METHODOLOGICAL REPORT

MICHIGAN STATE UNIVERSITY

STATE OF THE STATE SURVEY

[MSU SOSS-14]

WINTER-SPRING 1998 Round

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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. Because the MSU SOSS is still relatively new, this is one of our early efforts to document the methods employed in it. We welcome your questions as well as suggestions for improvement of this report.

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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.

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 Survey Research 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

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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 SRD; 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.

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

January/February. The January/February 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.

May. The May 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.

July. The July round focuses primarily on the state of ethnic Michigan. The Michigan Folklike Festival, held on the MSU campus each summer, seeks to draw attention to 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 14 was on the performance of government institutions, elections, and trade-offs regarding civil liberties and maintaining order.

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 (such as more detailed breakdowns by ethnic group in the July round).

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 6 minutes of interviewing time to complete.

The remainder of the interview is timed to last an average of 14 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 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 SRD will do its best to document such situations, it is the responsibility of the data users and analysts, not of the SRD, 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 Survey Research Division (SRD) of the Institute for Public Policy and Social Research. The Principal SRD staff for SOSS consists **Dr. Larry Hembroff**, Survey Methodologist, **Karen Clark**, Programmer and Project Manager, and **Kathy Cusick** (manager of interviewing operations for SOSS).

The SRD 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 SRD 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 SRD staff.

SOSS Advisory Committee. The overall design of the SOSS project has been conducted by an Advisory Committee, which consists of representatives of all units at MSU that have provided financial backing for the survey. Beginning in summer 1994, the Advisory Committee, under the direction of **Dr. Brian Silver** (then Chair of the Department of Political Science), approved the financial plan, principles for distribution and access to the data, the major themes of each survey, and the selection of principal investigators.

Members of the <u>Advisory Committee</u> include:

Dr. Brian Silver, Professor and Survey Director, Survey Research Division, IPPSR

Dr. Charles Atkin, Professor, Dept. of Communication

Dr. Clifford Broman, Associate Professor, Dept. of Sociology

Dr. Dennis Keefe, Assistant Professor, Family and Child Ecology

Dr. Mary Lou McPherson, MSU Extension

Dr. Mark Notman, Assistant Professor, Dept. of Family Medicine

Dr. David Rohde, University Distinguished Professor, Dept. of Political Science; Director, Political Institutions and Public Choice Program, IPPSR

Dr. Lorilee Sandmann, Director of Community Outreach, Office of Vice Provost for University Outreach

Dr. John Schweitzer, Professor, Urban Affairs Programs

Dr. Eileen van Ravenswaay, Professor, Dept. of Agricultural Economics

For each round of the survey, a smaller working group of principal investigators is responsible for the design of the instrument for that round, subject to final approval by the SOSS Advisory Committee. 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-Spring 1998 survey was comprised of:

Ms. Sarah Benesh, Doctoral Candidate, Dept. of Political Science

Darren Davis, Ph.D., Dept. Of Political Science

Robert Lowery, Ph.D., Dept. of Political Science

David Rohde, Ph.D., Dept. of Political Science

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

Karen Clark, Project Manager, Institute for Public Policy and Social Research - Survey Research Division

5. FUNDING

The following units on campus have provided funding for SOSS during its second year:

Office of the Provost
Office of the Vice Provost for University Outreach
Agricultural Experiment Station
MSU Extension
College of Communication Arts and Sciences
Department of Radiology
School of Social Work
Department of Sociology
Legislative Leadership Program
Eli Broad College of Business
College of Osteopathic Medicine
College of Social Science
Urban Affairs Programs
Dept. of Political Science
School of Criminal Justice
Julian Samora Research Institute

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 noninstitutionalized, 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 correspond 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 the alternative regional groupings, each respondent's county of residence is also coded on the data set.

<u>Sampling</u>. Respondents' households were selected using list-assisted random-digit dial sampling procedures. Ordinarily, the initial sample of randomly generated telephone numbers is purchased from Genesys, Inc. Genesys begins the process of generating phone numbers with the list of all working area code and phone number prefix 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, Genesys 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. 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, Genesys 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 Genesys excludes for efficiency purposes any numbers that are selected from banks with fewer than two published phone numbers. Of the remaining numbers selected, Genesys expects that, on average, about 55-70% of the phone numbers generated at random will be working household numbers.

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, SRD 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 design called 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 were to be completed in the West Central Region and the Southeast Region. And approximately 150 interviews were to be completed from the City of Detroit. The total sample size was to be approximately 1,000.

Furthermore, SOSS 14's sampling design was modified somewhat to over-sample African Americans. It did this by identifying four specific areas of the state that have high proportions of African American residents and disproportionately sampling these areas within the standard SOSS regions. For statewide estimates of findings, this is another source of unequal selection probabilities that must be adjusted for in doing analysis.

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 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. 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. 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.

Within regions, those areas that were oversampled to yield a larger sample of African Americans were then weighted to bring their apparent numbers back into correct proportion to their actual composition of the regions. This was done before any adjustments for non-response or other disproportionate stratifying sampling.

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 the 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.

Finally, 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.

For SOSS14, an additional weight was calculated to re-expand the total number of African Americans within the weighted data file so that the apparent numbers of white and African American respondents across regions is actually equal to the actual numbers of respondents of these types interviewed. The weight variable constructed for this purpose is RACEWT.

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 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 <u>and</u> 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**

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-- 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, for this particular SOSS, to make racial comparisons that take full advantage of the designed oversampling of African Americans, the data should be weighted by RACEWT.

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	62	± 12.5%
Northern Lower Peninsula	91	± 10.3%
West Central	193	± 7.1%
East Central	143	± 8.2%
Southwest	139	± 8.3%
Southeast	187	± 7.2%
Detroit	138	± 8.4%
Statewide Total	953	± 3.2%

8. FIELD PROCEDURES

CATI System. Interviews were conducted using the Computer Assisted Telephone Interviewing system (CATI) of IPPSR's Survey Research Division (SRD). SRD uses the CASES software for its CATI system. CASES was developed by the University of California–Berkeley 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 SRD 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-four different interviewers were involved in data collection on the 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 May 18, 1998 and continued through the July 20, 1998. 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 23.5 minutes with the median being 22 minutes and the standard deviation 6.1 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 953 interviews were completed. The overall completion rate among eligible households for the study was 61.7%. Of those completing the interview, the average number of phone calls required was 6.2 with a median of 4. The refusal rate was 13.5%. Interviewers made nearly 31,100 phone calls to complete the data collection.

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

12. QUESTIONNAIRE (WINTER-SPRING, 1998)

```
>U1<  Before we begin, let me tell you that this interview is completely
      voluntary.  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.

      type <1> to proceed ===>

>pr1< [allow 60]
>pr2< [allow 60]
>pr3< [allow 60]
>pr4< [allow 60]

>ID1< [allow 5][loc 13/1][store csid in ID1][copy ID1 in ID1]
>R1<  [allow 1][#preset <1>][copy R1 in R1]
>cnty< [allow 5][#inputloc 1/19][copy cnty in cnty]
>regn< [allow 1][#inputloc 1/26] [copy regn in regn]
                   1 upper penn
                             2 northern
                             3 west central
                             4
                             5 east central
                             6 southeast
                             7 Detroit


>dgt1< [allow 1][#inputloc 1/102] 1-2 [copy dgt1 in dgt1]
>dgt2< [allow 1][#inputloc 1/104] 1-4 [copy dgt2 in dgt2]
>dgt3< [allow 1][#inputloc 1/106] 1-2 [copy dgt3 in dgt3]
>dg3a< [allow 1][#inputloc 1/108] 1-2 [copy dg3a in dg3a]
>dg3b< [allow 1][#inputloc 1/110] 1-2 [copy dg3b in dg3b]
>dg3c< [allow 1][#inputloc 1/112] 1-2 [copy dg3c in dg3c]
>dg3d< [allow 1][#inputloc 1/114] 1-2 [copy dg3d in dg3d]
>dgt4< [allow 1][#inputloc 1/116] 1-2 [copy dgt4 in dgt4]
>cmp<  [allow 1][#inputloc 1/118] 1-4 [copy cmp in cmp]
>dgt5< [allow 2][#inputloc 1/120] 1-3 [copy dgt5 in dgt5]
```

>CC1< I'd like to start by asking 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
        better off or worse off financially than you were a year ago?

           <1> BETTER OFF
           <3> ABOUT THE SAME (R PROVIDED)
           <5> WORSE OFF
        [##md1=9][##md2=8][##blank=8]
           <8> DO NOT KNOW
           <9> REFUSED/NO ANSWER
        ===>

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

           <1> BETTER OFF
           <3> ABOUT THE SAME (R PROVIDED)
           <5> WORSE OFF
        [##md1=9][##md2=8][##blank=8]
           <8> DO NOT KNOW
           <9> REFUSED/NO ANSWER
        ===>

>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?

        <1> EXCELLENT
        <2> GOOD
        <3> JUST FAIR
        <4> NOT SO GOOD
        <5> POOR
        [##md1=9][##md2=8][##blank=8]
        <8> DO NOT KNOW
        <9> REFUSED-NO ANSWER
        ===>

>CC4< During the next twelve months, 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 last 12 months?

        <1> UP
        <3> ABOUT THE SAME
        <5> DOWN
        [##md1=9][##md2=8][##blank=8]
        <8> DO NOT KNOW
        <9> REFUSED-NO ANSWER
        ===>

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

        <1> BETTER
        <3> ABOUT THE SAME
        <5> WORSE

```
              [##md1=9][##md2=8][##blank=8]
              <8> DO NOT KNOW
              <9> REFUSED-NO ANSWER

         ===>

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

         <1> GOOD TIMES
         <5> BAD TIMES
         <3> NEITHER GOOD NOR BAD; MEDIOCRE STAY THE SAME(R PROVIDED)
         [##md1=9][##md2=8][##blank=8]
         <8> DO NOT KNOW
         <9> REFUSED-NO ANSWER
         ===>

>PO1<  Now, I have a few questions about the performance of
        various public officials and branches of government.

        How would you rate the way Bill Clinton is performing his job
        as President -- would you say excellent, good, fair, or poor?

              <1>  EXCELLENT
              <2>  GOOD
              <3>  FAIR
              <4>  POOR
         [##md1=9][##md2=8][##blank=8]
              <8>  DON'T KNOW
              <9>  REFUSED-NO ANSWER
         ===>
>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?)

              <1>  EXCELLENT
              <2>  GOOD
              <3>  FAIR
              <4>  POOR
         [##md1=9][##md2=8][##blank=8]
              <8>  DON'T KNOW
              <9>  REFUSED-NO ANSWER
         ===>

>D2<  How would you rate the performance of the [u]U.S. Congress in
       Washington[n] as a whole -- (would you say excellent, good,
       fair, or poor)?

              <1>  EXCELLENT
              <2>  GOOD
              <3>  FAIR
              <4>  POOR
         [##md1=9][##md2=8][##blank=8]
              <8>  DON'T KNOW
              <9>  REFUSED-NO ANSWER
         ===>

>D3<  (How would you rate the performance of) your [u]U.S. Representative[n] in
       Washington[n] -- (would you say excellent, good,
```

```
        fair, or poor)?

            <1>  EXCELLENT
            <2>  GOOD
            <3>  FAIR
            <4>  POOR
       [##md1=9][##md2=8][##blank=8]
            <8>  DON'T KNOW
            <9>  REFUSED-NO ANSWER
        ===>
>D4< (How would you rate the performance of) [u]state and local courts[n]
     in Michigan -- (would you say excellent, good, fair, or poor)?

            <1>  EXCELLENT
            <2>  GOOD
            <3>  FAIR
            <4>  POOR
       [##md1=9][##md2=8][##blank=8]
            <8>  DON'T KNOW
            <9>  REFUSED-NO ANSWER
        ===>

>D5< (How would you rate the performance of) your [u]local police[n]
     -- (would you say excellent, good, fair, or poor)?

            <1>  EXCELLENT
            <2>  GOOD
            <3>  FAIR
            <4>  POOR
       [##md1=9][##md2=8][##blank=8]
            <8>  DON'T KNOW
            <9>  REFUSED-NO ANSWER
        ===>
>D6< (How would you rate the performance of) [u]the Michigan Supreme Court[n]
     -- (would you say excellent, good, fair, or poor)?

            <1>  EXCELLENT
            <2>  GOOD
            <3>  FAIR
            <4>  POOR
       [##md1=9][##md2=8][##blank=8]
            <8>  DON'T KNOW
            <9>  REFUSED-NO ANSWER
        ===>
>D7< (How would you rate the performance of) [u]the United State's Supreme[n]
     [u]Court[n]  -- (would you say excellent, good, fair, or poor)?

            <1>  EXCELLENT
            <2>  GOOD
            <3>  FAIR
            <4>  POOR
       [##md1=9][##md2=8][##blank=8]
            <8>  DON'T KNOW
            <9>  REFUSED-NO ANSWER
        ===>
>D8< (How would you rate the performance of) [u]Federal Courts in general[n]

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

            <1>  EXCELLENT
            <2>  GOOD
```

```
             <3>  FAIR
             <4>  POOR
       [##md1=9][##md2=8][##blank=8]
             <8>  DON'T KNOW
             <9>  REFUSED-NO ANSWER
       ===>

>D9<  (How would you rate the performance of) [u]the Michigan Department of
      Corrections[n] -- (would you say excellent, good, fair, or poor)?

             <1>  EXCELLENT
             <2>  GOOD
             <3>  FAIR
             <4>  POOR
       [##md1=9][##md2=8][##blank=8]
             <8>  DON'T KNOW
             <9>  REFUSED-NO ANSWER
       ===>
>D10< (How would you rate the performance of) [u]public colleges and
       universities in Michigan[n] -- (would you say excellent, good,
       fair, or poor)?

             <1>  EXCELLENT
             <2>  GOOD
             <3>  FAIR
             <4>  POOR
       [##md1=9][##md2=8][##blank=8]
             <8>  DON'T KNOW
             <9>  REFUSED-NO ANSWER
       ===>

>E1<  Next, I have a few questions about the general election that will
      be held later this year.

      In the November election, voters will have the chance to elect the
      governor, members of the state legislature, and representatives to
      the U.S. Congress in Washington.

      How likely is it that you will vote in this election?  Would you say
      very likely, somewhat likely, somewhat unlikely, or very unlikely?

      <1> VERY LIKELY
      <2> SOMEWHAT LIKELY
      <3> SOMEWHAT UNLIKELY
      <4> VERY UNLIKELY
      [##md1=9][##md2=8][##blank=8]
      <8> DO NOT KNOW
      <9> REFUSED
      ===>

>E2<  If the elections for U.S. Congress were being held today, would you
      vote for the Republican Party's candidate or the Democratic Party's
      candidate?

      <1> REPUBLICAN PARTY[goto E3]
      <2> DEMOCRATIC PARTY[goto E3]
      [##md1=9][##md2=8][##blank=8]
      <5> UNDECIDED

      <7> NEITHER/OTHER[goto E3]
```

```
          <8> DO NOT KNOW
          <9> REFUSED[goto E3]
          ===>

>E2a<  As of today, do you lean more to the Republican Party's candidate or
        the Democratic Party's candidate?

          <0> NOT APPLICABLE
          <1> REPUBLICAN PARTY
          <2> DEMOCRATIC PARTY
          [##md1=9][##md2=0][##blank=0]
          <5> UNDECIDED

          <7> NEITHER/OTHER

          <8> DO NOT KNOW
          <9> REFUSED
          ===>

>E3<   Generally speaking, what is the better situation:

        That a president's political party also have a controlling majority
        in Congress -or-

        Is it better that one party controls the white house while the other
        party controls the Congress -or-

        Don't you think it matters too much one way or the other?

          <1> PRESIDENT'S PARTY ALSO CONTROLS
          <3> ONE PARTY CONTROL EACH
          <5> DOES NOT MATTER
          [##md1=9][##md2=8][##blank=8]
          <8> DO NOT KNOW
          <9> REFUSED
          ===>

>E4<   Now, a few questions about the allegations of sexual misconduct against
        President Clinton.

        Thinking specifically about these allegations, how important an issue
        do you think this whole situation is to the nation?  Would you say
        very important, somewhat important, not very important, or not
        important at all?

          <1> VERY IMPORTANT
          <2> SOMEWHAT IMPORTANT
          <3> NOT VERY IMPORTANT
          <4> NOT IMPORTANT AT ALL
          [##md1=9][##md2=8][##blank=8]
          <8> DO NOT KNOW
          <9> REFUSED
          ===>

>E5<   How good of a job are news organizations doing at reporting the
        allegations against President Clinton?  Would you say excellent,
        good, fair, or poor?

          <1> EXCELLENT
          <2> GOOD
          <3> FAIR
```

```
        <4> POOR
        [##md1=9][##md2=8][##blank=8]
        <8> DO NOT KNOW
        <9> REFUSED
        ===>
>rot1< [if dgt1 eq <2>][goto E6b][endif]

>E6a< Have these allegations against Bill Clinton reduced your confidence
       in his leadership abilities or not?

        <0> NOT APPLICABLE
        <1> YES, REDUCED CONFIDENCE
        <5> NO, HAS NOT REDUCED CONFIDENCE
        [##md1=9][##md2=0][##blank=0]
        <8> DO NOT KNOW
        <9> REFUSED
        ===>[goto rot2]

>E6b< Have these allegations against Bill Clinton reduced your respect for
       him as a person or not?

        <0> NOT APPLICABLE
        <1> YES, REDUCED RESPECT
        <5> NO, HAS NOT REDUCED RESPECT
        [##md1=9][##md2=0][##blank=0]
        <8> DO NOT KNOW
        <9> REFUSED
        ===>

>rot2<  [if dgt2 eq <1>][goto P1a][endif]
         [if dgt2 eq <2>][goto P1b][endif]
         [if dgt2 eq <3>][goto P1c][endif]
         [if dgt2 eq <4>][goto P1d][endif]


>P1a<  There is a lot of talk these days about what the priorities of the
        country should be.  Which of the following do you consider
        to be the most important?

        Maintaining order in the nation; giving people more say in important
        government decisions; fighting rising prices, or protecting freedom
        of speech?

        <0> NOT APPLICABLE
         <1> MAINTAINING ORDER IN THE NATION[goto snd1]
         <2> GIVING PEOPLE MORE SAY IN IMPORTANT GOVERNMENT DECISIONS[goto
snd1]
         <3> FIGHTING RISING PRICES[goto snd1]
         <4> PROTECTING FREEDOM OF SPEECH[goto snd1]
        [##md1=9][##md2=0][##blank=0]
         <8> DO NOT KNOW[goto T2]
         <9> REFUSED[goto T2]
         ===>

>P1b<  There is a lot of talk these days about what the priorities of the
        country should be.  Which of the following do you consider
        to be the most important?

        Giving people more say in important government decisions; fighting
        rising prices, protecting freedom of speech, or maintaining order in the
        nation?
```

```
      <0> NOT APPLICABLE
       <2> GIVING PEOPLE MORE SAY IN IMPORTANT GOVERNMENT DECISIONS[goto
snd1]
       <3> FIGHTING RISING PRICES[goto snd1]
       <4> PROTECTING FREEDOM OF SPEECH[goto snd1]
       <1> MAINTAINING ORDER IN THE NATION[goto snd1]
      [##md1=9][##md2=0][##blank=0]
       <8> DO NOT KNOW [goto T2]
       <9> REFUSED[goto T2]
       ===>

>P1c< There is a lot of talk these days about what the priorities of the
      country should be.  Which of the following do you consider
      to be the most important?

      Fighting rising prices, protecting freedom of speech, maintaining
      order in the nation, or giving people more say in important government
      decisions?

      <0> NOT APPLICABLE
       <3> FIGHTING RISING PRICES[goto snd1]
       <4> PROTECTING FREEDOM OF SPEECH[goto snd1]
       <1> MAINTAINING ORDER IN THE NATION[goto snd1]
       <2> GIVING PEOPLE MORE SAY IN IMPORTANT GOVERNMENT DECISIONS[goto
snd1]
      [##md1=9][##md2=0][##blank=0]
       <8> DO NOT KNOW [goto T2]
       <9> REFUSED[goto T2]
       ===>
>P1d<  There is a lot of talk these days about what the priorities of the
       country should be. Which of the following do you consider the most
       important?

      Protecting freedom of speech, maintaining order in the nation,
      giving people more say in important government decisions, or
      fighting rising prices?

      <0> NOT APPLICABLE
       <4> PROTECTING FREEDOM OF SPEECH[goto snd1]
       <1> MAINTAINING ORDER IN THE NATION[goto snd1]
       <2> GIVING PEOPLE MORE SAY IN IMPORTANT GOVERNMENT DECISIONS[goto
snd1]
       <3> FIGHTING RISING PRICES[goto snd1]
      [##md1=9][##md2=0][##blank=0]
       <8> DO NOT KNOW [goto T2]
       <9> REFUSED  [goto T2]
       ===>

>snd1< [if P1a eq <1>][goto P2][endif]
       [if P1b eq <1>][goto P2][endif]
       [if P1c eq <1>][goto P2][endif]
       [if P1d eq <1>][goto P2][endif]
       [if P1a eq <2>][goto P3][endif]
       [if P1b eq <2>][goto P3][endif]
       [if P1c eq <2>][goto P3][endif]
       [if P1d eq <2>][goto P3][endif]
       [if P1a eq <3>][goto P4][endif]
       [if P1b eq <3>][goto P4][endif]
       [if P1c eq <3>][goto P4][endif]
       [if P1d eq <3>][goto P4][endif]
       [if P1a eq <4>][goto P5][endif]
```

```
        [if P1b eq <4>][goto P5][endif]
        [if P1c eq <4>][goto P5][endif]
        [if P1d eq <4>][goto P5][endif]

>P2< Which should be the second priority?

     Giving people more say in important government decisions;
     fighting rising prices, or protecting freedom of speech?

      <0> NOT APPLICABLE
        <2> GIVING PEOPLE MORE SAY IN IMPORTANT GOVERNMENT DECISIONS
        <3> FIGHTING RISING PRICES
        <4> PROTECTING FREEDOM OF SPEECH
      [##md1=9][##md2=0][##blank=0]
        <8> DO NOT KNOW
        <9> REFUSED
        ===>[goto T2]

>P3< Which should be the second priority?

     Maintaining order in the nation; fighting rising prices, or
     protecting freedom of speech?

      <0> NOT APPLICABLE
        <1> MAINTAINING ORDER IN THE NATION
        <3> FIGHTING RISING PRICES
        <4> PROTECTING FREEDOM OF SPEECH
      [##md1=9][##md2=0][##blank=0]
        <8> DO NOT KNOW
        <9> REFUSED
        ===>[goto T2]

>P4< Which should be the second priority?

     Maintaining order in the nation; giving people more say in important
     government decisions; or protecting freedom of speech?

      <0> NOT APPLICABLE
        <1> MAINTAINING ORDER IN THE NATION
        <2> GIVING PEOPLE MORE SAY IN IMPORTANT GOVERNMENT DECISIONS
        <4> PROTECTING FREEDOM OF SPEECH
      [##md1=9][##md2=0][##blank=0]
        <8> DO NOT KNOW
        <9> REFUSED
        ===>[goto T2]

>P5< Which should be the second priority?

      Maintaining order in the nation; giving people more say in important
      government decisions; or fighting rising prices?

      <0> NOT APPLICABLE
        <1> MAINTAINING ORDER IN THE NATION
        <2> GIVING PEOPLE MORE SAY IN IMPORTANT GOVERNMENT DECISIONS
        <3> FIGHTING RISING PRICES
      [##md1=9][##md2=0][##blank=0]
        <8> DO NOT KNOW
        <9> REFUSED
        ===>[goto T2]
```

>T2<   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
         [u]government in general[n]. 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 government
         in [u]Washington[n] to do what is right -- nearly always or most of the
         time, some of the time, seldom, or almost never?

          <1> NEARLY ALWAYS OR MOST OF THE TIME
          <2> SOME OF THE TIME
          <3> SELDOM
          <4> ALMOST NEVER
         [##md1=9][##md2=8][##blank=8]
          <8> DON'T KNOW
          <9> REFUSED, NO ANSWER
        ===>

>T3<   How much of the time do you think you can trust the state government
         in [u]Lansing[n] to do what is right -- nearly always or most of the
         time, some of the time, seldom, or almost never?

          <1> NEARLY ALWAYS OR MOST OF THE TIME
          <2> SOME OF THE TIME
          <3> SELDOM
          <4> ALMOST NEVER
         [##md1=9][##md2=8][##blank=8]
          <8> DON'T KNOW
          <9> REFUSED, NO ANSWER
        ===>

>X1< Next, I would like to ask you some questions about the community
     where you live.

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

     <1> RURAL COMMUNITY
     <2> SMALL CITY OR TOWN
     <3> A SUBURB
     <4> URBAN COMMUNITY

     <5> OTHER: SPECIFY[#specify]

     <8> DO NOT KNOW
     <9> REFUSED/NO ANSWER
     ===>

>X2< In your opinion, what is the most important problem facing your
     [u]community[n] today?

        0 MOST IMPORTANT PROBLEM: SPECIFY[#specify]

      <1-9>   SCHOOLS
      <10-19> HEALTH AND SOCIAL WELFARE
      <20-29> ECONOMY
      <30-39> GOVERNMENT
      <40-49> CRIME AND DRUGS
      <50-99> YOUTH
      <70-79> ENVIRONMENT-CLEANLINESS

```
<80-89>  PUBLIC SERVICES-UTILITIES
<90>     COMMUNITY SPIRIT-COMMUNITY SUPPORT
<91>     OTHER PROBLEM--NEC
[##md1=99][##md2=98][##blank=98]
  <98> DO NOT KNOW
  <99> REFUSED/NO ANSWER
===>
```

>GL1< There are many issues that the governor and legislature could spend time
      dealing with in this session. Of all the issues they could work on,
      which issue do you think is the [u]most important[n] for them to focus
      on?
      0 MENTION: SPECIFY [#specify]
      <1> THE ECONOMY, BUSINESS IN THE STATE, ENCOURAGE BUSINESS GROWTH, ETC
      <2> JOBS, UNEMPLOYMENT, EMPLOYMENT, MORE WORK, ETC
      <3> HEALTH CARE, MEDICAL CARE, MENTAL HEALTH, ETC
      <4> CRIME, SAFETY, DRUGS, VIOLENCE, LAW AND ORDER, PRISONS, ETC
      <5> EDUCATION, SCHOOLS, SCHOOL FINANCING, SCHOOL FUNDING, ETC
      <6> POVERTY, POOR PEOPLE, HOMELESS PEOPLE, ETC
      <7> WELFARE, WELFARE REFORM, ETC
      <8> TAXES, PROPERTY TAXES, ETC
      <9> SENIOR CITIZEN ISSUES
      <10> REDUCE BUDGETS, REDUCE SIZE OF GOVERNMENT, RESTRICT GOVERNMENT
             REDUCE WASTE, ETC
      <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
      <97> MISCELLANEOUS OTHER
     [##md1=99][##md2=98][##blank=98]
         <98> DON'T KNOW   <99> REFUSED-NO ANSWER   ===>

>GL2< There are many issues that the [u]president and congress[n] could spend
      time dealing with in this session. Of all the issues they could
      work on, which issue do you think is the [u]most important[n] for them
      to focus on?
      0 MENTION: SPECIFY [#specify]
      <1> THE ECONOMY, BUSINESS IN THE STATE, ENCOURAGE BUSINESS GROWTH, ETC
      <2> JOBS, UNEMPLOYMENT, EMPLOYMENT, MORE WORK, ETC
      <3> HEALTH CARE, MEDICAL CARE, MENTAL HEALTH, ETC
      <4> CRIME, SAFETY, DRUGS, VIOLENCE, LAW AND ORDER, PRISONS, ETC
      <5> EDUCATION, SCHOOLS, SCHOOL FINANCING, SCHOOL FUNDING, ETC
      <6> POVERTY, POOR PEOPLE, HOMELESS PEOPLE, ETC
      <7> WELFARE, WELFARE REFORM, ETC
      <8> TAXES, PROPERTY TAXES, ETC
      <9> SENIOR CITIZEN ISSUES
      <10> REDUCE BUDGETS, REDUCE SIZE OF GOVERNMENT, RESTRICT GOVERNMENT
             REDUCE WASTE, ETC
      <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
      <97> MISCELLANEOUS OTHER
      [##md1=99][##md2=98][##blank=98]
         <98> DON'T KNOW   <99> REFUSED-NO ANSWER   ===>

>C1< Each [u]county[n] in Michigan has at least one trial court. Overall,
     how would you rate the performance of the trial court or courts in your
     county?

     Would you say that their performance is excellent, good, fair, or poor?

```
           <1> EXCELLENT
           <2> GOOD
           <3> FAIR
           <4> POOR
           [##md1=9][##md2=8][##blank=8]
           <8> DO NOT KNOW
           <9> REFUSED/NO ANSWER

           ===>
>C2< Within the past five years, have you personally been involved in any
       way (as a defendant, witness, or in some other role) in a court case
       that was heard by a county trial court in Michigan?

           <1> YES
           <5> NO
           [##md1=9][##md2=8][##blank=8]
           <8> DO NOT KNOW
           <9> REFUSED
           ===>

>C3< How about other courts, have you personally been involved in any other
       court case in the last [u]five[n] years (as a defendant, witness, or in
       some other role)?

           <1> YES
           <5> NO
           [##md1=9][##md2=8][##blank=8]
           <8> DO NOT KNOW
           <9> REFUSED
           ===>


>H1a< Public colleges and universities in Michigan spend their funds on a
         variety of different activities.  The three main activities are
         student instruction, research, and "public service" outside the
         college or university.  (Public service includes such things as
         agricultural extension and working with community groups.)

         I am going to ask whether you would change the balance between
         these activities.

         Thinking about the relative importance of [u]instruction[n] and
         [u]research[n], would you:

          <1> Increase spending on instruction by decreasing spending on
                research
          <2> Leave the balance between instruction and research unchanged, or
          <3> Increase spending on research by decreasing spending on instruction
         [##md1=9][##md2=8][##blank=8]
          <8> DO NOT KNOW
          <9> REFUSED
         ===>

>H1b<  Thinking about the relative importance of [u]instruction[n] and
         [u]public service[n], would you:

          <1> Increase spending on instruction by decreasing spending on
                public service,
          <2> Leave the balance between instruction and public service
                unchanged, or
          <3> Increase spending on public service by decreasing spending on
```

instruction
        [##md1=9][##md2=8][##blank=8]
         <8> DO NOT KNOW
         <9> REFUSED
        ===>

>H1c< Thinking about the relative importance of [u]research[n] and
        [u]public service[n], would you:

         <1> Increase spending on research by decreasing spending on public
                 service,
         <2> Leave the balance between research and public service
                 unchanged,
         <3> Increase spending on public service by decreasing spending on
                 research
        [##md1=9][##md2=8][##blank=8]
         <8> DO NOT KNOW
         <9> REFUSED
        ===>

>ID2< [allow 5][loc 14/1][#store csid in ID2][copy ID2 in ID2]
>R2<   [allow 1][#preset <2>][copy R2 in R2]

>H4a< On average how much of each dollar spent by public colleges and
        universities in Michigan do you think goes to student instruction,
        research, and public service?

        Please remember your total should add to a dollar.

        (Just give me your best guess. How much out of each dollar goes
        to instruction, how much to research, and how much to public service?)

         First, how much of each dollar is spent on [u]instruction[n]?

        <0-100> INSTRUCTION
        [##md1=999][##md2=998][##blank=998]
        <998>   DO NOT KNOW
        <999>   REFUSED
        ===>

>H4b< (How much of each dollar is spent on) [u]research[n]?

        [r]INVW: The person said they would spend [fill H4a] cents/dollar
         on instruction[n].

        <0-100> INSTRUCTION
        [##md1=999][##md2=998][##blank=998]
        <998>   DO NOT KNOW
        <999>   REFUSED
        ===>

>H4c< (How much of each dollar is spent on) [u] public service[n]?

         [r]INVW: The person said they would spend [fill H4a] cents/dollar
         on instruction and [fill H4b] on research[n].

        <0-100> INSTRUCTION
        [##md1=999][##md2=998][##blank=998]
        <998>   DO NOT KNOW
        <999>   REFUSED
        ===>

```
>rot3< [if dgt3 eq <1>][goto rt3c][endif]

>rt3a< [if dg3a eq <1>][goto H5b][endif]  half gets h5a/half gets h5b

>H5a< Currently, the average tuition for all students at public four-year
      colleges and universities in Michigan is slightly less than $6000 per
      year.  In addition, the state government provides about $7000 per
      student.

      I am going to ask you some questions about whether taxpayers or
      students should pay more of the cost.

      Suppose that a change in state funding to public colleges and
      universities was made.  Which of the following would you most prefer?

      <0> NOT APPLICABLE
      <1> Increase tuition by $1,000 per student (per year), if it means that
          the state income tax would be reduced by an average of $60 per
          household

      <2> Leave the balance of funding where it is, -or-

      <3> Decrease tuition by $1,000 per year (per student), if it meant that
          the state income tax would be increased by an average of $60 per
          household?
      [##md1=9][##md2=0][##blank=0]
      <8> DO NOT KNOW
      <9> REFUSED
      ===>[goto rt3b]

>H5b< Currently, the average tuition for all students at public four-year
      colleges and universities in Michigan is slightly less than $6000 per
      year.  In addition, the state government provides about $7000 per
      student.

      I am going to ask you some questions about whether taxpayers or
      students should pay more of the cost.

      Suppose that a change in state funding to public colleges and
      universities was made.  Which of the following would you most prefer?

      <0> NOT APPLICABLE
      <1> Decrease tuition by $1,000 per year (per student), if it meant that
          the state income tax would be increased by an average of $60 per
          household -or-

      <2> Leave the balance of funding where it is, -or-

      <3> Increase tuition by $1,000 per student (per year), if it means that
          the state income tax would be reduced by an average of $60 per
           household.
      [##md1=9][##md2=0][##blank=0]
      <8> DO NOT KNOW
      <9> REFUSED ===>

>rt3b< [if dg3b eq <2>][goto H6b][endif]

>H6a< Now suppose that a change in state funding would affect how universities
      chose to spend their money.  Which of the following would you prefer?

      <0> NOT APPLICABLE
```

```
       <1>   Increase tuition by $600 and decrease university spending on
             research and public service, if it means that the state income
             tax would decrease by $60 per household -or-

       <2>   Leave the balance of funding where it is -or-

       <3>   Decrease tuition by $600 and increase spending on research
             and public service, if it means that state income tax would
             increase by $60 per household?
       [##md1=9][##md2=0][##blank=0]
       <8> DO NOT KNOW
       <9> REFUSED ===>[goto H11]

 >H6b<  Now suppose that a change in state funding would affect how
        universities chose to spend their money.  Which of the
        following would you prefer?

        <0> NOT APPLICABLE
        <3>  Decrease tuition by $600 and increase spending on research
             and public service, if it means that state income tax would
             increase by $60 per household -or-

        <2>  Leave the balance of funding where it is -or-

        <1>  Increase tuition by $600 and decrease university spending on
             research and public service, if it means that the state income
             tax would decrease by $60 per household?
        [##md1=9][##md2=0][##blank=0]
        <8> DO NOT KNOW
        <9> REFUSED ===>[goto H11]



 >rt3c<  [if dg3c eq <1>][goto H7b][endif] questions to second random half/
                          with half of the  half going to H7a
                                            and half of the half going to H7b

 >H7a< Leaving aside federal grants and other sources of income, the state
       government pays slightly more than half of the cost of running
       Michigan's public colleges and universities, with the rest coming
       from student tuition and fees.  I am going to ask you some questions
       about whether taxpayers or students should bear more of the cost of
       public higher education.

       Suppose that a change in state funding will affect tuition rates only.
       Which of the following would you most prefer?

        <0> NOT APPLICABLE
        <1> Increase student tuition by a small amount in order to
             decrease state income taxes
        <2> Leave the balance of funding where it is, or
        <3> Increase state income taxes by a small amount in order to decrease
             student tuition
       [##md1=9][##md2=0][##blank=0]
       <8> DO NOT KNOW
       <9> REFUSED ===>[goto rt3d]

 >H7b< Leaving aside federal grants and other sources of income, the state
       government pays slightly more than half of the cost of running
       Michigan's public colleges and universities, with the rest coming from
       student tuition and fees.  I am going to ask you some questions about
```

whether taxpayers or students should bear more of the cost of public
higher education.

Suppose that a change in state funding will affect tuition rates only.
Which of the following would you most prefer?

    <0> NOT APPLICABLE
    <3> Increase state income taxes by a small amount in order to decrease
         student tuition
    <2> Leave the balance of funding where it is, or
    <1> Increase student tuition by a small amount in order to
         decrease state income taxes
    [##md1=9][##md2=0][##blank=0]
    <8> DO NOT KNOW
    <9> REFUSED ===>

>rt3d< [if dg3d eq <2>][goto H8b][endif] half going to H8a and half going H8b]

>H8a< Now suppose a change in state funding could affect how
       universities chose to spend their money. Which of the following
       would you prefer:

       <0> NOT APPLICABLE
       <1> Increase tuition and fees and decrease college spending on
            research and public service by a small amount, in order to
            reduce state income taxes -or-

       <2> Leave the balance of funding where it is, -or-

       <3> Decrease tuition and fees and increase college spending on
            research and public service, which would require an increase
            in state income taxes?
       [##md1=9][##md2=0][##blank=0]
       <8> DO NOT KNOW
       <9> REFUSED ===>[goto H11]

>H8b< Now suppose a change in state funding could affect how
       universities chose to spend their money. Which of the following
       would you prefer:

       <0> NOT APPLICABLE
       <3> Decrease tuition and fees and increase college spending on
            research and public service, which would require an increase
            in state income taxes?

       <2> Leave the balance of funding where it is, -or-

       <1> Increase tuition and fees and decrease college spending on
            research and public service by a small amount, in order to
            reduce state income taxes -or-
       [##md1=9][##md2=0][##blank=0]
       <8> DO NOT KNOW
       <9> REFUSED ===>

>H11< Some people argue that Michigan's public colleges and universities
      should [u]not[n] enroll so many students from other states, even though
      non-resident students pay higher tuition than Michigan residents.

      Do you think Michigan's public colleges and universities should limit

the number of out-of-state students, or should they recruit
        qualified students regardless of what state they come from?

        <1> SHOULD LIMIT OUT-OF-STATE STUDENTS
        <2> SHOULD ENCOURAGE ENROLLMENT OF OUT-OF-STATE STUDENTS
        [##md1=9][##md2=8][##blank=8]
        <8> DO NOT KNOW
        <9> REFUSED
        ===>

>H17< During the last two years, to what extent have you personally benefitted
        from public services provided by public colleges and universities in
        Michigan, not including intercollegiate athletics?

        (Examples include: agricultural extension, work with community groups,
         seminars and conferences open to the public, and subsidized
         performances.)

        Have you benefitted from university public service a great deal,
        somewhat, a little, or not at all?

        <1> A GREAT DEAL.
        <2> SOMEWHAT
        <3> A LITTLE
        <4> NOT AT ALL
        [##md1=9][##md2=8][##blank=8]
        <8> DO NOT KNOW
        <9> REFUSED
        ===>

>L1< Some people think that public colleges and universities should strive
        to have faculty and students from different races, ethnicities, and
        genders. Others argue that faculty and students should be selected
        based on academic qualifications only. Which of these positions
        is closest to your own

        <1> Public colleges and universities should strive to have faculty and
[goto L2a]
            students from different races, ethnicities, and genders -or-

        <5> Only academic qualifications should be considered?[goto L3a]
         [##md1=9][##md2=8][##blank=8]
        <8> DO NOT KNOW
        <9> REFUSED
         ===>

>rot4< [if L1 ge <8>][if dgt4 eq <1>][goto L2a][endif][endif]
        [if L1 ge <8>][if dgt4 eq <2>][goto L3a][endif] [endif]

        dk and ref 1/2 to L2a half to L3a

>L2a< Suppose there are many schools trying to attract larger numbers of
         qualified minority students at the same time.

         Should public colleges and universities consider race and ethnicity
         when offering financial aid to qualified students?

        <0> NOT APPLICABLE
        <1> YES
        <5> NO

```
        [##md1=9][##md2=0][##blank=0]
        <8> DO NOT KNOW
        <9> REFUSED
        ===>


>L2b<  Suppose that there are many schools trying to hire more women and
       minority faculty at the same time.  Should public colleges and
       universities pay higher salaries to women and minorities than to white
       (Caucasian) males who have otherwise equal qualifications?

        <0> NOT APPLICABLE
        <1> YES
        <5> NO
        [##md1=9][##md2=0][##blank=0]
        <8> DO NOT KNOW
        <9> REFUSED
        ===>[goto rot5]

>L3a<   Should the opportunities available to a student and the quality of his
         or her high school be considered when evaluating academic
         qualifications?

        <0> NOT APPLICABLE
        <1> YES
        <5> NO
        [##md1=9][##md2=0][##blank=0]
        <8> DO NOT KNOW
        <9> REFUSED
        ===>
>L3b<   Should the ability of a faculty member to communicate with students
         having particular backgrounds be considered when evaluating the
         [u]faculty member's[n] academic qualifications?

        <0> NOT APPLICABLE
        <1> YES
        <5> NO
        [##md1=9][##md2=0][##blank=0]
        <8> DO NOT KNOW
        <9> REFUSED
        ===>


>rot5< [if cmp eq <1>][if dgt5 eq <1 >][goto S1a][endif][endif]
        [if cmp eq <1>][if dgt5 eq <2 >][goto S2a][endif][endif]
        [if cmp eq <1>][if dgt5 eq <3 >][goto S3a][endif][endif]
                               (maintaing order vs giving people more say
                         vs fighting rising prices
                               vs protecting freedom of speach)
       [if cmp eq <2>][if dgt5 eq <3 >][goto S4a][endif][endif]
       [if cmp eq <2>][if dgt5 eq <2 >][goto S5a][endif][endif]
       [if cmp eq <2>][if dgt5 eq <1 >][goto S6a][endif][endif]
                    (giving people more say vs maintaining order
                     vs fighting rising prices
                       vs protecting freedom of speech)
       [if cmp eq <3>][if dgt5 eq <2 >][goto S7a][endif][endif]
       [if cmp eq <3>][if dgt5 eq <3 >][goto S8a][endif][endif]
       [if cmp eq <3>][if dgt5 eq <1 >][goto S9a][endif][endif]
                               (fighting rising prices vs maintaining order
                               vs giving people more say
                       vs protecting freedom of speech)
      [if cmp eq <4>][if dgt5 eq <3 >][goto S10a][endif][endif]
```

```
     [if cmp eq <4>][if dgt5 eq <1 >][goto S11a][endif][endif]
     [if cmp eq <4>][if dgt5 eq <2 >][goto S12a][endif][endif]

          (protecting freedom of speech vs mainintaining order
                    vs giving people more say
                    vs fighting rising prices


>S1a< Earlier, I asked you about national priorities.  Now I would like to
      ask you to consider these priorities in a different way.  For
      each pair of priorities that I read, tell me whether you think
      the [u]first[n] one or the [u]second[n] one is [u]more important[n]
      than the other.

      Which is more important for our nation,

      maintaining order
      -or-
      giving people more say in important government decisions


      <0> NOT APPLICABLE
      <1> maintaining order
      <5> giving people more say in important government decisions
      [##md1=9][##md2=0][##blank=0]
      <8> DO NOT KNOW
      <9> REFUSED
      ===>
>S1b<  Now, which is more important for our nation,

      maintaining order
      -or-
        fighting rising prices

      <0> NOT APPLICABLE
      <1> mainitaing order
      <5> fighting rising prices
      [##md1=9][##md2=0][##blank=0]
      <8> DO NOT KNOW
      <9> REFUSED
      ===>

>S1c< Now, which of these is more important for our nation?

      maintaining order
        -or-
        protecting freedom of speech


      <0> NOT APPLICABLE
      <1> maintaining order
      <5> protecting freedom of speech
      [##md1=9][##md2=0][##blank=0]
      <8> DO NOT KNOW
      <9> REFUSED
      ===>[goto CD1]


>S2a< Earlier, I asked you about national priorities.  Now I would like to
      ask you to consider these priorities in a different way.  For
      each pair of priorities that I read, tell me whether you think
```

the [u]first[n] one or the [u]second[n] one is [u]more important[n]
than the other.

Which is more important for our nation,

maintaining order
    -or-
protecting freedom of speech

<0> NOT APPLICABLE
<1> maintaining order
<5> protecting freedom of speech
[##md1=9][##md2=0][##blank=0]
<8> DO NOT KNOW
<9> REFUSED
===>
>S2b< Now, which is more important for our nation,

maintaining order
    -or-
  giving people more say in important government decisions

<0> NOT APPLICABLE
<1> maintaining order
<5> giving people more say in important government decisions
[##md1=9][##md2=0][##blank=0]
<8> DO NOT KNOW
<9> REFUSED
===>

>S2c< Now, which of these is more important for our nation?

maintaining order
  -or-
  fighting rising prices

<0> NOT APPLICABLE
<1> maintaining order
<5> fighting rising prices
[##md1=9][##md2=0][##blank=0]
<8> DO NOT KNOW
<9> REFUSED
===>[goto CD1]

>S3a< Earlier, I asked you about national priorities. Now I would like to
      ask you to consider these priorities in a different way. For
      each pair of priorities that I read, tell me whether you think
      the [u]first[n] one or the [u]second[n] one is [u]more important[n]
      than the other.

Which is more important for our nation,

maintaining order
    -or-
fighting rising prices

<0> NOT APPLICABLE
<1> maintaining order

```
        <5> fighting rising prices
        [##md1=9][##md2=0][##blank=0]
        <8> DO NOT KNOW
        <9> REFUSED
        ===>

>S3b<  Now, which is more important for our nation,

        maintaining order
            -or-
          protecting freedom of speech

        <1> MAINTAINING ORDER
        <5> PROTECTING FREEDOM OF SPEECH

        <8> DO NOT KNOW
        <9> REFUSED
        ===>

>S3c< Now, which of these is more important for our nation?

        maintaining order
            -or-
          giving people more say in important government decisions

        <0> NOT APPLICABLE
        <1> MAINTAINING ORDER
        <5> GIVING PEOPLE MORE SAY IN IMPORTANT GOVERNMENT DECISIONS
        [##md1=9][##md2=0][##blank=0]
        <8> DO NOT KNOW
        <9> REFUSED
        ===>[goto CD1]


>S4a< Earlier, I asked you about national priorities.  Now I would like to
        ask you to consider these priorities in a different way.  For
        each pair of priorities that I read, tell me whether you think
        the [u]first[n] one or the [u]second[n] one is [u]more important[n]
        than the other.

        Which is more important for our nation,

        giving people more say in important government decisions
            -or
        protecting freedom of speech

        <0> NOT APPLICABLE
        <1> GIVING PEOPLE MORE SAY IN IMPORTANT GOVERNMENT DECISIONS
        <5> PROTECTING FREEDOM ON SPEECH
        [##md1=9][##md2=0][##blank=0]
        <8> DO NOT KNOW
        <9> REFUSED
        ===>
>S4b<  Now, which is more important for our nation,

         giving people more say in important government decisions
            -or
          fighting rising prices

        <0> NOT APPLICABLE
        <1> GIVING PEOPLE MORE SAY IN IMPORTANT GOVERNMENT DECISIONS
```

```
        <5> FIGHTING RISING PRICES
        [##md1=9][##md2=0][##blank=0]
        <8> DO NOT KNOW
        <9> REFUSED
        ===>

>S4c< Now, which of these is more important for our nation?

        giving people more say in important government decisions
           -or-
        maintaining order

        <0> NOT APPLICABLE
        <1> GIVING PEOPLE MORE SAY IN IMPORTANT GOVERNMENT DECISIONS
        <5> MAINTAINING ORDER
        [##md1=9][##md2=0][##blank=0]
        <8> DO NOT KNOW
        <9> REFUSED
        ===>[goto CD1]

>S5a< Earlier, I asked you about national priorities.  Now I would like to
        ask you to consider these priorities in a different way.  For
        each pair of priorities that I read, tell me whether you think
        the [u]first[n] one or the [u]second[n] one is [u]more important[n]
        than the other.

        Which is more important for our nation,

        giving people more say in important government decisions
           -or-
        fighting rising prices

        <0> NOT APPLICABLE
        <1> GIVING PEOPLE MORE SAY IN IMPORTANT GOVERNMENT DECISIONS
        <5> FIGHTING RISING PRICES
        [##md1=9][##md2=0][##blank=0]
        <8> DO NOT KNOW
        <9> REFUSED
        ===>

>S5b<  Now, which is more important for our nation,

        giving people more say in important government decisions
           -or-
          maintaining order

        <0> NOT APPLICABLE
        <1> GIVING PEOPLE MORE SAY IN IMPORTANT GOVERNMENT DECISIONS
        <5> MAINTAINING ORDER
        [##md1=9][##md2=0][##blank=0]
        <8> DO NOT KNOW
        <9> REFUSED
        ===>

>S5c< Now, which of these is more important for our nation?

        giving people more say in important government decisions
           -or-
        protecting freedom of speech

        <0> NOT APPLICABLE
```

```
            <1> GIVING PEOPLE MORE SAY IN IMPORTANT GOVERNMENT DECISIONS
            <5> PROTECTING FREEDOM OF SPEECH
            [##md1=9][##md2=0][##blank=0]
            <8> DO NOT KNOW
            <9> REFUSED
            ===>[goto CD1]

    >S6a< Earlier, I asked you about national priorities.  Now I would like to
          ask you to consider these priorities in a different way.  For
          each pair of priorities that I read, tell me whether you think
          the [u]first[n] one or the [u]second[n] one is [u]more important[n]
          than the other.

          Which is more important for our nation,

          giving people more say in important government decisions
            -or-
            maintaining order

            <0> NOT APPLICABLE
            <1> GIVING PEOPLE MORE SAY IN IMPORTANT GOVERNMENT DECISIONS
            <5> MAINTAINING ORDER
            [##md1=9][##md2=0][##blank=0]
            <8> DO NOT KNOW
            <9> REFUSED
            ===>

    >S6b<  Now, which is more important for our nation,

          giving people more say in important government decisions
            -or-
            protecting freedom of speech

            <0> NOT APPLICABLE
            <1> GIVING PEOPLE MORE SAY IN IMPORTANT GOVERNMENT DECISIONS
            <5> PROTECTING FREEDOM OF SPEECH
            [##md1=9][##md2=0][##blank=0]
            <8> DO NOT KNOW
            <9> REFUSED
            ===>

    >S6c< Now, which of these is more important for our nation?

          giving people more say in important government decisions
            -or-
          fighting rising prices

            <0> NOT APPLICABLE
            <1> GIVING PEOPLE MORE SAY IN IMPORTANT GOVERNMENT DECISIONS
            <5> FIGHTING RISING PRICES?
            [##md1=9][##md2=0][##blank=0]
            <8> DO NOT KNOW
            <9> REFUSED
            ===>[goto CD1]


    >S7a< Earlier, I asked you about national priorities.  Now I would like to
          ask you to consider these priorities in a different way.  For
          each pair of priorities that I read, tell me whether you think
          the [u]first[n] one or the [u]second[n] one is [u]more important[n]
          than the other.
```

Which is more important for our nation,

fighting rising prices
    -or-
maintaining order

<0> NOT APPLICABLE
<1> FIGHTING RISING PRICES
<5> MAINTAINING ORDER
[##md1=9][##md2=0][##blank=0]
<8> DO NOT KNOW
<9> REFUSED
===>

>S7b< Now, which is more important for our nation,

fighting rising prices
    -or-
protecting freedom of speech

<0> NOT APPLICABLE
<1> FIGHTING RISING PRICES
<5> PROTECTING FREEDOM OF SPEECH
[##md1=9][##md2=0][##blank=0]
<8> DO NOT KNOW
<9> REFUSED
===>

>S7c< Now, which of these is more important for our nation?

fighting rising prices
    -or
giving people more say in important government decisions?

<0> NOT APPLICABLE
<1> FIGHTING RISING PRICES
<5> GIVING PEOPLE MORE SAY IN IMPORTANT GOVERNMENT DECISIONS?
[##md1=9][##md2=0][##blank=0]
<8> DO NOT KNOW
<9> REFUSED
===>[goto CD1]

>S8a< Earlier, I asked you about national priorities. Now I would like to
      ask you to consider these priorities in a different way. For
      each pair of priorities that I read, tell me whether you think
      the [u]first[n] one or the [u]second[n] one is [u]more important[n]
      than the other.

      Which is more important for our nation,

fighting rising prices
    -or
giving people more say in important government decisions?

<0> NOT APPLICABLE
<1> FIGHTING RISING PRICES
<5> GIVING PEOPLE MORE SAY IN IMPORTANT GOVERNMENT DECISIONS?
[##md1=9][##md2=0][##blank=0]
<8> DO NOT KNOW
<9> REFUSED

```
            ===>

>S8b<   Now, which is more important for our nation,

         fighting rising prices
          -or-
         maintaining order

        <0> NOT APPLICABLE
        <1> FIGHTING RISING PRICES
        <5> MAINTAINING ORDER
        [##md1=9][##md2=0][##blank=0]
        <8> DO NOT KNOW
        <9> REFUSED
        ===>

>S8c<  Now, which of these is more important for our nation?

        fighting rising prices
           -or-
        protecting freedom of speech?

        <0> NOT APPLICABLE
        <1> FIGHTING RISING PRICES
        <5> PROTECTING FREEDOM OF SPEECH
        [##md1=9][##md2=0][##blank=0]
        <8> DO NOT KNOW
        <9> REFUSED
        ===>[goto CD1]


>S9a<  Earlier, I asked you about national priorities.  Now I would like to
       ask you to consider these priorities in a different way.  For
       each pair of priorities that I read, tell me whether you think
       the [u]first[n] one or the [u]second[n] one is [u]more important[n]
       than the other.

       Which is more important for our nation,


       fighting rising prices
          -or-
       protecting freedom of speech

       <0> NOT APPLICABLE
       <1> FIGHTING RISING PRICES
       <5> PROTECTING FREEDOM OF SPEECH
       [##md1=9][##md2=0][##blank=0]
       <8> DO NOT KNOW
       <9> REFUSED
       ===>

>S9b<  Now, which is more important for our nation,

         fighting rising prices
          -or-
         giving people more say in important government decisions

       <0> NOT APPLICABLE
       <1> FIGHTING RISING PRICES
       <5> GIVING PEOPLE MORE SAY IN IMPORTANT GOVERNMENT DECISIONS?
```

```
        [##md1=9][##md2=0][##blank=0]
        <8> DO NOT KNOW
        <9> REFUSED
        ===>

>S9c< Now, which of these is more important for our nation?

        fighting rising prices
          -or-
        maintaining order

        <0> NOT APPLICABLE
        <1> FIGHTING RISING PRICES
        <5> MAINTAINING ORDER
        [##md1=9][##md2=0][##blank=0]
        <8> DO NOT KNOW
        <9> REFUSED
        ===>[goto CD1]


>S10a< Earlier, I asked you about national priorities.  Now I would like to
        ask you to consider these priorities in a different way.  For
        each pair of priorities that I read, tell me whether you think
        the [u]first[n] one or the [u]second[n] one is [u]more important[n]
        than the other.

        Which is more important for our nation,

        protecting freedom of speech
         -or-
        maintaining order

        <0> NOT APPLICABLE
        <1> PROTECTING FREEDOM OF SPEECH
        <5> MAINTAINING ORDER
        [##md1=9][##md2=0][##blank=0]
        <8> DO NOT KNOW
        <9> REFUSED
        ===>
>S10b<  Now, which is more important for our nation,

        protecting freedom of speech
          -or-
        giving people more say in important government decisions?

        <0> NOT APPLICABLE
        <1> PROTECTING FREEDOM OF SPEECH
        <5> GIVING PEOPLE MORE SAY IN IMPORTANT GOVERNMENT DECISIONS?
        [##md1=9][##md2=0][##blank=0]
        <8> DO NOT KNOW
        <9> REFUSED
        ===>

>S10c< Now, which of these is more important for our nation?

        protecting freedom of speech
          -or-
        fighting rising prices

        <0> NOT APPLICABLE
        <1> PROTECTING FREEDOM OF SPEECH
```

```
        <5> FIGHTING RISING PRICES.
        [##md1=9][##md2=0][##blank=0]
        <8> DO NOT KNOW
        <9> REFUSED
        ===>[goto CD1]


>S11a< Earlier, I asked you about national priorities.  Now I would like to
        ask you to consider these priorities in a different way.  For
        each pair of priorities that I read, tell me whether you think
        the [u]first[n] one or the [u]second[n] one is [u]more important[n]
        than the other.

        Which is more important for our nation,

        protecting freedom of speech
         -or-
        giving people more say in important government decisions?

        <0> NOT APPLICABLE
        <1> PROTECTING FREEDOM OF SPEECH
        <5> GIVING PEOPLE MORE SAY IN IMPORTANT GOVERNMENT DECISIONS
        [##md1=9][##md2=0][##blank=0]
        <8> DO NOT KNOW
        <9> REFUSED
        ===>

>S11b<  Now, which is more important for our nation,

          protecting freedom of speech
           -or-
        fighting rising prices

        <0> NOT APPLICABLE
        <1> PROTECTING FREEDOM OF SPEECH
        <5> FIGHTING RISING PRICES
        [##md1=9][##md2=0][##blank=0]
        <8> DO NOT KNOW
        <9> REFUSED
        ===>

>S11c< Now, which of these is more important for our nation?

          protecting freedom of speech
           -or-
          maintaining order?

        <0> NOT APPLICABLE
        <1> PROTECTING FREEDOM OF SPEECH
        <5> MAINTAINING ORDER
        [##md1=9][##md2=0][##blank=0]
        <8> DO NOT KNOW
        <9> REFUSED
        ===>[goto CD1]


>S12a< Earlier, I asked you about national priorities.  Now I would like to
        ask you to consider these priorities in a different way.  For
        each pair of priorities that I read, tell me whether you think
        the [u]first[n] one or the [u]second[n] one is [u]more important[n]
        than the other.
```

Which is more important for our nation,

         protecting freedom of speech
          -or-
         fighting rising prices

         <0> NOT APPLICABLE
         <1> PROTECTING FREEDOM OF SPEECH
         <5> FIGHTING RISING PRICES
         [##md1=9][##md2=0][##blank=0]
         <8> DO NOT KNOW
         <9> REFUSED
         ===>

>S12b< Now, which is more important for our nation,

         protecting freedom of speech
          -or-
         maintaining order?

         <0> NOT APPLICABLE
         <1> PROTECTING FREEDOM OF SPEECH
         <5> MAINTAINING ORDER
         [##md1=9][##md2=0][##blank=0]
         <8> DO NOT KNOW
         <9> REFUSED
         ===>

>S12c< Now, which of these is more important for our nation?

         protecting freedom of speech
          -or-
         giving people more say in important government decisions?

         <0> NOT APPLICABLE
         <1> PROTECTING FREEDOM OF SPEECH
         <5> GIVING PEOPLE MORE SAY IN IMPORTANT GOVERNMENT DECISIONS?
         [##md1=9][##md2=0][##blank=0]
         <8> DO NOT KNOW
         <9> REFUSED
         ===>[goto CD1]

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

        RECORD GENDER OF RESPONDENT HERE, ASK ONLY IF IN DOUBT:

        <1> MALE
        <5> FEMALE
        [##md1=9][##md2=0][##blank=0]
        ===>

>CD2< In what year were you born?[allow 3]

     18 <95-99> YEAR
     19 <00-94> YEAR
        [##md1=999][##md2=998][##blank=998]
        <d> DON'T KNOW   <999> <998>
        <r> REFUSED
        ===>

```
>cp4<  [if CD2 eq <d>][store <998> in CD2][endif]
       [if CD2 eq <r>][store <999> in CD2][endif]

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

          <0>  DID NOT GO TO SCHOOL [goto CD5a]
       <1-11>  GRADE  [goto CD5a]
         <12>  HIGH SCHOOL GRADUATE OR GED HOLDER[goto CD5a]
      <13-15>  SOME COLLEGE (ONE TO THREE YEARS)
         <16>  COLLEGE GRADUATE  (FOUR YEARS)
         <17>  SOME POST GRADUATE
         <18>  GRADUATE DEGREE

         <20>  TECHNICAL SCHOOL OR JUNIOR COLLEGE GRADUATE
       [##md1=99][##md2=98][##blank=98]
         <98>  DO NOT KNOW [goto CD5a]
         <99>  REFUSED-NO ANSWER [goto CD5a]
       ===>

>H13<  Which college or university did you [u]last[n] attend as an
       undergraduate?  [allow 4]

       0 SPECIFY COLLEGE[#specify]

       <1-1000> COLLEGE
       <9995-9997> OTHER MISCELLANEOUS
       <9998> DO NOT KNOW
       <9999> REFUSED
       ===>
>ID3<  [allow 5][loc 15/1][#store csid in ID3][copy ID3 in ID3]
>R3<   [allow 1][#preset <3>][copy R3 in R3]

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

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

       <1> YES- HISPANIC, LATINO, OR SPANISH ORIGIN
       <5> NO - NOT HISPANIC, LATINO, OR SPANISH ORIGIN
       [##md1=9][##md2=8][##blank=8]
       <8> DO NOT KNOW
       <9> REFUSED TO ANSWER

       ===>

>CD4a<  Which of the following are you? Please specify one or more of
        the following:

        Are you white, African American or Black, Hawaiian or other
        Pacific Islander, Asian, or American Indian or Alaska Native?

       <1> WHITE  (include: european background plus middle east/north
                     african - eyqpt, iran, iraq, lebanon in this category)
        <2> AFRICAN AMERICAN OR BLACK
       <3> HAWAIIAN OR PACIFIC ISLANDER
       <4> ASIAN  (include: india, pakistan, vietnam, cambodia, china,
           korea, etc)
       <5> AMERICAN INDIAN OR ALASKA NATIVE
       [##md1=9][##md2=8][##blank=8]
       <8> DO NOT KNOW[goto CD6]
       <9> REFUSED[goto CD6]
       ===>
```

>CD4b< (Are you white, African American or Black, Hawaiian or other
         Pacific Islander, Asian, or American Indian or Alaska Native?)

          <0> NO OTHERS[goto CD6]
        <1> WHITE (include: european background plus middle east/north
                      african - eyqpt, iran, iraq, lebanon in this category)
        <2> AFRICAN AMERICAN OR BLACK
        <3> HAWAIIAN OR PACIFIC ISLANDER
        <4> ASIAN (include: india, pakistan, vietnam, cambodia, china,
              korea, etc)
        <5> AMERICAN INDIAN OR ALASKA NATIVE
        [##md1=9][##md2=0][##blank=0]
        <8> DO NOT KNOW
        <9> REFUSED
        ===>
>CD4c< (Are you white, African American or Black, Hawaiian or other
         Pacific Islander, Asian, or American Indian or Alaska Native?)

          <0> NO OTHERS[goto CD6]
        <1> WHITE (include: european background plus middle east/north
                      african - eyqpt, iran, iraq, lebanon in this category)
        <2> AFRICAN AMERICAN OR BLACK
        <3> HAWAIIAN OR PACIFIC ISLANDER
        <4> ASIAN (include: india, pakistan, vietnam, cambodia, china,
              korea, etc)
        <5> AMERICAN INDIAN OR ALASKA NATIVE
        [##md1=9][##md2=0][##blank=0]

        <8> DO NOT KNOW
        <9> REFUSED
        ===>

>CD4d< (Are you white, African American or Black, Hawaiian or other
         Pacific Islander, Asian, or American Indian or Alaska Native?)

          <0> NO OTHERS[goto CD6]
        <1> WHITE (include: european background plus middle east/north
                      african - eyqpt, iran, iraq, lebanon in this category)
        <2> AFRICAN AMERICAN OR BLACK
        <3> HAWAIIAN OR PACIFIC ISLANDER
        <4> ASIAN (include: india, pakistan, vietnam, cambodia, china,
              korea, etc)
        <5> AMERICAN INDIAN OR ALASKA NATIVE
        [##md1=9][##md2=0][##blank=0]
        <8> DO NOT KNOW
        <9> REFUSED
        ===>
>CD4e< (Are you white, African American or Black, Hawaiian or other
         Pacific Islander, Asian, or American Indian or Alaska Native?)

          <0> NO OTHERS[goto CD6]
        <1> WHITE (include: european background plus middle east/north
                      african - eyqpt, iran, iraq, lebanon in this category)
         <2> AFRICAN AMERICAN OR BLACK
        <3> HAWAIIAN OR PACIFIC ISLANDER
        <4> ASIAN (include: india, pakistan, vietnam, cambodia, china,
              korea, etc)
        <5> AMERICAN INDIAN OR ALASKA NATIVE
        [##md1=9][##md2=0][##blank=0]
        <8> DO NOT KNOW
        <9> REFUSED

```
        ===>

>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)?

         <0> NONE; NO RELIGIOUS GROUP
         <1> CATHOLIC; ROMAN CATHOLIC, ORTHODOX
         <2> ISLAMIC
         <3> JEWISH
         <4> PROTESTANT (includes Baptist, Lutheran, Presbyterian, Methodist
                         Christian Reformed, Jehovah's Witness, Pentecostal,
                         Apostolic, etc, LDS, Mormon)
         <5> OTHER NON-CHRISTIAN (Hindu, Buddhist)
         7 OTHER [#specify](SPECIFY)
         [##md1=9][##md2=8][##blank=8]
         <8> DO NOT KNOW
         <9> REFUSED-NO ANSWER

           ===>




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

         <1> REPUBLICAN
         <4> INDEPENDENT [goto CD7C]
         <7> DEMOCRAT  [goto CD7B]
        [##md1=9][##md2=8][##blank=8]
         <5> SOME OTHER PARTY MENTIONED[goto CD7D]
         <0> SOMETHING ELSE, NO PARTY MENTIONED: [#specify]SPECIFY [goto ptid]


         <8> DO NOT KNOW [goto ptid]
         <9> REFUSED-NO ANSWER [goto ptid]

                  ===>

IF REPUBLICAN. . .
>CD7A< Would you call yourself a strong Republican or a not very
        strong Republican?

        <0> NOT APPLICABLE
        <1> STRONG REPUBLICAN
        <2> NOT A VERY STRONG REPUBLICAN
        [##md1=9][##md2=0][##blank=0]
        <8> DO NOT KNOW
        <9> REFUSED-NO ANSWER

        ===> [goto ptid]


IF DEMOCRAT. . .
>CD7B<  Would you call yourself a strong Democrat or a not very
        strong Democrat?

        <0> NOT APPLICABLE
        <7> STRONG DEMOCRAT
        <6> NOT A VERY STRONG DEMOCRAT
```

```
        [##md1=9][##md2=0][##blank=0]
        <8> DO NOT KNOW
        <9> REFUSED-NO ANSWER
        ===> [goto ptid]

IF INDEPENDENT. . .
>CD7C<  Do you generally think of yourself as closer to the
        Democratic Party or the Republican Party?

        <0> NOT APPLICABLE
        <3> REPUBLICAN
        <4> NEITHER (R PROVIDED)
        <5> DEMOCRAT
        [##md1=9][##md2=0][##blank=0]
        <8> DO NOT KNOW
        <9> REFUSED-NO ANSWER
        ===>[goto ptid]

>CD7D<  What is [u]other[n] party (you usually vote for)?

        0 MENTIONED PARTY: SPECIFY[#specify]

        <1> LIBERTARIAN
        <2> BEST PERSON FOR JOB
        <3> OTHER-NEC
        [##md1=99][##md2=0][##blank=0]
        <95> NO MENTION
        <98> DO NOT KNOW
        <99> REFUSED
        ===>

>ptid<  [allow 1][copy ptid in ptid]
        [if CD7A eq <1>][store <1> in ptid][endif]   1 strong republican
        [if CD7A eq <2>][store <2> in ptid][endif]   2 not strong rep
        [if CD7A eq <8>][store <8> in ptid][endif]   3 lean republican
        [if CD7A eq <9>][store <9> in ptid][endif]   4 neither
        [if CD7B eq <6>][store <6> in ptid][endif]   5 lean democrat
        [if CD7B eq <7>][store <7> in ptid][endif]   6 not strong dem
        [if CD7B eq <8>][store <8> in ptid][endif]   7 strong dem
        [if CD7B eq <9>][store <9> in ptid][endif]   8 do not know
        [if CD7C eq <3>][store <3> in ptid][endif]   9 refused
        [if CD7C eq <4>][store <4> in ptid][endif]
        [if CD7C eq <5>][store <5> in ptid][endif]
        [if CD7C eq <8>][store <8> in ptid][endif]
        [if CD7C eq <9>][store <9> in ptid][endif]
     [if CD7 eq <8>][store <8> in ptid][endif]
     [if CD7 eq <0>][store <0> in ptid][endif]
     [if CD7 eq <9>][store <9> in ptid][endif]

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

        <0> REMARRIED[goto CD10]
        <1> MARRIED[goto CD10]
        <2> DIVORCED
        <3> SEPARATED
        <4> WIDOWED
        <5> MEMBER OF AN UNMARRIED COUPLE
        <6> SINGLE, NEVER BEEN MARRIED
        [##md1=9][##md2=0][##blank=0]
        <7> OTHER [#specify](R PROVIDED; SPECIFY)[goto CD10]
```

```
        <98> DO NOT KNOW[goto CD10]
        <99> REFUSED-NO ANSWER[goto CD10]
        ===>

>sing<  Do you have any specific plans to be married in the next year?

        <0> NOT APPLICABLE
        <1> YES
        <5> NO
        [##md1=9][##md2=0][##blank=0]
        <8> DO NOT KNOW
        <9> REFUSED
        ===>

>CD10<  Next, I have a few questions about the others who may be living in
        your household.

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

        <1>  PERSON, ONLY RESPONDENT[goto CD12]
      <2-10> ADULTS
       [##md1=99][##md2=98][##blank=98]
        <98>  DO NOT KNOW
        <99>  REFUSED-NO ANSWER
   ===>

>CD11<  How many of these adults are [bold]over 64 years of age?[n]

      [r]COUNT ONLY THE ADULTS WHO ARE 65 YEARS OF AGE AND OLDER[n]

        <0-9>  ADULTS 65+
        [##md1=99][##md2=98][##blank=98]
        <98> DO NOT KNOW
        <99> REFUSED-NO ANSWER
        ===>

>CD12< How many children younger than 18 live in your household?

         <0>  NONE [goto CD14]
       <1-10> CHILDREN
       [##md1=99][##md2=98][##blank=98]
         <98> DO NOT KNOW[goto CD14]
         <99> REFUSED-NO ANSWER[goto CD14]
        ===>

>CD13<   How many of these children are [bold]under 5 years of age?[n]

        <0-10>  CHILDREN UNDER 5
        [##md1=99][##md2=98][##blank=98]
         <98>  DO NOT KNOW
         <99>  REFUSED-NO ANSWER
      ===>

>CD14<  Altogether, how many children have you born or fathered?  (Please
        include any you had from a previous marriage)

         <0>  NONE, NEVER HAD CHILDREN
         <1-20> CHILDREN
        [##md1=99][##md2=98][##blank=98]
         <98> DO NOT KNOW
```

```
         <99> REFUSED-NO ANSWER

        ===>
>sk1<    [if CD14 eq CD13][goto D14a][endif]
        [if CD14 eq <0>][goto D14a][endif]
        [if CD14 ge <98>][goto D14a][endif]

>H14<  Have one or more of your children attended a four-year public college
        or university in Michigan in the past?

        <0> NOT APPLICABLE
        <1> YES
        <5> NO
        [##md1=9][##md2=0][##blank=0]
        <8> DO NOT KNOW
        <9> REFUSED
        ===>

>H15<  Are one or more of your children currently enrolled at a four-year
        public college or university in Michigan?

        <0> NOT APPLICABLE
        <1> YES
        <5> NO
        [##md1=9][##md2=0][##blank=0]
        <8> DO NOT KNOW
        <9> REFUSED
        ===>


>H16< Do you expect to have one or more of your children attend a
        four-year public college or university in Michigan sometime
        in the future?

        <0> NOT APPLICABLE
        <1> YES
        <5> NO
        [##md1=9][##md2=0][##blank=0]
        <8> DO NOT KNOW
        <9> REFUSED
        ===>
>D14a<  Do you rent or do you own your own home?

         [r] CODER:  LIVE WITH PARENTS IS SAME AS OWN HOME[n]

        <0> NOT APPLICABLE
        <1> RENT
        <5> OWN (INCLUDES PAYING MORTGAGE CURRENTLY)
        <7> OTHER [#specify]
        [##md1=9][##md2=0][##blank=0]
        <8> DO NOT KNOW
        <9> REFUSED-NO ANSWER

        ===>

>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?

        [r]IF THE R MENTIONS TWO THINGS, ASK 'Which one would you say you
        do the most or takes up most of your time?[n]
```

```
        <0> SELF EMPLOYED EITHER FULL OR PART TIME
        <1> WORK FULL TIME
        <2> WORK PART TIME
        <3> WORK AND GO TO SCHOOL
        <4> IN THE ARMED FORCES
        <5> HAVE A JOB, BUT NOT AT WORK LAST WEEK (ON VACATION OR LEAVE)
        <6> UNEMPLOYED, LAID OFF, LOOK FOR WORK[goto CD20]
        <7> RETIRED [goto CD22]
        <8> SCHOOL FULL TIME[goto CD22]
        <9> HOME-MAKER [goto CD22]
        <10> DISABLED[goto CD22]
        <97> <s> OTHER [#specify]
        [##md1=99][##md2=98][##blank=98]
       <98> DO NOT KNOW[goto CD22]
       <99> REFUSED-NO ANSWER[goto CD22]  ===>

>10cd< [if CD15 eq <s>][store <97> in CD15][endif]
>CD17<  Do you currently work for pay at more than one job?

        <0> NOT APPLICABLE
        <1> YES
        <5> NO
        [##md1=9][##md2=0][##blank=0]
        <8> DO NOT KNOW
        <9> REFUSED-NO ANSWER

        ===>

>CD18<  On average, how many hours per week do you work at your
         main job?[allow 3]

         <0> NOT APPLICABLE
        <1-75> HOURS PER WEEK
        [##md1=99][##md2=0][##blank=0]
        <98> DO NOT KNOW
        <99> REFUSED-NO ANSWER

        ===>

>c01<  [if CD17 ge <5> goto CD20]   IF YES TO HAVING MORE
                                    THAN ONE JOB GO TO CD19,
                                    OTHERWISE SKIP TO CD21


>CD19<  On average, how many hours per week do you work at any
         jobs other than your main job?

         <0> NOT APPLICABLE
        <1-40> HOURS PER WEEK
        [##md1=99][##md2=0][##blank=0]
          <98> DO NOT KNOW
          <99> REFUSED-NO ANSWER


        ===>
>CD20<  Have you been actively looking for work or a different job?

        <0> NOT APPLICABLE
        <1> YES
        <5> NO
        [##md1=9][##md2=0][##blank=0]
```

```
        <8> DO NOT KNOW
        <9> REFUSED TO ANSWER

        ===>

>CD22<  In your main (last) job, are (were) you self-employed or
        do (did) you work for someone else?

        <0> NOT APPLICABLE
        <1> SELF-EMPLOYED
        <5> WORK FOR SOMEONE ELSE
        [##md1=9][##md2=0][##blank=0]
        <8> DO NOT KNOW
        <9> REFUSED TO ANSWER
        ===>

>CD23<  (In your main job,) (do/did) you work for an hourly wage,
        an annual salary, or something else?

        <0> NOT APPLICABLE
        <1> HOURLY WAGE
        <3> ANNUAL SALARY
        <5> ON COMMISSION (R PROVIDED)
        <7> OTHER [#specify]
        [##md1=9][##md2=0][##blank=0]
        <8> DO NOT KNOW
        <9> REFUSED TO ANSWER

        ===>

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

         0 OCCUPATION (TYPE IN OCCUPATION TITLE AND NOTES)[#specify]
          [##md1=9999][##md2=0][##blank=0]
       <1-9996> SOC CODE
       <d> DO NOT KNOW                         <9998>
       <r> REFUSED                             <9999>
       <n>  NEVER WORKED                         <9997>
          ===>

>cp21<  [if CD21 eq <d>][store <9998> in CD21][endif]
        [if CD21 eq <r>][store <9999> in CD21][endif]
        [if CD21 eq <n>][store <9997> in CD21][endif]

>ID4<  [allow 5][loc 16/1][#store csid in ID4][copy ID4 in ID4]
>R4<   [allow 1][#preset <4>] [copy R4 in R4]

>INC1< To get a picture of people's financial situations, we'd
        like to know the general [u]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 household's total
        annual income from all sources (including your job), did
        your household receive $30,000 or more in 1997?

         <1> YES  ($30,000 OR MORE)[goto INC4]
         <5> NO   (LESS THAN $30,000)
        [##md1=99][##md2=98][##blank=98]
         <98> DON'T KNOW-NO OPINION[goto lh31]
```

```
             <99> REFUSED-NO ANSWER[goto lh31]
             ===>


>INC2< Was it $20,000 or more?

        <0> NOT APPLICABLE
        <1> YES  ($20,000 - 29,999)[goto inca]
         <5> NO    (LESS THAN $20,000)[goto INC3]
        [##md1=99][##md2=0][##blank=0]
         <98> DON'T KNOW-NO OPINION[goto lh31]
         <99> REFUSED-NO ANSWER[goto lh31]

         ===>


>inca<  Was it $25,000 or more?

        <0> NOT APPLICABLE
         <1> YES  ($25,000 - 29,999)[goto lh31]
         <5> NO   (LESS THAN $25,000)[goto lh31]
        [##md1=99][##md2=0][##blank=0]
         <98> DON'T KNOW-NO OPINION[goto lh31]
         <99> REFUSED-NO ANSWER[goto lh31]
         ===>


>INC3<  Was it $10,000 or more?

        <0> NOT APPLICABLE
         <1> YES  ($10,000 - 19,999)
         <5> NO    (LESS THAN $10,000)  [goto lh31]
        [##md1=99][##md2=0][##blank=0]
         <98> DON'T KNOW-NO OPINION  [goto lh31]
         <99> REFUSED-NO ANSWER  [goto lh31]
        ===>


>incb<  Was it $15,000 or more?

        <0> NOT APPLICABLE
         <1> YES  ($15,000 - 19,999)
         <5> NO    (LESS THAN $15,000)
        [##md1=99][##md2=0][##blank=0]
         <98> DON'T KNOW-NO OPINION
         <99> REFUSED-NO ANSWER
         ===>  [goto lh31]



>INC4< Was it $60,000 or more?

        <0> NOT APPLICABLE
         <1> YES[goto INC7]    ($60,000 OR MORE)
         <5> NO    (MORE THAN $30,000 LESS THAN $60,000)
        [##md1=99][##md2=0][##blank=0]
         <98> DON'T KNOW-NO OPINION[goto lh31]
         <99> REFUSED-NO ANSWER[goto lh31]
         ===>


>INC5< Was it $40,000 or more?

        <0> NOT APPLICABLE
         <1> YES    ($40,000 OR MORE)[goto INC6]
         <5> NO     ($30,000 - 39,999)
        [##md1=99][##md2=0][##blank=0]
```

```
          <98> DON'T KNOW-NO OPINION[goto lh31]
          <99> REFUSED-NO ANSWER [goto lh31]


          ===>
>incc< Was it $35,000 or more?

          <0> NOT APPLICABLE
           <1> YES     ($35,000 - 39,999)
           <5> NO      ($30,000 - 34,999)[goto lh31]
       [##md1=99][##md2=0][##blank=0]
           <98> DON'T KNOW-NO OPINION[goto lh31]
           <99> REFUSED-NO ANSWER [goto lh31]


           ===>  [goto lh31]

>INC6< Was it $50,000 or more?

          <0> NOT APPLICABLE
           <1> YES     ($50,000 - 59,999)
           <5> NO      ($40,000 - 49,999)
       [##md1=99][##md2=0][##blank=0]
           <98> DON'T KNOW/NO OPINION
           <99> REFUSED/NO ANSWER


           ===> [goto lh31]

>INC7< Was it $80,000 or more?

          <0> NOT APPLICABLE
           <1> YES     ($80,000 OR MORE)[goto INC9]
           <5> NO      ($60,000 - 79,999)
       [##md1=99][##md2=0][##blank=0]
           <98> DON'T KNOW-NO OPINION [goto lh31]
           <99> REFUSED-NO ANSWER [goto lh31]
           ===>

>INC8< Was it $70,000 or more?

          <0> NOT APPLICABLE
           <1> YES     ($70,000 - 79,999)
           <5> NO      ($60,000 - 69,999)
       [##md1=99][##md2=0][##blank=0]
           <98> DON'T KNOW-NO OPINION
           <99> REFUSED-NO ANSWER
           ===> [goto lh31]

>INC9< Was it $100,000 or more?

          <0> NOT APPLICABLE
           <1> YES     ($100,000 OR MORE)[goto NC11]
           <5> NO      ($80,000 - 99,999)
       [##md1=99][##md2=0][##blank=0]
           <98> DON'T KNOW-NO OPINION[goto lh31]
           <99> REFUSED-NO ANSWER[goto lh31]
           ===>

>NC10< Was it $90,000 or more?
```

```
        <0> NOT APPLICABLE
         <1> YES    ($90,000 - 99,999)
         <5> NO     ($80,000 - 89,999)
       [##md1=99][##md2=0][##blank=0]
          <98> DON'T KNOW-NO OPINION
          <99> REFUSED-NO ANSWER


          ===>[goto lh31]

>NC11<  Was it $110,000 or more?


        <0> NOT APPLICABLE
         <1> YES    ($110,000 OR MORE)
         <5> NO     ($100,000 - 109,999)
       [##md1=99][##md2=0][##blank=0]
          <98> DON'T KNOW-NO OPINION
          <99> REFUSED-NO ANSWER


          ===>


>lh31<   [if NC11 eq <1>][store <15> in INC][endif]  110,000 or more
         [if NC11 eq <5>][store <14> in INC][endif]  100,000 - 109,999
         [if NC10 eq <1>][store <13> in INC][endif]   90,000 -  99,999
         [if NC10 eq <5>][store <12> in INC][endif]   80,000 -  89,999
         [if INC8 eq <1>][store <11> in INC][endif]   70,000 -  79,999
         [if INC8 eq <5>][store <10> in INC][endif]   60,000 -  69,999
         [if INC6 eq <1>][store < 9> in INC][endif]   50,000 -  59,999
         [if INC6 eq <5>][store < 8> in INC][endif]   40,000 -  49,999
         [if incc eq <1>][store < 7> in INC][endif]   35,000 -  39,999
         [if incc eq <5>][store < 6> in INC][endif]   30,000 -  34,999
         [if inca eq <1>][store < 5> in INC][endif]   25,000 -  29,999
         [if inca eq <5>][store < 4> in INC][endif]   20,000 -  24,999
         [if incb eq <1>][store < 3> in INC][endif]   15,000 -  19,999
         [if incb eq <5>][store < 2> in INC][endif]   10,000 -  14,999
         [if INC3 eq <5>][store < 1> in INC][endif]   $10,000 or less

         [if INC1 eq <98>][store <98> in INC][endif]
         [if INC1 eq <99>][store <99> in INC][endif]

>INC<    [allow 2][copy INC in INC]

>c02<    [if CD15 le <5>][goto CD25]
         [else]
         [goto CD26]
         [endif]


>CD25<  What is the gross annual income from your main job --
        that is, before taxes or other deductions?

        [r]IWER: DOUBLE CHECK YOUR ENTRY HERE [n]

     <1-100000000> $ DOLLARS

     <d> DO NOT KNOW                        <99999998>
     <r> REFUSED                            <99999999>
```

```
       ===>

>25cd< [if CD25 eq <d>][store <99999998> in CD25][endif]
       [if CD25 eq <r>][store <99999999> in CD25][endif]

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

   [r]IWER;  Remember we are asking about phone numbers not[n]
   [r]       extensions[n]

        <1-8> DIFFERENT PHONE NUMBERS
        <9> REFUSED
     [##md1=9][##md2=8][##blank=8]
        ===>
>B11<  How would you rate the public colleges and universities in
       Michigan generally.  Would you say they are generally excellent,
       good, fair, or poor?

      [r]IWER:  Examples public colleges universities: U of M, MSU, Wayne St[n]

        <1>  EXCELLENT
        <2>  GOOD
        <3>  FAIR
        <4>  POOR
     [##md1=9][##md2=8][##blank=8]
        <8>  DONT KNOW--NOT FAMILIAR WITH THEM
        <9>  REFUSED

           ===>

>MSU< Overall, how would you rate the job Michigan State
      University is doing as a university.

      Would you say its performance is excellent, good, fair, or poor?

          <1> EXCELLENT
          <2> GOOD
          <3> FAIR
          <4> POOR
     [##md1=9][##md2=8][##blank=8]
          <8> DON'T KNOW-NO OPINION
          <9> REFUSED-NO ANSWER

              ===>




>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?

     <1> YES
     <5> NO[goto MOD7]
      [##md1=9][##md2=8][##blank=8]
     <8> DO NOT KNOW
     <9> REFUSED[goto MOD7]
     ===>

>RI2< So we'll know whom to ask for when we call back, could I get your first
     name? [allow 10]
```

[r]IWER: PLEASE TYPE IN THE PERSON'S FIRST NAME WITHOUT ///[n]

        ===>[goto MOD7]

>FNL1< [allow 2]
>DAT1< [allow 6]
>TCT1< [allow 2]
>INV1< [allow 3]
>TIM1< [allow 4]