 eq <1>][goto version1][endif][endif]
     [if race eq <1>][if random2 eq <2>][goto version2][endif][endif]
     [if race eq <2>][if random2 eq <1>][goto version1][endif][endif]

[if race eq <2>][if random2 eq <2>][goto version2][endif][endif]

>version1<
    Now, I have a few more questions concerning public figures and
    government affairs. [green]These questions are not a test of any
    sort[n]. Instead, we want to see how much information about them
    gets out to the public from television, newspapers and the like.

    [nodata] @

>task2< [goto PK1]

>version2<
    Now, I have a few more questions concerning public figures and
    government affairs. [green]These questions are a kind of test[n].
    We want to see how much information about them gets out to the public
    from television, newspapers and the like.

    [nodata] @

>PK1<
   How many years is the term of office of a [green]United States Senator[n]?

        6 YEARS....................................6

         RECORD VERBATIM ANY NUMBER MENTIONED
         2-30 YEARS (RECORD ACTUAL NUMBER OF YEARS..2-30
         UNLIMITED/LIFETIME   90 @a
         +--+
          DO NOT KNOW/NOT SURE.............98
          REFUSED..........................99
      [if PK1@a eq <98>]

   Just give me your best guess.

        6 YEARS....................................6

         2-30 YEARS (RECORD ACTUAL NUMBER OF YEARS..2-30
         UNLIMITED/LIFETIME   90 @b
         +--+
          DO NOT KNOW STILL................98
          REFUSED..........................99
         [endif]
      [@a]<2-30><90> 0 [#specify] <98,99>[missing]
      [@b]<2-30><90> 0 [#specify] <98,99>[missing]

>PK2<
   How many justices (judges) are there on the U.S. Supreme Court?

        9 JUDGES....................................9
        1-60 JUDGES (RECORD NUMBER VERBATIM........1-60 @a
         +--+
          DO NOT KNOW/NOT SURE.............98
          REFUSED..........................99
      [if PK2@a ge <98>]

   Just give me your best guess.

```
        9 JUDGES...................................9

        1-60 JUDGES (RECORD NUMBER VERBATIM........1-60 @b
        +---------------------------------------+
          DO NOT KNOW STILL................98
          REFUSED..........................99

      [endif]

     [@a]<1-60> 0[#specify] <98,99>[missing]
     [@b]<1-60> 0[#specify] <98,99>[missing]

>easy<
   What is the minimum voting age in Michigan?

        18 AGE....................................18

        15-30 (RECORD ACTUAL AGE VERBATIM .....15-30 @a
        +---------------------------------------+
          DO NOT KNOW/NOT SURE.............98
          REFUSED..........................99
      [if easy@a ge <98>]

   Just give me your best guess.

        18 AGE....................................18

        19-30 (RECORD ACTUAL AGE VERBATIM .....19-30 @b
        +---------------------------------------+
          DO NOT KNOW STILL................98
          REFUSED..........................99
      [endif]

     [@a]<15-30> 0 [#specify] <98,99>[missing]
     [@b]<15-30> 0 [#specify] <98,99>[missing]

>PK3<
   Do you happen to know how many times an individual can be elected
   president?

        2 TIMES...................................2

        1-10 TIMES (RECORD NUMBER VERBATIM).....1-10
        UNLIMITED/LIFETIME/ETC....................90 @a
        +---------------------------------------+
          DO NOT KNOW/NOT SURE.............98
          REFUSED..........................99
      [if PK3@a ge <98>]

   Just give me your best guess.

        2 TIMES...................................2

        1-10 TIMES (RECORD NUMBER VERBATIM).....1-10
        UNLIMITED/LIFETIME/ETC...................90 @b
        +---------------------------------------+
          DO NOT KNOW STILL................98
          REFUSED..........................99
       [endif]
```

[@a]<1-10><90> 0 [#specify] <98,99>[missing]
[@b]<1-10><90> 0 [#specify] <98,99>[missing]

>PK4<
   How much of a majority is needed for the Senate and House of the U.S.
   Congress to override a presidential veto?

        2/3 (2/3 MAJORITY) OF BOTH HOUSES..(66%).......2
        50% OR 51% 5

     [yellow]CODER: PUT THE NUMBER INTO A PERCENTAGE IF YOU CAN:[n]
        FOR EXAMPLE: 1/4=25%, 1/3=33%, 1/2=50%, 3/4=75% 10-99%
        IF IT IS A RAW NUMBER LIKE 12 OR 80 OR 92 CODE AS A "6"[n]
        RAW NUMBER BETWEEN 1-100.......................6
        ALL OF THEM...................................7
        UNABLE TO DO IT..............................8
        UNCODEABLE RESPONSE...........................9 @a
        +---------------------------------------+
          DO NOT KNOW/NOT SURE.............98
          REFUSED..........................99
     [if PK4@a ge <98>]

   Just give me your best guess.

        2/3 (2/3 MAJORITY) OF BOTH HOUSES..(66%).......2
        50% OR 51% 5

     [yellow]CODER: PUT THE NUMBER INTO A PERCENTAGE IF YOU CAN:[n]
        FOR EXAMPLE: 1/4=25%, 1/3=33%, 1/2=50%, 3/4=75% 10-99%
        IF IT IS A RAW NUMBER LIKE 12 OR 80 OR 92 CODE AS A "6"[n]
        RAW NUMBER BETWEEN 1-100.......................6
        ALL OF THEM...................................7
        UNABLE TO DO IT..............................8 @b
        UNCODEABLE RESPONSE...........................9
        +---------------------------------------+
          DO NOT KNOW STILL................98
          REFUSED..........................99
        [endif]
     [@a]<2><5,6,7><9-97> 0 [#specify] <98,99>[missing]
     [@b]<2><5,6,7><9-97> 0 [#specify] <98,99>[missing]

>PK5< [define <r><1>][define <d><5>]
   Which political party holds a majority in the Michigan Legislature?

        REPUBLICAN................................r
        DEMOCRAT..................................d

        OTHER PARTY MENTIONED [red]OTHER THAN
        REP. OR DEM[n]........................ .0 @a
        +---------------------------------------+
          DO NOT KNOW/NOT SURE.............8
          REFUSED..........................9
     [if PK5@a ge <8>]

   Just give me your best guess.

        REPUBLICAN..............................r
        DEMOCRAT................................d

```
    OTHER PARTY MENTIONED [red]OTHER THAN
      REP. OR DEM[n]........................ .0 @b
    +---------------------------------------+
      DO NOT KNOW STILL................8
      REFUSED.........................9
    [endif]

   [@a]<r><d> <0> [#specify] <8,9>[missing]
   [@b]<r><d> <0> [#specify] <8,9>[missing]
```

>PK6<

Do you happen to know what political office William Rehnquist holds?

```
       JUSTICE/CHIEF JUSTICE SUPREME COURT ...........1

       Republican...............................2
       Democrat.................................3
       Congressman (Senator/Representative
               Washington).................4
       Cabinet post (secretary).................5
       Lieutenant Governor/Governor.............6
       Judge....................................7 @a
       +---------------------------------------+
         DO NOT KNOW/NOT SURE.............8
         REFUSED.........................9
    [if PK6@a eq <8>]
```

Just give me your best guess.

```
       JUSTICE/CHIEF JUSTICE SUPREME COURT ...........1

       Republican...............................2
       Democrat.................................3
       Congressman (Senator/Representative
               Washington).................4
       Cabinet post (secretary).................5
       Lieutenant Governor/Governor.............6
       Judge....................................7 @b
       +---------------------------------------+
         DO NOT KNOW STILL/BLANK UNANSWERED.....8
         REFUSED.........................9
    [endif]

   [@a]<1> 0 <2-7>  [#specify] <8,9>[missing]
   [@b]<1> 0 <2-7>  [#specify] <8,9>[missing]
```

>CD6<

```
 [if PK6@a ne <>]
 Now I have just a few more background questions.

 What is the religious group which you feel most closely represents your
 religious views?
 [endif]
 [if PK6@a eq <>]
 What is the religious group which you feel most closely represents your
 religious views?
 [endif]
```

(Is it Catholic, Islamic, Jewish, Protestant, some other religion, or no religion)?

```
        NONE; NO RELIGIOUS GROUP.........................0
        CATHOLIC; ROMAN CATHOLIC, ORTHODOX...............1
        ISLAMIC/MUSLIM..................................2
        JEWISH..........................................3
        PROTESTANT......................................4
        OTHER NON-CHRISTIAN (Hindu, Buddhist, witches)...5
        OTHER CHRISTIAN.................................6 @
        +-----------------------------------------------+
          DON'T KNOW......................8
          REFUSED.........................9
      [yellow]A HELP SCREEN IS AVAILABLE BY HITTING 'h'[n]

      [@]<0,1-5> 6 [#specify]
          <8,9>[missing]
            <h>[etc <h>][help relhelp]
```

>CD7<
Generally speaking, do you think of yourself as a Republican, a Democrat, an Independent or something else?

```
        REPUBLICAN.........................1
        INDEPENDENT........................4
        DEMOCRAT...........................7

        ANOTHER PARTY, THIRD PARTY, ETC....0 @a
        +-----------------------------------+
          DO NOT KNOW................8
          REFUSED....................9

      [if CD7@a eq <1>]
```
Would you call yourself a strong Republican or not a very strong Republican?

```
        STRONG REPUBLICAN..................1
        NOT A VERY STRONG REPUBLICAN.......2 @b

      [endif]
      [if CD7@a eq <7>]
```
Would you call yourself a strong Democrat or not a very strong Democrat?

```
        STRONG DEMOCRAT....................7
        NOT A VERY STRONG DEMOCRAT.........6 @c

      [endif]
      [if CD7@a eq <4>]
```

Do you generally think of yourself as closer to the Democratic Party or the Republican Party?

```
        REPUBLICAN.........................3
        NEITHER (R PROVIDED)................4
        DEMOCRAT...........................5 @d
      [endif]

      [@a]<1,4,7>  <0> [#specify] <8,9>[missing]
```

[@b]<1,2>   <8,9>[missing][default goto partyid]
[@c]<6,7>   <8,9>[missing][default goto partyid]
[@d]<3,4,5> <8,9>[missing][default goto partyid]

>partyid< [allow 1]
[if CD7@b eq <1>][store <1> in partyid][endif]   1 strong republican
[if CD7@b eq <2>][store <2> in partyid][endif]   2 not strong rep
[if CD7@a eq <8>][store <8> in partyid][endif]   3 lean republican
[if CD7@a eq <9>][store <9> in partyid][endif]   4 neither
[if CD7@c eq <6>][store <6> in partyid][endif]   5 lean democrat
[if CD7@c eq <7>][store <7> in partyid][endif]   6 not strong dem
[if CD7@d eq <3>][store <3> in partyid][endif]   7 strong democrat
[if CD7@d eq <4>][store <4> in partyid][endif]
[if CD7@d eq <5>][store <5> in partyid][endif]
[if CD7@a eq <0>][store <0> in partyid][endif]

>P17<
Generally speaking, do you think of yourself as a conservative, a
moderate, or a liberal?

        CONSERVATIVE.........................1
        MODERATE.............................4
        LIBERAL..............................7 @a
        +------------------------------------+
          DO NOT KNOW................8
          REFUSED....................9

        [if P17@a eq <1>]

Would you consider yourself very conservative or somewhat conservative?

        VERY CONSERVATIVE..................1
        SOMEWHAT CONSERVATIVE..............2 @b
        +------------------------------------+
          DO NOT KNOW................8
          REFUSED....................9
        [endif]
        [if P17@a eq <7>]

Would you consider yourself to be very liberal or somewhat liberal?

        VERY LIBERAL.......................7
        SOMEWHAT LIBERAL...................6 @c
        +------------------------------------+
          DO NOT KNOW................8
          REFUSED....................9
        [endif]

        [if P17@a eq <4>]
Do you generally think of yourself as closer to the conservative
side or the liberal side?

        CLOSER TO THE CONSERVATIVE.............3
        IN THE MIDDLE..........................4
        CLOSER TO THE LIBERAL SIDE.............5 @d
        [endif]

    [@a]<1,4,7> 0 [#specify] <8,9>[missing]
    [@b]<1,2> <8,9>[default goto ideology]

[@c]<6,7> <8,9>[default goto ideology]
[@d]<3,4,5> <8,9>[default goto ideology]

>ideology< [allow 1]
    [if P17@b eq <1>][store <1> in ideology][endif] 1 very conservative
    [if P17@b eq <2>][store <2> in ideology][endif] 2 somewhat
conservative
    [if P17@a eq <8>][store <8> in ideology][endif] 3 lean conservative
    [if P17@a eq <9>][store <9> in ideology][endif] 4 middle
    [if P17@c eq <6>][store <6> in ideology][endif] 5 lean liberal
    [if P17@c eq <7>][store <7> in ideology][endif] 6 somewhat liberal
    [if P17@d eq <3>][store <3> in ideology][endif] 7 very liberal
    [if P17@d eq <4>][store <4> in ideology][endif]
    [if P17@d eq <5>][store <5> in ideology][endif]

>CD8<
Are you currently married, divorced, separated, widowed, member of an
unmarried couple, or have you never been married?

    MARRIED, REMARRIED...................1
    DIVORCED.............................2
    SEPARATED............................3
    WIDOWED..............................4
    MEMBER OF AN UNMARRIED COUPLE........ 5
    SINGLE, NEVER BEEN MARRIED............6
    OTHER ....0 @
    +--------------------------------------+
    DON'T KNOW......................8
    REFUSED.........................9

[@]<1-6> 0 [#specify] <8,9>[missing]

>CD10<
Including yourself, how many individuals who are 18 years of age or
older live in your household?

    ADULTS...............................1-10 @
    +---+
    DON'T KNOW......................98
    REFUSED.........................99
[@]<1-10>
  <98,99>[missing]

>TV<
On an average day, about how many hours do you personally watch
television?

    INVW: ROUND UP TO THE NEAREST HOUR

    HOURS...............................0-24 @
    +------------------------------------+
    DO NOT KNOW..................98
    REFUSED/NO ANSWER............99

[@]<0-24> <98,99>[missing]

>ID3< [allow 5][loc 18/1][#store csid in ID1][copy csid in ID3]

>R3< [allow 1][#preset <3>][copy R3 in R3]

>CD15<
We are interested in learning about the different ways people may earn
their living. Last week, were you working full-time, part-time, going
to school, a home-maker or something else?

        WORK FULL TIME, SELF EMPLOYED FULL TIME........1
        WORK PART TIME, SELF EMPLOYED FULL TIME........2
        WORK AND GO TO SCHOOL..........................3
        IN THE ARMED FORCES............................4
        HAVE A JOB, BUT NOT AT WORK LAST WEEK..........5
        UNEMPLOYED, LAID OFF, LOOK FOR WORK............6
        RETIRED..7
        SCHOOL FULL TIME...............................8
        HOME-MAKER.....................................9
        DISABLED......................................10
        SOMETHING ELSE (SPECIFY)......................0 @
     +---+
        DON'T KNOW.....................98
        REFUSED........................99

     [@] 0 [#specify] <1-10> <98,99>[missing]

>CD21< [allow 4] [define <n> <9997>][define <d><9998>][define <r><9999>]
In your main (last) job, what kind of work do (did) you normally do?
That is, what is (was) your job called?

     OCCUPATION (TYPE IN OCCUPATION TITLE AND NOTES) ......0 @
     +--+
        NEVER WORKED IN ENTIRE LIFE!....n
        DON'T KNOW......................d
        REFUSED.........................r
     [@] <0> [#specify]
        <n,d,r>[missing]

>I1<
How often, if at all, do you access the Internet, either for the
purposes of sending e-mail or visiting or browsing the 'world wide
web"?

Would you say daily, 3 to 4 times a week, once a week, a
couple of times a month, once a month, a few times a year, or never?

        DAILY..............................1
        3 TO 4 TIMES A WEEK................2
        ONCE A WEEK........................3
        A COUPLE OF TIMES A MONTH..........4
        ONCE A MONTH. 5
        A FEW TIMES A YEAR................6
        NEVER.............................7 @
     +------------------------------------+
        DO NOT KNOW..................8
        REFUSED.....................9
     [@]<1-6> <7>[goto I2b]
        <8,9> [missing]

>I2a<

Do you access the Internet [green]mostly[n] from home, work, school, the library, or somewhere else?

                HOME...........................1
                WORK..........................2
                SCHOOL........................3
                LIBRARY.......................4
                Family/friends homes...........5 @
          +-------------------------------------+
                Miscellaneous 7
                DO NOT KNOW..................8
                REFUSED.....................9
          [@]<1-7> 0 [#specify]
            <8,9> [missing]
                [default goto I3a]
>I2b<
  What is the main reason why you have not used the Internet?

        [yellow]IWER: PLEASE FIELD CODE RESPONSE IF POSSIBLE[n]

         No computer at home/work/school (ACCESS).....1
         Tried, but found it too complicated..........2
         Tried, but found it not worth the time/
          hassel/expense. (not worth the money)...... 3
         Trust/do not trust internet/computers,etc....4
         Not interested in internet/
                    computers/technology/etc...5
         Physically unable to use computers...........6 @
          +-------------------------------------+
                Miscellaneous...............7
                DO NOT KNOW..................8
                REFUSED.....................9
          [@]<1-7> 0 [#specify]
            <8,9> [missing]
                [default goto UN1]

>I3b<
  What would you say is the [green]one main[n] reason you access the
  Internet?

  Is it to send and receive e-mail, to get information, or to purchase
  products from the web?

                SEND AND RECEIVE E-MAIL...............1
                TO GET INFORMATION....................2
                PURCHASE PRODUCTS.....................3
                COMBINATION OF REASONS................4
                OTHER: SPECIFY........................0 @
          +-------------------------------------+
                DO NOT KNOW..................8
                REFUSED.....................9
          [@]<1-4> 0 [#specify]
            <8,9> [missing]

>I3a<   [define <y><1>][define <n><5>][define <d><8>][define <r><9>]

  In the past [green]month[n], for which of the following purposes have you
  used the Internet?

y/n/d/r
     To obtain a license or government forms............@a
     To send and receive e-mail........................@b
     To look for information...........................@c
     To participate in a live discussion/chat room......@d
     To Contact an elected official....................@e
     To read a magazine or newspaper...................@f
     To seek local job openings........................@g
     To learn about your local community and events.....@h
     To manage finances or pay bills...................@i
     To [green]research[n] a product or service..................@j
     To [green]purchase[n] a product or a service................@k

     [@a]<y,n> <d,r>[missing]
     [@b]<y,n> <d,r>[missing]
     [@c]<y,n> <d,r>[missing]
     [@d]<y,n> <d,r>[missing]
     [@e]<y,n> <d,r>[missing]
     [@f]<y,n> <d,r>[missing]
     [@g]<y,n> <d,r>[missing]
     [@h]<y,n> <d,r>[missing]
     [@i]<y,n> <d,r>[missing]
     [@j]<y,n> <d,r>[missing]
     [@k]<y,n> <d,r>[missing]

>task3< [if I3a@k ge <5>][goto I4][else][goto task4][endif]

>I4<
   Have you [green]ever[n] purchased anything through the world wide web,
   (such as travel, books, and compact disks)?

             YES...............................1
             NO................................5 @
        +--+
             DO NOT KNOW..................8
             REFUSED......................9

     [@]<1>[goto UN1] <5> <8,9>[missing][goto UN1]

>I5<
   What is the [green]main[n] reason why you have never purchased any-
   thing through the world-wide-web?

     [yellow]IWER: PLEASE FIELD CODE RESPONSE IF POSSIBLE[n]

        Security issues, trust...............1
        Do not trust sellers.................2
        Do not need anything.................3
        Did not find what looking for........4
        Do not have a credit card/don't
                use credit cards......5
        Prefer to use stores.................6
        Financial issues.....................7
        New to computer technology...........8
        Do not have a computer...............9 @
        +------------------------------------+
           Miscellaneous...............90

```
                DO NOT KNOW..................98
                REFUSED/NO ANSWER............99


     [@]<1-10> 0 [#specify] <90><98,99>[missing]

>task4< [if CD15 le <5>][goto I6][else][goto UN1][endif]

>I6<
   Does your current job require you to do any of following?

                          y/n/d/r
     Data entry...........................@a
     E-mail communication.................@b
     Internet research....................@c
     Computer programming.................@d

    [@a]<y,n> <d,r>[missing]
    [@b]<y,n> <d,r>[missing]
    [@c]<y,n> <d,r>[missing]
    [@d]<y,n> <d,r>[missing]

>I7<
   Where do you learn new technology skills?

            Personal contact (friend/relative/co-workers)........1
            Paid contact (pay a consultant/computer person)......2
            Reading a manual.....................................3
            Formal computer course...............................4
            Trial and error/learn on own.........................5
            School...............................................6
            Employer.............................................7
            On-line or program-based help systems................8 @
         +-----------------------------------+
            DO NOT LEARN NEW SKILLS......91
            Miscellaneous...............90
            DO NOT KNOW..................98
            REFUSED/NO ANSWER............99

     [@] 0 <1-10> [#specify] <90,91> <98,99>[missing]

>UN1<
   Are you [green]currently[n] a member of a union or are you represented by
   a union?

            YES...............................1
            NO................................5 @
         +-----------------------------------------+
            DO NOT KNOW..................8
            REFUSED.....................9
     [@]<1>[goto UN3] <5> <8,9>[missing]
>UN2<
   Have you [green]ever[n] been a member of a union or represented by a union?

            YES...............................1
            NO................................5 @
         +-----------------------------------------+
            DO NOT KNOW..................8
            REFUSED.....................9
```

[@]<1,5><8,9>[missing]

>UN3<

  Is anyone else in your household a member of a union or represented by a
  union?

          YES................................1
          NO................................5 @
    +---+
            DO NOT KNOW..................8
            REFUSED......................9

        [@]<1,5><8,9>[missing]
>inca<
  To get a picture of people's financial situations, we'd like to know the
  general [green]range of incomes[n] of all households we interview. This is
  for statistical analysis purposes and your answers will be kept strictly
  confidential. Now, thinking about your [green]household's[n] total annual
  income from all sources (including your job), did your household receive
  $30,000 or more in 2000?

            YES....................... 1
            NO.........................5 @
      +----------------------------+
            DO NOT KNOW............8
            REFUSED................9
      [@]<1> [goto incd]
        <5> [goto incb]
        <8,9>[missing][goto income]
>incb<
  Was it less than $20,000?

            YES....................... 1
            NO.........................5 @   ($20,000-29,999)
      +----------------------------+
            DO NOT KNOW............8
            REFUSED................9

      [@]<1> [goto incc]
        <5> [goto income]
        <8,9>[missing][goto income]

>incc<

  Was it less than $10,000?

            YES....................... 1   (less than $10,000)
            NO.........................5 @   ($10,000 - 19,999)
      +----------------------------+
            DO NOT KNOW............8
            REFUSED................9
      [@]<1>
        <5>
        <8,9>[missing]
        [default goto income]

>incd<
  Was it $60,000? or more?

```
              YES........................ 1
              NO..........................5 @
          +----------------------------+
              DO NOT KNOW............8
              REFUSED................9


     [@]<1> [goto incg]
        <5> [goto ince]
        <8,9>[missing][goto income]


>ince<
   Was it $40,000 or more?


              YES........................ 1    ($40,000-49,999)
              NO..........................5 @   ($30,000-39,999)
          +----------------------------+
              DO NOT KNOW............8
              REFUSED................9
     [@]<1>
        <5>
        <8,9>[missing]
        [default goto income]


>incf<
   Was it $50,000 or more?


              YES........................ 1
              NO..........................5 @   ($50,000-59,999)
          +----------------------------+
              DO NOT KNOW............8
              REFUSED................9


     [@]<1>
        <5>[goto income]
        <8,9>[missing][goto income]


>incg<
   Was it more than $70,000?


              YES........................ 1    ($70,000 or more
              NO..........................5 @   ($60,000 - 69,999)
          +----------------------------+
              DO NOT KNOW............8
              REFUSED................9


     [@]<1>
        <5>
        <8,9>[missing]


>income<  [allow 1]
        [if inca ge <8>][store <9> in income][endif]
        [if incb ge <8>][store <9> in income][endif]
        [if incc ge <8>][store <9> in income][endif]
        [if incd ge <9>][store <9> in income][endif]
        [if ince ge <9>][store <9> in income][endif]
        [if incf ge <9>][store <9> in income][endif]
        [if incg ge <9>][store <9> in income][endif]  missing
        [if incc eq <1>][store <1> in income][endif]  $10,000 or less
        [if incc eq <5>][store <2> in income][endif]  $10,000-19,999
```

[if incb eq <5>][store <3> in income][endif] $20,000-29,999
[if ince eq <1>][store <4> in income][endif] $30,000-39,999
[if ince eq <5>][store <5> in income][endif] $40,000-49,999
[if incf eq <5>][store <6> in income][endif] $50,000-59,999
[if incg eq <1>][store <7> in income][endif] $60,000-69,999
[if incg eq <5>][store <8> in income][endif] $70,000 or more

>CD26<
    How many [green]different[n] phone numbers does your household have?

        DIFFERENT PHONE NUMBERS.........................1-7 @

        [@]<1-7>
          <8,9> [missing]
>zipcode< [allow int 5]

    What is your zip code?

    (IF R ASKS WHY: We want to know the general area in the State
                where people live so that we can compare information
                from residents in different areas of the state.)

    Zip code............................48000-49999 @

    [@] <48000-49999>
       <99998,99999>

>RI<
    In a couple of months, we'd like to re-contact some of the people we've
    spoken with for a short 5 or 6 minute interview. Would you be willing
    to participate again in a couple of months if it would only take 5 or
    6 minutes?

            YES....................... 1
            NO.........................5 @a
        +---------------------------+
          DO NOT KNOW............8
          REFUSED................9

        [if RI@a eq <1>]
 So we'll know whom to ask for when we call back, could I get your first
 name?

        R's first name........................ @b

        [endif]
        [@a]<1> <5>[goto raceperc] <8,9>[goto raceperc]
        [@b] [allow 15][goto raceperc]

>raceperc<
    Finally, what do you think is my racial background?

        AFRICAN-AMERICAN OR BLACK......................1
        ASIAN OR PACIFIC ISLANDER......................2
        NATIVE AMERICAN................................3
        WHITE OR CAUCASIAN.............................4 @

```
+----------------------------------------------+
        DO NOT KNOW............8
        REFUSED................9
[@]<1-4>
  <8,9> [missing]
[default goto MOD7]
```