



# **2014**

# **SUNSHINE STATE SURVEY**

Director's Report

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# From the Director

Two words describe the results of the new USF-Nielsen partnership on the 2014 Sunshine State Survey: highly successful.

The consensus from the perspective of students in the Pilot Media and Politics class was that their learning experiences were: (1) much richer and long-lasting as a consequence of their interactions with Nielsen professionals, (2) helpful in introducing them to a career field they had not considered, and (3) supportive of more academic-business partnerships.

“Being part of a class designed to link students with the real world of polling...opened my eyes to an entirely new career path that I never knew existed or would have possibly considered.”

“Classes like Media and Politics should start incorporating activities like [interacting with Nielsen on the Sunshine State Survey.] They give a student a deeper understanding of the field they are getting their degree in.”

“I found it [the call center] to be quite interesting, and I would definitely consider working for Nielsen one day. The environment seems productive and healthy, and people there truly seem to have a good attitude toward work and a future.”

From my perspective as their professor and as a co-author of a textbook on Florida Politics that utilizes the public policy data generated from the annual Sunshine State Survey, the partnership truly has been wonderful. Being able to teach students how to design, conduct and analyze polls that can pinpoint problems and spark solutions is a dream come true for public policy-oriented scholars and a terrific learning experience for the state’s next generation of leaders.



*The level of cooperation between the USF College of Arts and Sciences, the Florida Institute of Government at USF, and the Nielsen professionals was superb.*

I look forward to the next step: working with a select group of students from the class to analyze the results and prepare graphic presentations for public use.

Susan A. MacManus, Ph.D.  
Distinguished University Professor  
Sunshine State Survey Director  
College of Arts and Sciences  
University of South Florida

# USF, Nielsen take lead in annual Sunshine State Survey

Beginning this year, the University of South Florida School of Public Affairs is spearheading the Sunshine State Survey, the most anticipated annual survey of Floridians on a wide range of economic, social, and political issues facing one of the nation's largest, most diverse and highly competitive states.

The Sunshine State Survey is a series of questions asked annually, which provides leaders and academics in the public and private sectors with much-needed trend line data, while questions on newly-emerging issues give leaders an invaluable up-to-date look at where a wide cross-section of our state's residents stand on them.

"Florida is over-pollled when it comes to politics, but under-surveyed on policy and civic engagement," said Angela Crist, spokesperson for the Sunshine State Survey. "This survey has become a critical source of citizen opinions on key issues facing this rapidly changing state. This work between USF School of Public Affairs and Nielsen, giving our students an incredible opportunity to be part of such an important survey that can influence change."

The USF School of Public Affairs, part of the College of Arts and Sciences, will begin administering this survey and analyzing the results in partnership with Nielsen. This survey was created in 2006 under the direction of Leadership Florida and at the request of USF Distinguished University Professor Susan MacManus, one of the nation's leading political experts.

"I am thrilled that this public policy-based survey will continue via a public-private partnership between USF and Nielsen," MacManus said. "Being able to teach students how to design, conduct and analyze polls that can pinpoint problems and spark solutions is a dream come true for public policy-oriented scholars and a terrific learning experience for the state's next generation of leaders."

MacManus will continue in her leadership role of developing the survey and working with her students to refine questions. Nielsen will administer the survey and provide an opportunity for MacManus' students to learn about the polling process.

The 2014 survey results will be released during the summer and will provide valuable insights before the next election cycle. The survey's results are first revealed at an annual kickoff news conference in Florida's capital city. Each year the Sunshine State Survey generates deep press coverage and comprehensive follow-up editorial support and op-ed columns.

**"Florida is over-pollled when it comes to politics, but under-surveyed on policy and civic engagement."**

**-Angela Crist,  
Survey Spokesperson**

To kick off this exciting effort, representatives from Nielsen attended MacManus' class on Wednesday, Jan. 29. MacManus led her students in a discussion about the survey, and they began examining the questions and deciding to change or add questions to this important survey.

"Nielsen is proud to again support the Sunshine State Survey, and we look forward to this new initiative with USF," said Amy Rettig, executive vice president of Nielsen. "With more than 3,000 associates in Central Florida and a local history in Tampa Bay that goes back to the 1960s, Nielsen has a big stake in Florida's future and the creation of a smart, dynamic and skilled workforce."

# Timeline

## January 8, 2014

First day of class; students informed of class role in survey question construction and class composition (half political science and half mass communication majors); students had to apply for a permit to get into the class.

## January 22, 2014

Discussion of use and misuse of polls; review of Sunshine State Survey 2012--copies provided by John Scott Dailey Florida Institute of Government at USF; Angela Crist, FIOG director, discussed the history of the Sunshine State Survey, USF's acquisition of the Survey, the initiative with Nielsen, and the selection of the Media and Politics class as the pilot for the new initiative. She stressed to the students that they are involved in something special that will be publicized as innovative education at USF.

Assignment given to develop 5 questions (see Appendix A).

## January 29, 2014

First half of class: presentation by Nielsen professionals (William Miller, community relations; Steve Houghton, workforce management and optimization leader; and Kimberly Hawkins, RPI reporting and methodology leader).

Second half of class: Nielsen team interacted with student groups regarding the wording of their proposed questions as the groups narrowed down questions submitted by each student to five.

## January 29-February 9, 2014

Professor MacManus integrated student questions into a draft of the 2014 Sunshine State Survey, added some additional questions, eliminated out-of-date questions, and reordered the questions, with significant feedback from Nielsen personnel; solicited input from Professor Aubrey Jewett (UCF) and Dr. Susan Schuler,



survey expert and consultant to FIOG.

## February 10, 2014

Professor MacManus submitted a draft of the new survey instrument and a description of the process used to develop the questionnaire to Nielsen.

## February 10-16, 2014

Professor MacManus and Nielsen professionals interacted to clarify and refine the formatting of several questions to enable the survey instrument to move to the development stage at Nielsen.

## March 5, 2014

Class visit to Nielsen headquarters in Oldsmar, accompanied by Angela Crist (FIOG) and Professor MacManus. (The USF College of Arts and Sciences provided bus transportation and refreshments for stu-



dents; the College also secured excused absences for the students who would miss classes to participate). Nielsen plan for visit: “Students will have the opportunity to learn about Nielsen and the data we collect regarding consumer habits in both the television and retail space. In addition they will get to see first-hand how Nielsen issues our telephone surveys to America to collect data that we provide to our clients.”



On bus ride over, students were given the 2014 survey draft (provided by FIOG) and instructed to see how their questions and ideas were inserted into the survey instrument, what questions were dropped, etc.

At the site, the students were given an extensive tour of the facility led by William Miller (client and community relations specialist, public affairs), with briefings by Theresa Anderson (call center leader), Wayne Saunders (training and curriculum writer) and Amy Rettig (SVP of regional community alliances and Oldsmar site leader) on: the history of Nielsen; the importance of measurement; survey techniques and technologies—use of viewer diaries, people meters; active/passive meters, Nielson NEURO (Neurofocus); the use of software (SPSS) for statistical analysis; how to recruit survey participants; the importance of bilingual interviewers; timing of calls to people’s homes; call center personnel motivational tools; client access to data (transparency); data storage and security.

Highlights included tours of the diaries room, the call

center, employee training rooms with call screens, the employee-friendly courtyard, and data monitoring centers.

### March 19, 2014

Student assignment due; an analysis of the class visit to Nielsen Global Technology and Information Center. Students provided detailed feedback on:

- (1) what they learned about survey construction and how much class input was incorporated into the 2014 survey instrument.
- (2) what they learned from presentations by Nielsen professionals on surveying and technology.
- (3) Their reactions to seeing how their survey questions would be formatted and shown on call screens.
- (4) Their overall reactions to the visit to Nielsen and of being part of a class designed to link students with the real world of polling.

A representative look at their answers to each question are reported in Student Feedback section of this report. Overall, their assessments were highly positive and underscored the importance of linking academic learning with real world applications.

### March - July 2014

Nielsen inputting and formatting data to use for calls

### April 23, 2014

Last day of class: eight students (all excellent) express interest in working on survey analysis and visual presentations once survey results are transmitted from Nielsen to FIOG and Professor MacManus.

Spring Semester Ends

### July 30 - August 15

Nielsen conducts calls

### August 2014

USF team (Professor MacManus and selected students) will analyze data, prepare results for public distribution and use in the Oct. 15 gubernatorial debate sponsored by Leadership Florida and the Florida Press Association.

# Student Feedback

## Inclusion of Student Questions, Ideas

“It was really a great feeling to see our questions on the survey and to know the role we played in creating the questions. I think you can definitely see a younger perspective in the new questions and young people undoubtedly make up a big part of the state. The intergenerational divide is something that makes our state very unique and I think it is great that that issue was brought up and awareness is being brought to our age make-up. I learned that a lot of us had very similar thoughts about what issues are plaguing the state of Florida and how genuinely interested we all are in to finding out how the rest of the public feels about things like medical marijuana and the implementation of Obamacare. I think the Sunshine State Survey is extremely comprehensive and covers a lot of bases that will really let Nielsen know how the people of Florida feel about these big ticket issues.”

“After seeing for the first time the 2014 Sunshine State Survey finished, it was incredibly rewarding to see some of the issues discussed in class being included in the survey. Among the new issues added to the survey are Common Core, gambling, higher education, and gun control. I was amazed when I saw these issues in the survey because I wrote questions including three of the four issues previously mentioned (Common Core, gambling and gun control).”

“It was interesting to see survey questions from the students in the questionnaire because it shows that our input was substantial when it came to creating the survey.”

“It was pretty exciting to see that our survey questions were a part of the Florida Sunshine Survey. I would say in general it is really refreshing to see how interested the Nielsen staff was in our survey questions and helping us ask our questions in a better way. As our class is made up of Political Science and Communications majors we were able to come up with an array of

questions that are very relevant to Florida voters. Sometimes as an undergraduate student I feel like what I have to say or contribute to society will not matter until after I finish my undergraduate degree and or graduate degree.”

“When we were given the opportunity to work with Nielsen in designing questions for the questionnaire, I was ecstatic to hear the news, because this is an amazing opportunity for us to get firsthand experience with Nielsen. When I saw the finalized questionnaire, I did notice several topics that we discussed in our class groups ended up on the survey.”

**“It was extremely gratifying to see that ideas and questions that young people had were included in a statewide survey.”**

“To see how questions our class came up with these questions and to see that they are actually going to be used by Nielsen is so rewarding and definitely makes it feel like we are a part of something much bigger than I assumed initially!”

“Class input was clearly visible in the new version of the Sunshine State Survey. In class, the questions we discussed focused on many current events concerning Floridians, such as the Affordable Care Act, flood insurance, college tuition, medical marijuana, same-sex marriage, and gambling.”

“I was also pleased to see the student input within the survey. I found some of the new questions closed a lot of gaps in last year’s survey, especially generational

and college-based questions.”

“I was particularly happy to see that one of the questions I created made it into the survey, with only slight changes to the wording and selection options. It made me feel extremely proud of myself to know that I had researched a topic well and that the survey creators thought the same.”

“Questions with class input that were included in the survey involved topics such as: education/college admissions, economic development, current issues, demographics, and voting.”

“When I saw the finalized questionnaire, I did notice several topics that we discussed in our class groups ended up on the survey. For example, in my group, we created several questions on Common Core, which is a highly debated issue in the Florida education system. Another issue that we brought up in our group that was brought up in the survey was gun control. With recent incidents that received national attention, gun control is a major issue in Florida that concerns people with their liberties versus their safety. It is a heated debate, and we were pleased to see that Nielsen incorporated the topic into the questionnaire.”

“Although Nielsen did not include any questions exactly as we phrased them, I liked the way they phrased the questions. Some of the heated issues required an open response from the participant, which is a great mechanism to gauge public opinion because it requires people to openly express their views and ideas on heated subjects.”

“Most of our ideas behind the questions discussed in class made it to the survey. Some concepts brought up in class, like the marijuana and gay marriage, were added to questions that already existed. No questions that were drafted by my group made it entirely to the survey, but all of our ideas did.”

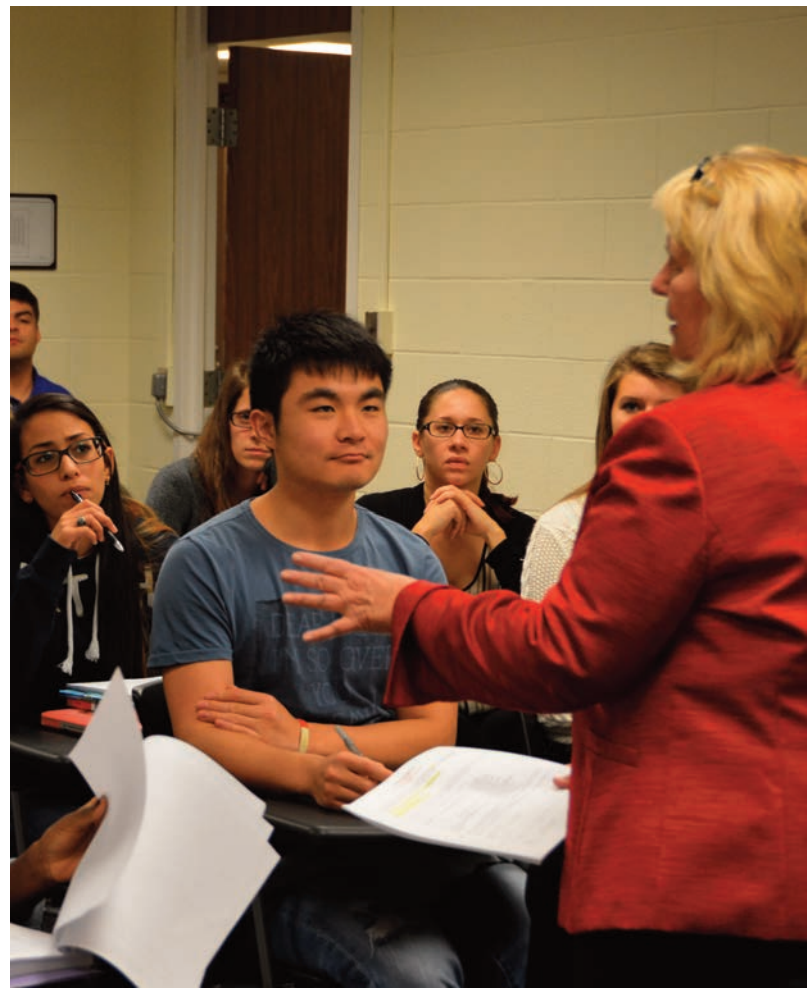
“It was very exciting to see that our class has truly made an impact on the questions being asked. I learned that having an impact on a survey like this is something that takes a lot of time, careful deliberation and proper wording. However, when the final product

is created, it is a very rewarding feeling to see your hard work pay off.”

“Looking directly at the survey that was compiled for this year, it is evident that the students’ opinions and inputs were used and are clearly visible. Contemporary issues were brought to light, for example, the legalization of medical marijuana leading to the legalization of recreational marijuana. Furthermore, there were questions that were focused on issues college students face on a daily basis. Student loans, the future of Bright Futures, education system ratings are topics students face. ‘Obamacare,’ mass shootings, and gun control subject questions were asked as they have all been hot topics in the media in the past year.”

“Actually seeing our survey in the format of how it will be asked to people was really exciting. We had developed these questions in class but the full impact of our participation in the creation of the survey didn’t really sink in until after I saw the finished product. Seeing the questions that we came up with in an official document that will be used to survey thousands of people in Florida really made me feel like my voice mattered.”

“I was a part of something bigger than what I even re-





alized. The finished product really helped make it seem like we had a huge part in the creation of the survey. While I knew that we were helping write questions for the survey, I failed to realize how much our class would actually get to write the survey. We really did have an effect on what was going to be asked in this year's Sunshine State Survey."

## The Survey Construction Process

"The process of constructing surveys is one that requires hard work, time and a highly qualified group of experts. A lot of research is also involved in the process. The survey developers must be knowledgeable about the population of interest and the issues affecting said population. When developing the questions, I invested a considerable amount of time researching current topics and issues affecting Florida residents not just currently but also in the years to come. Furthermore, I was very careful to include issues that affect all generations and all races and ethnicities to ensure an equal and accurate representation of all subjects in the population of interest. Moreover, I learned that a background in statistics is very important when constructing survey questions in order to avoid bias."

"From the process of constructing surveys I learned that a lot of effort goes into creating the question so that the best and most accurate data is found once the survey is completed. For example, when creating certain questions you have to provide enough answers that every response will fit into one of the categories. With any question you cannot word it in a way that favors one answer over another, because then the data would no longer be objective."

"Constructing a survey isn't easy and I witnessed this first hand when we were assigned to create five questions that could be used for the survey. It takes a lot of research, time and dedication to assemble surveys like this one. These questions are carefully formatted and coded to enter into a data system to later be analyzed. Without the proper coding and organization, the research study would be impossible to perform."

"Looking at the survey now, it is understandable why it took so much time to even put together the first one.

The key to putting together a well thought out survey is by not making it too long but yet inputting enough information to be answered so that the data can be accurate and substantial."

"I learned that the process of constructing surveys is much more in-depth than I initially thought. The multiple steps that go into its creation reach far beyond simply just posing a question that is thought to be important."

**"The specific skills that we learned about how to write proper survey questions will be helpful in our prospective careers. Our class is made up of political science and mass communications students, and polling and surveying are crucial to both of these fields. Writing a proper and effective survey question is very important to getting the most accurate results from the questionnaire. The questions must be clear, concise, and never misleading."**

"As a whole I learned that survey construction is not a quick or an easy process. After you've established the topics you want to cover, you are still tasked with the tedious question building. I could tell a lot of effort went into making sure there wasn't any bias and that all aspects of the question were addressed in a clear in concise manner. It isn't sufficient for you to understand the question, every survey-able Floridian must be able to understand it as well."

"Constructing questions and introducing ideas to be included in the Nielsen Sunshine State survey was a

lengthy process. It was necessary to study the previous survey and brainstorm relevant concepts that had not been included. A plethora of ideas arose from the class including questions regarding the environment, the Affordable Care Act, education and gun control. Through the process it became evident that not every suggestion would make it into the pool of questions. Numerous questions had to be filtered and altered in order to make the survey an appropriate length. It was also noted that the wording of the questions is the key to success. Over eleven questions came exclusively from class input. The questions of the survey covered a broad spectrum that included all age ranges and demographics. One of my questions regarding the public's feel toward gun control laws was even included in the survey. The process illuminated the extensive amounts of work and effort that go into constructing the best possible survey to be utilized in the upcoming gubernatorial race. Nielsen works extensively to always deliver the best product to their customer base, the survey included."

"I learned that the construction of surveys is not easy. There is a lot of research that goes into each question, proving that the question is valid and that there are facts backing up the position/problem. In one of my public relations classes we had to construct a survey, but it didn't require anywhere near as much research and preparation as the Sunshine State Survey did."

"By being involved in the process of constructing survey questions, I discovered that there is a lot of hard work involved in order to develop a proper and effective survey. It was not nearly as simple as it seemed and I found that the process involved a lot of careful thought and consideration in order to produce a quality product. Regarding the questions themselves, I found they must be: relevant to the topic in order to lend validity to the subject data, and clear and concise so as to not confuse or in any way put off respondents. To streamline the timeframe call centers are working with, survey questions must provide a list of potential choices for respondents (unless the questions are meant to be open-ended) and follow a logical pattern which enhances the flow of the survey and helps to maintain focus on the questions being asked (Nielsen)."

"For me personally, the proper wording of questions was the most difficult part of constructing a survey but is obviously the most important part of the process. You have to choose your words very carefully in order to avoid any possibility of influencing or directing the respondent. Intentionally - or unintentionally - leading the subject to a particular response goes against the goal of collecting data from a sample that best represents the population as a whole and collecting skewed data would invalidate the survey results."



# Student Feedback: Nielsen Visit

## The Company: Facility, Staff

“The Nielsen staff was incredibly helpful in explaining exactly what Nielsen does and gave us a great tour that was an incredible opportunity for our class.”

“It was very exciting to see our work from class translate into the actual Sunshine State Survey that Nielsen would be administering. Our tour guides were very helpful and their enthusiasm for this project was contagious. I look forward to keeping up with Nielsen’s future projects and endeavors.”

“At the Nielsen Center there are three training rooms that conduct example trials in order to train the call center employees. During peak seasons these rooms can be filled to capacity. There is a capacity for 190 agents at the Kentucky center and 390 agents in the Florida Center. There are two different shifts for the call center and it is open until 11 p.m. in order to reach the west coast of the United States. During the night shift there are more men working than females, but in general there are around 60 percent females to 40 percent males working in the call center. Out of all the members who work at the call center there are 150 bilingual employees because the surveys can be conducted in both English and Spanish.”

“As far as the Nielsen presentations go, they were very informative and at times surprising. For instance, the fact is that Nielsen still uses written T.V. diaries in 185 markets and finds it to be cost-effective. The idea that it could still save money even after Nielsen would have to hire people to manually enter that information into a computer system was fascinating to me. I’m so used to the technology enslaved society of today I can’t imagine being on either end of that exchange, the writer or the receiver.”

“Another aspect of Nielsen that I thought was great was their emphasis on transparency with their clients. I think this is a huge benefit for their partners and one that many companies work relentlessly to avoid. I thought it was great that they could come in and see

what information they were paying for and what kind of result it was having. They would have gotten to see the exact same collections of diaries we did and I’m sure they would have been allowed to see some of the electronic data as well.”

“The work environment was not only friendly but a learning atmosphere. Everyone got a chance to have input and worked hard to put the company on the map. Nielsen is working diligently to make sure that it becomes a household name, which would make data collection much easier and increase the number of participants.”

“The presentations made by the Nielsen staff were very informative on both a historical and instructive level.”

“I also enjoyed visiting the call center, especially the fact that Nielsen tries their hardest to make the job fun. Each group had a specific superhero assigned to them, and each team leader “embodied” that superhero. The idea of a call center has always seemed boring and dull, but the fact that Nielsen attempts to change this image and make it a fun place to work improves the atmosphere of the workplace.”

“The amount of training each of the members of the call center goes through also amazed me.”

“The field trip to the Nielsen Global Technology and Information Center was extremely informative and eye-opening. We were able to get a history lesson, for example of the sweeps, and we were able to see some of the new and innovative technology that they are creating. We were able to see the different kinds of jobs that they offer, too. We got a glimpse of how they track their viewers all over the country, in one of their smaller offices at the center. It was also interesting to see how the call center works.”

“During our visit at Nielsen, we heard from a lot different people about their company, their facility and their



goals. I was very impressed by the size of the center, and it was eye-opening to be able to finally see the place that we have been talking about for several weeks. Throughout the presentations and the tour, I learned so many new things about technology and surveys. I found it interesting that although the company has made numerous technological developments with the people meter, they still continue to use the physical paper diaries. It was explained to us that although the new technology is useful and easier for some people, the diaries are still the most reliable form of getting information.”

“Regarding the surveys, I learned that people are at the office until midnight, calling people from all across the country. They hire many people, from part-time college students to retirees.”

“The call center was the final part of Nielsen that was toured. Located in its own wing of the building, the call center holds over 800 employees. The call center is superhero themed, consisting of 33 team leaders supervised by 5 group leaders, with 18-20 people per team. The call center functions by dialing the number first and waiting for a pick up before transferring the call to an employee. If the call is not connected, a number of calls will be made at different times throughout the day. The call center transfers eleven petabytes of data daily. The center calls sixty million people a year, interacting with three million households.”

## Surveying Process

“The company provides services such as recruitment, inbound/e-mail, validation/compliance, reminder and survey research. Nielsen uses a variety of methods to conduct ratings such as the diaries, people meters and active-passive meters (AP meter). The diary method consists of people recording what they have watched over a given period of time. While a bit outdated, the diary is cost-effective and widely used in rural areas. The people meter is very popular nowadays; it records who watches what at any given time as long as the participants indicate they are watching T.V by signing-in. The active-passive meter is more advanced, easier to use and provides more accurate data. It is a black box that detects movement and identifies the person



detected. The AP meter avoids common problems such as individuals forgetting to sign-in or fill out their diaries. While the AP meter seems to be advantageous, privacy is a huge concern.”

“I really enjoyed visiting the call center because I have been very curious to see how it looks and what the routine is like for the employees. After all that we have been learning about surveying, it was easy to see that getting people to participate is often the hardest part of the process. It was great hearing firsthand from one of the call center managers how their employees go about their day-to-day routines when they are on the clock. I found it interesting that they have the call center representatives sit in different sections for each shift. Hearing the reps actually conducting the surveys gave me a better sense of how the Sunshine State Survey would be taken.”

“The things stressed by the presenters at Nielsen were things such as the importance of diaries and the different methods of collecting TV ratings, how different markets have different collection methods based on the area and money available for the market ratings, and finally how their services consist of five different things; recruitment, inbound/emails, validation/compliance, reminders and survey research.”

“The process itself I realized is not only about creating questions about current matters but also asking it in a way to elicit a response. People are not selected from a list of callers who have agreed to finish the survey



rather an auto-dialer that calls people randomly regardless of their schedule and the surveyor must hope that they decide to stay on for the survey. The questions must be complex yet precise, simple but thought-worthy to convince the caller to continue.”

“The main lesson that I pulled away from the Nielsen visit was the evolution of surveying techniques and equipment over time.”

“The questions on the hard copy of the survey were a little confusing, especially the rotating questions, but then I was able to see how it all came together at the end. The giant call center just proves how important Nielsen is in the research process. It is incredible how they have the ability to collect the data they do. During our last presentation, the process of making phone calls was clearly described and we received a clear description as to how directions of do’s and don’ts are set up. The importance of taking statistics and learning how to use SPSS is also necessary in these projects.”

## Surveying Technology

“During our class visit to Neilson’s headquarters I learned a lot about how the Nielsen Company actually operates and the new technologies they are developing to improve their data collection process.”

“Another thing highly stressed by the presentation was their use of technology; they are a company always looking to use the most effective and advanced way to collect data. For example, we went into a viewing room where there were a few TVs and there were people meters being used and on the side there was another television screen, which showed the data being collected by the meters.”

“Nielsen uses two different ways to measure TV ratings: People Meter and Diaries, They recruit and compensate over 700 homes so they could put a meter into their home so they can track which household member is watching what. There are still about 185 markets that still use only diaries and about 35 different locations that use specifically both. Nielsen realized that diaries are the most cost effective and

informative for tracking what people watch. To get people more open to using a meter and/or diary, Nielsen will compensate them between \$1 to \$30 monthly. They pay over \$30 for households under 35 ages and vary in their racial background.”

“The company joined with Neurofocus to create a program called Neuro-Niel where they track the attention and emotion to ads. After 80 or so patents, the companies worked together to come with an active-passive meter that will just recognize faces in the room to establish whose watching what without pressing a button. Nielsen makes sure to track other things than just TV ratings to ensure that nothing affects their research like the weather affecting the meters or someone turning it off.”

“One way they conduct their research is by cold calling people and administering surveys. They have hundreds of callers that come in everyday with assigned shifts throughout the day and are assigned to a particular desk for the day.”

**“The process itself I realized is not only about creating questions about current matters but also asking it in a way to elicit a response.”**

“One interesting thing about the surveyors’ job is that they do not call a single number; they simply wait for the dialer to push a call towards their way. The dialer can sift through good or bad numbers and push the next active line to the next available surveyor. They still call about 182 markets to get a better measurement except cities like Chicago and Miami. In order for Nielsen to complete so much research and such a rapid rate, they must have the employees to do so. Currently, Nielsen has about 6 North American call centers with more than 900 employees. Without their employees, they would not be able to retrieve such

substantial data for media networks and other companies.”

“The presentations given by the Nielsen staff opened my eyes to the technology and innovation Nielsen is working on. Nielsen may soon be coming out with visual camera-like people meters that can identify an individual watching a particular program without them even having to log-in. The wide scope of their use of technology was astounding.”

“It was really a surprise to know that they still use diaries nowadays in the era where technology is everything. Not only do they use them, but they rely heavily on them, in order to obtain the viewers’ information in each household. Diaries are used primarily during the “sweep periods” as they referred to them and they are very cost effective. ... We also had the opportunity to see the demonstration room and learn about the people meter, the encoder and how Nielsen is starting to utilize neurological science techniques in order to ob-

tain information. They showed us what technology they use and how it is used and also gave us a sneak peak on what technology and techniques they plan to incorporate in the future.”

“The innovation lab is one of the most interesting things we got to experience and upcoming inventions are mind blowing. While discussing the people meters, the representatives gave us descriptions of an upcoming project.”

“The presentations were an example of the dedication and level of professionalism evident at Nielsen and are a reflection of the value they place on producing a valuable product. I was particularly impressed with their efforts to move beyond traditional methods of recording, storing and processing data by embracing standards that are keeping pace with current advancements in technology. One of the presentations detailed their new venture utilizing consumer brain function and activity with that of Nielsen Neuro, which from what I take would involve analyzing and tracking data by measuring the neurological activity of participants such as emotion and attention.”

“The Nielsen technology is also something I am glad we got the chance to see in person. I had read about people meters for various classes in my mass communications courses but never got the chance to see one in person and in action. It doesn’t seem as big of an inconvenience as I once thought it to be. A simple click of a remote to log yourself in and you’re done, the box does the rest. I also thought it was clever that if you didn’t click in, they installed a flashing light as a “friendly” reminder to complete that step. I think the advances they are working on from there are going to be big improvements on the current system and will encourage greater participation. A wireless meter is much less intimidating and much more familiar to people these days and the active and passive identification of people is really cool. Identifying a person without having them click a button is definitely a step towards the future and encoding content was a clever way to identify content no matter how you watched it, cable, or DVR.”



## Seeing Class Questions on Call Screen

"It was interesting to see our survey on the call screen because it was something I have never seen before. I always wondered what it was like for the callers when they are trying to collect data."

"I found it interesting how the format on the call screen example was similar to the paper survey. They even have a section where you can translate the questions in Spanish. Nielsen made a smart move assembling a survey in Spanish and English because it allows them to reach a broader population. Nowadays, we have a large portion of people who do not speak English in our country and it is important that we get their input on particular issues because it affects them as well."

"When we got the opportunity to see our survey on the call screen and meet the curriculum writer behind it, it really showed me how our class' work was paying off. I loved seeing how it will look to the person executing the survey and seeing some of the questions I remember our class creating. It was even more astonishing to see how passionate everyone at Nielsen was about having our class participate in the creation of this survey. At first I thought we were not having much impact (despite how often Dr. MacManus told us we were), but seeing it live and in person with the people behind the whole survey, it really showed me how much we helped them [Nielsen]."

"It was really neat to see our survey on the call screen, and just in general to see how pollsters look at the questions they're reading to the respondents. Reading the huge packet of questions and potential answers was really overwhelming, but seeing the more simplified version of how call center staff ask the questions made it make a lot more sense."

"It was very exciting to see our survey on the call screen and hear about how they are going to utilize it. It definitely made me feel proud and see the fruits of our class' hard work."

"Seeing our questions and answers in the call screen felt really good. Most of our ideas behind the ques-

tions discussed in class made it to the survey."

"Seeing how our questions are going to be asked was exciting! After seeing the call center and the question screens, I had a much better idea how the whole process worked."

**"There is no doubt that seeing the final product on the call screen after working so hard on the questions was gratifying. Being able to see the issues we identified added to the 2014 survey made me realize the important role my class played in the survey-writing process. The Sunshine State Survey results will indicate what is important to Florida residents and will be used in the upcoming elections. Contributing to the development of such an essential project has been an honor."**

"Being able to see our survey on the call screen was rewarding because it really validated all the work we put into the project. To see the finished product and its application was interesting because it really solidifies your effort as a part of its creation, which was a good feeling."

# Student Feedback: Overall Learning Experience

## Visit to Nielsen Center (Oldsmar)

“My initial impression of the Nielsen office building was shock and awe at what a large and well-designed building it was. I knew that Nielsen was a large organization, but I was surprised at the size of the building. I really enjoyed touring the building and seeing the different departments. The décor was very modern and representative of what Nielsen does in the media.”

“When we first began the tour, one of the things that I especially enjoyed learning about was the origin of the company. Although Nielsen is 90 years old, the company has evolved at the same rate as technology, constantly finding new ways to survey and collect data. The fact that they still use older techniques, such as TV diaries to gather data, shows that they really value the importance of accuracy rather than just the fastest method.”

“When we first arrived at Nielsen, I didn’t really know what to expect. I was impressed with the building, but more so with our speakers and what we learned.”

“Part of the Nielsen experience that was especially interesting was learning about the facility itself. The facility that we toured was constructed 10 years ago. Hurricanes were a major factor in designing the building. The facility was built to withstand a category five hurricane. In case of extreme emergencies, facilities are located throughout the nation that information can be temporarily outsourced to.”

“The visit overall was a very interesting one I will not soon forget, I’m a very visual person and I found the architecture of the facility to be very intriguing and well done. It was also nice to be with my fellow classmates outside of the classroom because it allowed us to get to know each other on a more personal level. The fact that we made the trip also made our participation in the project much more real, I felt very appreciated by the staff at Nielsen; they seemed to be just as excited as us about the collaboration, if not more so.”

“This field trip was such an exciting opportunity and it made me feel very special to be in the presence of such intellectual innovators. I appreciate Nielsen taking the time to put together presentations, give us a tour and make us feel at home in their building. I learned so much during our field trip that I am glad I was able to take notes to reflect back on what I witnessed.”

“The trip to Nielsen Global Technology was quite an enjoyable and informative experience. The complex in Oldsmar is expansive and seems to be an enjoyable place to work.”

“Believe it or not but, before this class I had never heard of the company called Nielsen. Of course, now that I have been there, I seem to see Nielsen’s name everywhere. I didn’t fully understand how lucky my class really was to get to go on this field trip to their





headquarters until we got there. Participating in the creation of the Sunshine State Survey is truly a privilege for me, as well as USF.”

“The field trip allowed me to understand the real way that polling works, that I could not have gotten out of a textbook. Being able to go to the place that does it all will help me learn and remember what polling really entails instead of seeing it as something I had to learn for a test.”

“The Nielsen trip, in my opinion, was an important and interesting one. It was a chance for us students to see the work that goes into surveying at the business end and the difference our efforts made to the process.”

“As a student you usually get the experience of an intern, but visiting the company showed me every step of creating and distributing surveys.”

“This opportunity really helped me to understand what polling is on the inside instead of the simple headlines touted by newspapers. It also emphasized the strong connection emerging between politics, mass communications and technology.”

“The visit to Nielsen itself was another important step in the learning process since it was an opportunity to see the practical side of conducting surveys.”

“Before departure we were able to see how large the call center was. Many college students are encouraged to apply and start working here, as the majority of the call center employees are part time and work between 20-25 hours a week. The call center employees play a large role in contributing to the success of Nielsen and their mission but contacting and surveying people in households about their television viewing habits. I found it to be quite interesting and I would definitely consider working for Nielsen one day. The environment seems productive and healthy and people there truly seem to have a good attitude towards work and a future.”

“I enjoyed myself. It was great to have read about Nielsen in the text books but it was even better to ex-

perience all of the great things that they do in person.”

“The field trip was very informative and as a political science student, I learned about the global influence Nielsen has in collecting data, performing research and creating surveys to gauge public opinion.”

“Something that caught my attention was that they pay more for people that work overnight and are bilingual.”

“Visiting the company was very interesting, I learned many things about how surveying works that I didn’t know before. I loved the facility itself; the workers were all friendly and eager to teach us anything they could. The experience was pleasant and entertaining. Classes like Media and Politics should start incorporating activities like these; they give a student a deeper understanding of the field that they are getting their degree in.”

### Link Between Classroom & Real World

“Unquestionably, visiting the Nielsen facilities and being part of a class designed to connect students with the real world of polling provided me with an unforgettable experience and enduring knowledge. Having exclusive behind-the-scenes access to Nielsen Global Technology and Innovation Center has been a wonderful opportunity that will help me not only in this class but also in the future pursuing a career in politics.”

“The trip was one of enormous benefit. As a student, I don’t feel we really get involved in real world projects and this has been a great opportunity. It’s an opportunity that we not only gain experience from but also one that we get to reap the benefits from in the future. By helping to create the questionnaire we got to submit topics that our generation was concerned about to help create a better future for us and our children as we move forward. We are one of the hardest populations to reach but for once we were asked for input rather than time or money. For once we were asked what we thought; for once it felt like we mattered. I never knew polling was such an important part of pol-

itics and mass communications but now I can see that it really is a unique and priceless tool that many take for granted."

"It was critical to engage with Nielsen to fully grasp the real life relation with media and politics. Nielsen provided my fellow USF students and me with an outstanding chance to assist with the survey, see the end results and appreciate the 90 years of technological pioneering that has been completed."

"The idea behind this class is to teach students how to work with polling, which is a major part of mass communication and politics. This class incorporates lectures and speakers that are currently in the field. The opportunity to listen and ask questions to people that are in the field is an advantage that no one would be able to get in a regular class. I would recommend any mass communication or political science student to take this class, as it has given me many opportunities to expand my knowledge on the how "the real world" works."

### Being Part of a Pilot Class

"Being a part of this class has provided me with a lot of opportunities that are great hands-on experiences in the fields of both media and politics. This opportunity to work with Nielsen on the Sunshine State Survey has been fantastic and quite beneficial experience to my knowledge and application of surveys and polling. The field trip to their facility was much more interesting than I expected. I was initially quite surprised by the sheer size of the facility and how beautifully it was made. Also being able to see our hard work being utilized and appreciated by Nielsen made for a very rewarding collaboration with the company."

"Before this class my knowledge of political polling and survey research, and its application to politics was very limited. Now I am able to truly appreciate the work done by Nielsen, and how important it is for them to do the Sunshine State Survey because it is an important tool for public officials statewide in doing their job to the best of their ability to serve their community's desires and opinions."

"Being in Media & Politics has been such a fascinating experience for me because not only am I learning how media and politics are so interconnected, but I am experiencing it for myself. I feel so privileged to be a part of this class and to participate in opportunities like this one. Nielsen is a great company and performs a lot of research for various studies and organizations. Without their interest and dedication to research study, many programs and media networks would not be where they are today."

"I am so glad that I decided to take a Media and Politics class to see how the two subjects were so closely tied together. I never fully understood the impact that polling had on the United States until taking this class and visiting the Nielsen site. Being a part of a class designed to link students with the real world of polling is truly a privilege and I feel that this experience opened my eyes to an entirely new career path that I never knew existed or would have possibly considered."

"It was important to see as students that the employees at Nielsen value our ideas and work and actually used our ideas and topics to put in the survey. I've come to realize how big and important this company is and it has been a great opportunity for our class to be involved in this process. It is an experience that not many people get to do in a college class and I am grateful to have had this opportunity."

"I didn't foresee how passionate I would be about this class, but this project is really what helped. I enjoyed working with Dr. MacManus and my classmates to create our questions and learn about the polling process, but the trip to Nielsen was the icing on the cake. I loved everyone that we met because their passion radiated when they spoke. Their gratitude for our help was true and honest. If it weren't for this visit, I may not have recognized the importance in what we have been doing and what Nielsen does every day."



# Appendix A

## 2014 Questionnaire Construction Process

# Student Involvement

## Media and Politics

Assignment Due: January 29, 2014

Title: Nielson: Sunshine State Survey Questions

First read all of the following articles before developing your questions:

1. <http://www.htm.uoguelph.ca/MJResearch/ResearchProcess/WriteBetterQuestion.htm>
2. "2.3 Bad Question Examples" (ONLY On Canvas in Supplemental Materials file)
3. <http://www.msha.gov/training/trainingtips/trainingeval/tip5.htm>  
PDF version is also on Canvas under "Evaluation Tip 5" in Supplemental Materials file
4. <http://www.soc.iastate.edu/sapp/soc302cwp.html>
5. <http://www.qualtrics.com/blog/writing-survey-questions/>
6. [https://laulima.hawaii.edu/access/content/user/hallston/341website/6\\_misuses\\_of\\_stats.pdf](https://laulima.hawaii.edu/access/content/user/hallston/341website/6_misuses_of_stats.pdf)  
PDF version is also on Canvas under "6 Misuses of Statistics" Supplemental Materials file
7. <http://www.checkmarket.com/2013/03/how-to-deal-with-sensitive-topics-in-a-survey/>

### Helpful Hints:

Get ideas for questions by looking at other polls. Examine the structure of the questions and the methodology at the end.

<http://www.leadershipflorida.org>  
<http://www.gallup.com/home.aspx>  
<http://www.pewresearch.org/>

### Assignments:

Students will create 5 questions for the Sunshine State Survey about issues they think are important to Florida residents. Questions will be generated from issues they see appear in the news, advertisements, blogs, internet, print media etc. When selecting your questions try to select those that will still be timely by early fall.

After creating a clear concise question, the student must then justify why they picked that issue by using and citing MULTIPLE (more than 2) sources. Student will also have to justify WHY they formatted the question the way they chose to. What you will turn in:

1. The analysis--your questions with a short justification (to be turned in to Dr. MacManus)
2. A list of the five questions you created that will be shared with your group. (Bring 7 copies to class, one will be turned in with your group and the others will be passed out to group members)

### Format:

Analysis (Turned in to Dr. MacManus)

Basic Format: 12 point font; Times New Roman; Page Numbers

Title Page: Photo (with citation); Name; Date; Title

Questions and justification (with citation)

Bibliography

Use this structure for all 5 questions

1. Write question.  
Justification (Justification should be at least a paragraph, use and cite MULTIPLE sources).
2. Write second issue question.  
Justification

List (Passed out to group members)

1. Question
2. Question
3. Question
4. Question
5. Question

Each group is to narrow down all the questions submitted by individual group members to 5 questions for the whole group.



# Survey Construction Process

## Overview of the 2014 Sunshine State Survey Questionnaire Construction Process: Students, Professor, Survey Professionals

Dr. Susan A. MacManus, USF Distinguished University Professor  
February 10, 2014

The 2014 survey instrument reflects a greater emphasis on citizen identification of key issues and issue preferences to underscore that this survey is the state's preeminent survey of citizens' attitudes on issues rather than a horse-race political poll.

### Right/Wrong Direction Series

The wide range of issue preferences reflected in the right/wrong direction series stems from the issues identified by students in the USF Media & Politics course (each student was responsible for drafting 5 questions.) Refinement of the questions reflects invaluable feedback from the Nielsen professionals who attended the class session at which students discussed their proposed questions. The directional structure of the question is designed to produce rapid responses to numerous questions, each offering the respondent a clear choice of policy alternatives.

### Major Differences (Gaps) Series

Florida's diverse population makes it difficult to craft public policies that unite rather than divide the citizenry. Many of the students' questions or responses reflected perceptions of key demographic, socioeconomic, and political divides in our state. This will be the first survey in our state to include such a question which should yield responses that will be extremely valuable in post-survey cross-tab analyses.

### Addition of Questions on Citizen Media Habits

In the Media and Politics class, we have been studying changes in media use patterns of Americans. A thorough examination of materials published by the Pew Research Center were the basis for student-constructed questions on frequency of attention to current events and sources of news.

### Current Issues Section

This section includes questions that will surely be an important part of debates among candidates in the upcoming 2014 election cycle. Based on their research of key issues raised in various Florida news outlets, students generated questions related to felon voting rights, mass shootings by young adults, recreational use of marijuana, current gun laws, Bright Futures scholarships, environmental worries, and the minimum wage.

### Other Decisions

- Moved all the political identification questions (ideology, party ID, registered voter) to the end of the survey. The reason was to project to the respondents that the survey's major focus is on issues rather than on politics.
- Added a number of possible response categories to several questions to improve clarity and timeliness. (It may be that some questions will now have to be open-ended with possible response categories provided to the interviewer. We will await the results of the pre-test.
- Eliminated questions that were no longer timely or relevant in 2014 (such as those related to situations and decisions to be made in the depths of the Great Recession).

### Reviews & Input From Other Scholars

- Dr. Aubrey Jewett, University of Central Florida, Department of Political Science who teaches Florida Politics and is the co-author of Florida's Politics, 3rd ed. Published by the Florida Institute of Government.
- Dr. Susan Schuler, Susan Schuler & Associates, survey research professional who works closely with the Florida Institute of Government at USF.

# Appendix B

## Press Coverage

# USF students take on prestigious poll

By [Jerome R. Stockfisch](#)



CLIFF MCBRIDE/STAFF

USF student Christian Alvarez talks with Kim Hawkins of Nielsen Co., which will offer input and guidance for the poll.

TAMPA — If the phone rings this summer and you're asked to participate in the annual Sunshine State Survey, rest assured the questions didn't come from some slick professional pollster or partisan spinmeister.

The University of South Florida's School of Public Affairs is taking over formulation of the prestigious poll. Influential Floridians from Gov. Rick Scott to local newspaper editorial boards often turn to the survey as a measure of the public pulse.

"This is a great opportunity for students who are interested in politics and media to really see from the ground up how polling and surveying goes, right to the end product, and how it is used politically and misused politically," said Susan MacManus, a USF political science professor.

The survey was launched in 2006 by the Tallahassee-based business-government partnership Leadership Florida, prodded by MacManus.

"I talked to them about the absence of a real issue survey in Florida," said MacManus, a go-to analyst of local, state and national politics. "We have a lot of horse-race polls."

When USF launched the School of Public Affairs last year, Leadership Florida approached about handing off the project.

The survey provides a look at what state residents think on a wide range of economic, social and political issues. Students in MacManus' Media and Politics class have already begun crafting this summer's poll, with the intention of adding five new questions to the boilerplates on family finances, performance of government and the state of our schools.

At a recent class session, representatives of Nielsen Co. gave students a presentation on how the global

behavior researcher conducts its phone operations. Through a connection with Leadership Florida, Nielsen has been handling the nuts-and-bolts telephone work behind the Sunshine State Survey.

Steve Houghton, a workforce manager for Nielsen, said his company will offer input and make sure the students' work is up to snuff.

Compiling a poll can be daunting. The 2012 Sunshine State Survey telephone script ran 33 pages. And experts can train for years to create reliable, valid and unbiased surveys.

But Houghton expressed faith in MacManus and her charges.

"For the most part, it's going to come from this class," he said. "That's what they're getting trained in, and that's what they're learning. It's exciting."

Jonathan Bolz, a sophomore political science major, said he would pitch questions on the Affordable Care Act, immigration reform and teacher tenure.

"It's really interesting," Bolz said. "I'm really enjoying learning about how polling is done, really enjoying writing the questions."

Masiel Pelegrino, a junior in political science, said she expected a little bit of competition among the class members to have their material used.

"But at the end of the day, we'll come up with the best possible questions to be included in the survey," she said. "It's just a real pleasure to be able to take part in something as big as this for the state of Florida."

In addition to shaping the questions, the students will tour Nielsen's Oldsmar center, and many will be called back after the class ends to work on an analysis of the responses and such details as graphics for public presentations. The results are provided to lawmakers, community groups, editorial boards, even moderators of high-profile candidate debates.

"Having real-world experience is rewarding to me," said Bana Abraha, a USF senior in government and international affairs. "Whenever you read textbooks, whatever you learn is just for the moment. When we do this, it's a lifetime experience."

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This is Google's cache of <http://www.usforacle.com/mobile/class-influences-statewide-survey-questions-1.2853606>. It is a snapshot of the page as it appeared on Apr 27, 2014 02:20:36 GMT. The [current page](#) could have changed in the meantime. [Learn more](#)

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# Class influences statewide survey questions

By Wes Higgins, ASST. NEWS EDITOR

**Published:** Thursday, January 30, 2014

**Updated:** Thursday, January 30, 2014

Elected officials and business innovators are always curious about what the public is thinking, and some USF students got a chance Wednesday to determine what questions those leaders should be asking.

In collaboration with Nielsen Holdings, a global marketing intelligence company based in Oldsmar, political science professor and political analyst Susan MacManus' students in her Media and Politics class helped develop a survey to gauge Florida citizen's most pressing concerns.

The Sunshine State Survey is conducted annually by Nielsen and gathers economic, social and political public opinion.

MacManus helped create it in 2006.

"This is a very special and lucky class," she said. "To have the caliber of professionals here listening is a chance even some graduate students don't get."

The survey is an instrument of political analysis to predict the voting patterns of Floridians in upcoming elections. It is also utilized by the private sector to measure consumer trends.

The students drafted survey questions beforehand to present to the three invited Nielsen representatives.

"Of course you would expect younger issues like medical marijuana and gay rights, but I've overheard flood insurance, affordable health care, poor roads and transportation" MacManus said. "It's really not just the stereotypical youth issues."

Proposed survey questions also involved teacher tenure, gambling and gun regulation.

Though Nielsen benefitted from gathering data, MacManus said the students learned about the utility of statistics and the virtue of "rigorous" scientific analysis.

Her class is composed of roughly half political science and half mass communications majors, she said.

“The media uses polls all the time, but they don’t always know what questions to ask or what to do with the answers,” she said. “From the political science perspective, during campaigns you need to know the issues on people’s minds and what government can be doing in response.”

Steve Houghston, workforce management and optimization leader for Nielsen, said he hoped the experience would fascinate future employees.

“Every time you watch TV or go to the store, there is data — every action is data,” he said. “There will always be a tremendous amount of data points around you.”

Nielsen collects and condenses raw data into information that clients can use to empirically understand what consumers want.

Houghston said the survey will identify potential untapped demographics for businesses, and inform advertising, budget allocation and product development.

Kim Hawkins, methodology leader for Nielsen, said surveys are necessary to identify changing patterns in the collection of specific information regarding behaviors, beliefs, perceptions and interests.

“We can see how answers to the same questions have changed across the years,” she said. “Florida is always changing.”

MacManus said young people, such as the students in her class, have a valuable viewpoint on what will be important to Floridians in the future.

“We were interested in bringing in the opinions of the younger generations, who will be the future leaders of our state,” she said. “There’s an old stereotype about Florida — people outside of our state believe everyone here is a senior citizen.”

However, there is a growing portion of younger people in Florida — almost half of registered voters are now under the age of 50, she said.

Bernard Lewis, a senior majoring in political science, said he tried to frame his questions with consideration for different political ideologies.

He was careful to word his question without any hint of a bias, he said. Only impartial questions will paint the accurate picture of public consensus.

“I’m continuing to see the importance of statistics,” he said. “It’s not just this dry thing political science majors have to take, there’s actually meaning behind the numbers.”

Lewis said splitting into groups gave him insight into other people’s viewpoints.

“It was a lot of listening to the different perspectives,” he said. “Four minds are better than one when determining what is important to a broad variety of voters.”

Five selected questions from the class will be included in the 25-minute survey, which will be conducted via phone this summer, MacManus said. A handful of students will be asked help analyze the results, which will be available by fall.

“Rare is it you have a chance to get students involved in a very important study with statewide attention,” she

said. “It is a great opportunity to develop questions that deserve answers.”

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# Appendix C

## 2014 Sunshine State Survey Instrument

**SUNSHINE STATE SURVEY 2014 FOR NIELSEN**

**Blue:** repeated questions

**Yellow:** new entries

**OVERALL QUALITY OF LIFE IN FLORIDA**

BASE: ALL RESPONDENTS (TRUE SUSPEND)

Q1. **How long have you lived in Florida?**

(READ LIST)

(SINGLE RESPONSE)

- 1 Less than 5 years / **Menos de 5 años** (GO TO Q3)
- 2 5 to 9 years / **de 5 a 9 años** (GO TO Q2)
- 3 10 to 19 years / **de 10 a 19 años** (GO TO Q2)
- 4 20 years or longer / **20 años o más** (GO TO Q2)
  
- 8 DON'T KNOW/ NOT SURE (GO TO Q3)
- 9 REFUSE (GO TO Q2)

BASE: Q1=2-4, 9 (LIVED IN FL 5+ YEARS OR REFUSED # YRS) (TRUE SUSPEND)

Q2. **Would you say as a place to live, FLORIDA is BETTER now than it was five years ago or would you say it is WORSE or ABOUT THE SAME?**

(DON'T READ)

(SINGLE RESPONSE)

- 1 BETTER
- 2 WORSE
- 3 SAME
  
- 8 DON'T KNOW/ NOT SURE
- 9 REFUSE

BASE: ALL RESPONDENTS (TRUE SUSPEND)

Q3. **Looking ahead to the next 5 years, do you think that (INSERT FROM LIST) will become a BETTER or WORSE place to live, or do you think it will stay about the SAME?**

(DON'T READ)

(SINGLE RESPONSE)

- 1 BETTER
- 2 WORSE
- 3 SAME
  
- 8 DON'T KNOW/ NOT SURE
- 9 REFUSE

(LIST: SCRAMBLE ROTATE)

- A. the State of Florida / **el Estado de Florida**
- B. your own county / **su propio condado**
- C. your own neighborhood / **su propio vecindario**



<b>CITIZEN PROBLEM IDENTIFICATION</b>
---------------------------------------

BASE: ALL RESPONDENTS (TRUE SUSPEND)

Q4. In your opinion, what is the **most important** issue facing the State of Florida today?

(DON'T READ)

(SINGLE RESPONSE)

- |                   |  |
|-------------------|--|
| 01                | K-12 EDUCATION/PUBLIC SCHOOLS                                      |
| 02                | INSURANCE RATES  |
| 03                | HEALTH CARE AVAILABILITY   |
| 04                | HEALTH CARE COSTS  |
| 05                | AFFORDABLE HEALTH CARE ACT ("OBAMACARE")                           |
| 06                | IMMIGRATION  |
| 07                | TAXES/GOVERNMENT SPENDING  |
| 08                | ECONOMY/JOBS/UNEMPLOYMENT  |
| 09                | GROWTH MANAGEMENT  |
| 10                | TRAFFIC/TRANSPORTATION   |
| 11                | HIGHER EDUCATION   |
| 12                | MORAL ISSUES/FAMILY VALUES   |
| 13                | CRIME  |
| 14                | ILLEGAL DRUGS  |
| 15                | SOCIAL/RACIAL ISSUES   |
| 16                | COST OF HOUSING  |
| 17                | WATER/DRAINAGE ISSUES  |
| 18                | ENVIRONMENT/OIL DRILLING/CLIMATE CHANGE                            |
| 19                | GOVERNMENT CORRUPTION  |
| 20                | <del>UNRESPONSIVE</del> ELECTED OFFICIALS                          |
| 21                | <del>USE OF PUBLIC FACILITIES</del> INFRASTRUCTURE –ROADS, BRIDGES |
| 22                | NEED FOR AN EDUCATED WORK FORCE                                    |
| 22                | QUALIFICATIONS OF GOVERNMENT OFFICIALS (EMPLOYEES,                 |
| ELECTED)/GOVERNOR |  |
| 23                | BALANCING THE BUDGET   |
| 24                | GAS PRICES   |
| 25                | HOUSING MARKET/FORECLOSURES  |
| 26                | NASA   |
| 27                | OVER POPULATED/OVER DEVELOPED                                      |
| 28                | RISING COST OF LIVING – BASICS                                     |
| 29                | WELFARE/PEOPLE LIVING OFF GOVERNMENT                               |
| 30                | FLOOD INSURANCE  |
| 31                | SHOOTINGS AT PUBLIC PLACES/VIOLENCE                                |
| 32                | IDENTITY THEFT   |
|                   |  |
| 77                | OTHER (SPECIFY) [GO TO Q4 OTHER]                                   |
| 00                | NONE   |
| 88                | DON'T KNOW/NOT SURE  |
| 99                | REFUSE   |
-

ALL RESPONDENTS

Q5. There are lots of issues facing Florida today. If the State of Florida were to [READ AND ROTATE LIST], would you say that was going in the right direction or the wrong direction, or do you have no opinion about it?

- 01 ALLOW MORE CASINO GAMBLING:
- 02 ALLOW OFF-SHORE DRILLING FOR OIL & GAS
- 03 PASS STRICTER ENVIRONMENTAL REGULATIONS
- 04 REPEAL THE DEATH PENALTY
- 05 TAKE FEDERAL FUNDING FOR MEDICAID EXPANSION
- 06 DEVELOP A HIGH SPEED RAIL SYSTEM
- 07 REPEAL THE STAND YOUR GROUND LAW
- 08 IMPLEMENT COMMON CORE STANDARDS IN PUBLIC SCHOOLS
- 09 GIVE MORE RIGHTS AND ASSISTANCE TO UNDOCUMENTED (ILLEGAL)  
IMMIGRANTS
- 10 LEGALIZE SAME SEX MARRIAGE
- 11 LEGALIZE THE MEDICINAL USE OF MARIJUANA
- 12 DO MORE TO DETECT & REDUCE FRAUD IN PUBLIC PROGRAMS
- 13 DO MORE TO REDUCE DOMESTIC VIOLENCE
- 14 DO MORE TO REDUCE JUVENILE CRIME
- 15 PASS STRICTER WATER QUALITY REGULATIONS
- 16 MAKE IT EASIER FOR PEOPLE TO CREATE NEW BUSINESSES
- 17 PASS STRICTER GUN LAWS
- 18 IMPLEMENT AFFORDABLE HEALTH CARE EXCHANGES
- 19 PASS STRICTER GROWTH MANAGEMENT REGULATIONS
- 20 DO MORE TO TAKE CARE OF RETURNING MILITARY VETERANS
- 21 START TO COLLECT SALES TAX ON INTERNET PURCHASES
- 22 ALLOW LOCAL LAW ENFORCEMENT TO USE DRONES
- 23 PROMOTE MORE SCHOOL CHOICE (VOUCHERS)

Q6. Florida has one of the nation's most diverse populations which makes it more difficult to craft solutions to big problems. Which of the following do you think makes finding solutions the most difficult for public officials?  
[READ AND ROTATE #1 - #7]

- 1 RACIAL/ETHNIC DIFFERENCES
- 2 GENERATIONAL DIFFERENCES (YOUNG V. OLD)
- 3 GENDER DIFFERENCES (MALE V FEMALE)
- 4 SEXUAL PREFERENCE DIFFERENCES
- 5 RELIGIOUS DIFFERENCES
- 6 CITIZEN V NONCITIZEN DIFFERENCES
- 7 INCOME (RICH V. POOR) DIFFERENCES
- 8 PARTISAN (DEMOCRAT V REPUBLICAN) DIFFERENCES
- 9 ELECTED OFFICIALS V AVERAGE CITIZEN DIFFERENCES
- 77 OTHER (VOLUNTEERED)
- 78 ALL EQUALLY (VOLUNTEERED)
- 88 DON'T KNOW/NOT SURE
- 99 REFUSE

# JOB PERFORMANCE RATINGS OF LEVELS & BRANCHES OF GOVERNMENT

BASE: ALL RESPONDENTS (TRUE SUSPEND)

Q7. How would you rate the overall performance of government? Would you say that (INSERT FROM LIST) consistently does an EXCELLENT, GOOD, FAIR, or POOR job of serving the public?

(DON'T READ)

(SINGLE RESPONSE)

- 1 EXCELLENT
- 2 GOOD
- 3 FAIR
- 4 POOR
- 8 DON'T KNOW/NOT SURE
- 9 REFUSE

READ LIST: (SCRAMBLE/ROTATE)

- A. the Federal Government / el Gobierno Federal
- B. the State Government / el Gobierno Estatal
- C. your County Government / el Gobierno de su Condado
- D. your Local School Board / su Junta Escolar Local
- E. your City Government, if you live in a city / el Gobierno de su Ciudad, si usted vive en una ciudad
- F. Florida's Court system / el Sistema Judicial de Florida
- G. Florida's law enforcement personnel

BASE: ALL RESPONDENTS (TRUE SUSPEND)

Q8. How good a job does the state do (INSERT FROM LIST)? Would you say EXCELLENT, GOOD, FAIR or POOR?

(DON'T READ)

(SINGLE RESPONSE)

- 1 EXCELLENT
- 2 GOOD
- 3 FAIR
- 4 POOR
- 8 DON'T KNOW/NOT SURE
- 9 REFUSE

LIST: (SCRAMBLE/ROTATE)

- A. protecting the environment / proteger el medioambiente
- B. creating jobs / crear trabajos
- C. managing the state's finances / administrar las finanzas del estado
- D. prosecuting criminals / enjuiciar a los criminales
- E. improving Race relations / mejorar las relaciones raciales
- F. providing for adequate roads & bridges
- G. providing for adequate public transportation /
- H. providing Health care for seniors / proveer cuidados médicos para las personas mayores
- I. providing Health care for young children / proveer cuidados médicos para los niños
- J. assisting the mentally & physically disabled / asistir a las personas incapacitadas física y mentalmente
- K. providing good public education / proveer una buena educación pública

- L. providing good higher education / [proveer una buena educación superior](#)
- M. providing election equipment that is highly dependable / [proveer equipos electorales de buena confianza](#)
- N. making it convenient to vote / [facilitar el voto](#)
- O. informing citizens about election laws & procedures / [informar a los ciudadanos acerca de las leyes y procedimientos electorales](#)
- P. securing the safety of children at school
- Q. securing the safety of adults in public places
- R. protecting the individual rights and privacy of citizens
- S. rehabilitating criminal offenders

# LEADERSHIP IN FLORIDA

BASE: ALL RESPONDENTS (TRUE SUSPEND)

Q9. How would you rate the overall job (INSERT FROM LIST) are doing in Florida? Would you say EXCELLENT, GOOD, FAIR or POOR?  
(DON'T READ) (SINGLE RESPONSE)

- 1 EXCELLENT
- 2 GOOD
- 3 FAIR
- 4 POOR
- 8 DON'T KNOW/NOT SURE
- 9 REFUSE

LIST: (SCRAMBLE/ROTATE)

- A. business community leaders / [los líderes de la comunidad de negocio](#)
- B. government leaders / [los líderes del gobierno](#)
- C. social service/nonprofit leaders / [los líderes de las organizaciones de servicio social / sin fines lucrativos](#)

BASE: ALL RESPONDENTS (TRUE SUSPEND)

Q10. How much of the time do you think you can trust (INSERT FROM LIST) to do what is right for Floridians? Would you say ALMOST ALWAYS, MOST OF THE TIME, SOME OF THE TIME or NEVER?  
(DON'T READ) (SINGLE RESPONSE)

- 1 ALMOST ALWAYS
- 2 MOST OF THE TIME
- 3 SOME OF THE TIME
- 4 NEVER
- 8 DON'T KNOW/NOT SURE
- 9 REFUSE

LIST: (SCRAMBLE/ROTATE)

- A. business community leaders/ [los líderes de la comunidad de negocio](#)
- B. local government leaders / [los líderes del gobierno local](#)
- C. state government leaders / [los líderes del gobierno estatal](#)



- D. federal government leaders / los líderes del gobierno federal  
E. social Service/nonprofit leaders / los líderes de las organizaciones de servicio social / sin fines lucrativos
- 

BASE: ALL RESPONDENTS (TRUE SUSPEND)

Q11. Which one of the following qualities do you feel is most important for a good leader to have?

(READ ENTIRE LIST) (SINGLE RESPONSE)  
(SCRAMBLE/ROTATE CODES 01-09)

- 01 Integrity / Integridad
  - 02 Intelligence / Inteligencia
  - 03 Vision / Visión
  - 04 Compassion / Compasión
  - 05 Good communication skills / Capacidades de buena comunicación
  - 06 Consistency / Consistencia
  - 07 Consensus-building/bipartisanship / Fomentador de consenso/bipartidismo
  - 08 Ability to motivate others / Capacidad de motivar a otros
  - 09 Honesty
  
  - 77 OTHER (SPECIFY)
  - 88 DON'T KNOW/NOT SURE
  - 99 REFUSE
- 

<b>LEVEL OF INTEREST IN PUBLIC AFFAIRS</b>
--

BASE: ALL RESPONDENTS (TRUE SUSPEND)

Q12. How closely do you pay attention to news about current events in Florida? A lot? Somewhat? Or Very rarely?

- 1. A LOT
- 2. SOMEWHAT
- 3. VERY RARELY
- 4. DEPENDS ON THE ISSUE (VOLUNTEERED)
  
- 8. DON'T KNOW/NOT SURE
- 9. REFUSE

Q13. WHERE DO YOU GET MOST OF YOUR NEWS FROM?

[READ AND ROTATE]

- 1. PRINT NEWSPAPER
- 2. ONLINE NEWSPAPER
- 3. LOCAL TV NEWS
- 4. NATIONAL NETWORK TV
- 5. NATIONAL CABLE TV
- 6. RADIO
- 7. SOCIAL MEDIA
- 8. OTHER ONLINE (INTERNET/WEB) SOURCES
- 9. FRIENDS AND RELATIVES
  
- 88. DON'T KNOW/NOT SURE
- 99. REFUSE

Q14. How often do you get your news on your smartphone or tablet?

- 1 ALWAYS
- 2 OFTEN
- 3 SOMETIMES
- 4 NEVER
- 5 DON'T HAVE A SMARTPHONE OR TABLET

8. DON'T KNOW/NOT SURE

9. REFUSE

PRE\_Q15. This fall, Floridians will be voting on several proposed constitutional amendments. Now, I am going to read you two sets of statements about constitutional amendments and please tell me which statement comes closest to your own opinion. (ADD SPANISH)

Le voy a leer ahora una serie de planteamientos. Díganos por favor cuál de ellos se acerca más a su propia opinión.

Q15A. I feel like I have enough information about the pros and cons of each of the proposed constitutional amendments, or

I generally feel like I just get one side of the issue, or

I don't get enough information at all to decide how to vote on the constitutional amendment.

-----  
(ADD SPANISH)

Le voy a leer otra serie de planteamientos.

Creo que tengo suficiente información sobre los aspectos a favor y en contra de cada una de las enmiendas constitucionales que se proponen en la boleta, o

Generalmente pienso que sólo tengo conocimiento de una parte de la razón o el por qué de la enmienda, o

No tengo la suficiente información para decidir cómo votar en la enmienda en cuestión.

- 1 Get enough information about pros and cons/Tengo suficiente información sobre los aspectos a favor y en contra
- 2 Just get one side of the issue/Sólo tengo una parte de las razones
- 3 Do not get enough information/No tengo la suficiente información para decidir cómo votar en la enmienda
- 4 SOME OF EACH/PERSONAS DE AMBOS GRUPOS
- 8 DON'T KNOW/NOT SURE
- 9 REFUSE

-----  
Q15B. Average citizens banding together are who generally puts constitutional amendments on the ballot, or well-financed special interest groups are who generally puts constitutional amendments on the ballot.

- 1 Average citizens get amendments put on the ballot/Ciudadanos regulares proponen las enmiendas en las boletas electorales
- 2 Well-financed special interest groups get amendments put on the ballot/Grupos bien financiados con intereses especiales proponen las enmiendas en las boletas electorales
- 3 SOME OF EACH/PERSONAS DE AMBOS GRUPOS
- 8 DON'T KNOW/NOT SURE
- 9 REFUSE

Ciudadanos regulares unidos por un interés común son los que generalmente proponen las enmiendas que le incluyen en las boletas electorales, o

**Grupos bien financiados con intereses especiales** son los que generalmente proponen las enmiendas que le incluyen en las boletas electorales

PRE-Q16. I am now going to ask you just a few questions on some big issues facing Florida, starting with Education

## EDUCATION

BASE: ALL RESPONDENTS (TRUE SUSPEND)

Q16. How would you rate the overall success of Florida's education system in preparing students to be competitive in today's complex global economy? Would you say it is [READ #1 - #3]

1. VERY SUCCESSFUL
2. MODERATELY SUCCESSFUL
3. NOT VERY SUCCESSFUL

8. DON'T KNOW/NOT SURE
9. REFUSED

Q17. How would you rate the quality of education in your local public schools? Would you say EXCELLENT, GOOD, FAIR or POOR?

¿Cómo calificaría usted la calidad de la educación en sus escuelas públicas locales? ¿Diría usted que es EXCELENTE, BUENA, SATISFACTORIA o MALA?

(DON'T READ)

(SINGLE RESPONSE)

- 1 EXCELLENT
- 2 GOOD
- 3 FAIR
- 4 POOR
- 8 DON'T KNOW/NOT SURE
- 9 REFUSE

BASE: ALL RESPONDENTS (TRUE SUSPEND)

Q18. Which one of the following do you feel should be the top priority of your local public school system?

¿Cuál de las siguientes cree usted que debería ser la prioridad principal de su sistema de escuelas públicas locales?

(READ ENTIRE LIST)

(SINGLE RESPONSE)

LIST: (SCRAMBLE/ROTATE ORDER)

- 1 Increase teacher pay to attract and retain the best teachers / Aumentar el salario de los maestros para atraer y mantener a los mejores maestros
- 2 Build new and improve existing school facilities / Construir centros escolares nuevos y mejorar los existentes
- 3 Reduce class size / Reducir el tamaño de las clases
- 4 Reduce emphasis on testing and school grading

- 5 Raise standards to improve test scores / Elevar los estándares para mejorar las calificaciones de los exámenes
- 6 Improve discipline in the classroom / Mejorar la disciplina en las aulas
- 7 Provide more safety in schools/on buses / Mejorar la seguridad en las escuelas/en los buses
- 8 More accountability and better management of financial resources / Más responsabilidad y una mejor administración de los recursos financieros
9. Improve basic writing and math skills
- 88 DON'T KNOW/NOT SURE
- 99 REFUSE

BASE: ALL RESPONDENTS (TRUE SUSPEND)

Q19. How would you rate the quality of higher education in Florida's state colleges and universities, EXCELLENT, GOOD, FAIR or POOR?

¿Cómo calificaría usted la calidad de la educación superior en las facultades y universidades del estado de Florida, EXCELENTE, BUENA, SATISFACTORIA o MALA?

(DON'T READ)

(SINGLE RESPONSE)

- 1 EXCELLENT
- 2 GOOD
- 3 FAIR
- 4 POOR
- 8 DON'T KNOW/NOT SURE
- 9 REFUSE

BASE: ALL RESPONDENTS (TRUE SUSPEND)

Q20. In terms of tuition rates at Florida's state colleges and universities, do you feel they are...?

En términos de las tasas de las matrículas escolares en las facultades y universidades del estado de Florida, ¿cree usted que son...?

(READ LIST)

(SINGLE RESPONSE)

- 1 Much too high / demasiado altas
- 2 A little too high / un poco altas
- 3 About right / las correctas
- 4 A little too low / un poco bajas
- 5 Much too low / demasiado bajas
- 0 UNAWARE OF COSTS
- 8 DON'T KNOW/NOT SURE
- 9 REFUSE

BASE: ALL RESPONDENTS (TRUE SUSPEND)

Q21. Do you feel the current admission standards to get into Florida state colleges and universities are...?

(READ LIST)

(SINGLE RESPONSE)

- 1 Much too difficult / demasiado difíciles
- 2 A little too difficult / un poco difíciles
- 3 About right / los correctos
- 4 A little too easy / un poco fáciles
- 5 Much too easy / demasiado fáciles
- 0 UNAWARE OF ADMISSION STANDARDS
- 8 DON'T KNOW/NOT SURE
- 9 REFUSE

Q22. Which of the following situations do you think is the most serious one facing Florida's college and university graduates today?

[READ AND ROTATE #1 - #4]

1. THE DEBT THEY HAVE WHEN THEY GRADUATE
2. A LACK OF WELL-PAYING JOBS IN THEIR FIELD
3. GRADUATING WITHOUT MULTI-LINGUAL (FOREIGN LANGUAGE) SKILLS
4. GRADUATING WITHOUT JOB SKILLS REQUIRED BY EMPLOYERS SUCH AS INTERPERSONAL COMMUNICATION SKILLS
5. EMPLOYERS WORRY THAT YOUNG WORKERS' WORK ETHIC IS INFERIOR TO THAT OF OLDER WORKERS
7. OTHER (SPECIFY)
8. DON'T KNOW/NOT SURE
9. REFUSE

### ECONOMIC DEVELOPMENT

Q23. What do you think is the *single* biggest threat to Florida's economy?

¿Cuál piensa usted que es la mayor amenaza a la economía de la Florida?

(READ ENTIRE LIST)

(SINGLE RESPONSE)

LIST (SCRAMBLE/ROTATE)

- 01 Taxes/Fees / Taxes o Impuestos/Tarifas
- 02 Loss of Jobs/Unemployment / Pérdida de Empleos/ Desempleo
- 03 Home foreclosures / Remates de casas
- 04 Citizens leaving the state / Ciudadanos lléndose del estado
- 05 Industry leaving the state / Industria lléndose del estado
- 06 Rules and regulations hampering business start-ups / Reglas y regulaciones que dificultan la creación de empresas
- 07 Damage to the environment, such as water, air / Protección del medio ambiente como por ejemplo el agua, el aire
- 08 Government waste and inefficiency / Despilfarro e ineficiencia del gobierno
- 09 Lack of preparedness of today's college graduates
- 10 Foreign competition/ unfair trade rules and regulations
- 11 Undocumented residents and workers



12 Flood insurance costs

77 OTHER (SPECIFY)

88 DON'T KNOW/NOT SURE

99 REFUSE

---

BASE: ALL RESPONDENTS (TRUE SUSPEND)

Q24. Which of the following do you think is the best way to attract new economic development in Florida?  
[READ AND ROTATE] [SINGLE RESPONSE]

1. Invest in education and training

2. Cut or limit taxes and regulations

3. Provide specific tax breaks or cash payments to businesses that promise to create jobs

4. Advertise in other states and overseas to attract more tourists

5. Improve the state's infrastructure, especially transportation.

6. Go on trade missions to other states and countries to promote Florida as pro-business

8 DON'T KNOW/NOT SURE

9 REFUSE

---

BASE: ALL RESPONDENTS (TRUE SUSPEND)

Q25. Do you feel Florida's state economic development agencies should put a greater emphasis on keeping existing businesses and jobs that are already here, or attracting new businesses and jobs to move into the state?

---

¿Cree usted que las agencias de desarrollo económico del estado de Florida deberían poner un mayor énfasis en mantener negocios y trabajos existentes que ya están aquí, o en atraer negocios y trabajos nuevos para que se trasladen al estado?

(DON'T READ)

(SINGLE RESPONSE)

1 KEEP EXISTING BUSINESS/JOBS

2 ATTRACT NEW BUSINESS/JOBS

3 BOTH

8 DON'T KNOW/NOT SURE

9 REFUSE

---

BASE: ALL RESPONDENTS (TRUE SUSPEND)

Q26. Some people favor offering incentives to businesses to encourage them to expand or re-locate to Florida thereby creating more jobs and tax revenue. Others oppose such incentives and see them as a form of corporate welfare. Which view comes closest to your own opinion?

-----  
Algunas personas están en favor de ofrecer incentivos a los negocios para animarles a que se expandan o se trasladen a Florida y así crear más trabajos e ingresos de impuestos. Otras se oponen a tales incentivos y los ven como una forma de asistencia corporativa. ¿Cuál de estos puntos de vista se acerca más a su propia opinión?

(DON'T READ)

(SINGLE RESPONSE)

- 1 FAVOR INCENTIVES TO CREATE MORE JOBS AND TAX REVENUE
  - 2 OPPOSE INCENTIVES AS A FORM OF CORPORATE WELFARE
  
  - 8 DON'T KNOW/NOT SURE
  - 9 REFUSE
- 

<b>BUDGETS, TAXES, SPENDING</b>
---------------------------------

BASE: ALL RESPONDENTS (TRUE SUSPEND)

Q27. Which of the following approaches would you like to see the Florida Legislature take when drawing up its annual state budget? (Select only one.) [READ AND ROTATE #1 - #4]

- 1 CUT TAXES AND REDUCE LESS CRITICAL SERVICES
  - 2 KEEP TAXES AND SERVICES THE SAME
  - 3 RAISE TAXES SLIGHTLY TO IMPROVE CRITICAL SERVICES AND INFRASTRUCTURE
  - 4 CREATE A NEW REVENUE SOURCE AND EARMARK IT TO A SPECIFIC SERVICE/PROJECT
  
  - 8 DON'T KNOW/NOT SURE
  - 9 REFUSED
- 

BASE: ALL RESPONDENTS (TRUE SUSPEND)

Q28. In terms of the overall quality of state services provided in Florida, do you feel your state taxes are...?

-----  
En términos de la calidad general de los servicios estatales provistos en Florida, ¿cree usted que los impuestos estatales son...?

(READ LIST)

(SINGLE RESPONSE)

- 1 Much too high / Demasiado altos
  - 2 A little too high / Un poco altos
  - 3 About right / Los correctos
  - 4 A little too low / Un poco bajos
  - 5 Much too low / Demasiado bajos
  
  - 8 DON'T KNOW/NOT SURE
  - 9 REFUSE
-

BASE: ALL RESPONDENTS (TRUE SUSPEND)

Q29. In terms of the overall quality of **local** services provided in your county, do you feel your **local** taxes are...?

En términos de la calidad general de los servicios locales provistos en su condado, ¿cree usted que los impuestos locales son...?

(READ LIST)

(SINGLE RESPONSE)

- 1 Much too high / demasiado altos
- 2 A little too high / un poco altos
- 3 About right / los correctos
- 4 A little too low / un poco bajos
- 5 Much too low / demasiado bajos
- 8 DON'T KNOW/NOT SURE
- 9 REFUSE

BASE: ALL RESPONDENTS (TRUE SUSPEND)

Q30. In terms of providing public services, do you feel Florida **state** government...?

En términos de la provisión de servicios públicos, ¿cree usted que el gobierno del estado de Florida...?

(READ LIST)

(SINGLE RESPONSE)

LIST: (ROTATE ORDER)

- 1 Spends tax revenue in a relatively efficient manner / gasta los impuestos de una forma relativamente eficiente
- 2 Spends tax revenue in a relatively wasteful manner / gasta los impuestos de una forma relativamente derrochadora
- 8 DON'T KNOW/NOT SURE
- 9 REFUSE

BASE: ALL RESPONDENTS (TRUE SUSPEND)

Q31. In terms of providing public services, do you feel your **local** county government...?

En términos de la provisión de servicios públicos, ¿cree usted que su gobierno del condado **local**...?

(READ LIST)

(SINGLE RESPONSE)

LIST: (ROTATE ORDER)

- 1 Spends tax revenue in a relatively efficient manner / gasta los impuestos de una forma relativamente eficiente
- 2 Spends tax revenue in a relatively wasteful manner / gasta los impuestos de una forma relativamente derrochadora
- 8 DON'T KNOW/NOT SURE
- 9 REFUSE

-----  
BASE: ALL RESPONDENTS (TRUE SUSPEND)

Q32. Which one of the following Florida government revenue sources do you feel is the least fair?

-----  
¿Cuál de las siguientes fuentes de ingresos del gobierno de Florida cree usted es la menos justa?

(READ ENTIRE LIST)

(SINGLE RESPONSE)

LIST: (ROTATE ORDER)

- |                  |   |
|------------------|---|
| 01               | STATE SALES TAX / EL IMPUESTO DE VENTAS ESTATAL                   |
| 02               | PROPERTY TAXES / LOS IMPUESTOS SOBRE LA PROPIEDAD                 |
| 03               | LOTTERY / LA LOTERÍA  |
| 04               | GAS TAX / EL IMPUESTO SOBRE EL COMBUSTIBLE                        |
| 05               | LIQUOR/CIGARETTE EXCISE TAXES / EL IMPUESTO SOBRE EL CONSUMO DE   |
| ALCOHOL Y TABACO |   |
| 06               | HOTEL/TOURIST TAXES / LOS IMPUESTOS TURÍSTICOS/ HOTELEROS         |
| 07               | USER FEES / LAS TASAS DE USUARIO                                  |
| 08               | CORPORATE TAXES / LOS IMPUESTOS CORPORATIVOS                      |
| 09               | ROAD TOLLS/ LOS PEAJES EN LAS AUTOPISTAS                          |
| 10               | COMMUNICATION SERVICES TAX ON CABLE, MOBILE DEVICES (CELLPHONES), |
| SATELLITE        |   |
| 88               | DON'T KNOW/NOT SURE   |
| 99               | REFUSE  |

<b>CURRENT ISSUES</b>
-----------------------

Q33. Some states automatically restore the voting rights of convicted felons once they have completed the terms of their sentencing. Others require the person to request that his or her voting rights be reinstated by the state. What is your preference?

- |    |  |
|----|--|
| 1. | AUTOMATIC RESTORATION  |
| 2. | RESTORATION UPON REQUEST AND STATE APPROVAL                    |
| 3. | DO NOT THINK EX-FELONS SHOULD HAVE RIGHT TO VOTE (VOLUNTEERED) |
| 8  | DON'T KNOW/NOT SURE  |
| 9  | REFUSED  |

Q34. Which of the following do you believe is the biggest reason for the increase in mass shootings by young Americans? Is it \_\_\_\_?

READ AND ROTATE

- |   |  |
|---|--|
| 1 | VIOLENT VIDEO GAMES                          |
| 2 | LACK OF STRICT GUN CONTROL LAWS              |
| 3 | INADEQUATE MENTAL HEALTH FACILITIES/PROGRAMS |
| 4 | LACK OF PARENTAL SUPERVISION                 |
| 5 | RIISING INCIDENCE OF BULLYING IN SCHOOLS     |
| 7 | OTHER (SPECIFY                               |
| 8 | DON'T KNOW/NOT SURE                          |
| 9 | REFUSED                                      |

Q35. If Floridians approve the constitutional amendment allowing medicinal use of marijuana, do you think voters will soon after approve recreational use of marijuana as in Colorado and Washington state?

- 1 YES
- 2 NO

- 8 DON'T KNOW/NOT SURE
- 9 REFUSED

Q36. In thinking about Florida's current gun laws, do you think they are not restrictive enough, too restrictive, or about right as is?

- 1 NOT RESTRICTIVE ENOUGH
- 2 TOO RESTRICTIVE
- 3 ABOUT RIGHT AS IS

- 8 DON'T KNOW/NOT SURE
- 9 REFUSED

Q37. Should Florida Bright Futures scholarships be given out strictly on the basis of academic achievements or should financial need also be strongly considered?

- 1 STRICTLY ON ACADEMIC ACHIEVEMENT
- 2 FINANCIAL NEED SHOULD BE STRONGLY CONSIDERED ALONG WITH ACADEMIC ACHIEVEMENT

- 8 DON'T KNOW/NOT SURE
- 9 REFUSED

Q38. What is the biggest environmental problem facing Florida today? [DO NOT READ] SINGLE RESPONSE

- 1 WATER-RELATED PROBLEMS (QUALITY; SHORTAGE)
- 2 OIL DRILLING OFF SHORE
- 3 THE EVERGLADES
- 4 PROTECTION OF THE STATE'S SPRINGS
- 5 CLIMATE CHANGE/GLOBAL WARMING
- 6 EROSION OF THE STATE'S COASTLINES (BEACHES)
- 7 CHEMICALS USED IN FOOD PRODUCTION
- 8 BROWNFIELDS (POLLUTED, ABANDONED AREAS)
- 9 PESTS FACING FLORIDA'S AGRICULTURAL INDUSTRY
- 10 AIR POLLUTION

77 OTHER (SPECIFY)

- 88 DON'T KNOW/NOT SURE
- 99 REFUSED

Q39. Some believe that raising the minimum wage in Florida will help strengthen the state's economy. Others believe small businesses would end up hiring fewer workers or offering only part-time jobs. Which view comes closest to your own view?

- 1 INCREASING THE MINIMUM WAGE WOULD HELP STRENGTHEN FLORIDA'S ECONOMY
- 2 INCREASING THE MINIMUM WAGE WOULD DETER SMALL BUSINESSES FROM HIRING FULL-TIME WORKERS

- 8 DON'T KNOW/NOT SURE
- 9 REFUSED



BASE: ALL RESPONDENTS (TRUE SUSPEND)

Q40. What would you say is putting the single greatest stress on your own household's finances?

(DON'T READ)

(SINGLE RESPONSE)

- 01 PROPERTY TAXES
  - 02 HOME/PROPERTY INSURANCE (INCLUDING FLOOD INSURANCE)
  - 03 CAR INSURANCE
  - 04 PRESCRIPTION DRUGS
  - 05 HEALTH CARE COSTS
  - 06 CHILD-RAISING COSTS (DAY CARE, TUITION, CLOTHES, ETC)
  - 07 ELDER CARE COSTS
  - 08 PERSONAL DEBT (LOAN REPAYMENTS, MORTGAGES, ETC.)
  - 09 CAR PAYMENTS
  - 10 GAS PRICES
  - 11 RISING RENTAL RATES
  - 12 ALIMONY; CHILD SUPPORT
  - 13 NOT HAVING A JOB/OUT OF WORK/ECONOMY/UNEMPLOYMENT
  - 14 UTILITIES (GAS, WATER, ELECTRIC)
  - 15 PRICE INCREASES FOR BASICS (FOOD, MAINTENANCE, ETC)
  - 16 POOR ECONOMY (RECESSION, INFLATION)
  - 17 LIVING ON FIXED INCOME (SOCIAL SECURITY)
  - 18 ECONOMIC UNCERTAINTIES (RENTAL/REAL ESTATE INCOME; STOCK MARKET)
  - 19 GOVERNMENT (TOO MANY EMPLOYEES; IRRESPONSIBLE DECISIONS; POOR MANAGEMENT)
  - 20 WAGES/SALARY/WAGE REDUCTION (HOURS CUT)
  - 21 EDUCATION COSTS
  - 22 HOUSING MARKET/DECLINING VALUE
  - 23 JOB SECURITY
  - 24 DEATH OF A FAMILY MEMBER
  - 25 FEDERAL TAXES/INCOME TAXES
  - 26 COST OF LIVING
  - 27 IDENTITY THEFT
  - 00 NOTHING/NO ECONOMIC STRESS
  - 77 OTHER (SPECIFY) (GO TO Q40\_OTH)
  - 88 DON'T KNOW/NOT SURE
  - 99 REFUSE
-

DEMOGRAPHICS
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And finally, we have just a few more questions for demographic purposes.

Y finalmente, sólo nos quedan unas pocas preguntas adicionales para propósitos demográficos.

BASE: ALL RESPONDENTS (TRUE SUSPEND)

Q41. Is there a child under 18 living in your home?

¿Hay algún menor de 18 años de edad viviendo en su hogar?

- |   |                     |             |
|---|---------------------|-------------|
| 1 | YES                 |             |
| 2 | NO                  | (GO TO Q43) |
| 8 | DON'T KNOW/NOT SURE | (GO TO Q43) |
| 9 | REFUSE              | (GO TO Q43) |

BASE: Q41=1 (CHILD UNDER 18 IN HOME)

Q42. Do you currently have at least one child in your household...? Yes or No?

¿Tiene usted en la actualidad al menos un niño en su hogar...?

(READ ENTIRE LIST)

(SINGLE RESPONSE)

- |   |  |
|---|--|
| 1 | Enrolled in the Florida public schools / inscrito en las escuelas públicas de Florida                              |
| 2 | Enrolled in a private school or home-schooled / inscrito en una escuela privada o recibiendo educación en el hogar |
| 3 | Enrolled in both the public & private schools / inscrito tanto en escuelas privadas y públicas                     |
| 4 | Attending a college or university in Florida   |
| 5 | Or, do you have no children currently in school? / o, no tiene ningún niño que vaya actualmente a la escuela       |
| 8 | DON'T KNOW/NOT SURE  |
| 9 | REFUSE   |

BASE: ALL RESPONDENTS (TRUE SUSPEND)

Q43. What is the highest level of education you have completed?

¿Cuál es el nivel más alto de educación que usted ha completado?

(READ LIST)

(SINGLE RESPONSE)

- |   |  |
|---|--|
| 1 | Less than high school / menos de la escuela de enseñanza superior        |
| 2 | High school graduate / graduado de la escuela de enseñanza superior      |
| 3 | Some college/technical program / algo de la universidad/programa técnico |
| 4 | College graduate / graduado de la universidad                            |
| 8 | DON'T KNOW/NOT SURE  |
| 9 | REFUSE   |

BASE: ALL RESPONDENTS (TRUE SUSPEND)

Q44. What is your present employment status? Are you...?

¿Cuál es su presente estado de empleo? ¿Está usted...?

(READ LIST)

(SINGLE RESPONSE)

- 1 Employed full-time / empleado a tiempo completo
- 2 Employed part-time / empleado a tiempo parcial
- 3 Voluntarily not in the work force / voluntariamente fuera de la fuerza laboral
- 4 Unemployed but not retired / sin empleo pero no jubilado todavía
- 5 Retired / jubilado
- 8 DON'T KNOW/NOT SURE
- 9 REFUSE

BASE: ALL RESPONDENTS (TRUE SUSPEND)

Q45. Do you own your home, rent your home or do you live with someone else?

¿Es usted propietario(a) de su hogar, alquila usted su hogar o vive usted con otra persona?

(DON'T READ)

(SINGLE RESPONSE)

- 1 HOMEOWNER
- 2 RENTER
- 3 LIVE FREE WITH SOMEONE ELSE
- 8 DON'T KNOW/NOT SURE
- 9 REFUSE

BASE: ALL RESPONDENTS (TRUE SUSPEND)

Q46. Which of the following best describes your marital status?

¿Cuál de las siguientes opciones mejor describe su estado civil?

(READ LIST)

(SINGLE RESPONSE)

- 1 Married / casado(a)
- 2 Living as married / vive como casado(a)
- 3 Widowed / viudo(a)
- 4 Divorced / divorciado(a)
- 5 Separated / separado(a)
- 0 Never been married / nunca ha estado casado(a)
- 8 DON'T KNOW/NOT SURE
- 9 REFUSE

BASE: ALL RESPONDENTS (TRUE SUSPEND)

Q47. Which of the following best describes your racial/ethnic origin?

¿Cuál de las siguientes opciones mejor describe su origen racial/étnico?

(READ LIST)

(SINGLE RESPONSE)

- 1 White or Anglo / blanco o anglosajón
  - 2 Black or African-American / negro o africano-americano
  - 3 Hispanic or Latino / hispano o latino
  - 4 Asian or Other / asiático u otro
  
  - 8 DON'T KNOW/NOT SURE
  - 9 REFUSE
- 

Q48. Do you consider yourself to be a conservative, liberal, or moderate?

- 1 CONSERVATIVE
- 2 LIBERAL
- 3 MODERATE
- 4 DON'T THINK OF MYSELF IN THOSE TERMS (VOLUNTEERED)
  
- 8 DON'T KNOW/NOT SURE
- 9 REFUSE

Q49. Thinking about social issues like abortion, same sex marriage, are you more liberal or more conservative?

- 1 CONSERVATIVE
- 2 LIBERAL
  
- 8 DON'T KNOW/NOT SURE
- 9 REFUSE

Q50. Thinking about economic issues like taxes and government spending, are you more liberal or more conservative?

- 1 CONSERVATIVE
- 2 LIBERAL
  
- 8 DON'T KNOW/NOT SURE
- 9 REFUSE

Q51. Are you currently registered to vote in Florida?

---

¿Está usted actualmente inscrito para votar en Florida?

(DON'T READ)

(SINGLE RESPONSE)

- 1 YES (GO TO Q52)
  - 2 NO (GO TO Q54)
  - 8 DON'T KNOW/NOT SURE (GO TO Q54)
  - 9 REFUSE (GO TO Q54)
-

BASE: Q51=2, 8, 9 (NOT REGISTERED, DON'T KNOW OR REFUSE REGISTRATION)

Q52. What is the main reason that you are not registered to vote?

¿Por qué no está usted inscrito para votar?

(DON'T READ)

(SINGLE RESPONSE)

- 01 REGISTERED SOMEWHERE ELSE/HAVE NOT MOVED REGISTRATION YET
- 02 NOT INTERESTED IN POLITICS/VOTING
- 03 NOT ELIGIBLE (NON-CITIZEN/FELON, ETC.)
- 04 DON'T KNOW HOW/WHERE TO DO IT/NO TIME TO VOTE
- 05 JUST NEVER GOT AROUND TO IT
- 06 LANGUAGE BARRIERS
- 07 DON'T WANT JURY DUTY
- 08 DON'T WANT TO BE ON THE VOTER REGISTRATION LIST (WHICH IS PUBLIC)
- 09 POOR QUALITY OF CANDIDATES/NO CHOICES/DON'T TRUST THEM
- 10 RELIGIOUS REASONS
- 11 MY VOTE DOES NOT MATTER/MAKE A DIFFERENCE
- 12 JUST TURNED 18
- 13 NOT KNOWLEDGEABLE ENOUGH
- 77 OTHER (SPECIFY)
- 88 DON'T KNOW/NOT SURE
- 99 REFUSE

77 GO TO Q21\_OTH  
ELSE GO TO Q23

BASE: Q51=1 (REGISTERED VOTERS)

Q53. What is your current official party voter registration? Are you registered as a:

(READ LIST)

(SINGLE RESPONSE)

- 1 Democrat
- 2 Republican
- 3 Independent or Other Party
- 8 DON'T KNOW/NOT SURE
- 9 REFUSE

BASE: ALL RESPONDENTS (TRUE SUSPEND)

Q54. Are you currently receiving any of the following types of government assistance: Medicaid, unemployment benefits, SSI disability, food stamps, AFDA housing assistance or transportation assistance?

¿Recibe actualmente alguno de los siguientes tipos de ayuda gubernamental: Medicaid, beneficios de desempleo, discapacidad SSI, estampillas para comida, asistencia de vivienda AFDA o asistencia de transporte?

(DON'T READ)

(SINGLE RESPONSE)

- 1 YES

- 2 NO
- 8 DON'T KNOW/NOT SURE
- 9 REFUSE

-----  
BASE: ALL RESPONDENTS (TRUE SUSPEND)

Q55. What is your annual household income before taxes?

-----  
¿Cuál es el ingreso anual de su hogar antes del pago de los impuestos?

(READ LIST)

(SINGLE RESPONSE)

- 1 Less than \$25,000 / menos de \$25,000
- 2 \$25,000-\$34,999
- 3 \$35,000-\$49,999
- 4 \$50,000-\$74,999
- 5 \$75,000-\$99,999
- 6 \$100,000 or more

- 8 DON'T KNOW/NOT SURE
- 9 REFUSE

-----  
BASE: ALL RESPONDENTS (TRUE SUSPEND)

Q56. What county do you live in?

(DON'T READ)

(SINGLE RESPONSE)



00 ALACHUA  
01 BAKER  
02 BAY  
03 BRADFORD  
04 BREVARD  
05 BROWARD  
06 CALHOUN  
07 CHARLOTTE  
08 CITRUS  
09 CLAY  
10 COLLIER  
11 COLUMBIA  
12 DESOTA  
13 DIXIE  
14 DUVAL  
15 ESCAMBIA  
16 FLAGLAR  
17 FRANKLIN  
18 GADSDEN  
19 GILCHRIST  
20 GLADES  
21 GULF  
22 HAMILTON  
23 HARDEE  
24 HENDRY  
25 HERNANDO  
26 HIGHLANDS  
27 HILLSBOROUGH  
28 HOLMES  
29 INDIAN RIVER  
30 JACKSON  
31 JEFFERSON  
32 LAFAYETTE  
33 LAKE  
34 LEE  
35 LEON  
36 LEVY  
37 LIBERTY  
38 MADISON  
39 MANATEE  
40 MARION  
41 MARTIN  
42 MIAMI-DADE  
43 MONROE  
44 NASSAU  
45 OKALOOSA  
46 OKEECHOBEE  
47 ORANGE  
48 OSCEOLA  
49 PALM BEACH  
50 PASCO  
51 PINELLAS  
52 POLK  
53 PUTNAM  
54 SANTA ROSA  
55 SARASOTA  
56 SEMINOLE  
57 ST. JOHNS  
58 ST. LUCIE  
59 SUMTER  
60 SUWANNEE

61 TAYLOR  
62 UNION  
63 VOLUSIA  
64 WAKULLA  
65 WALTON  
66 WASHINGTON

77 OTHER (SPECIFY)  
88 DON'T KNOW  
99 REFUSE

---

BASE: ALL RESPONDENTS (TRUE SUSPEND)

Q57. What is your 5-digit zip code?

¿Cuál es su código postal de 5 dígitos?

(RI: ENTER 5-DIGIT ZIP CODE, XXXXX)

88888 DON'T KNOW  
99999 REFUSE

---

BASE: ALL RESPONDENTS (TRUE SUSPEND)  
(UPDATE FOR 7/2012 = VALID YR BORN < OR = 1994)

Q58. In what month and year were you born?

¿En qué mes y año nació usted?

(RI: ENTER 2-DIGIT MONTH, XX)  
(RI: ENTER 4-DIGIT YEAR, XXXX)

\*\*\*REFUSE\*\*\* = RF  
(NEW FOR 2012 – (CONTINUE TO NEW Q54))

---

BASE: ALL RESPONDENTS (TRUE SUSPEND)

Q59. Do you or does anyone in your household currently have access to the Internet and the World Wide Web at your home

¿Tiene usted o alguien en su hogar acceso al Internet o a la red mundial en su vivienda?

YES	1
NO	2
DON'T KNOW	8
REFUSE	9

---

BASE: Q54= 1 (RESPONDENTS WHO HAVE ON-LINE/INTERNET ACCESS AT HOME) (TRUE SUSPEND)

Q60. In the future, we may be conducting a follow up survey to see if your attitudes or opinions have changed about the topics we discussed today and we would like to be able to include you. Would you please give me

your E-mail address? Remember, your address will remain strictly confidential and will not be given out to anyone.

En el futuro, estaremos llevando a cabo una encuesta de seguimiento para identificar si sus opiniones acerca de los temas discutidos el día de hoy han cambiado ¿Podría usted darme su dirección de correo electrónico? Recuerde, su correo electrónico se mantendrá estrictamente confidencial y no será compartido con nadie.

(RI: ENTER E-MAIL ADDRESS UP TO 40 SPACES. ENTER “00” FOR DO NOT HAVE E-MAIL; “88” FOR DON’T KNOW; “99” FOR REFUSE.)

BASE: ALL RESPONDENTS

Q61. RI, WAS THE SURVEY CONDUCTED IN...?

ENGLISH ONLY 1  
SPANISH ONLY 2  
BOTH SPANISH AND ENGLISH 3

(GO TO CLOSE)

CLOSE:

Thank you very much for your time and cooperation. Again, my name is (INSERT FIRST NAME) and I’d like to thank you for taking part in our survey. Have a nice (DAY/EVENING).

Muchas gracias por su tiempo y cooperación. De nuevo, mi nombre es (INSERT FIRST NAME) y quiero agradecerle por tomar parte en nuestra encuesta. Que tenga un(a) buen(a) (DÍA/TARDE).

DAC

7/24/2012 – third script issued on this day

### Script Summary Change Log

Date Change	Author of Change	Change Request	Summary of Changes
07/18/2012	DAC	Insert Q54	Access to Internet Question
07/18/2012	DAC	Insert Q55	Collect email address
07/18/2012		Change current Q55 number to Q56	Renumber – Question verbiage or logic does not change
7/19/2012	DAC	Inserted Spanish translation for Q54 & Q55	Spanish translation
7/19/2012	DAC	Inserted Spanish statement for RIs to say when they reach a Spanish speaking respondent	Insert at the HELLO screen
7/20/2012	DAC	Delete “The Nielsen Company” on the Hello Screen	Replace with just “Nielsen”

7/23/2012	DAC	Insert Q22B1, Q22B2. Strike out Q22C intro line	Insert Constitutional Amend Qs.
7/24/2012	DAC	Insert a 2 new stubs to Q38 and to Q38A	Gov. Questions
7/24/2012	DAC	Inserted Spanish translation for Q22B1 & Q22B2	Spanish translation inserted
7/24/2012	DAC	Inserted Spanish translation for new stubs on Q38 & Q38A	Spanish translation inserted to stubs
7/24/2012	DAC	Add back in Q38A to script that was org. deleted for 2012	Added Question back in
7/31/2012	JSS	Q53 -- (UPDATE FOR 7/2012 = VALID YR BORN < OR = 1994)	UPDATED Q53

QUESTIONS ELIMINATED

~~(DELETE FOR 7/2012)~~

~~BASE: ALL RESPONDENTS~~

~~Q38B. Government officials have suggested dropping public notices in newspapers and placing them on government-run websites. If public notices were eliminated from newspapers and only made available on government websites, would you read them as often?~~

~~Oficiales gubernamentales han sugerido quitar los comunicados públicos de los periódicos, y en lugar, ponerlos en los sitios web (websites) del gobierno. Si los comunicados públicos fuesen eliminados de los periódicos y solo estuviesen disponibles en sitios web (websites) del gobierno, los leería usted con la misma frecuencia?~~

~~(DON'T READ) (SINGLE RESPONSE)~~

~~1 YES~~

~~2 NO~~

~~8 DON'T KNOW/NOT SURE~~

~~9 REFUSE~~

~~(DELETE FOR 7/2012)~~

~~BASE: ALL RESPONDENTS~~

~~Q38C. Would you support making hard decisions on cutting spending and inefficiency to repay the \$2 billion unemployment compensation loan to the federal government?~~

~~¿Apoyaría usted decisiones difíciles en cuanto a reducir el gasto y la ineficiencia para pagar los \$2 mil millones de préstamo de compensación de desempleo al gobierno federal?~~

~~(DON'T READ) (SINGLE RESPONSE)~~

~~1 YES~~

~~2 NO~~

~~8 DON'T KNOW/NOT SURE~~

~~9 REFUSE~~

~~(DELETE FOR 7/2012)~~

~~BASE: ALL RESPONDENTS (TRUE SUSPEND)~~

~~Q24A. Which do you think should be done first to improve Florida's K-12 school system?~~

~~¿Qué piensa usted que debería hacerse primero para mejorar el sistema escolar K-12 de la Florida?~~

~~(READ ENTIRE LIST) (SINGLE RESPONSE)~~

~~LIST: (ROTATE FIRST TWO CHOICES)~~

- ~~1 Reward good teachers with financial incentives / Premiar a los buenos profesores con incentivos financieros~~  
~~2 Get rid of ineffective teachers / Deshacerse de profesores poco efectivos~~  
~~3 MUST DO BOTH SIMULTANEOUSLY~~  
~~8 DON'T KNOW/NOT SURE~~  
~~9 REFUSE~~
- 

~~(DELETE FOR 7/2012)~~

~~BASE: ALL RESPONDENTS (TRUE SUSPEND)~~

~~Q24B. Do you support basing a teacher's pay on his or her students' progress made during the school year?~~

~~¿Está de acuerdo usted con basar el salario de un profesor en el progreso que sus estudiantes hagan durante el año escolar?~~

~~(DON'T READ) (SINGLE RESPONSE)~~

- ~~1 YES~~  
~~2 NO~~  
~~8 DON'T KNOW/NOT SURE~~  
~~9 REFUSE~~
- 

~~(ADD FOR 7/2012)~~

~~BASE: Q20=1 (REGISTERED VOTERS)~~

~~Q22A. Thinking about voting, when you get to the section of the ballot with all the constitutional amendments, do you usually vote on all of them, vote on just some, or skip over all of them?~~

~~(ADD SPANISH)~~

~~Piense en el momento en que usted está votando y llega a la sección en la boleta electoral en la que aparecen las enmiendas o modificaciones constitucionales, ¿usualmente vota en todas ellas, en algunas solamente, o las ignora y no las marca?~~

- ~~1 Vote on all of them/Vota en todas~~  
~~2 Vote on just some/Vota en algunas~~  
~~3 Or Skip over all of them?/¿Las ignora, no las marca?~~

- ~~8 DON'T KNOW/NOT SURE~~  
~~9 REFUSE~~
- 

~~(ADD FOR 7/2012)~~

~~BASE: Q20=1 (REGISTERED VOTERS)~~

~~Q22B. How often do you think constitutional amendments get put on the ballot that really should not be there? Would you say...(READ LIST)?~~

~~(ADD SPANISH)~~

~~¿Con qué frecuencia piensa usted que las enmiendas constitucionales que se incluyen en las boletas electorales no deberían realmente aparecer en las mismas? Usted diría que lo piensa... (READ LIST)?~~



\_\_\_\_\_ 1 \_\_\_\_\_ Often/Frecuentemente  
\_\_\_\_\_ 2 \_\_\_\_\_ Sometimes/A veces  
\_\_\_\_\_ 3 \_\_\_\_\_ Never/Nunca

\_\_\_\_\_ 1 \_\_\_\_\_ Often  
\_\_\_\_\_ 2 \_\_\_\_\_ Sometimes  
\_\_\_\_\_ 3 \_\_\_\_\_ Never

\_\_\_\_\_ 8 \_\_\_\_\_ DON'T KNOW/NOT SURE \_\_\_\_\_  
\_\_\_\_\_ 9 \_\_\_\_\_ REFUSE

(ADD FOR 7/2012)

BASE: Q20-1 (REGISTERED VOTERS)

Q22B1. Now, I am going to read some sets of statements. Please tell me which statement comes closest to your own opinion.

\_\_\_\_\_ The wording of constitutional amendments is generally easy to understand, or The wording of constitutional amendments is generally confusing

(ADD SPANISH)

\_\_\_\_\_ Ahora le voy a leer una serie de oraciones. Por favor dígame cual oración se acerca más a su opinión.

\_\_\_\_\_ La redacción de las enmiendas o modificaciones constitucionales por lo general son fáciles de entender O, La redacción \_\_\_\_\_ de las enmiendas o modificaciones constitucionales son por lo general confusas.

\_\_\_\_\_ 1 \_\_\_\_\_ Easy to understand.  
\_\_\_\_\_ 2 \_\_\_\_\_ Generally confusing

\_\_\_\_\_ 8 \_\_\_\_\_ DON'T KNOW/NOT SURE  
\_\_\_\_\_ 9 \_\_\_\_\_ REFUSE

BASE: ALL RESPONDENTS (TRUE SUSPEND)

Q33C. If the State Legislature has to reduce current spending levels to help balance the state budget, which of the following service areas would you recommend be reduced FIRST? SECOND?

\_\_\_\_\_ Si la Legislatura del Estado tiene que reducir los niveles actuales de gasto para ayudar a equilibrar el presupuesto estatal, ¿cuál de las siguientes áreas de servicio recomienda usted que se reduzca PRIMERO? DESPUES?

CATI NOTE: RECORD FIRST MENTION, THEN RECORD SECOND MENTION IN ORDER.

~~(READ ENTIRE LIST)~~

~~(MULTIPLE RESPONSE - MAXIMUM 2 RESPONSES~~

~~ALLOWED)~~

~~LIST (SCRAMBLE/ROTATE)~~

~~01 — Transportation / Transporte~~

~~02 — Education / Educación~~

~~03 — Public Assistance / Asistencia Pública~~

~~04 — Health Care / Servicio de Salud~~

~~05 — Law Enforcement / Las Fuerzas de la Ley~~

~~06 — Prisons/Corrections Facilities / Prisiones/ Instalaciones Correccionales~~

~~07 — Public Employee Benefits/Pensions / Beneficios a los empleados públicos / Pensiones~~

~~08 — Environmental Programs / Programas del Medio Ambiente~~

~~09 — Economic Development / Desarrollo Económico~~

~~10 — A LITTLE FROM EACH CATEGORY~~

~~67 — NONE~~

~~88 — DON'T KNOW/NOT SURE~~

~~99 — REFUSE~~

BASE: ALL RESPONDENTS (TRUE SUSPEND)

Q7. Are you seriously considering moving out of the state of Florida?

¿Está usted considerando seriamente irse a vivir fuera del estado de Florida?

- 1 YES (GO TO Q8)
- 2 NO (GO TO Q10)
- 8 DON'T KNOW/NOT SURE (GO TO Q10)
- 9 REFUSE (GO TO Q10)

BASE: Q7=1 (CONSIDERING MOVING OUT OF FLORIDA) (TRUE SUSPEND)

Q8. Why are you considering moving out of Florida?

¿Por qué está considerando irse a vivir fuera del estado de Florida?

(DON'T READ) (MULTIPLE RESPONSE)

- 01/11 COST OF LIVING
- 02 LACK OF JOBS/ECONOMIC OPPORTUNITIES
- 03 FAMILY, HEALTH OR PERSONAL SITUATION
- 04 HIGH TAXES
- 05 PROPERTY/HOMEOWNERS INSURANCE RATES
- 06 QUALITY OF LIFE/WANT A CHANGE
- 07 PREFER COOLER CLIMATE
- 08 LACK OF HEALTH CARE SERVICES
- 09 TOO CROWDED
- 10 DEMOGRAPHICS/TYPE OF PEOPLE WHO LIVE HERE
- 12 POLITICS AND ELECTED OFFICIALS/CORRUPTION
- 13 COLLEGE/EDUCATION
- 14 FRAUD/CRIME
- 15 TRAFFIC/ROAD CONDITIONS
- 16 DECLINING HOUSING MARKET/PROPERTY VALUES
- 77 OTHER (SPECIFY) (GO TO Q8\_OTH)
- 88 DON'T KNOW/NOT SURE
- 99 REFUSE

BASE: ALL RESPONDENTS (TRUE SUSPEND)

Q13. Which of the following puts a greater stress on your personal finances, your annual property tax bill or your annual homeowner or property insurance premium?

¿Cuál de las siguientes opciones pone mayor presión en sus finanzas personales, su factura anual de los impuestos de la propiedad o la prima anual del seguro de la propiedad o del propietario?

(DON'T READ) (SINGLE RESPONSE)

- 1 PROPERTY TAX BILL
- 2 INSURANCE PREMIUM

- ~~3 — EQUAL~~
- ~~4 — DOES NOT APPLY/RENTING/LIVING WITH FRIENDS, FAMILY/ETC.~~
- ~~8 — DON'T KNOW~~
- ~~9 — REFUSE~~

-----  
-----

(ADD FOR 7/2012)

BASE: Q20=1 (REGISTERED VOTERS)

Q22B2 In general, I feel like I have enough information about the pros and the cons of each of the proposed amendments. Or I generally feel like I just get one side of the issue. Or I don't get enough information at all to decide how to vote on the amendment.

(ADD SPANISH)

En general, yo siento que tengo suficiente información acerca de los pros y contras de cada enmienda propuesta. O, Generalmente yo siento que sólo recibo información parcial. O, Yo no recibo suficiente información para poder decidir cómo votar con respecto a la enmienda.

- 1 Get enough information about pros & cons
- 2 Just get one side of the issue
- 3 Do not get enough information
- 4 SOME OF EACH

8 DON'T KNOW/NOT SURE

9 REFUSE

-  
) Q33B. The state of Florida is facing a \$3 billion or more short fall in 2011. The major ways to balance the budget are to RAISE TAXES AND INCREASE USER FEES (in order to keep the current level of services), CUT SPENDING, or TO DO A LITTLE OF EACH. Which approach do you prefer?

El estado de la Florida estará enfrentando un déficit de más de \$3 mil millones en el 2011. Las principales formas de equilibrar el presupuesto son AUMENTAR LOS IMPUESTOS Y AUMENTAR TARIFAS DE USUARIO (con el fin de mantener el nivel actual de servicios), RECORTAR EL GASTO, O HACER UN POCO DE TODO. ¿Qué enfoque prefiere usted?

(DON'T READ) (SINGLE RESPONSE)

- 1 RAISE TAXES
- 2 INCREASE USER FEES
- 3 CUT SPENDING
- 4 DO A LITTLE OF EACH

8 DON'T KNOW/NOT SURE

9 REFUSE

BASE: ALL RESPONDENTS (TRUE SUSPEND)

Q33AA In your opinion, how much does (INSERT LIST) pose a problem to people starting or operating a business in Florida? Would

Q33AI you say a lot, some or not much at all

En su opinión, ¿Qué tanto (INSERT LIST) representan un problema para las personas que inician o que operan un negocio en la Florida? ¿Diría usted que mucho, algo, no mucho?\_\_\_\_\_

(DON'T READ) \_\_\_\_\_ (SINGLE RESPONSE)

- 1 \_\_\_\_\_ A LOT
- 2 \_\_\_\_\_ SOME
- 3 \_\_\_\_\_ NOT MUCH AT ALL
- 8 \_\_\_\_\_ DON'T KNOW/NOT SURE
- 9 \_\_\_\_\_ REFUSE

\_\_\_\_\_ LIST (SCRAMBLE/ROTATE)

- A. \_\_\_\_\_ Licensing requirements / Los requisitos para licencias \_\_\_\_\_
- B. \_\_\_\_\_ Adhering to government rules and regulations / La adhesión a las reglas y regulaciones del gobierno \_\_\_\_\_
- C. \_\_\_\_\_ Finding skilled workers / Encontrar empleados calificados \_\_\_\_\_
- D. \_\_\_\_\_ Property insurance costs / Los costos de seguro a la propiedad \_\_\_\_\_
- E. \_\_\_\_\_ Finding an affordable location / Encontrar una ubicación asequible \_\_\_\_\_
- F. \_\_\_\_\_ Providing health care for employees / Proveer seguro de salud para empleados \_\_\_\_\_
- G. \_\_\_\_\_ Property taxes / Los taxes/impuestos a la propiedad \_\_\_\_\_
- H. \_\_\_\_\_ Avoiding frivolous lawsuits / Evitar demandas frívolas \_\_\_\_\_
- I. \_\_\_\_\_ Getting a loan or financing / Obtener un préstamo o financiamiento \_\_\_\_\_

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**(DELETE FOR 7/2012) — KEEP THIS QUESTION FOR 2012 AS OF 7/24/12**

**BASE: ALL RESPONDENTS (TRUE SUSPEND)**

Q38A. Medicaid, a health care program for the low income Floridians, is one of the most expensive and fastest growing programs in the state. Which of the following reforms, likely to be considered by the Florida Legislature, do you think would help control Medicaid costs the best?

\_\_\_\_\_ Medicaid, un programa de cuidado de salud para los floridianos de bajos ingresos, es uno de los más caros y de más rápido crecimiento en los programas del estado. ¿Cuál de las siguientes reformas, que puedan ser consideradas por la Legislatura de la Florida, cree usted que pueda ayudar más a controlar los costos de Medicaid?

\_\_\_\_\_ (READ ENTIRE LIST) \_\_\_\_\_ (SINGLE RESPONSE)

- \_\_\_\_\_ 1 \_\_\_\_\_ Reduce/eliminate Medicaid fraud / Reducir/eliminar el fraude de Medicaid
- \_\_\_\_\_ 2 \_\_\_\_\_ Cut benefits to recipients / Cortar beneficios a los beneficiarios
- \_\_\_\_\_ 3 \_\_\_\_\_ Impose stricter eligibility requirements / Imponer requisitos de elegibilidad que sean más estrictos
- \_\_\_\_\_ 4 \_\_\_\_\_ Cut amount paid to providers (doctors, hospitals, nursing homes, etc.) / Reducir el monto que se le paga a los proveedores (doctores, hospitales, hogares de ancianos, etc.)
- \_\_\_\_\_ 5 \_\_\_\_\_ Require Medicaid recipients to receive services through HMO's / Requerir a los beneficiarios de Medicaid que reciban servicios a través de HMO
- \_\_\_\_\_ **6 \_\_\_\_\_ Accept federal funds// Aceptar fondos federales**
- \_\_\_\_\_ 8 \_\_\_\_\_ DON'T KNOW/NOT SURE
- \_\_\_\_\_ 9 \_\_\_\_\_ REFUSE

BASE: ALL RESPONDENTS (TRUE SUSPEND)

Q17AA This November, Florida will elect a governor. Regardless of who wins, what should the Governor's top priority be after the election? (Re-worded)  
(DON'T READ) (SINGLE RESPONSE)

- 01 ~~CREATING JOBS/LOWER UNEMPLOYMENT RATES~~
- 02 ~~IMPROVING FLORIDA'S ECONOMY; ECONOMIC DEVELOPMENT~~
- 03 ~~IMPROVING THE EDUCATION SYSTEM~~
- 04 ~~PROTECTING THE ENVIRONMENT~~
- 05 ~~IMMIGRATION REFORM~~
- 06 ~~REGULATORY REFORM AND RELIEF~~
- 07 ~~LAWSUIT ABUSE REFORM~~
- 08 ~~INSURANCE REFORM~~
- 09 ~~TAX RELIEF~~
- 10 ~~ALTERNATIVE ENERGY DEVELOPMENT~~
- 11 ~~RIDDING THE STATE OF CORRUPT/UNETHICAL EMPLOYEES~~
- 12 ~~APPLYING BUSINESS PRINCIPLES TO GOVERNMENT~~
- ~~13 BALANCING THE BUDGET~~
- ~~14 REDUCING THE SIZE OF GOVT.~~
- ~~15 REDUCE GOVT. INTRUSION INTO CITIZENS' LIVES (PROTECT INDIVIDUAL PRIVACY)~~
- ~~16 IMPROVE HONESTY & INTEGRITY OF GOVERNMENT OFFICIALS~~
- ~~17 HELP STATE'S SENIOR CITIZENS~~
- ~~18 HELP STATE'S CHILDREN~~
- ~~19 HEALTH CARE REFORM~~
- ~~20 IMPROVE OVERALL QUALITY OF LIFE/STANDARD OF LIVING~~
- ~~21 ADHERE TO ELECTION PROMISES~~
- ~~22 IMPROVE TRANSPORTATION SYSTEM~~
- ~~23 BIPARTISANSHIP/BUILD COALITIONS~~
- ~~24 REDUCE CRIME/DRUG PROBLEM/IMPROVE PRISON SYSTEM~~
- ~~25 CUT GOVERNMENT SPENDING~~
- ~~26 RESIGN~~
- ~~27 MORTGAGE CRISIS~~
- 
- ~~77 OTHER SPECIFY)~~
- ~~88 DON'T KNOW/NOT SURE~~
- ~~99 REFUSE~~

Qxx Do you favor a sales tax on Internet retail sales?

- 1 YES
- 2 NO

- 8 DON'T KNOW/NOT SURE
- 9 REFUSED

BASE: Q40=1, 2, 3 (CHILD ENROLLED IN PUBLIC, PRIVATE OR HOMESCHOOLED)

Q41. Do you currently have at least one child in high school, grade 9 through 12?

¿Tiene usted en la actualidad al menos un niño en la escuela de enseñanza superior, entre el nivel 9º y 12º?

- 1 YES
- 2 NO



8 ~~\_\_\_\_\_~~ DON'T KNOW/NOT SURE \_\_\_\_\_  
9 ~~\_\_\_\_\_~~ REFUSE \_\_\_\_\_

~~BASE: ALL RESPONDENTS (TRUE SUSPEND)~~

~~Q42. Do you have a child enrolled in college in Florida? (RI: If "YES" Do you have more than one currently in a Florida college?)~~

~~\_\_\_\_\_ ¿Tiene usted un niño inscrito en una universidad en Florida? (RI: If "YES" ¿Tiene usted más de un niño en la actualidad en una universidad de Florida?)~~

~~\_\_\_\_\_ (DON'T READ) \_\_\_\_\_ (SINGLE RESPONSE)~~

~~1 ~~\_\_\_\_\_~~ YES ONE \_\_\_\_\_  
2 ~~\_\_\_\_\_~~ YES MORE THAN ONE \_\_\_\_\_  
3 ~~\_\_\_\_\_~~ NO \_\_\_\_\_~~

~~8 ~~\_\_\_\_\_~~ DON'T KNOW/NOT SURE \_\_\_\_\_  
9 ~~\_\_\_\_\_~~ REFUSE \_\_\_\_\_~~

~~BASE: ALL RESPONDENTS (TRUE SUSPEND)~~

~~Q43. Are you the grandparent of a child that is currently enrolled in Florida public schools?~~

~~\_\_\_\_\_ ¿Es usted el/la abuelo(a) de un niño que está inscrito en la actualidad en las escuelas públicas de Florida?~~

~~1 ~~\_\_\_\_\_~~ YES \_\_\_\_\_  
2 ~~\_\_\_\_\_~~ NO \_\_\_\_\_  
8 ~~\_\_\_\_\_~~ DON'T KNOW/NOT SURE \_\_\_\_\_  
9 ~~\_\_\_\_\_~~ REFUSE \_\_\_\_\_~~

~~BASE: Q48=3 (HISPANIC OR LATINO)~~

~~Q49. Are you of Cuban descent?~~

~~\_\_\_\_\_ ¿Es usted descendiente de cubanos?~~

~~1 ~~\_\_\_\_\_~~ YES \_\_\_\_\_  
2 ~~\_\_\_\_\_~~ NO \_\_\_\_\_  
8 ~~\_\_\_\_\_~~ DON'T KNOW/NOT SURE \_\_\_\_\_  
9 ~~\_\_\_\_\_~~ REFUSE \_\_\_\_\_~~