

METHODOLOGICAL REPORT

MICHIGAN STATE UNIVERSITY
STATE OF THE STATE SURVEY
[MSU SOSS-24]

Winter 2002 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.

Please address questions or comments to:

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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 extent 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. To Provide Useful Information for Programs and Offices at MSU. 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. To Develop Survey Methods. 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. To Provide Opportunities for Student Training and Research. 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 24 was on the performance of government – state and local government in particular, and particularly with respect to environmental issues. It also included questions regarding the role and priorities of functions for MSU's Extension Service. Additionally, there were a number of questions which focused on the response of government and citizens to the terrorist attacks that occurred in New York and Washington, DC, on September 11, 2001.

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 Working Group for the Winter 2002 survey was comprised of:

Scott Loveridge, Professor, Agricultural Economics and MSU Extension.

Darren W. Davis, Director of program on Political Psychology and Political Participation and Assoc.Prof. of Political Science

Elisabeth R. Gerber, Director of the State and Local Policy Center and Professor of Public Policy, Gerald R. Ford School of Public Policy, University of Michigan

Michael D. Kaplowitz, Asst. Prof., Dept. of Resource Development, College of ANR

Brian D. Silver, Director of SOSS and Prof. of Political Science

Carol Weissert, Director of IPPSR and Prof. of Political Science

5. FUNDING

The following organizations and units on campus have provided funding for SOSS during the 1995-2002 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
- Managed Care Institute
- 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

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. Southeast (Genesee, Lapeer, Lenawee, Livingston, Macomb, Monroe, Oakland, St. Clair, Washtenaw, Wayne [excluding Detroit])
7. Detroit City

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). For SOSS-24, a total of **5,784** phone numbers were used. The working phone rate was **54%**.

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.

For SOSS-24, OSR asked Survey Sampling to cross-check the selected RDD sample against the residential telephone directory listings for Michigan. Where an RDD phone number matched a directory listing, SSI downloaded the name and address of the householder listed. OSR used these listings to send an advance notification postcard to the name and address listed.

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.

To construct the weights, characteristics of the population of the regions were drawn from 2000 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.

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 2000 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. A new weighting variable (MSUEWT) was constructed to represent Detroit proportionately correctly within the southeast MSUEREGN.

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 2000 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 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.

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:

$$ConfidenceInterval = \pm 1.96\sqrt{(P \times Q)(n - 1)}$$

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	75	± 11.4%
Northern Lower Peninsula	84	± 10.8%
West Central	190	± 7.1%
East Central	165	± 7.7%

Southwest	173	± 7.5%
Southeast	148	± 8.1%
Detroit	177	± 7.4%
Statewide Total	1,012	± 3.1%

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. Approximately 50 different interviewers were involved in data collection on the 24th State of the State Survey. All but about six 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 11, 2002 and continued through the February 19, 2002.

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 Trohldahl-Carter technique 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 **25.2 minutes (s.d. = 6.9) with the median being 24 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. Interviews were successfully completed with 128 households that had initially refused.

Completion Rate. A total of 1,012 interviews were completed. The overall completion rate among eligible households for the study was **49.0%¹**. Of those completing

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 (continued...)

the interview, the mean number of calls required was 5.4 (s.d. = 4.5) and the median number of phone calls required was 4. Interviewers made a total of **41,991 calls to complete the 1,012 interviews.**

The refusal rate was **16.9%**.

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 2000 Census Profile of Michigan (MSUSOSS24: Winter, 2002, 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

¹(...continued)

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-24 was 45.7%, the refusal rate (REF2) was **21.5%**, the cooperation rate was **68.1%**, and the contact rate was **94.1%**.

Table 8. Weighting by Race

12. QUESTIONNAIRE (Winter, 2002)

>CONSENT< [loc 0/500]

Before we begin let me tell you that this interview is completely voluntary. Let me also tell you that this interview is completely confidential. Your privacy will be protected to the maximum extent allowable by law. Should we come to any question that makes you feel too uncomfortable or you don't want to answer, just let me know and we can go on to the next question.

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

[yellow]READ ONLY IF NECESSARY:

(If you have any questions about your rights or role as a subject of research, you may contact Dr. Ashir Kumar, Chair of the University Committee for Research Involving Human Subjects at 517.355.2180. Should you have any questions about this study or your participation in it, you are welcome to contact Karen Clark at 517.355.6672.) [n]

type <g> to proceed @

>lstart< [allow 4][copy lstart in lstart]

>lstop< [allow 4][copy lstop in lstop]

>loctime< [allow 4][copy loctime in loctime]

>wstart< [allow 4][copy wstart in wstart]

>wstop< [allow 4][copy wstop in wstop]

>wetime< [allow 4][copy wetime in wetime]

>ID1< [allow 5][loc 18/1][#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]

>reg< [allow 1][#inputloc 1/29][copy reg in reg] 1 upper pen
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.....0
 +-----+
 DO NOT KNOW.....98
 REFUSED/NO ANSWER.....99

[yellow]FOR A DEFINITION OF COMMUNITY, HIT 'h'[n]
 [@] <1> RURAL COMMUNITY <2> SMALL CITY OR TOWN, VILLAGE
 <3> A SUBURB <4> URBAN COMMUNITY <0> OTHER [#specify]
 <98> DO NOT KNOW[missing] <99>[missing] REFUSED
 <h>[etc <h>][help defcomm]

>B1<

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> EXCELLENT <2> GOOD <3> FAIR <4> POOR
 <8> DO NOT KNOW[missing] <9>[missing] REFUSED

>A1<

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

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

[green]Education[n]

School finance/education funding....1 @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 alcoholism.....	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 Control86
 Traffic.....87

+-----+
 NO PROBLEMS90
 MISCELLANEOUS.....91
 DO NOT KNOW.....98
 REFUSED.....99

```
[if @1 eq <0>]
  SPECIFY @2
[endif]
[@1][allow int 2] 0 <1-89> <90,91> <98,99>[missing]
  [if @1 ge <90>][goto la2][endif]
[@2][allow 25]
```

>la2< [settime lstart]

The next set of questions are about the different levels of government -- local, county, state, and federal.

How informed are you about the activities of your local government?

(IWER: BY LOCAL GOVERNMENT: Local government includes city, village, or township units of government.)

Would you say you are very informed, somewhat informed, not very informed, or not informed at all?

VERY INFORMED.....1 @
 SOMEWHAT INFORMED.....2
 NOT VERY INFORMED.....3
 NOT INFORMED AT ALL.....4
 +-----+
 DO NOT KNOW.....8
 REFUSED.....9

```
[@]<1> VERY INFORMED <2> SOMEWHAT INFORMED <3> NOT VERY INFORMED
<4> NOT INFORMED AT ALL <8> DO NOT KNOW [missing] <9> REFUSED [missing]
```

>la3<

(How informed are you about) the activities of your [green]county[n] government?

(Would you say you are very informed, somewhat informed, not very informed, or not informed at all)?

VERY INFORMED.....1 @
 SOMEWHAT INFORMED.....2

NOT VERY INFORMED.....3
NOT INFORMED AT ALL.....4
+-----+
DO NOT KNOW.....8
REFUSED.....9

[@]<1> VERY INFORMED <2> SOMEWHAT INFORMED <3> NOT VERY INFORMED
<4> NOT INFORMED AT ALL <8> DO NOT KNOW [missing] <9> REFUSED [missing]

>la4<

(How informed are you about . . .)

the activities of the [green]state government[n] in Lansing?

(Would you say you are very informed, somewhat informed, not very informed,
or not informed at all?)

VERY INFORMED.....1 @
SOMEWHAT INFORMED.....2
NOT VERY INFORMED.....3
NOT INFORMED AT ALL.....4
+-----+
DO NOT KNOW.....8
REFUSED.....9

[@]<1> VERY INFORMED <2> SOMEWHAT INFORMED <3> NOT VERY INFORMED
<4> NOT INFORMED AT ALL <8> DO NOT KNOW [missing] <9> REFUSED [missing]

>la5<

(How informed are you about . . .)

the activities of the [green]federal government[n] in Washington, DC?

(Would you say you are very informed, somewhat informed, not very
informed, or not informed at all?)

VERY INFORMED.....1 @
SOMEWHAT INFORMED.....2
NOT VERY INFORMED.....3
NOT INFORMED AT ALL.....4
+-----+
DO NOT KNOW.....8
REFUSED.....9

[@]<1> VERY INFORMED <2> SOMEWHAT INFORMED <3> NOT VERY INFORMED
<4> NOT INFORMED AT ALL <8> DO NOT KNOW [missing] <9> REFUSED [missing]

>la8<

The next set of questions are about the effect that different levels of
government has on your daily life.

How much do the activities of your local government affect your daily life, that is, your city, village or township government?

Would you say they affect you a great deal, somewhat, only a little, or not at all?

A GREAT DEAL.....1 @
SOMEWHAT.....2
ONLY A LITTLE.....3
NOT AT ALL.....4
+-----+
DO NOT KNOW.....8
REFUSED.....9
[@]<1> A GREAT DEAL <2> SOMEWHAT <3> ONLY A LITTLE <4> NOT AT ALL
<8> DO NOT KNOW[missing] <9> REFUSED [missing]

>la9<

How much do the activities of your [green]county government[n] affect your daily life?

(Would you say they affect you a great deal, somewhat, only a little, or not at all?)

A GREAT DEAL.....1 @
SOMEWHAT.....2
ONLY A LITTLE.....3
NOT AT ALL.....4
+-----+
DO NOT KNOW.....8
REFUSED.....9
[@]<1> A GREAT DEAL <2> SOMEWHAT <3> ONLY A LITTLE <4> NOT AT ALL
<8> DO NOT KNOW[missing] <9> REFUSED [missing]

>la10<

(How much do the activities of) the [green]state[n] government in Lansing (affect your daily life)?

(Would you say they affect you a great deal, somewhat, only a little, or not at all?)

A GREAT DEAL.....1 @
SOMEWHAT.....2
ONLY A LITTLE.....3
NOT AT ALL.....4
+-----+
DO NOT KNOW.....8
REFUSED.....9
[@]<1> A GREAT DEAL <2> SOMEWHAT <3> ONLY A LITTLE <4> NOT AT ALL
<8> DO NOT KNOW[missing] <9> REFUSED [missing]

>la11<

(And, how much do the activities of) the [green]federal[n] government in

Washington (affect your daily life?)

(Would you say they affect you a great deal, somewhat, only a little, or not at all?)

A GREAT DEAL.....1 @
 SOMEWHAT.....2
 ONLY A LITTLE.....3
 NOT AT ALL.....4
 +-----+
 DO NOT KNOW.....8
 REFUSED.....9
 [@] <1> A GREAT DEAL <2> SOMEWHAT <3> ONLY A LITTLE <4> NOT AT ALL
 <8> DO NOT KNOW[missing] <9> REFUSED [missing]

>la12<

In the past three years, have you contacted your mayor, city manager, a city council member, your township supervisor, or other local government official for any reason?

(IWER: BY CONTACT WE MEAN: A contact may be by telephone, mail, e-mail, or in person.)

(IWER: BY LOCAL GOVERNMENT: Local government includes city, village, or township units of government.)

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

[@] <1> YES <5> NO <8> DO NOT KNOW[missing] <9> REFUSED[missing]

>la13<

If a program run by your local government, that is your city, village, or township government was eliminated, but you felt it should be continued, do you think you have enough information about how your local government works to know whom to contact to try to get the program reinstated?

YES.....1 @
 MAYBE/DEPENDS.....3
 NO.....5
 +-----+
 DO NOT KNOW.....8
 REFUSED.....9

[@] <1> YES <3> DEPENDS <5> NO <8> DO NOT KNOW[missing] <9> REFUSED[missing]

>la14<

If a program run by your [green]county[n] government was eliminated but, you

felt it should be continued, do you think you have enough information about how your county government works to know whom to contact to try to get the program reinstated?

YES.....1 @
 MAYBE/DEPENDS.....3
 NO.....5
 +-----+
 DO NOT KNOW.....8
 REFUSED.....9

[@]<1> YES <3> DEPENDS <5> NO <8> DO NOT KNOW[missing] <9> REFUSED[missing]

>la7< [define <t><1>][define <np><2>][define <ra><3>][define <i><4>]
 [define <m><5>][define <n><6>][define <a><7>][define <w><8>][define <d><98>][define <r><99>]
 Thinking again about your local unit of government, that is your city, village, or township government, of the following sources, which [green]one[n] do you rely on [green]most[n] to learn about the activities of your local unit of government.

[if random1 eq <1>]

Would you say you rely mostly on television, newspapers, the radio, the Internet, mailings from local government, a neighborhood association, attending meetings or clubs, or word of mouth?

[endif]

[if random1 eq <2>]

Would you say you rely mostly on newspapers, radio, the Internet, mailings from local government, a neighborhood association, attending meetings or clubs, word of mouth, or television?

[endif]

[if random1 eq <3>]

Would you say you rely mostly on the radio, the Internet, mailings from local government, a neighborhood association, attending meetings or clubs, word of mouth, television, or newspapers?

[endif]

[if random1 eq <4>]

Would you say you rely mostly on the Internet, mailings from local government, a neighborhood association, attending meetings or clubs, word of mouth, television, newspapers, or the radio?

[endif]

[if random1 eq <5>]

Would you say you rely mostly on mailings from local government, a neighborhood association, attending meetings or clubs, word of mouth, television, newspapers, the radio, or the Internet?

[endif]

[if random1 eq <6>]

Would you say you rely mostly on a neighborhood association, attending meetings or clubs, word of mouth, television, newspapers, the radio, the Internet, or mailings from local government?

[endif]

[if random1 eq <7>]

Would you say you rely mostly on attending meetings or clubs, word of mouth, television, newspapers, the radio, the Internet, mailings from local government, or a neighborhood association?

[endif]

[if random1 eq <8>]

Would you say you rely mostly word of mouth, television, newspapers, the radio, the Internet, mailings from elected officials, a neighborhood association, or on attending meetings or clubs?

[endif]

TELEVISION.....t @
NEWSPAPERS.....np
RADIO.....ra
INTERNET.....i
MAILINGS FROM LOCAL GOVERNMENT....m
NEIGHBORHOOD ASSOCIATION.....n
ATTENDING MEETINGS OR CLUBS.....a
WORD OF MOUTH.....w
COMBINATION OF SOURCES.....c
OTHER: R VOLUNTEERS.....o

+-----+

DO NOT KNOW.....d
REFUSED.....r

[@] <t> TELEVISION <np> NEWSPAPERS <ra> RADIO <i> INTERNET
<m> MAILINGS FROM ELECTED OFFICIALS <n> NEIGHBORHOOD ASSOCIATIONS
<a> ATTENDING MEETINGS OR CLUBS <w> WORD OF MOUTH o OTHER[#specify]
<d> DO NOT KNOW [missing] <r> REFUSED [missing] <c> COMBINATION OF SOURCES

>D10< [settime lstop][subtime lstart from lstop into loctime]

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> NEARLY ALL OR MOST OF THE TIME <2> SOME OF THE TIME
<3> SELDOM <4> NEVER
<8> DO NOT KNOW[missing] <9>[missing] REFUSED

>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> NEARLY ALL OR MOST OF THE TIME <2> SOME OF THE TIME
<3> SELDOM <4> NEVER
<8> DO NOT KNOW[missing] <9>[missing] REFUSED

>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> NEARLY ALL OR MOST OF THE TIME <2> SOME OF THE TIME
<3> SELDOM <4> NEVER
<8> DO NOT KNOW[missing] <9>[missing] REFUSED

>B2a<

The next set of questions are about MSU's Extension service.

Michigan State University's Extension service is looking into how it can best serve the needs of Michigan's communities today. I will mention a few ideas that are being considered. Please tell me whether you think each idea should be given high priority, some priority, or little or no priority in MSU Extension's future efforts.

First, strengthening agricultural profitability.

Should this be given high priority, some priority, or little or no priority by MSU Extension?

HIGH PRIORITY.....1 @
SOME PRIORITY.....2
LITTLE OR NO PRIORITY.....3
+-----+

DO NOT KNOW.....8
REFUSED.....9

[@]<1> HIGH PRIORITY <2> SOME PRIORITY <3> LITTLE OR NO PRIORITY
<8> DO NOT KNOW[missing] <9> REFUSED [missing]

>B2b<

How about helping youth to succeed?

(Should this be given high priority, some priority, or little or no priority by MSU Extension)?

HIGH PRIORITY.....1 @
SOME PRIORITY.....2
LITTLE OR NO PRIORITY.....3
+-----+
DO NOT KNOW.....8
REFUSED.....9

[@]<1> HIGH PRIORITY <2> SOME PRIORITY <3> LITTLE OR NO PRIORITY
<8> DO NOT KNOW[missing] <9> REFUSED [missing]

>B2c<

Building healthy families?

(Should this be given high priority, some priority, or little or no priority by MSU Extension)?

HIGH PRIORITY.....1 @
SOME PRIORITY.....2
LITTLE OR NO PRIORITY.....3
+-----+
DO NOT KNOW.....8
REFUSED.....9

[@]<1> HIGH PRIORITY <2> SOME PRIORITY <3> LITTLE OR NO PRIORITY
<8> DO NOT KNOW[missing] <9> REFUSED [missing]

>B2d<

Encouraging responsible land and natural resource use?

(Should this be given high priority, some priority, or little or no priority by MSU Extension)?

HIGH PRIORITY.....1 @
SOME PRIORITY.....2
LITTLE OR NO PRIORITY.....3
+-----+
DO NOT KNOW.....8
REFUSED.....9

[@]<1> HIGH PRIORITY <2> SOME PRIORITY <3> LITTLE OR NO PRIORITY

<8> DO NOT KNOW[missing] <9> REFUSED [missing]

>B2e<

Building strong communities?

(Should this be given high priority, some priority, or little or no priority by MSU Extension)?

HIGH PRIORITY.....1 @
 SOME PRIORITY.....2
 LITTLE OR NO PRIORITY.....3
 +-----+
 DO NOT KNOW.....8
 REFUSED.....9

[@]<1> HIGH PRIORITY <2> SOME PRIORITY <3> LITTLE OR NO PRIORITY
<8> DO NOT KNOW[missing] <9> REFUSED [missing]

>PO1<

Now thinking about our elected officials . . .

How would you rate the way George W. Bush is performing 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> EXCELLENT <2> GOOD <3> FAIR <4> POOR
<8> DO NOT KNOW[missing] <9>[missing] REFUSED

>PO1a<

How would you rate the way George W. Bush is responding to the terrorist attacks -- 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> EXCELLENT <2> GOOD <3> FAIR <4> POOR
<8> DO NOT KNOW[missing] <9>[missing] REFUSED

>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> EXCELLENT <2> GOOD <3> FAIR <4> POOR
 <8> DO NOT KNOW[missing] <9>[missing] REFUSED

>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> EXCELLENT <2> GOOD <3> FAIR <4> POOR
 <8> DO NOT KNOW[missing] <9>[missing] REFUSED

>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> EXCELLENT <2> GOOD <3> FAIR <4> POOR
 <8> DO NOT KNOW[missing] <9>[missing] REFUSED

>D4<

Now how would you rate the performance of the [green]state government [n] of Michigan as a whole?

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

(IWER: By state government we mean all the units of state government, including the departments such as secretary of state, transportation, judicial as well as elected officials).

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

[@]<1> EXCELLENT <2> GOOD <3> FAIR <4> POOR
 <8> DO NOT KNOW[missing] <9>[missing] REFUSED

>P4a<

<1> THE ECONOMY, BUSINESS IN THE STATE, ENCOURAGE BUSINESS GROWTH
 <2> JOBS, UNEMPLOYMENT, EMPLOYMENT, MORE WORK, ETC
 <17> JOB TRAINING/JOB RE-TRAINING
 <3> HEALTH CARE, MEDICAL CARE, MENTAL HEALTH, ETC
 <4> CRIME, SAFETY, DRUGS, VIOLENCE, LAW AND ORDER, PRISONS
 <5> EDUCATION, SCHOOLS, SCHOOL FINANCING, SCHOOL FUNDING
 <19> TEACHER TESTING/ACCOUNTABILITY
 <6> POVERTY, POOR PEOPLE, HOMELESS PEOPLE, SOCIAL PROGRAMS/HOUSING
 <7> WELFARE, WELFARE REFORM, ETC <8> TAXES, PROPERTY TAXES, ETC
 <9> SENIOR CITIZEN ISSUES./PRESCRIPTION DRUG COVERAGE
 <10> REDUCE BUDGETS, REDUCE SIZE OF GOVERNMENT, RESTRICT GOVERNMENT
 <11> MORAL ISSUES, ABORTION, GAY/LESBIAN RIGHTS, ETC
 <12> FOREIGN POLICY, WORLD AFFAIRS, DEFENSE
 <13> ENVIRONMENT, CLEAN-UP, POLLUTION CONTROL, ETC
 <14> ROADS, HIGHWAYS, BRIDGES REPAIRS-MAINTENANCE
 <15> ELECTIONS, ELECTION REFORM <16> GUN CONTROL/CONCEALED WEAPONS
 <18> DIVERSITY/RACE RELATIONS <20> REGULATION/DEREGULATION
 <90> MISCELLANEOUS <21> CHILDREN/ISSUES WITH CHILDREN@
 [@] 0 [#specify] <98,99>[missing]

>B12<

Next, I would like to ask you some questions about Michigan's economy.

Overall, how important a role do you think the state's public colleges and universities should play in improving the state's economy -- would you say a very important role, somewhat important role, not a very important role, 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> VERY IMPORTANT ROLE <2> SOMEWHAT IMPORTANT ROLE <3> NOT VERY
IMPORTANT ROLE <4> NO ROLE AT ALL <8> DO NOT KNOW[missing] <9> REFUSED [missing]

>T1<

How much effort should the state government devote to promoting the sale
of Michigan's products abroad?

Would you say the state should devote a lot of effort, some effort,
a little effort or no effort at all to promote foreign trade?

A LOT OF EFFORT.....1 @
SOME EFFORT.....2
A LITTLE EFFORT.....3
NO EFFORT AT ALL.....4
+-----+
DO NOT KNOW.....8
REFUSED/NO ANSWER.....9

[@] <1> A LOT OF EFFORT <2> SOME EFFORT <3> A LITTLE EFFORT
<4> NO EFFORT AT ALL <8> DO NOT KNOW[missing] <9> REFUSED [missing]

>T2<

How much effort should the state government devote to encouraging foreign
manufacturers to set up production operations in Michigan?

Would you say the state should devote a lot of effort, some effort, a
little effort or no effort at all (to encourage foreign manufacturers to
set up production operations in Michigan)?

A LOT OF EFFORT.....1 @
SOME EFFORT.....2
A LITTLE EFFORT.....3
NO EFFORT AT ALL.....4
+-----+
DO NOT KNOW.....8
REFUSED/NO ANSWER.....9

[@] <1> A LOT OF EFFORT <2> SOME EFFORT <3> A LITTLE EFFORT
<4> NO EFFORT AT ALL <8> DO NOT KNOW[missing] <9> REFUSED [missing]

>T3<

How much effort should Michigan's state government devote to
encouraging other American manufacturers to set up production in Michigan?

(Would you say the state should devote a lot of effort, some effort, a
little effort or no effort at all) (to encourage American manufacturers to set
up production in Michigan?)

A LOT OF EFFORT.....1 @
 SOME EFFORT.....2
 A LITTLE EFFORT.....3
 NO EFFORT AT ALL.....4
 +-----+
 DO NOT KNOW.....8
 REFUSED/NO ANSWER.....9

[@] <1> A LOT OF EFFORT <2> SOME EFFORT <3> A LITTLE EFFORT
 <4> NO EFFORT AT ALL <8> DO NOT KNOW[missing] <9> REFUSED [missing]

>T4<

How important is it for Michigan's businesses to sell their products in other countries?

Would you say it is very important, somewhat important, or not important at all?

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

[@] <1> VERY IMPORTANT <2> SOMEWHAT IMPORTANT <3> NOT IMPORTANT AT ALL
 <8> DO NOT KNOW[missing] <9> REFUSED [missing]

>T6<

Now thinking about the goods that you buy, do you generally try to buy American-made products, foreign-made products, or does it not matter to you?

BUY AMERICAN MADE PRODUCTS.....1 @
 BUY FOREIGN MADE PRODUCTS.....3
 DOES NOT MATTER; SOME OF BOTH.....5
 +-----+
 DO NOT KNOW.....8
 REFUSED/NO ANSWER.....9

[@] <1> BUY AMERICAN MADE PRODUCTS <3> BUY FOREIGN MADE PRODUCTS
 <5> DOES NOT MATTER; SOME OF BOTH
 <8> DO NOT KNOW[missing] <9> REFUSED [missing]

>T7<

When looking for a car to buy, do you try to buy an American-made car, a foreign-made car, or does it not matter much to you?

BUY AMERICAN MADE CAR.....1 @
 BUY FOREIGN MADE CAR.....3
 DOES NOT MATTER; GO FOR QUALITY
 OF CAR, ETC.....5
 +-----+

DO NOT KNOW.....8
REFUSED/NO ANSWER.....9

[@] <1> BUY AMERICAN MADE CAR <3> BUY FOREIGN MADE CAR
<5> DOES NOT MATTER <8> DO NOT KNOW [missing] <9> REFUSED [missing]

>ID2< [allow 5][loc 19/1][store csid in ID2]
>R2< [allow 1][preset <2>]

>w1< [settime wstart]

The next set of questions cover some environmental issues in Michigan,
in particular, wetlands.

Wetlands are areas that are covered with water for at least some of the year.
The term wetlands refers to the land, the plants, and the animals that
live there. Some types of wetlands are swamps, marshes, fens, and bogs.

How familiar are you with wetlands? Would you say you are very familiar,
somewhat familiar, not very familiar, or not familiar at all?

VERY FAMILIAR.....1 @
SOMEWHAT FAMILIAR.....2
NOT VERY FAMILIAR.....3
NOT FAMILIAR AT ALL.....4

+-----+
DO NOT KNOW.....8
REFUSED.....9

[@]<1> VERY FAMILIAR <2> SOMEWHAT FAMILIAR <3> NOT VERY FAMILIAR
<4> NOT FAMILIAR AT ALL <8> DO NOT KNOW[missing] <9> REFUSED[missing]

>w2<

Have you ever gone to a wetland for recreation or sport, (such as to hike,
walk, fish, hunt, or watch nature)?

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

[@]<1> YES <5> NO <8> DO NOT KNOW[missing] <9> REFUSED[missing]

>w3a<

Next, I would like to ask you about the importance of wetlands.

In your opinion, how important are wetlands for wildlife habitat?

Would you say wetlands are extremely important, very important, somewhat
important, not very important, or not important at all?

EXTREMELY IMPORTANT.....1 @
VERY IMPORTANT.....2

SOMEWHAT IMPORTANT.....3
NOT VERY IMPORTANT.....4
NOT IMPORTANT AT ALL.....5

+-----+

DO NOT KNOW.....8
REFUSED.....9

[@] <1> EXTREMELY IMPORTANT <2> VERY IMPORTANT <3> SOMEWHAT IMPORTANT
<4> NOT VERY IMPORTANT <5> NOT IMPORTANT AT ALL <8> DO NOT KNOW [missing] <9>
REFUSED[missing]

>w3b<

(In your opinion), how important are wetlands for [green]wildflower[n] habitat?

(Would you say they are extremely important, very important, somewhat important, not very important, or not important at all?)

EXTREMELY IMPORTANT.....1 @
VERY IMPORTANT.....2
SOMEWHAT IMPORTANT.....3
NOT VERY IMPORTANT.....4
NOT IMPORTANT AT ALL.....5

+-----+

DO NOT KNOW.....8
REFUSED.....9

[@] <1> EXTREMELY IMPORTANT <2> VERY IMPORTANT <3> SOMEWHAT IMPORTANT
<4> NOT VERY IMPORTANT <5> NOT IMPORTANT AT ALL <8> DO NOT KNOW [missing] <9>
REFUSED[missing]

>w3c<

(In your opinion), (how important are wetlands) for fish habitat?

(Would you say they are extremely important, very important, somewhat important, not very important, or not important at all?)

EXTREMELY IMPORTANT.....1 @
VERY IMPORTANT.....2
SOMEWHAT IMPORTANT.....3
NOT VERY IMPORTANT.....4
NOT IMPORTANT AT ALL.....5

+-----+

DO NOT KNOW.....8
REFUSED.....9

[@] <1> EXTREMELY IMPORTANT <2> VERY IMPORTANT <3> SOMEWHAT IMPORTANT
<4> NOT VERY IMPORTANT <5> NOT IMPORTANT AT ALL <8> DO NOT KNOW [missing] <9>
REFUSED[missing]

>w3d<

(In your opinion), (how important are wetlands) for flood control?

(Would you say they are extremely important, very important, somewhat important, not very important, or not important at all?)

EXTREMELY IMPORTANT.....1 @
VERY IMPORTANT.....2

SOMEWHAT IMPORTANT.....3
NOT VERY IMPORTANT.....4
NOT IMPORTANT AT ALL.....5

+-----+
DO NOT KNOW.....8
REFUSED.....9

[@] <1> EXTREMELY IMPORTANT <2> VERY IMPORTANT <3> SOMEWHAT IMPORTANT
<4> NOT VERY IMPORTANT <5> NOT IMPORTANT AT ALL <8> DO NOT KNOW [missing] <9>
REFUSED[missing]

>w3g<

(In your opinion), (how important are wetlands) for water filtration?

(Would you say wetlands are extremely important, very important, somewhat important, not very important, or not important at all?)

EXTREMELY IMPORTANT.....1 @
VERY IMPORTANT.....2
SOMEWHAT IMPORTANT.....3
NOT VERY IMPORTANT.....4
NOT IMPORTANT AT ALL.....5

+-----+
DO NOT KNOW.....8
REFUSED.....9

[@] <1> EXTREMELY IMPORTANT <2> VERY IMPORTANT <3> SOMEWHAT IMPORTANT
<4> NOT VERY IMPORTANT <5> NOT IMPORTANT AT ALL <8> DO NOT KNOW [missing] <9>
REFUSED[missing]

>w3e<

(In your opinion), (how important are wetlands for) non-hunting recreation (such as hiking, walking, or watching nature)?

(Would you say they are extremely important, very important, somewhat important, not very important, or not important at all?)

EXTREMELY IMPORTANT.....1 @
VERY IMPORTANT.....2
SOMEWHAT IMPORTANT.....3
NOT VERY IMPORTANT.....4
NOT IMPORTANT AT ALL.....5

+-----+
DO NOT KNOW.....8
REFUSED.....9

[@] <1> EXTREMELY IMPORTANT <2> VERY IMPORTANT <3> SOMEWHAT IMPORTANT
<4> NOT VERY IMPORTANT <5> NOT IMPORTANT AT ALL <8> DO NOT KNOW [missing] <9>
REFUSED[missing]

>w3f<

(In your opinion), (how important are wetlands) for hunting game?

EXTREMELY IMPORTANT.....1 @
VERY IMPORTANT.....2

SOMEWHAT IMPORTANT.....3
NOT VERY IMPORTANT.....4
NOT IMPORTANT AT ALL.....5

+-----+
DO NOT KNOW.....8
REFUSED.....9

[@] <1> EXTREMELY IMPORTANT <2> VERY IMPORTANT <3> SOMEWHAT IMPORTANT
<4> NOT VERY IMPORTANT <5> NOT IMPORTANT AT ALL <8> DO NOT KNOW [missing] <9>
REFUSED[missing]

>w3h<

How important is it to you to just know that wetlands are there?

Would you it is extremely important, very important, somewhat important, not very important, or not important at all?

EXTREMELY IMPORTANT.....1 @
VERY IMPORTANT.....2
SOMEWHAT IMPORTANT.....3
NOT VERY IMPORTANT.....4
NOT IMPORTANT AT ALL.....5

+-----+
DO NOT KNOW.....8
REFUSED.....9

[@] <1> EXTREMELY IMPORTANT <2> VERY IMPORTANT <3> SOMEWHAT IMPORTANT
<4> NOT VERY IMPORTANT <5> NOT IMPORTANT AT ALL <8> DO NOT KNOW [missing] <9>
REFUSED[missing]

>w3i<

How important it is to you to just know that wetlands will be there for future generations?

(Would you say it is extremely important, very important, somewhat important, not very important, or not important at all?)

EXTREMELY IMPORTANT.....1 @
VERY IMPORTANT.....2
SOMEWHAT IMPORTANT.....3
NOT VERY IMPORTANT.....4
NOT IMPORTANT AT ALL.....5

+-----+
DO NOT KNOW.....8
REFUSED.....9

[@] <1> EXTREMELY IMPORTANT <2> VERY IMPORTANT <3> SOMEWHAT IMPORTANT
<4> NOT VERY IMPORTANT <5> NOT IMPORTANT AT ALL <8> DO NOT KNOW [missing] <9>
REFUSED[missing]

>w4a<

During construction or other activities, wetlands are sometimes harmed or destroyed. The law requires that these wetlands, if larger than 5 acres, be restored or replaced. This is called [green]wetland mitigation.[n]

There are many different kinds of wetlands. The most common are marsh and wooded. Others, such as bogs and fens are less common, but more ecologically rich or diverse.

If a common type wetland (such as a marsh) is lost or damaged, should it only be replace with the same type of wetland, or do you think it should be replaced with a less common but more rich or diverse type of wetland?

SAME TYPE OF WETLAND.....1 @
LESS COMMON/OTHER TYPE OF WETLAND...3
DOES NOT MATTER/EITHER.....5
+-----+
DO NOT KNOW.....8
REFUSED.....9

[@]<1> SAME TYPE OF WETLAND <3> LESS COMMON/OTHER TYPE OF WETLAND
<5> DOES NOT MATTER <8> DO NOT KNOW[missing]
<9> REFUSED[missing]

>w4b<

Should a mitigation plan require that the newly constructed or replaced wetland be located only on the same property as the damaged wetland, even if an ecologically better site is available farther away?

YES, SAME SITE ONLY.....1 @
NO, OTHER SITE5
+-----+
DO NOT KNOW.....8
REFUSED.....9

[@]<1> YES <5> NO <8> DO NOT KNOW[missing] <9> REFUSED[missing]

>W4c<[if IDAT ge <01222002> goto W5a]

A newly created wetland is not able for some time to support the same amount of wildlife and plant life as the one destroyed.

Should builders, developers and others who damage or destroy wetlands be required to create a larger wetland to make up for this, or should they only be required to replace the same size wetland?

CREATE LARGER WETLANDS.....1 @
REPLACE SAME SIZE WETLANDS.....3
DOES NOT MATTER (R VOLUNTEERS).....5
+-----+
DO NOT KNOW.....8
REFUSED.....9

[@]<1> CREATE LARGER WETLANDS <3> REPLACE SAME SIZE WETLANDS
<5> DOES NOT MATTER <8> DO NOT KNOW[missing] <9> REFUSED[missing]

>W5a<

To assist in replacing wetlands, some states have programs called wetland banking.

Sometimes, when a wetland is damaged or destroyed, it is not possible to restore or replace the wetland at the same site. Wetland Banking programs allow private and public organizations to create wetlands that builders and others can buy into as a way of replacing wetlands damaged or destroyed during construction.

How familiar are you with Michigan's Wetland Banking system?

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

VERY FAMILIAR.....1 @
SOMEWHAT FAMILIAR.....2
NOT VERY FAMILIAR.....3
NOT FAMILIAR AT ALL.....4

+-----+
DO NOT KNOW.....8
REFUSED.....9

[@]<1> VERY FAMILIAR <2> SOMEWHAT FAMILIAR <3> NOT VERY FAMILIAR
<4> NOT FAMILIAR AT ALL <8> DO NOT KNOW[missing] <9> REFUSED[missing]

>w5b< [if IDAT ge <01222002> goto w5c]

Should wetlands created through wetland banking be located near areas where wetlands are being destroyed, or should they be located at sites further away which will allow the creation of larger, more beneficial wetland areas?

LOCATED NEW AREAS BEING DESTROYED.....1 @
LOCATED AT SITES FURTHER AWAY.....3
DOES NOT MATTER (R VOLUNTEERS).....5

+-----+
DO NOT KNOW.....8
REFUSED.....9

[@]<1> LOCATED NEAR AREAS BEING DESTROYED
<3> LOCATED AT SITES FURTHER AWAY
<5> DOES NOT MATTER <8> DO NOT KNOW[missing] <9> REFUSED[missing]

>w5c<

It takes several years for a newly created wetland to fully support plant and animal life.

Should builders, developers, and others only be allowed to use wetland banks with fully functional and healthy wetlands, or should builders, developers, and others be able to use wetland banks that will not be fully functional until sometime in the future?

BUY INTO FULLY DEVELOPED WETLANDS.....1 @

BUY INTO FUTURE DEVELOPED.....3
 DOES NOT MATTER (R VOLUNTEERS).....5
 +-----+
 DO NOT KNOW.....8
 REFUSED.....9

[@]<1> BUY INTO FULLY DEVELOPED WETLANDS <3> BUY INTO FUTURE DEVELOPED
 <5> DOES NOT MATTER <8> DO NOT KNOW[missing] <9> REFUSED[missing]

>sec4<[settime wstop][subtime wstart from wstop into wetime]
 Next, I have a few questions about events related to September 11th.

All in all, how concerned are you that the United States might suffer another terrorist attack in the next few months?

Would you say you are very concerned, somewhat concerned, not very concerned, or not concerned at all?

VERY CONCERNED.....1 @
 SOMEWHAT CONCERNED.....2
 NOT VERY CONCERNED.....3
 NOT CONCERNED AT ALL.....4
 +-----+
 DO NOT KNOW.....8
 REFUSED/NO ANSWER.....9
 [@]<1> VERY CONCERNED <2> SOMEWHAT CONCERNED <3> NOT VERY CONCERNED
 <4> NOT CONCERNED AT ALL
 <8>[missing] DON'T KNOW <9>[missing] REFUSED

>SEC8<
 (How concerned are you) that you or someone in your family might become a victim of a bio-terrorist attack (such as anthrax or smallpox)?

(Would you say you are very concerned, somewhat concerned, not very concerned, or not concerned at all)?

VERY CONCERNED.....1 @
 SOMEWHAT CONCERNED.....2
 NOT VERY CONCERNED.....3
 NOT CONCERNED AT ALL.....4
 +-----+
 DO NOT KNOW.....8
 REFUSED/NO ANSWER.....9
 [@]<1> VERY CONCERNED <2> SOMEWHAT CONCERNED <3> NOT VERY CONCERNED
 <4> NOT CONCERNED AT ALL
 <8>[missing] DON'T KNOW
 <9>[missing] REFUSED

>CT1a<
 How much responsibility do you [green]personally[n] believe the U.S. bears for the hatred that led to the terrorist attacks?

Would you say a lot of responsibility, some, a little, or none at all?

A LOT.....1 @
SOME.....2
A LITTLE.....3
NONE AT ALL.....4
+-----+
DO NOT KNOW.....8
REFUSED/NO ANSWER.....9
[@]<1> A LOT <2> SOME <3> A LITTLE <4> NONE AT ALL
<8> [missing] DO NOT KNOW <9>[missing]REFUSED

>CG4<

How would you rate the job the U.S. government is doing defending Americans at home from future terrorist attacks?

Would you say the U.S. government is doing an excellent job, a good job, a fair job, or a poor job?

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

[@]<1> EXCELLENT <2> GOOD <3> FAIR <4> POOR <8> DO NOT KNOW <9>[missing]

>CG4a<

How would you rate the job the State of Michigan is doing defending Michigan residents from future terrorist attacks?

Would you say the state government is doing an excellent job, a good job, a fair job, or a poor job?

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

[@]<1> EXCELLENT <2> GOOD <3> FAIR <4> POOR <8> DO NOT KNOW <9>[missing]

>CG5a<

As it conducts the war on terrorism, do you think the United States government is doing enough to protect the rights of Average Americans?

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

[@]<1> YES <5> NO <8> DO NOT KNOW[missing] <9> REFUSED[missing]

>CG5b<

As it conducts the war on terrorism, do you think the United States government is doing enough to protect the rights of people of [green]your[n] ethnic or racial group?

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

[@]<1> YES <5> NO <8> DO NOT KNOW[missing] <9> REFUSED[missing]

>CG5c<

(As it conducts the war on terrorism, do you think the United States government is doing enough to protect)

the rights of Arab-Americans and American Muslims?

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

[@]<1> YES <5> NO <8> DO NOT KNOW[missing] <9> REFUSED[missing]

>CG5d<

(As it conducts the war on terrorism, do you think the United States government is doing enough to protect)

the rights of non-citizens from Arab and Muslim countries who are living in the US?

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

[@]<1> YES <5> NO <8> DO NOT KNOW[missing] <9> REFUSED[missing]

>CG5e<

(As it conducts the war on terrorism, do you think the United States government is doing enough to protect)

the rights of non-citizens who've been investigated for suspected involvement in terrorism?

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

[@]<1> YES <5> NO <8> DO NOT KNOW[missing] <9> REFUSED[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> BETTER OFF <2> ABOUT THE SAME <3> WORSE OFF
<8> DO NOT KNOW[missing] <9> REFUSED[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> BETTER OFF <3> ABOUT THE SAME <5> WORSE OFF
<8> DO NOT KNOW[missing] <9> REFUSED[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> EXCELLENT <2> GOOD <3> JUST FAIR <4> NOT SO GOOD <5> POOR
 <8> DO NOT KNOW[missing] <9> REFUSED[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 DOWN3
 STAY ABOUT THE SAME.....5 @
 +-----+
 DO NOT KNOW.....8
 REFUSED/NO ANSWER.....9

[@]<1>GO UP <3> GO DOWN <5> STAY ABOUT THE SAME
 <8> DO NOT KNOW[missing] <9> REFUSED[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> BETTER THAN <5> ABOUT THE SAME <3> WORSE THAN
 <8> DO NOT KNOW[missing] <9> REFUSED[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> GOOD TIMES <3> BAD TIMES <5> NEITHER
 <8> DO NOT KNOW[missing] <9> REFUSED[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

[@] <00-84> <d,r>[missing]

>CD3<

What is the highest level of education you have completed?

DID NOT GO TO SCHOOL0
 GRADE.....1-11
 HIGH SCHOOL GRADUATE OR GED HOLDER.....12
 COLLEGE (ONE TO THREE YEARS).....13-15
 COLLEGE GRADUATE (FOUR YEARS)16
 SOME POST GRADUATE17
 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.

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

(IWER: THE R CAN JUST TELL YOU IF THEY ARE WHITE, BLACK, ASIAN,
ETC, AND YOU CAN JUST HIT ENTER AND IT WILL ENTER AN 'n' FOR
INDICATE WHAT THE R SAYS BY TYPING AN 'y'[n]

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]

>CD6<
What is the religious group which you feel most closely represents your
religious views?

(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: INCLUDES BAPTIST.....4
OTHER NON-CHRISTIAN (Hindu, Buddhist, witches)...5
OTHER CHRISTIAN.....6
OTHER MISCELLANEOUS.....7 @

+-----+
DON'T KNOW.....8
REFUSED.....9

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

[@]<0,1-5> 6 <7>[#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< [store adult in CD10][goto CD15]

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]

>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>]

[if CD15 le <5>]

In your main job, what kind of work do you normally do, that is,
 what is your job called?

[else]

In your last job, what kind of work did you, that is, what was your
 job called?

[endif]

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 I3]
 <8,9> [missing]

>I2<

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 HOMES5 @
 +-----+
 OTHER.....0
 DO NOT KNOW.....8
 REFUSED.....9
 [@]<1-7> 0 [#specify]
 <8,9> [missing]

>I3<

As you know, when residents of Michigan use the Internet to buy products from catalogues, they are usually not charged the Michigan state sales tax. However, according to Michigan law they are supposed to pay this tax to the state when they file their state income tax.

To what extent would you favor or oppose requiring companies that sell products over the Internet to automatically include Michigan's sales tax in the bill or credit cards charge?

STRONGLY FAVOR.....1 @
 SOMEWHAT FAVOR.....2
 NEITHER: R VOLUNTEERS.....3
 SOMEWHAT OPPOSE.....4
 STRONGLY OPPOSE.....5
 +-----+
 DO NOT KNOW.....8
 REFUSED.....9

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

>ID3< [allow 5][loc 20/1][store csid in ID3]

>R3< [allow 1][preset <3>]

>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 2001?

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 (\$50,000-59,999)
NO.....5 @
+-----+
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>

>la1<

Could you please tell me the name of your local community, that is, the township, village, or city in which you live most of the year?

NAME OF LOCAL COMMUNITY.....0 @

+-----+

DO NOT KNOW.....98
REFUSED.....99

[@] <0> [#specify] <98> DO NOT KNOW[missing] <99> REFUSED[missing]

>RI<

In a couple of months, we'd like to re-contact some of the people we've spoken with for a shorter interview. Would you be willing to participate again in a couple of months if it would only take 10 minutes or less?

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 MOD7] <8,9>[goto MOD7]
[@b] [allow 15][goto MOD7]

>final< [allow 2]
>idate< [allow 8]
>contacts< [allow 2]
>length< [allow 4]
>rzip< [allow 5]