METHODOLOGICAL REPORT

MICHIGAN STATE UNIVERSITY

STATE OF THE STATE SURVEY

[MSU SOSS-2]

January 1995 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 new, this is our first effort 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, 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 systematic 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 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. The January round 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 will be conducted at regular quarterly intervals. Roughly one-fourth of the questions will be repeated in each quarterly round.

SOSS will have 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 will focus on elections, political participation, and political attitudes and orientations. In odd-numbered years, the October round will focus on health and the environment.

January. The January round in each year will focus 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.

April. The April round will have 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 will focus 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 will assess 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.

3. STRUCTURE OF THE QUESTIONNAIRE

The questionnaire 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 nondemographic 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 expected to be 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 expected to be 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 are 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 a question 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. Overall responsibility for the administration 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 of **Dr. Larry Hembroff**, Associate Director (and overall manager of SOSS for SRD), **Sam Shapiro**, Research Assistant (coordinator of SOSS), and **Karen Clark**, Project Manager (manager of field 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** 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 Chair, Dept. of Political Science (Chair of Advisory Committee)

Dr. Charles Atkin, Professor, Dept. of Communication

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

Dr. Marilyn Flynn, Professor and Chair, School of Social Work

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

Dr. Jack Knott, Director, Institute for Public Policy and Social Research

Dr. Mary Lou McPherson, MSU Extension

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

Dr. Paul Menchik, Chair, Dept. of Economics

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 VanRavenswaay, Professor, Dept. of Agricultural Economics

Dr. John Hudzik, Associate Dean, College of Social Science

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 January 1995 survey was comprised of:

Dr. David Rohde, University Distinguished Professor of Political Science (Chair of working group)

Dr. Carol Weissert, Assistant Professor, Dept. of Political Science

Dr. Pauls S. Kearns, Assistant Professor, Dept. of Political Science

Dr. Brian D. Silver, Professor and Chairperson, Dept. of Political Science

Dr. Jack H. Knott, Professor and Director, IPPSR

Dr. Mary Lou McPherson, Professor, MSU Extension

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

5. FUNDING

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

Office of the Provost

Office of the Vice Provost for University Outreach

Agricultural Experiment Station

MSU Extension

College of Communication Arts and Sciences

College of Human Ecology

College of Osteopathic Medicine

College of Social Science

Urban Affairs Programs

Dept. of Political Science

The Institute for Public Policy and Social Research

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 is 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. <u>West Central</u> (Allegan, Barry, Ionia, Kent, Lake, Manistee, Mason, Mecosta, Montcalm, Muskegon, Newaygo, Oceana, Osceola, Ottawa

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

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

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

7. <u>Detroit City</u>

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

Sampling.   Respondents' households were selected using random-digit dial sampling procedures. The initial sample of randomly generated telephone numbers was purchased from Survey Sampling, Inc. (SSI), in Fairfield, CT. SSI 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, SSI eliminates those banks of numbers represented by the 4-digit suffix that are known to be unused or are known to be used only by institutions. Telephone numbers are selected at random in proportion to the number of households in each county from all those numbers remaining as possible numbers until the total number of numbers needed within a particular geographic grouping of counties is obtained.

As a final step, SSI screens the phone numbers generated against directory-based information on the density of banks, i.e., the number of numbers from within a bank that appear in phone directory listings. Since other research has indicated that unlisted numbers are not assigned to separate banks of phone numbers from those that are listed, then SSI excludes for efficiency purposes any numbers that are selected from banks with fewer than three published phone numbers. Of the remaining numbers selected, SSI expects that, on average, about 60-75% 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 150 interviews from the East Central Region, the Southwest Region, the City of Detroit, and the combined Upper Peninsula and Northern Lower Peninsula Regions. Two hundred interviews were to be completed in the West Central Region and the Southeast Region. The total sample size was to be 1,000.

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.

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 cases so that case 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. 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.

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 -- if Detroit is to be separate -- the user should use the data weighted by AGEWT. To compare directly the MSUE regions, the data should be weighted by MSUEWT.

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

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

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

where n is the number of cases within the region or the total sample and P is the proportion of cases giving a particular response and Q is 1-P. While this may vary from question to question depending on the pattern of answers, the largest margin error would

occur when P is .5 and Q is .5. Therefore, the margins of error for each region and the total statewide sample can be estimated as:

REGION	Number of Cases	Margin of Sampling Error
Upper Peninsula	73	± 11.7%
Northern Lower Peninsula	73	± 11.7%
West Central	214	± 6.7%
East Central	157	± 7.8%
Southwest	150	± 8.0%
Southeast	205	± 6.8%
Detroit	135	± 8.5%
Statewide Total	1,007	± 3.1%

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.

This programming feature also make it possible to conduct experiments within the interviews, for example to test the responses to alternate forms of a question, or to alter the order of the questions. This feature was used to rotate the order of response categories for questions in SOSS:2 dealing with the relative cost and quality of major higher education institutions in the state.

Interviewers and Interviewer Training. New interviewers received approximately 20 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. Fifty-five 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 Thursday, January 12, 1995, and continued through the evening of Thursday, February 2, 1995. 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.

Among the completed interviews, an average of 4.2 calls were required, with a standard deviation of 3.98. The average interview lasted 22.4 minutes but ranging from 10 minutes to 53 minutes. The standard deviation was 6.1 and the modal interview length was 21 minutes.

In the case of an initial refusal, numbers were called back after five days (although this was shortened as the end of the field period neared). Efforts were made to persuade initially reluctant respondents to complete the interview. A total of 71 interviews were completed as a result of conversion efforts.

Completion Rate. A total of 1,007 interviews were completed. The overall completion rate for the study was 65.9%. The completion rate was highest in the West Central region and lowest in Detroit. The refusal rate overall was 16.6%. The refusal rate was highest in the East Central region and lowest in Detroit.

9. DOCUMENTATION AVAILABLE

The following documentation is available for this survey:

a. Methodological Report
b. Questionnaire (included in Methodological Report)
c. Codebook (included in Methodological Report)
d. Coding instructions (included in Methodological Report)

10. DATA FORMAT AND ARCHIVING

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

11. APPENDIX

a. Map of the MSU Extension Regions

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

Weighting Program for 1990 Census Profile of Michigan (MSUSOSS2: January, 1995, MSUE Regions)
Table 1. Phone Lines
Table 2. Number of Adults in Household
Table 3. Weighting for Race and Gender within Regions
Table 4. Weighting by Age within Region
Table 5. Weighting across Regions

12. QUESTIONNAIRE (January, 1995)

>U1< [loc 0/500]Before we begin, let me tell you that any

information you give me will be kept strictly confidential.

Let me also tell you that this interview is completely
voluntary. Should we come to any question that you don't
want to answer, just let me know and we'll go on to the
next question.

TYPE <g> TO PROCEED

===>

>ID1< [allow 5][loc 13/1][#inputloc 1/1][copy csid in ID1]
>R1< [allow 1][#preset <1>][copy <1> in R1]
>cnty< [allow 5][#inputloc 1/19][copy cnty in cnty]
>rnd1< [allow 1][#inputloc 1/17][copy rnd1 in rnd1]
>rnd2< [allow 1][#inputloc 1/16][copy rnd2 in rnd2]
>regn< [allow 1][#inputloc 1/26][copy regn in regn] 1 upper peninsula
                                2 north
                                3 west central
     CHANGE TO NEW REGIONS   4 southwest
                                5 east central
                                6 southest
                                7 detroit

>A1< First, I have a few questions about the community in which you live.
      What would you say is the [bold]most important problem[n] facing
      your community today? [allow 2]

          [r]IWER: Community is 'whatever it means to you'?[n]

          <0>   MENTION, RECORD TEXT ON NEXT SCREEN
          <95> NO MENTION [goto B1]

          <98> DONT KNOW[goto B1]
          <99> REFUSED[goto B1]

[##md1=99][##md2=99][##blank=99]
                ===>

>A1a< TEXT OF MOST IMPORTANT PROBLEM [loc 0/450][allow 30]

          [r]IWER: ENTER UP TO 1st 30 CHARACTERS, [n]
          [r]   ADD NOTE IF NECESSARY   [n]

      [r][b][bold][u]DO NOT ENTER ANY '///'!!!!!!!!!!![n]

          1   30
          [r]   [n]

          ===>[#goto A1b]

>Aa1< [equiv A1 position 3][allow 2] CODING LOCATION FOR A1A

[u]CODE THIS ANSWER:[bold][fill A1a][n]

        <1-91> MOST IMPORTANT PROBLEM, PLEASE REFER TO CODING SHEET

        <98>   DO NOT KNOW
        <99>   MISSING-REFUSED
   ===>

>A1b< (Anything else?) 2ND MENTION

        0 MENTION [#specify], SPECIFY

        <1-91> PLEASE REFER TO CODING SHEET[goto tsk3]

        <95> NO OTHER MENTION [#goto A2a][goto tsk3]
        <97> NO PROBLEMS/ NONE
        <98> DONT KNOW[goto A2a][goto tsk3]
        <99> REFUSED[goto A2a][goto tsk3]
[##md1=99][##md2=99][##blank=99]

       ===>

>A1c< (Anything else?) 3RD MENTION

        0 MENTION [#specify], SPECIFY

        <1-91> PLEASE REFER TO CODING SHEET[goto tsk3]

        <95> NO OTHER MENTION [#goto A2a][goto tsk3]

        <97> NO PROBLEMS/ NONE
        <98> DONT KNOW[#goto A2a][goto tsk3]
        <99> REFUSED[#goto A2a][goto tsk3]

[##md1=99][##md2=99][##blank=99]
        ===>
>tsk3< [if IDAT ge <12595>][goto A2b][endif]
   [if IDAT le <12495>][if A1b ge <95>][goto A2a][endif][endif]
   [if IDAT le <12495>][if A1c ge <95>][goto A2a][endif][endif]
   [if IDAT le <12495>][if A1c eq <0>][goto sos1][endif][endif]

>sos1< [if rnd1 eq <1>][goto A2b][endif]
    [if rnd1 eq <3>][goto A2b][endif]
    [if rnd1 eq <5>][goto A2b][endif]
    [if rnd1 eq <7>][goto A2b][endif]
    [if rnd1 eq <8>][goto A2b][endif]

>A2a< You mentioned [bold][fill A1a][n] as
    the most important problem in your community.

There are various ways in which this problem could be addressed.
I want to ask a few questions about this. Do you think this problem
is something that can [bold]best be handled[n] by the government, by
private business, by voluntary and community organizations, by
the people themselves, or by some other kind of organization?
<1> <g> GOVERNMENT (THE STATE, GOVERNOR, POLICE)
<2> <b> PRIVATE BUSINESS
<3> <v> VOLUNTARY/COMMUNITY ORGANIZATIONS
<4> <p> PEOPLE THEMSELVES (PARENTS, FAMILIES, FAMILY LIFE, COMMUNITIES
        PEOPLE THEMSELVES, ALL BUT ESPECIALLY PEOPLE
            WATCH DOG, CITIZEN GROUP, WATCH GROUP)
<5>   o OTHER [#specify] SPECIFY
  <0> ILLEGAL ANSWER GO TO NEXT VARIABLE TO CODE [goto AA2a]
    <8> DO NOT KNOW
    <9> REFUSED

    ===>[goto tsk1][#goto sos2]

>A2b< You mentioned [bold][fill A1a][n] as
    the most important problem in your community.
    There are various ways in which this problem could be addressed.
    I want to ask a few questions about this. Do you think this problem
    is something that can [bold]best be handled[n] by the people
    themselves, by private business, by voluntary and community
    organizations, by the government, or by some other kind of
    organization?

        <p> PEOPLE THEMSELVES
        <b> PRIVATE BUSINESS
        <v> VOLUNTARY/COMMUNITY ORGANIZATIONS
        <g> GOVERNMENT
        o OTHER [#specify] SPECIFY
        <0> ILLEGAL ANSWER GO TO NEXT VARIABLE TO CODE [goto AA2b]
        <8> DONT KNOW <1><2><3><4><5>
        <9> REFUSED

[##md1=9][##md2=0][##blank=0]
        ===>[goto tsk2][goto sos2]

>sos2<   [if A2a eq <g>][#store <1> in prob][endif]
       [if A2a eq <b>][#store <2> in prob][endif]
       [if A2a eq <v>][#store <3> in prob][endif]
       [if A2a eq <p>][#store <4> in prob][endif]
       [if A2a eq <o>][#store <5> in prob][endif]
       [if A2a eq <8>][#store <8> in prob][endif]
       [if A2a eq <9>][#store <9> in prob][endif]
       [if A2b eq <g>][#store <1> in prob][endif]
       [if A2b eq <b>][#store <2> in prob][endif]
       [if A2b eq <v>][#store <3> in prob][endif]
       [if A2b eq <p>][#store <4> in prob][endif]
       [if A2b eq <o>][#store <5> in prob][endif]
       [if A2b eq <8>][#store <8> in prob][endif]

[if A2b eq <9>][#store <9> in prob][endif]

>prob< [allow 1][copy prob in prob]   1 GOVERNMENT
                    2 PRIVATE BUSINESS
                    3 VOLUNTARY, COMMUNITY ORGANIZATIONS
                    4 PEOPLE THEMSELVES
                    5 OTHER KINDS OF ORGS
                    8 DONT KNOW
                    9 REFUSED

>sos3< [if prob ne <1>][goto A4][endif]

>A3< You've said that the government has a role in dealing with
      [bold][fill A1a][n]. Which level of
      government do you think has the most important role --
      the federal government, state government, or local government?

          <1> FEDERAL GOVERNMENT
          <2> STATE GOVERNMENT
          <3> LOCAL GOVERNMENT

          <4> STATE AND LOCAL (R VOLUNTEERED)
          <5> ALL LEVELS (R VOLUNTEERED)

          <8> DONT KNOW
          <9> REFUSED

[##md1=9][##md2=0][##blank=0]
              ===>

>A4< How much of a role do you think the state's [bold]public universities
      and colleges[n] should play in addressing this problem?
      Would you say they should play a large role, some
      role, or that they should have little or no role in addressing
      the problem? (IWER: INCLUDES COMMUNITY COLLEGES)

          <1> LARGE ROLE
          <2> SOME ROLE
          <3> LITTLE OR NO ROLE

          <8> DONT KNOW
          <9> REFUSED
[##md1=9][##md2=0][##blank=0]

              ===>

>B1< Now for a few questions about life in your community.
      In general, how would you rate the overall
      quality of life in your community -- would you say the quality of
      life is excellent, good, fair, or poor?

      [r]IWER: Community is 'whatever it means to you'[n]

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<1> EXCELLENT
          <2> GOOD
          <3> FAIR
          <4> POOR

          <8> DONT KNOW
          <9> REFUSED
[##md1=9][##md2=0][##blank=0]

              ===>

>B2< Overall, how would you rate your own health generally --
      would you say your health is excellent, good, fair, or poor?

          <1> EXCELLENT
          <2> GOOD
          <3> FAIR
          <4> POOR

          <8> DONT KNOW
          <9> REFUSED

[##md1=9][##md2=0][##blank=0]
              ===>

>B3< Do you have a disability or handicap that makes it difficult
      for you to work or to carry out out daily activities such as eating,
      dressing, or just getting around?

        [r]IWER: TEMPORARY ILLNESS OR INJURY DOESN'T COUNT[n]

          <1> YES
          <5> NO

          <8> DONT KNOW
          <9> REFUSED

[##md1=9][##md2=0][##blank=0]
              ===>

>B4< Next, I'd like your opinions on the quality of several public services
      and institutions.

      How would you rate the quality of health and medical services available
      in your community, including mental health services -- would
      you say they are generally excellent, good, fair, or poor?

          <1> EXCELLENT
          <2> GOOD
          <3> FAIR
          <4> POOR

<8> DONT KNOW
<9> REFUSED
[##md1=9][##md2=0][##blank=0]

===>

>B5< How would you rate . . .

[bold]the social services available to the poor, the disabled, and the
elderly (in your community?) [n] (Would you say they are generally
excellent, good, fair, or poor?)

<1> EXCELLENT
<2> GOOD
<3> FAIR
<4> POOR

<8> DONT KNOW--NOT FAMILIAR WITH THEM
<9> REFUSED
[##md1=9][##md2=0][##blank=0]

===>

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

[bold]the quality of law enforcement (in your community?)[n]
(Would you say it is generally excellent, good, fair, or poor?)

<1> EXCELLENT
<2> GOOD
<3> FAIR
<4> POOR

<8> DONT KNOW
<9> REFUSED

[##md1=9][##md2=0][##blank=0]
===>

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

[bold]the maintenance of roads and highways (in your community?)[n]

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

<1> EXCELLENT
<2> GOOD
<3> FAIR
<4> POOR

<8> DONT KNOW
<9> REFUSED

[##md1=9][##md2=0][##blank=0]
            ===>

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

    [bold]the parks and recreational facilities (in your
    community?)[n]

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

        <1> EXCELLENT
        <2> GOOD
        <3> FAIR
        <4> POOR

        <8> DONT KNOW--NOT FAMILIAR WITH THEM
        <9> REFUSED
[##md1=9][##md2=0][##blank=0]

            ===>

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

    [bold]the quality of air and water (in your
    community?)[n]

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

        <1> EXCELLENT
        <2> GOOD
        <3> FAIR
        <4> POOR

        <8> DONT KNOW
        <9> REFUSED

[##md1=9][##md2=0][##blank=0]
            ===>

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

    [bold]the quality of the public schools (in your
    community?)[n]

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

        <1> EXCELLENT
        <2> GOOD
        <3> FAIR
        <4> POOR

        <8> DONT KNOW--NOT FAMILIAR WITH THEM

<9> REFUSED

[##md1=9][##md2=0][##blank=0]
            ===>

>B11<   (How would you rate . . .)

     [bold]the public colleges and universities in Michigan generally?[n]

     (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

       <8> DONT KNOW--NOT FAMILIAR WITH THEM
       <9> REFUSED

[##md1=9][##md2=0][##blank=0]
            ===>

>B12<   Now I have a few more specific questions about higher education
        in Michigan. Overall, how important a role do you think
        the state's public colleges and universities play in [bold]improving
        the state's economy[n] -- would you say very important, somewhat
        important, not very important, or no role at all?

          <1> VERY IMPORTANT ROLE
          <2> SOMEWHAT IMPORTANT ROLE
          <3> NOT VERY IMPORTANT ROLE
          <4> NO ROLE AT ALL

          <8> DONT KNOW
          <9> REFUSED

[##md1=9][##md2=0][##blank=0]
                ===>

>B13< Currently, there are 15 publicly supported universities in Michigan.
       Do you think there should be more public universities, fewer public
       universities or do you think the number should remain the same
       as it is now?
       (IWER: DOES NOT INCLUDE COMMUNITY COLLEGES)

          <1> SHOULD BE MORE
          <2> SHOULD BE FEWER
          <3> SHOULD REMAIN THE SAME

          <8> DONT KNOW

<9> REFUSED

[##md1=9][##md2=0][##blank=0]
                ===>

>B14< At public universities, the State of Michigan currently pays
       slightly more than half the cost of each in-state student's education,
       while the student pays for most of the rest as tuition. As costs
       continue to rise, should the state pay a larger portion of the cost
       of each student's education to keep tuition low [bold]or[n] should
       each student pay higher tuition?

        <1> STATE PAY LARGER PORTION
        <2> STUDENTS PAY HIGHER TUITION
         3   OTHER (R VOLUNTEERS, SPECIFY)[#specify]
        <4> SAME/BOTH/SAME AS NOW
            <5> DEPENDS ON STUDENT'S ABILITY TO PAY/FINANCIAL SITUTATION
            <6> CUT COSTS
            <7> DEPENDS ON STUDENT'S PERFORMANCE/ABILITY
            <0> OTHER--NEC
        <8> DONT KNOW
        <9> REFUSED
[##md1=9][##md2=0][##blank=0]

            ===>

>sos4<   [if rnd2 eq <1>][goto B18b][endif]
          [if rnd2 eq <6>][goto B18b][endif]
          [if rnd2 eq <2>][goto B18c][endif]
          [if rnd2 eq <7>][goto B18c][endif]
          [if rnd2 eq <3>][goto B18d][endif]
          [if rnd2 eq <8>][goto B18d][endif]
          [if rnd2 eq <4>][goto B18e][endif]
          [if rnd2 eq <9>][goto B18e][endif]

>B18a< When you consider both the cost and the quality of education, from
        which of these large universities in the state do you think the
        people of Michigan get the most for their money --
        the University of Michigan, Michigan State University, Wayne State
        University, Western Michigan University, or Central Michigan
        University?
          <u> UNIVERSITY OF MICHIGAN
          <s> MICHIGAN STATE UNIVERSITY
          <d> WAYNE STATE UNIVERSITY
          <k> WESTERN MICHIGAN UNIVERSITY <1><2><3><4><5>
          <c> CENTRAL MICHIGAN UNIVERSITY
             <e> EASTERN MICHIGAN UNIVERSITY
             <v> GRAND VALLEY STATE UNIVERSITY
             <m> MICHIGAN TECHNOLOGICAL UNIVERSITY
             <n> NORTHERN MICHIGAN UNIVERSITY

<b> BOTH U OF M AND MSU
            <a> ALL OF THEM/ALL OUTSTANDING/ALL GOOD
            <o> NONE OF THEM/ALL BAD/NONE OF THE ABOVE
            <i> IT DEPENDS/DEPENDS ON FIELD/MAJOR/AREA OF STUDY
            <h> OTHER-MISCELLANEOUS 0 OTHER [#specify] (SPECIFY)
   <8> DONT KNOW <9> REFUSED[##md1=9][##md2=9][##blank=9] ===> [goto sos6]

>B18b< When you consider both the cost and the quality of education, from
      which of these large universities in the state do you think the people
      of Michigan get the most for their money -- Michigan State University,
      Wayne State University, Western Michigan University, Central
      Michigan University, or the University of Michigan,
            <s> MICHIGAN STATE UNIVERSITY
            <d> WAYNE STATE UNIVERSITY
            <k> WESTERN MICHIGAN UNIVERSITY
            <c> CENTRAL MICHIGAN UNIVERSITY
            <u> UNIVERSITY OF MICHIGAN
               <e> EASTERN MICHIGAN UNIVERSITY
               <v> GRAND VALLEY STATE UNIVERSITY
               <m> MICHIGAN TECHNOLOGICAL UNIVERSITY
               <n> NORTHERN MICHIGAN UNIVERSITY
            <b> BOTH U OF M AND MSU
            <a> ALL OF THEM/ALL OUTSTANDING/ALL GOOD
            <o> NONE OF THEM/ALL BAD/NONE OF THE ABOVE
            <i> IT DEPENDS/DEPENDS ON FIELD/MAJOR/AREA OF STUDY
            <h> OTHER-MISCELLANEOUS 0 OTHER [#specify] (SPECIFY)
         <8> DONT KNOW <1><2><3><4><5> <9> REFUSED
[##md1=9][##md2=9][##blank=9]   ===> [goto sos6]

>B18c< When you consider both the cost and the quality of education, from
      which of these large universities in the state do you think the
      people of Michigan get the most for their money -- Wayne State
      University, Western Michigan University, Central Michigan University,
      the University of Michigan, or Michigan State University?
            <d> WAYNE STATE UNIVERSITY
            <k> WESTERN MICHIGAN UNIVERSITY
            <c> CENTRAL MICHIGAN UNIVERSITY
            <u> UNIVERSITY OF MICHIGAN
            <s> MICHIGAN STATE UNIVERSITY
               <e> EASTERN MICHIGAN UNIVERSITY
               <v> GRAND VALLEY STATE UNIVERSITY
               <m> MICHIGAN TECHNOLOGICAL UNIVERSITY
               <n> NORTHERN MICHIGAN UNIVERSITY
            <b> BOTH U OF M AND MSU
            <a> ALL OF THEM/ALL OUTSTANDING/ALL GOOD
            <o> NONE OF THEM/ALL BAD/NONE OF THE ABOVE
            <i> IT DEPENDS/DEPENDS ON FIELD/MAJOR/AREA OF STUDY
            <h> OTHER-MISCELLANEOUS 0 OTHER [#specify] (SPECIFY)
         <8> DONT KNOW <9> REFUSED   <1><2><3><4><5>
         [##md1=9][##md2=9][##blank=9] ===> [goto sos6]

>B18d< When you consider both the cost and the quality of education, from
    which of these large universities in the state do you think the
    people of Michigan get the most for their money -- Western Michigan
    University, or Central Michigan University, the University of
    Michigan, Michigan State University, or Wayne State University?
        <k> WESTERN MICHIGAN UNIVERSITY
        <c> CENTRAL MICHIGAN UNIVERSITY
        <u> UNIVERSITY OF MICHIGAN
        <s> MICHIGAN STATE UNIVERSITY
        <d> WAYNE STATE UNIVERSITY
          <e> EASTERN MICHIGAN UNIVERSITY
          <v> GRAND VALLEY STATE UNIVERSITY
          <m> MICHIGAN TECHNOLOGICAL UNIVERSITY
          <n> NORTHERN MICHIGAN UNIVERSITY
          <b> BOTH U OF M AND MSU
          <a> ALL OF THEM/ALL OUTSTANDING/ALL GOOD
          <o> NONE OF THEM/ALL BAD/NONE OF THE ABOVE
          <i> IT DEPENDS/DEPENDS ON FIELD/MAJOR/AREA OF STUDY
          <h> OTHER-MISCELLANEOUS 0 OTHER [#specify] (SPECIFY)
      <8> DONT KNOW <9> REFUSED<1><2><3><4><5> [##md1=9][##md2=9][##blank=9]
          ===> [goto sos6]

>B18e< When you consider both the cost and the quality of education, from which
    of these large universities in the state do you think the people of
    Michigan get the most for their money -- Central Michigan University,
    the University of Michigan, Michigan State University, Wayne State
    University, or Western Michigan University?
        <c> CENTRAL MICHIGAN UNIVERSITY
        <u> UNIVERSITY OF MICHIGAN
        <s> MICHIGAN STATE UNIVERSITY
        <d> WAYNE STATE UNIVERSITY
        <k> WESTERN MICHIGAN UNIVERSITY
          <e> EASTERN MICHIGAN UNIVERSITY
          <v> GRAND VALLEY STATE UNIVERSITY
          <m> MICHIGAN TECHNOLOGICAL UNIVERSITY
          <n> NORTHERN MICHIGAN UNIVERSITY
          <b> BOTH U OF M AND MSU
          <a> ALL OF THEM/ALL OUTSTANDING/ALL GOOD
          <o> NONE OF THEM/ALL BAD/NONE OF THE ABOVE
          <i> IT DEPENDS/DEPENDS ON FIELD/MAJOR/AREA OF STUDY
          <h> OTHER-MISCELLANEOUS 0 OTHER [#specify] (SPECIFY)
      <8> DONT KNOW   <9> REFUSED <1><2><3><4><5>
      [##md1=9][##md2=9][##blank=9]   ===> [goto sos6]

>sos6<   [if B18a eq <u>][#store <1> in univ][endif]
      [if B18a eq <s>][#store <2> in univ][endif]
      [if B18a eq <d>][#store <3> in univ][endif]
      [if B18a eq <k>][#store <4> in univ][endif]
      [if B18a eq <c>][#store <5> in univ][endif]
      [if B18a eq <0>][#store <0> in univ][endif]
      [if B18a eq <8>][#store <8> in univ][endif]
      [if B18a eq <9>][#store <9> in univ][endif]

```
[if B18b eq <u>][#store <1> in univ][endif]
[if B18b eq <s>][#store <2> in univ][endif]
[if B18b eq <d>][#store <3> in univ][endif]
[if B18b eq <k>][#store <4> in univ][endif]
[if B18b eq <c>][#store <5> in univ][endif]
[if B18b eq <0>][#store <0> in univ][endif]
[if B18b eq <8>][#store <8> in univ][endif]
[if B18b eq <9>][#store <9> in univ][endif]

[if B18c eq <u>][#store <1> in univ][endif]
[if B18c eq <s>][#store <2> in univ][endif]
[if B18c eq <d>][#store <3> in univ][endif]
[if B18c eq <k>][#store <4> in univ][endif]
[if B18c eq <c>][#store <5> in univ][endif]
[if B18c eq <0>][#store <0> in univ][endif]
[if B18c eq <8>][#store <8> in univ][endif]
[if B18c eq <9>][#store <9> in univ][endif]

[if B18d eq <u>][#store <1> in univ][endif]
[if B18d eq <s>][#store <2> in univ][endif]
[if B18d eq <d>][#store <3> in univ][endif]
[if B18d eq <k>][#store <4> in univ][endif]
[if B18d eq <c>][#store <5> in univ][endif]
[if B18d eq <0>][#store <0> in univ][endif]
[if B18d eq <8>][#store <8> in univ][endif]
[if B18d eq <9>][#store <9> in univ][endif]

[if B18e eq <u>][#store <1> in univ][endif]
[if B18e eq <s>][#store <2> in univ][endif]
[if B18e eq <d>][#store <3> in univ][endif]
[if B18e eq <k>][#store <4> in univ][endif]
[if B18e eq <c>][#store <5> in univ][endif]
[if B18e eq <0>][#store <0> in univ][endif]
[if B18e eq <8>][#store <8> in univ][endif]
[if B18e eq <9>][#store <9> in univ][endif]
```

>univ< [allow 1][copy univ in univ][goto tsk4]
        1 UNIVERSITY OF MICHIGAN
        2 MICHIGAN STATE UNIVERSITY
        3 WAYNE STATE UNIVERSITY
        4 WESTERN MICHIGAN UNIVERSITY
        5 CENTRAL MICHIGAN UNIVERSITY
        0 OTHER
        8 DONT KNOW
        9 REFUSED

>B19< Now I have a couple of questions about your own current
       involvement with higher educational institutions. In the last year,
       have you enrolled in any course taught at a college or some other
       type of higher educational institution?

<1> YES
        <5> NO [goto B29]

        <8> DONT KNOW [goto B29]
        <9> REFUSED [goto B29]

[##md1=9][##md2=9][##blank=9]
              ===>

>B20<   Did you take this course to advance your career or
        improve your job skills, as a hobby or recreation, for
        personal interest, or for some other reason?

        <1> CAREER, JOB SKILLS
        <2> HOBBY, RECREATION (CRAFTS, ART, DANCE, MUSIC, SPORTS, ETC.)
        <3> PERSONAL INTEREST
        <4> FULL-TIME STUDENT
        <0> OTHER [#specify] (PLEASE SPECIFY)

        <8> DONT KNOW
        <9> REFUSED

[##md1=9][##md2=9][##blank=9]
              ===>

>B21<   Did you enroll in the program for academic credit?

        [r]IWER; As opposed to enrolling for fun, enjoyment or personal[n]
        [r]   interest[n]

        <1> YES
        <5> NO [goto B29]

        <8> DONT KNOW [goto B29]
        <9> REFUSED [goto B29]

[##md1=9][##md2=9][##blank=9]
              ===>

>B22<   Will these credits count toward a degree or certificate?

        <1> YES
        <5> NO

        <8> DONT KNOW
        <9> REFUSED

[##md1=9][##md2=9][##blank=9]
              ===>

>B23< Now thinking about the last such course or courses you took,
       was this course a short-course that lasted less than one month,

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lasted a whole semester or term, or something else?
      [r]   CODER: IF COURSE IS 6 WEEKS OR LONGER, CODE AS '02'[n]
 [r]   WHOLE SEMESTER[n]

      <1> SHORT COURSE
      <2> LASTED WHOLE SEMESTER-TERM
      0 OTHER [#specify] (PLEASE SPECIFY)
      <7> OTHER
      <8> DONT KNOW
      <9> REFUSED

[##md1=9][##md2=9][##blank=9]
           ===>

>B24< Who paid for this course--did you pay yourself, did someone
    in your family pay, did your employer pay, or did someone else pay?

        <1> SELF PAID
        <2> FAMILY PAID
        <3> EMPLOYER PAID
        <4> GOVERNMENT PAID
        0 OTHER (PLEASE SPECIFY) [#specify]
          <5> FINANCIAL AID/SCHOOL PAID
           <6> LOAN-GRANT
           <7> GI BILL
        <8> DONT KNOW
        <9> REFUSED

[##md1=9][##md2=9][##blank=9]
           ===>

>B25< How much did the course cost? (IF R TOOK MORE THAN ONE COURSE,
    HOW MUCH DID IT COST PER COURSE)
    [allow 3]

      [r]IWER: This is the cost of the total class, not the cost per
        credit hour and it is the cost of tuition only[n]

       <0> DOLLARS, FREE
      <10-997> DOLLARS

       <d>   DONT KNOW   <998>
       <r>   REFUSED   <999>

[##md1=999][##md2=999][##blank=999]
           ===>

>cp3< [if B25 eq <d>][#store <998> in B25][endif]
    [if B25 eq <r>][#store <999> in B25][endif]

>B26< Was this course offered during the evening (after 5 PM),
    or during the daytime?

<1> EVENING (AFTER 5 PM)
        <2> DAYTIME

        <8> DONT KNOW
        <9> REFUSED

[##md1=9][##md2=9][##blank=9]
            ===>

>B27< Was this the only place you could take this course
      or did you take it there because of the time it was offered,
      the quality or reputation of the school, the location, the
      cost, or for some other reason?

        <1> NO CHOICE, ONLY PLACE COULD TAKE

        <2> TIME OF DAY, WEEK OFFERED
        <3> QUALITY, REPUTATION OF SCHOOL
        <4> LOCATION
        <5> COST
        0 OTHER [#specify] (PLEASE SPECIFY)
           <6> TIME AND LOCATION/COST AND LOCATION/COST AND TIME
           <7> ALL OF THE ABOVE
        <8> DONT KNOW
        <9> REFUSED
[##md1=9][##md2=9][##blank=9]

            ===>

>B29< Do you expect to participate in any adult learning program at a
      higher educational institution in the coming year?

        <1> YES
        <5> NO [goto C1]

        <8> DONT KNOW [goto C1]
        <9> REFUSED [goto C1]

[##md1=9][##md2=9][##blank=9]
                ===>

>B30< What topic or field of study is it likely to be? [allow 2]
        0 MENTION (SPECIFY)[#specify]
         <1> AGRICULTURE
         <2> AUTO MECHANICS/AUTO MAINTENANCE/AUTO TECH
         <3> BUSINESS/BUSINESS ADMIN/BUSINESS MANAGEMENT/ACCOUNTING
             INVESTMENTS/ADMINISTRATION/MANAGEMENT
         <4> COMPUTER SCIENCE/COMPUTERS/INFORMATION SYSTEM
         <5> CRIMINOLOGY/CORRECTIONS/LAW ENFORCEMENT
         <6> EDUCATION/ELEMENTARY ED/TEACHING/SPECIAL EDUCATION
         <7> ENGINEERING/PROCESS CONTROL/INDUSTRIAL SCIENCE
         <8> HEALTH/SPEECH THERAPY/MEDICAL

<9> LAW
        <10> NURSING
        <11> PARENTING
        <12> SKILLED TRADE: ELECTRICAL, CONSTRUCTION/AUTO-BODY DESIGN
         BOOKKEEPING/DATA ENTRY OPERATION
        <13> SPORTS/PHYSICAL EDUCATION/RECREATIONAL
        <14> HOBBIES
        <90> ACADEMIC SUBJECT --NEC (English, psychology, math
                        theology, "Great Books")
        <91> OTHER   <95> NO MENTION   <98> DONT KNOW
     <99> REFUSED[##md1=99][##md2=99][##blank=99] ===>

>C1< The next couple of questions are about the seriousness of some
      social problems in Michigan. Thinking about people who
      are "poor", would you say that most people who are poor are
      working or that most are not working?

        [r]IWER; Poor is 'whatever it means to you[n]

        <1> MOST WORKING
        <2> MOST NOT WORKING
        <3> ABOUT EQUAL WORKING AND NOT WORKING

        <8> DONT KNOW
        <9> REFUSED
[##md1=9][##md2=0][##blank=0]

           ===>

>C2< Now regarding the financial position of the [bold]elderly[n] in America.
     Compared to 10 years ago, would you say that the percentage of
     elderly who are poor is [u]greater[n] now than 10 years ago, is [u]less[n]
     now, or is about the same as it was 10 years ago?

        <1> PERCENTAGE POOR GREATER NOW
        <2> PERCENTAGE POOR LESS NOW
        <3> PERCENTAGE ABOUT THE SAME

        <8> DONT KNOW
        <9> REFUSED
[##md1=9][##md2=0][##blank=0]

           ===>

>C3< Would you say that more people on "welfare" are Black or African
     American, that more are white, or that they are about equal in numbers?

        [r]IWER: Welfare - public assitance [n]

        <1> MORE BLACK OR AFRICAN AMERICAN

<2> MORE WHITE
        <3> ABOUT EQUAL

        <8> DONT KNOW
        <9> REFUSED

[##md1=9][##md2=0][##blank=0]
            ===>

>C4< The state of Michigan has a program of Medicaid to support
      people who are not able to afford medical care. Would you
      say that there are more people on Medicaid who are elderly,
      more who are children, or that they are about equal in numbers?

        <1> MORE ELDERLY
        <2> MORE WHO ARE CHILDREN
        <3> ABOUT EQUAL

        <8> DONT KNOW
        <9> REFUSED

[##md1=9][##md2=0][##blank=0]
            ===>

>D1< Now I have a few questions about the performance of
      various public officials. In general, 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

        <8> DONT KNOW
        <9> REFUSED-NO ANSWER

[##md1=9][##md2=0][##blank=0]

    ===>

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

        <1> EXCELLENT
        <2> GOOD
        <3> FAIR
        <4> POOR

        <8> DONT KNOW
        <9> REFUSED-NO ANSWER
[##md1=9][##md2=0][##blank=0]

```
    ===>
```

>D3<   How would you rate the performance of the Michigan legislature
       as a whole -- (would you say excellent, good, fair, or poor?)

           <1> EXCELLENT
           <2> GOOD
           <3> FAIR
           <4> POOR

           <8> DONT KNOW
           <9> REFUSED-NO ANSWER

[##md1=9][##md2=0][##blank=0]

```
    ===>
```

>D4< 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

           <8> DONT KNOW
           <9> REFUSED-NO ANSWER
[##md1=9][##md2=0][##blank=0]

```
    ===>
```

>D5< How would you rate the way your [u]U.S. Representative to Congress[n]
      is performing his or her job -- (would you say excellent, good, fair,
      or poor?)

            [r]IWER: Congress is in Washington, D.C, this is not the US Senator[n]

           <1> EXCELLENT
           <2> GOOD
           <3> FAIR
           <4> POOR

           <8> DONT KNOW
           <9> REFUSED-NO ANSWER
[##md1=9][##md2=0][##blank=0]

===>

>D6< How would you rate the way your [u]state Senator[n] is performing
    his or her job in the Michigan State Senate -- (would you say
    excellent, good, fair, or poor?)

        [r]IWER: Michigan State Senate is in Lansing[n]

        <1> EXCELLENT
        <2> GOOD
        <3> FAIR
        <4> POOR

        <8> DONT KNOW
        <9> REFUSED-NO ANSWER

[##md1=9][##md2=0][##blank=0]
    ===>

>D7< How would you rate the way your [u]state representative[n]
    to the Michigan House of Representatives is performing
    his or her job -- (would you say excellent, good, fair, or poor?)

        [r]IWER: The state representative is in Lansing[n]

        <1> EXCELLENT
        <2> GOOD
        <3> FAIR
        <4> POOR

        <8> DONT KNOW
        <9> REFUSED-NO ANSWER

[##md1=9][##md2=0][##blank=0]

    ===>

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

     <1> FEDERAL
     <2> STATE
     <3> LOCAL
     <4> NONE, NEITHER (R VOLUNTEERS)

     0 OTHER (SPECIFY) [#specify]

     <8> DONT KNOW
     <9> REFUSED-NO ANSWER

[##md1=9][##md2=0][##blank=0]

    ===>

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

>P4a< There are many issues that the governor
    and legislature [bold]could[n] spend time dealing with
    in the next 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]
        <2> THE ECONOMY/BUSINESS IN STATE/ENCOURAGE BUSINESS GROWTH.ETC
        <3> JOBS/EMPLOYMENT/UNEMPLOYMENT/MORE WORK
        <4> HEALTH CARE/MEDICAL CARE/MENTAL HEALTH/ETC
        <5> CRIME SAFETY/DRUG/VIOLENCE/LAW AND ORDER/CAPITAL PUNISHMENT
            PRISONS/ETC
        <6> EDUCATION/SCHOOLS/SCHOOL FINANCING/SCHOOL FUNDING/ETC
        <7> PVERTY/POOR PEOPLE/HOMELESSNESS/PEOPLE/ETC
        <8> WELFARE/WELFARE REFORM/ETC
        <9> TAXES/PROPERTY TAXES/ETC
        <10> SENIOR CITIZENS/ETC
        <11> REDUCE BUDGETS/REDUCE SIZE OF GOVERNMENT/RESTRICT GOVERNMENT
            REDUCE GOVERNMENT WASTE
        <12> MORAL ISSUES/ABORTION/GAY RIGHTS. ETC
        <13> FOREIGN POLICY, WORLD AFFAIRS/NATIONAL DEFENSE/TEC
        <14> ENVIRONMENTAL ISSUES
        <97> MISCELLANEOUS-OTHER   <95> NO MENTION [goto D10]
     <98> DONT KNOW[goto D10] <99> REFUSED-NO ANSWER[goto D10]
[##md1=99][##md2=99][##blank=99]   ===>

>P4b< (What's the next most important issue for them to work on?)
      0 MENTION (SPECIFY) [#specify]
        <2> THE ECONOMY/BUSINESS IN STATE/ENCOURAGE BUSINESS GROWTH.ETC
        <3> JOBS/EMPLOYMENT/UNEMPLOYMENT/MORE WORK
        <4> HEALTH CARE/MEDICAL CARE/MENTAL HEALTH/ETC
        <5> CRIME SAFETY/DRUG/VIOLENCE/LAW AND ORDER/CAPITAL PUNISHMENT
            PRISONS/ETC
        <6> EDUCATION/SCHOOLS/SCHOOL FINANCING/SCHOOL FUNDING/ETC
        <7> PVERTY/POOR PEOPLE/HOMELESSNESS/PEOPLE/ETC
        <8> WELFARE/WELFARE REFORM/ETC
        <9> TAXES/PROPERTY TAXES/ETC
        <10> SENIOR CITIZENS/ETC
        <11> REDUCE BUDGETS/REDUCE SIZE OF GOVERNMENT/RESTRICT GOVERNMENT
            REDUCE GOVERNMENT WASTE
        <12> MORAL ISSUES/ABORTION/GAY RIGHTS. ETC
        <13> FOREIGN POLICY, WORLD AFFAIRS/NATIONAL DEFENSE/TEC
        <14> ENVIRONMENTAL ISSUES
        <97> MISCELLANEOUS-OTHER
      <95> NO MENTION [goto D10]   <98> DONT KNOW[goto D10]
      <99> REFUSED-NO ANSWER[goto D10]   [##md1=99][##md2=99][##blank=99]

===>

>P4c< (What's the next most important issue for them to work on?)
     0 MENTION (SPECIFY) [#specify]
        <2> THE ECONOMY/BUSINESS IN STATE/ENCOURAGE BUSINESS GROWTH, ETC
        <3> JOBS/EMPLOYMENT/UNEMPLOYMENT/MORE WORK
        <4> HEALTH CARE/MEDICAL CARE/MENTAL HEALTH/ETC
        <5> CRIME SAFETY/DRUG/VIOLENCE/LAW AND ORDER/CAPITAL PUNISHMENT
             PRISONS/ETC
        <6> EDUCATION/SCHOOLS/SCHOOL FINANCING/SCHOOL FUNDING/ETC
        <7> PVERTY/POOR PEOPLE/HOMELESSNESS/PEOPLE/ETC
        <8> WELFARE/WELFARE REFORM/ETC
        <9> TAXES/PROPERTY TAXES/ETC
        <10> SENIOR CITIZENS/ETC
        <11> REDUCE BUDGETS/REDUCE SIZE OF GOVERNMENT/RESTRICT GOVERNMENT
             REDUCE GOVERNMENT WASTE
        <12> MORAL ISSUES/ABORTION/GAY RIGHTS. ETC
        <13> FOREIGN POLICY, WORLD AFFAIRS/NATIONAL DEFENSE/TEC
        <14> ENVIRONMENTAL ISSUES
        <97> MISCELLANEOUS-OTHER   <95> NO MENTION
     <98> DONT KNOW   <99> REFUSED-NO ANSWER
 [##md1=99][##md2=99][##blank=99]   ===>

>D10< People have different ideas about how much they can trust
       government to do what is right. These ideas don't refer to
       Democrats or Republicans in particular, but just to the
       [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

       <8> DONT KNOW
       <9> REFUSED, NO ANSWER

[##md1=9][##md2=0][##blank=0]

       ===>

>D11< How much of the time do you think you can trust the state government
       in [u]Michigan[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

       <8> DONT KNOW
       <9> REFUSED, NO ANSWER
```

[##md1=9][##md2=0][##blank=0]

            ===>

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

       [r]IWER: Local government is city, township, village[n]

       <1> NEARLY ALWAYS OR MOST OF THE TIME
       <2> SOME OF THE TIME
       <3> SELDOM
       <4> ALMOST NEVER

       <8> DONT KNOW
       <9> REFUSED, NO ANSWER

[##md1=9][##md2=0][##blank=0]
            ===>

>E1< The next few questions will focus on some suggestions people have
      made to change the features of state government. I'd like to get
      your opinion on these ideas.

      Like most states, the State of Michigan has two houses in the state
      legislature: the House of Representatives and the Senate. Some
      people have suggested changing the legislature so that there is
      only one house or chamber.

      Do you think it would be preferable to keep both houses
      or to move to a having only one legislative chamber?

            <1> KEEP 2 HOUSES
            <2> HAVE ONLY 1

            <8> DONT KNOW
            <9> REFUSED

[##md1=9][##md2=0][##blank=0]
               ===>

>E2< Some people think we should do away with the election of state judges,
      and that they should be appointed by the governor or the legislature
      instead. What do you think, should judges be elected directly by the
      people, or should they be appointed by the governor or legislature?
```

<pre>
        <1>  ELECT JUDGES
        <2>  APPOINT JUDGES

        <8>  DONT KNOW
        <9>  REFUSED
</pre>

[##md1=9][##md2=0][##blank=0]
                ===>

>E3<  Some people think we should do away with the election of the boards
      of trustees and regents for the state's three largest universities
      and that they should be appointed by the governor or the legislature
      instead. What do you think, should trustees and regents be elected
      directly by the people, or should they be appointed by the governor
      or legislature?

   [r]IWER:  the three colleges are MSU, U of M, and Wayne State[n]

        <1>  ELECT TRUSTEES-REGENTS
        <2>  APPOINT TRUSTEES-REGENTS

        <8>  DONT KNOW
        <9>  REFUSED

[##md1=9][##md2=0][##blank=0]
                ===>

>E4<  Others have suggested that the state should move to a two-year
      state budget instead of budgeting one year at a time as is done
      currently. Which do you think would be preferable, a one-year budget
      or a two-year budget?

        <1>  1-YEAR BUDGET
        <2>  2-YEAR BUDGET

        <8>  DONT KNOW
        <9>  REFUSED

[##md1=9][##md2=0][##blank=0]
                ===>

>E5< During the 1994 election campaign, Republican candidates for Congress
     met in Washington DC and signed a list of proposed legislation which
     they called the [u]Contract with America[n]. Have you heard enough about
     the Contract with America to have an opinion about it?

        <1> YES
        <5> NO [goto E7]

        <8>  DONT KNOW [goto E7]
        <9>  REFUSED [goto E7]

[##md1=9][##md2=0][##blank=0]

           ===>

>E6< Would you say that you agree with nearly all of the Contract
    with America, most of it, about half of it, less than half
   of it, or almost none of it?

        <1> NEARLY ALL
        <2> MOST OF IT
        <3> ABOUT HALF OF IT
        <4> LESS THAN HALF OF IT
        <5> ALMOST NONE OF IT

        <8>  DONT KNOW
        <9>  REFUSED
[##md1=9][##md2=0][##blank=0]

        ===>

>E7< Now I would like to talk about a few specific issues. The size of the
    annual federal budget deficit was a major issue in the 1992 presidential
    campaign. As you probably know the federal deficit is the amount by
    which federal spending exceeds the money raised through taxes in a
    single year. This is different from the federal debt, which is the
    total of all of the deficits that have occurred through the years.

   Now, thinking about the annual budget deficit, how do you think the
   size of it has changed since President Clinton took office? Has there
   been a [u]large increase[n] in the annual deficit, a [u]small[n]
   increase, has it stayed about the same, has there been a [u]small decrease[n]
   in the deficit, or has there been a [u]large decrease[n]?

        <1> LARGE INCREASE IN THE DEFICIT
        <2> SMALL INCREASE IN THE DEFICIT
        <3> STAYED ABOUT THE SAME
        <4> SMALL DECREASE IN THE DEFICIT
        <5> LARGE DECREASE IN THE DEFICIT

        <8>  DONT KNOW
        <9>  REFUSED
[##md1=9][##md2=0][##blank=0]
           ===>

>E8<  Some people have proposed that the federal Constitution should
    be amended to require the federal government to have a balanced
    budget every year, with possible exceptions for national
    emergencies. Would you favor or oppose the adoption of such an
    amendment?

        <1> FAVOR

<5> OPPOSE[goto E13]

        <8>  DONT KNOW
        <9>  REFUSED[goto E13]

[##md1=9][##md2=0][##blank=0]
            ===>


>E9< Would you favor or oppose such an amendment to require a balanced
    federal budget if it would mean that the federal government had
    to reduce the amount of money it spends on education?

        <1> FAVOR
        <5> OPPOSE

        <8>  DONT KNOW
        <9>  REFUSED

[##md1=9][##md2=0][##blank=0]
            ===>


>E10< Would you favor or oppose such an amendment to require a balanced
    federal budget if it would mean that the federal government had to
    reduce the amount of money it spends on Medicare?

    [r]IWER: Medicare is usually for medical care for the elderly[n]

        <1> FAVOR
        <5> OPPOSE

        <8>  DONT KNOW
        <9>  REFUSED

[##md1=9][##md2=0][##blank=0]
            ===>


>E11< Would you favor or oppose such an amendment to require a balanced
    federal budget if it would mean that the federal government had to
    increase federal taxes?

        <1> FAVOR
        <5> OPPOSE

        <8>  DONT KNOW
        <9>  REFUSED

[##md1=9][##md2=0][##blank=0]
            ===>


>E12< Would you favor or oppose such an amendment to require a balanced
    federal budget if it would mean that the State and localities
    would have to increase their taxes to pay for necessary services?

<1> FAVOR
        <5> OPPOSE

        <8>  DONT KNOW
        <9>  REFUSED

[##md1=9][##md2=0][##blank=0]
            ===>

>E13< Now I would like to turn to a different issue, that of welfare
    reform. Some people have proposed that the federal welfare program
    should be changed to cut off benefits for unmarried women under the
    age of eighteen if they have a child.
    Would you favor or oppose such a change?

        <1> FAVOR
        <5> OPPOSE

        <8>  DONT KNOW
        <9>  REFUSED
[##md1=9][##md2=0][##blank=0]

            ===>

>E14< Another proposal that has been made for the federal welfare program
    is to end all benefits for the people on welfare after two years if
    they are capable of working and have not found a job. Would you favor
    or oppose such a change?

        <1> FAVOR
        <5> OPPOSE

        <8>  DONT KNOW
        <9>  REFUSED

[##md1=9][##md2=0][##blank=0]
            ===>


>E15< In your opinion are most people on welfare because of lack of effort
    or because of circumstances beyond their control?

        <1> LACK OF EFFORT
        <5> CIRCUMSTANCES BEYOND THEIR CONTROL

        <8> DONT KNOW
        <9> REFUSAL

[##md1=9][##md2=0][##blank=0]
            ===>

>CC1<  We are interested in how people are getting along these

days.  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

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

[##md1=9][##md2=0][##blank=0]

    ===>

>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 or just about the same as now?

    <1> BETTER OFF
    <3> ABOUT THE SAME (R PROVIDED)
    <5> WORSE OFF

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

[##md1=9][##md2=0][##blank=0]
    ===>

>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

    <8> DO NOT KNOW
    <9> REFUSE TO ANSWER
[##md1=9][##md2=0][##blank=0]

    ===>

>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

<8> DO NOT KNOW
<9> REFUSE TO ANSWER
[##md1=9][##md2=0][##blank=0]


===>

>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

<8> DO NOT KNOW
<9> REFUSE TO ANSWER


[##md1=9][##md2=0][##blank=0]
===>

>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], or what?

[r]CODER: PLEASE TRY TO CODE OTHERS BACK INTO ORGINAL RESPONSES[n]


<1> GOOD TIMES
<5> BAD TIMES
<3> NEITHER GOOD NOR BAD; MEDIOCRE STAY THE SAME(R PROVIDED)
0 OTHER (SPECIFY)[#specify]
<7> OTHER: MISCELLANEOUS
<8> DO NOT KNOW
<9> REFUSED-NO ANSWER

[##md1=9][##md2=0][##blank=0]

===>

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

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

<1> MALE

<5> FEMALE

[##md1=9][##md2=9][##blank=9]

   ===>

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

   18 <95-99> YEAR
   19 <00-94> YEAR

   <d> DONT KNOW                    <999> <998>
   <m> REFUSED

[##md1=999][##md2=0][##blank=0]

   ===>

>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?[allow 2]

   <0>  DID NOT GO TO SCHOOL

   <1-11> GRADE
   <12>  HIGH SCHOOL GRADUATE OR GED HOLDER

   <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

    <98> DO NOT KNOW
    <99> REFUSE TO ANSWER
[##md1=99][##md2=99][##blank=99]


   ===>

>CD4< Which of the following describes your racial background?
      Would you say African-American or Black, Asian or Pacific
      Islander, Native American, or White or Caucasian?

         [r]CODER:  PLEASE TRY TO CODE OTHERS BACK INTO RESPONSES[n]

    <1> AFRICAN-AMERICAN OR BLACK
    <2> ASIAN OR PACIFIC ISLANDER
    <3> NATIVE AMERICAN

<4> WHITE OR CAUCASIAN

    0 OTHER [#specify](SPECIFY)
    <7> NON RESPONSE(DID NOT ANSWER QUESTION, ANSWER DOES NOT FIT Q)
    <8> DO NOT KNOW
    <9> REFUSED TO ANSWER

[##md1=9][##md2=9][##blank=9]

    ===>

>CD5<    Are you of Hispanic origin or descent, such as Spanish,
        Mexican, Puerto Rican, Cuban, or another Latin American
        background?

    <1> YES
    <5> NO

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

[##md1=9][##md2=9][##blank=9]

    ===>

>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
    <2> ISLAMIC
    <3> JEWISH
    <4> PROTESTANT (includes Baptist, Lutheran, Presbyterian, Methodist
            Christian Reformed, Jehovah's Witness, Pentecostal,
            Orthodox, Apostolic, etc, LDS, Mormon)
    <5> OTHER NON-CHRISTIAN (Hindu, Buddist)
    7 OTHER [#specify](SPECIFY)

    <8> DO NOT KNOW
    <9> REFUSE TO ANSWER
[##md1=9][##md2=9][##blank=9]

     ===>

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

    <1> REPUBLICAN
    <7> DEMOCRAT [goto CD7B]
    <4> INDEPENDENT [goto CD7C]

<0> OTHER [#specify][goto CD8](SPECIFY)

    <8> DO NOT KNOW [goto CD8]
    <9> REFUSE TO ANSWER [goto CD8]


            ===>


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

    <1> STRONG REPUBLICAN
    <2> NOT A VERY STRONG REPUBLICAN

    <8> DO NOT KNOW
    <9> REFUSE TO ANSWER

    ===> [goto ptid]

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

    <7> STRONG DEMOCRAT
    <6> NOT A VERY STRONG DEMOCRAT

    <8> DO NOT KNOW
    <9> REFUSE TO ANSWER


    ===>[goto ptid]

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

    <3> REPUBLICAN
    <4> NEITHER (R PROVIDED)
    <5> DEMOCRAT
    <8> DO NOT KNOW
    <9> REFUSE TO ANSWER

    ===>

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

[if CD7C eq <4>][copy <4> in ptid][endif]
[if CD7C eq <5>][copy <5> in ptid][endif]
[if CD7C eq <8>][copy <8> in ptid][endif]
[if CD7C eq <9>][copy <9> in ptid][endif]


>CD7D< People sometimes find that they are unable to vote on election
    day even if they had planned to do so.  Do you recall that you
    did vote in the November election for Governor, that you did
    not vote, or don't you recall?

        <1> DID VOTE
        <2> DID NOT VOTE [goto CD8]
        <3> DONT RECALL [goto CD8]

        <8> DO NOT KNOW [goto CD8]
        <9> REFUSE TO ANSWER [goto CD8]
[##md1=9][##md2=0][##blank=0]
        ===>

>CD7E< In the November election for Governor, who did you vote for --
    John Engler, Howard Wolpe, or someone else?

        <1> ENGLER
        <2> WOLPE
        <3> SOMEONE ELSE

        <8> DO NOT KNOW
        <9> REFUSE TO ANSWER
[##md1=9][##md2=0][##blank=0]
        ===>

>CD8<  Are you currently married, divorced, separated, widowed,
    or have you never been married?

   <1> MARRIED
   <2> DIVORCED
   <3> SEPARATED
   <4> WIDOWED
   <5> SINGLE, NEVER BEEN MARRIED
   <6> MEMBER OF UNMARRIED COUPLE (R PROVIDED)
   <7> OTHER [#specify](R PROVIDED; SPECIFY)

   <8> DO NOT KNOW
   <9> REFUSE TO ANSWER

[##md1=9][##md2=0][##blank=0]

   ===>


>CD10<  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

    <98>  DO NOT KNOW[goto CD12]
    <99>  REFUSE TO ANSWER[goto CD12]

[##md1=99][##md2=0][##blank=0]

   ===>

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

   <0-9>  ADULTS 65+

   <98> DO NOT KNOW
   <99> REFUSE TO ANSWER

[##md1=99][##md2=99][##blank=99]

   ===>

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

    <0>  NONE [goto CD14]
   <1-10> CHILDREN

    <98> DO NOT KNOW[goto CD14]
    <99> REFUSE TO ANSWER[goto CD14]

[##md1=99][##md2=99][##blank=99]

   ===>

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

   <0-10>  CHILDREN UNDER 5

    <98>  DO NOT KNOW
    <99>  REFUSE TO ANSWER

[##md1=99][##md2=99][##blank=99]

   ===>

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

<0>  NONE, NEVER HAD CHILDREN
<1-20> CHILDREN

<98> DO NOT KNOW
<99> REFUSED TO ANSWER

[##md1=99][##md2=99][##blank=99]

    ===>

>D14A<  Do you rent or do you own your own home?

    <1> RENT [goto CD16]
    <5> OWN (INCLUDES PAYING MORTGAGE CURRENTLY)
    <7> OTHER [#specify][goto CD16]

    <8> DO NOT KNOW [goto CD16]
    <9> REFUSE TO ANSWER [goto CD16]

[##md1=9][##md2=0][##blank=0]

    ===>

>CD15<  What is your home's approximate market value -- that is,
    what could you sell your home for now?

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

    <5000-100000000> $1 - $100,000,000 DOLLARS

    <d> DO NOT KNOW              <999999998>
    <r> REFUSE TO ANSWER          <999999999>

[##md1=999999999][##md2=0][##blank=0]

    ===>
>cp2< [if CD15 eq <d>][#store <999999998> in CD15][endif]
    [if CD25 eq <r>][#store <999999999> in CD15][endif]

>ifqq< [if CD15 ge <999999998>][goto CD16][endif]

>ck2< [loc 0/551][r]IIWER: YOU INDICATED THAT THE VALUE OF THE HOME IS:[n]

    $ [bold][fill CD15][n]    Is this correct?

    <1> YES
    <5> NO[goto CD15] (IF NO, RETURN TO CD15 TO CORRECT)

===>

>CD16< [equiv CD15 position 10]Last week, were you working full-time, part-time, going
  to school, a home-maker or what?

    <1> WORK FULL TIME
    <2> WORK PART TIME
    <3> WITH A JOB, BUT NOT AT WORK LAST WEEK
    <4> UNEMPLOYED, LAID OFF, LOOK FOR WORK [goto CD20]
    <5> RETIRED [goto CD21]
    <6> SCHOOL [goto INC1]
    <7> HOME-MAKER [goto INC1]
    <8> DISABLED [goto INC1]
    <9> WORK AND SCHOOL

    <10> IN THE ARMED FORCES [goto INC1]
    <0> OTHER [#specify] [goto INC1]

    <98> DO NOT KNOW [goto INC1]
    <99> REFUSED TO ANSWER [goto INC1]
[##md1=99][##md2=99][##blank=99]


    ===>

>ID3< [allow 5][loc 15/1][copy csid in ID3]
>R3< [allow 1][#preset <3>][copy <3> in R3]

IF WORK FULL-TIME OR WORK PART-TIME OR WITH A JOB BUT NOT
  AT WORK. . .
>CD17< Do you currently work for pay at more than one job?


    <1> YES
    <5> NO

    <8> DO NOT KNOW
    <9> REFUSE TO ANSWER

[##md1=9][##md2=0][##blank=0]

    ===>

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


    <1-75> HOURS PER WEEK

    <98> DO NOT KNOW
    <99> REFUSED TO ANSWER

[##md1=99][##md2=0][##blank=0]

    ===>


>c01<  [if CD17 ne <1> goto CD21]   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?


    <1-40> HOURS PER WEEK

     <98> DO NOT KNOW
     <99> REFUSED TO ANSWER

[##md1=99][##md2=0][##blank=0]

    ===> [goto CD21]

IF UNEMPLOYED, LAID OFF OR LOOKING FOR WORK. . .
>CD20<  Have you been actively looking for work?


    <1> YES
    <5> NO

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

[##md1=9][##md2=0][##blank=0]

    ===>

>CD21<  In your main 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]
      <1-9997>
  <d> DO NOT KNOW           <9998>
  <m> REFUSED             <9999>
[##md1=9999][##md2=9999][##blank=9999]

    ===>

>cp1< [if CD21 eq <d>][#store <9998> in CD21][endif]
    [if CD21 eq <r>][#store <9999> in CD21][endif]

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


     <1> SELF-EMPLOYED
     <5> WORK FOR SOMEONE ELSE

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

[##md1=9][##md2=0][##blank=0]

     ===>

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


     <1> HOURLY WAGE
     <3> ANNUAL SALARY
     <5> ON COMMISSION (R PROVIDED)
     <7> OTHER [#specify]

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

[##md1=9][##md2=0][##blank=0]

     ===>


>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 1994?[allow 2]

       <1> YES  ($30,000 OR MORE)[goto INC4]
       <5> NO   (LESS THAN $30,000)

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

[##md1=99][##md2=0][##blank=0]

     ===>

>INC2< [allow 2]Was it $20,000 or more?

<1> YES  ($20,000 - 29,999)[goto inca]
<5> NO   (LESS THAN $20,000)[goto INC3]

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

[##md1=99][##md2=0][##blank=0]

    ===>

>inca<  [allow 2]Was it $25,000 or more?

    <1> YES  ($25,000 - 29,999)[goto lh31]
    <5> NO   (LESS THAN $25,000)[goto lh31]

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

[##md1=99][##md2=0][##blank=0]
    ===>

>INC3<  [allow 2]Was it $10,000 or more?

    <1> YES  ($10,000 - 19,999)
    <5> NO   (LESS THAN $10,000)  [goto lh31]

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

[##md1=99][##md2=0][##blank=0]

    ===>

>incb<  [allow 2]Was it $15,000 or more?

    <1> YES  ($15,000 - 19,999)
    <5> NO   (LESS THAN $15,000)

    <98> DON'T KNOW-NO OPINION
    <99> REFUSED-NO ANSWER

[##md1=99][##md2=0][##blank=0]

    ===>  [goto lh31]

>INC4< [allow 2]Was it $60,000 or more?


    <1> YES[goto INC7]    ($60,000 OR MORE)
    <5> NO    (MORE THAN $30,000 LESS THAN $60,000)

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

[##md1=99][##md2=0][##blank=0]

    ===>

>INC5< [allow 2]Was it $40,000 or more?


    <1> YES    ($40,000 OR MORE)[goto INC6]
    <5> NO    ($30,000 - 39,999)

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

[##md1=99][##md2=0][##blank=0]

    ===>
>incc< [allow 2]Was it $35,000 or more?


    <1> YES    ($35,000 - 39,999)
    <5> NO    ($30,000 - 34,999)[goto lh31]

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

[##md1=99][##md2=0][##blank=0]

    ===>  [goto lh31]

>INC6< [allow 2]Was it $50,000 or more?


    <1> YES    ($50,000 - 59,999)
    <5> NO    ($40,000 - 49,999)

    <98> DON'T KNOW/NO OPINION
    <99> REFUSED/NO ANSWER

[##md1=99][##md2=0][##blank=0]

===> [goto lh31]

>INC7< [allow 2]Was it $80,000 or more?


    <1> YES   ($80,000 OR MORE)[goto INC9]
    <5> NO    ($60,000 - 79,999)

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

[##md1=99][##md2=0][##blank=0]

    ===>

>INC8< [allow 2]Was it $70,000 or more?


    <1> YES   ($70,000 - 79,999)
    <5> NO    ($60,000 - 69,999)

    <98> DON'T KNOW-NO OPINION
    <99> REFUSED-NO ANSWER
[##md1=99][##md2=0][##blank=0]


    ===> [goto lh31]

>INC9< [allow 2]Was it $100,000 or more?


    <1> YES   ($100,000 OR MORE)[goto NC11]
    <5> NO    ($80,000 - 99,999)

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

[##md1=99][##md2=0][##blank=0]

    ===>

>NC10< [allow 2]Was it $90,000 or more?


    <1> YES   ($90,000 - 99,999)
    <5> NO    ($80,000 - 89,999)

    <98> DON'T KNOW-NO OPINION

<99> REFUSED-NO ANSWER


[##md1=99][##md2=0][##blank=0]
    ===>[goto lh31]

>NC11< [allow 2]Was it $110,000 or more?



    <1> YES    ($110,000 OR MORE)
    <5> NO     ($100,000 - 109,999)

    <98> DON'T KNOW-NO OPINION
    <99> REFUSED-NO ANSWER

[##md1=99][##md2=0][##blank=0]

    ===>

>lh31<  [if NC11 eq <1>][#store <16> in INC][endif]  110,000 or more
     [if NC11 eq <5>][#store <15> in INC][endif]  100,000 - 109,999
     [if NC10 eq <1>][#store <14> in INC][endif]   90,000 -  99,999
     [if NC10 eq <5>][#store <13> in INC][endif]   80,000 -  89,999
     [if INC9 eq <5>][#store <12> in INC][endif]   80,000 -  89,000
     [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 CD16 eq <1>][goto CD25]
     [else]
     [if CD16 eq <2>][goto CD25]
     [else]
     [if CD16 eq <3>][goto CD25]
     [else]
     [if CD16 eq <9>][goto CD25]
     [else]
     [goto CD26]

[endif][endif][endif][endif]


IF WORK FULL TIME, WORK PART TIME OR WITH A JOB BUT NOT AT WORK

>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>
[##md1=99999999][##md2=0][##blank=0]


    ===>
>cp5< [if CD25 eq <d>][copy <99999998> in CD25][endif]
    [if CD25 eq <r>][copy <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=0][##blank=0]


    ===>

>MSU< Finally, 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

        <8> DON'T KNOW-NO OPINION
        <9> REFUSED-NO ANSWER

[##md1=9][##md2=0][##blank=0]
        ===>[goto MOD7]

>AA2a<  You mentioned [bold][fill A1a][n] as

55

the most important problem in your community.
There are various ways in which this problem could be addressed.
I want to ask a few questions about this. Do you think this problem
is something that can [bold]best be handled[n] by the government, by
private business, by voluntary and community organizations, by
the people themselves, or by some other kind of organization?
<1> <g> GOVERNMENT (THE STATE,GOVERNOR, POLICE)
<2> <b> PRIVATE BUSINESS
<3> <v> VOLUNTARY/COMMUNITY ORGANIZATIONS
<4> <p> PEOPLE THEMSELVES (PARENTS, FAMILIES, FAMILY LIFE, COMMUNITIES
            PEOPLE THEMSELVES, ALL BUT ESPECIALLY PEOPLE
                    WATCH DOG, CITIZEN GROUP, WATCH GROUP )
<6> ALL OF THEM-COMBINATION
<7> NONE OF THEM
<10> BUSINESS AND PEOPLE
<11> BUSINESS AND GOVERNMENT
<12> GOVERNMENT AND PEOPLE/GOVERNMENT AND COMMUNITY
<13> CHURCHES AND RELIGIOUS ORGANIZATIONS
<14> VOLUNTARY ORGANIZATIONS        <15> OTHER -- NEC
<98> DONT KNOW  <99> REFUSED[##md1=9][##md2=0][##blank=0]   ===>

>tsk1<  [if A2a eq <g>][copy <1> in AA2a][endif]
        [if A2a eq <b>][copy <2> in AA2a][endif]
        [if A2a eq <v>][copy <3> in AA2a][endif]
        [if A2a eq <p>][copy <5> in AA2a][endif]
        [if A2a eq <8>][copy <98> in AA2a][endif]
        [if A2a eq <9>][copy <99> in AA2a][endif]
        [goto sos2]

>AA2b< You mentioned [bold][fill A1a][n] as
     the most important problem in your community.
     There are various ways in which this problem could be addressed.
     I want to ask a few questions about this. Do you think this problem
     is something that can [bold]best be handled[n] by the people
     themselves, by private business, by voluntary and community
     organizations, by the government, or by some other kind of
     organization?
      <1> <p> PEOPLE THEMSELVES
      <2> <b> PRIVATE BUSINESS
      <3> <v> VOLUNTARY/COMMUNITY ORGANIZATIONS
      <4> <g> GOVERNMENT
      <6> ALL OF THEM-COMBINATION
         <7> NONE OF THEM
         <10> BUSINESS AND PEOPLE
         <11> BUSINESS AND GOVERNMENT
         <12> GOVERNMENT AND PEOPLE/GOVERNMENT AND COMMUNITY
         <13> CHURCHES AND RELIGIOUS ORGANIZATIONS
         <14> VOLUNTARY ORGANIZATIONS        <15> OTHER -- NEC
         <98> DONT KNOW   <99> REFUSED[##md1=99][##md2=0][##blank=0]===>

>tsk2<  [if A2b eq <g>][store <1> in AA2b][endif]
        [if A2b eq <b>][store <2> in AA2b][endif]

[if A2b eq <v>][store <3> in AA2b][endif]
[if A2b eq <p>][store <5> in AA2b][endif]
[if A2b eq <8>][store <98> in AA2b][endif]
[if A2b eq <9>][store <99> in AA2b][endif]
[goto sos2]


>tsk4<    [if B18a eq <u>][store <1> in uni2][endif]
[if B18a eq <s>][store <2> in uni2][endif]
[if B18a eq <d>][store <3> in uni2][endif]
[if B18a eq <k>][store <4> in uni2][endif]
[if B18a eq <c>][store <5> in uni2][endif]
[if B18a eq <0>][store <0> in uni2][endif]
[if B18a eq <8>][store <8> in uni2][endif]
[if B18a eq <9>][store <9> in uni2][endif]
[if B18a eq <e>][store <10> in uni2][endif]
[if B18a eq <v>][store <11> in uni2][endif]
[if B18a eq <m>][store <12> in uni2][endif]
[if B18a eq <n>][store <13> in uni2][endif]
[if B18a eq <b>][store <14> in uni2][endif]
[if B18a eq <a>][store <15> in uni2][endif]
[if B18a eq <o>][store <16> in uni2][endif]
[if B18a eq <i>][store <17> in uni2][endif]
[if B18a eq <h>][store <18> in uni2][endif]

[if B18b eq <u>][store <1> in uni2][endif]
[if B18b eq <s>][store <2> in uni2][endif]
[if B18b eq <d>][store <3> in uni2][endif]
[if B18b eq <k>][store <4> in uni2][endif]
[if B18b eq <c>][store <5> in uni2][endif]
[if B18b eq <0>][store <0> in uni2][endif]
[if B18b eq <8>][store <8> in uni2][endif]
[if B18b eq <9>][store <9> in uni2][endif]
[if B18b eq <e>][store <10> in uni2][endif]
[if B18b eq <v>][store <11> in uni2][endif]
[if B18b eq <m>][store <12> in uni2][endif]
[if B18b eq <n>][store <13> in uni2][endif]
[if B18b eq <b>][store <14> in uni2][endif]
[if B18b eq <a>][store <15> in uni2][endif]
[if B18b eq <o>][store <16> in uni2][endif]
[if B18b eq <i>][store <17> in uni2][endif]
[if B18b eq <h>][store <18> in uni2][endif]

[if B18c eq <u>][store <1> in uni2][endif]
[if B18c eq <s>][store <2> in uni2][endif]
[if B18c eq <d>][store <3> in uni2][endif]
[if B18c eq <k>][store <4> in uni2][endif]
[if B18c eq <c>][store <5> in uni2][endif]
[if B18c eq <0>][store <0> in uni2][endif]
[if B18c eq <8>][store <8> in uni2][endif]
[if B18c eq <9>][store <9> in uni2][endif]

[if B18c eq <e>][store <10> in uni2][endif]
[if B18c eq <v>][store <11> in uni2][endif]
[if B18c eq <m>][store <12> in uni2][endif]
[if B18c eq <n>][store <13> in uni2][endif]
[if B18c eq <b>][store <14> in uni2][endif]
[if B18c eq <a>][store <15> in uni2][endif]
[if B18c eq <o>][store <16> in uni2][endif]
[if B18c eq <i>][store <17> in uni2][endif]
[if B18c eq <h>][store <18> in uni2][endif]

[if B18d eq <u>][store <1> in uni2][endif]
[if B18d eq <s>][store <2> in uni2][endif]
[if B18d eq <d>][store <3> in uni2][endif]
[if B18d eq <k>][store <4> in uni2][endif]
[if B18d eq <c>][store <5> in uni2][endif]
[if B18d eq <0>][store <0> in uni2][endif]
[if B18d eq <8>][store <8> in uni2][endif]
[if B18d eq <9>][store <9> in uni2][endif]
[if B18d eq <e>][store <10> in uni2][endif]
[if B18d eq <v>][store <11> in uni2][endif]
[if B18d eq <m>][store <12> in uni2][endif]
[if B18d eq <n>][store <13> in uni2][endif]
[if B18d eq <b>][store <14> in uni2][endif]
[if B18d eq <a>][store <15> in uni2][endif]
[if B18d eq <o>][store <16> in uni2][endif]
[if B18d eq <i>][store <17> in uni2][endif]
[if B18d eq <h>][store <18> in uni2][endif]
[if B18e eq <u>][store <1> in uni2][endif]
[if B18e eq <s>][store <2> in uni2][endif]
[if B18e eq <d>][store <3> in uni2][endif]
[if B18e eq <k>][store <4> in uni2][endif]
[if B18e eq <c>][store <5> in uni2][endif]
[if B18e eq <0>][store <0> in uni2][endif]
[if B18e eq <8>][store <8> in uni2][endif]
[if B18e eq <9>][store <9> in uni2][endif]
[if B18e eq <e>][store <10> in uni2][endif]
[if B18e eq <v>][store <11> in uni2][endif]
[if B18e eq <m>][store <12> in uni2][endif]
[if B18e eq <n>][store <13> in uni2][endif]
[if B18e eq <b>][store <14> in uni2][endif]
[if B18e eq <a>][store <15> in uni2][endif]
[if B18e eq <o>][store <16> in uni2][endif]
[if B18e eq <i>][store <17> in uni2][endif]
[if B18e eq <h>][store <18> in uni2][endif]

>uni2< [allow 2][goto B19]
1  UNIVERSITY OF MICHIGAN
2  MICHIGAN STATE UNIVERSITY
3  WAYNE STATE UNIVERSITY
4  WESTERN MICHIGAN UNIVERSITY
5  CENTRAL MICHIGAN UNIVERSITY
10 EASTERN MICHIGAN UNIVERSITY

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11 GRAND VALLEY STATE UNIVERSITY
            12 MICHIGAN TECHNOLOGICAL UNIVERSITY
            13 NORTHERN MICHIGAN UNIVERSITY
            14 UM AND MSU BOTH/BETWEEN MSU AND UM
            15 ALL OF THEM/ALL OUTSTANDING
            16 NONE OF THEM/ALL BAD/NONE OF THE
            17 IT DEPENDS/DEPENDS ON FIELD/MAJOR/AREA OF STUDY
            18 OTHER
        8  DONT KNOW
        9  REFUSED

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

>FNL1< [allow 2]
>DAT1< [allow 6]
>TM1< [allow 4]
>IWER< [allow 3]

# 13.  CODEBOOK

The codebook is based on telephone interview data set in its ASCII form.  A number of additional variables that were constructed during preliminary analyses of the data set are also included in the SPSS system file. Information about these can be examined by looking at the data dictionary in SPSS. The codebook is available in a separate file.

# 14.  CODING INSTRUCTIONS

Open-ended responses to the question regarding the respondent's occupation were coded using Standard Occupational Classification codes.  The following pages list occupations and their associated SOC codes used for coding this question in SOSS2.