



November 22, 2010

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## **I. Survey Methodology**

The Elon University Poll is conducted using a stratified random sample of households with telephones and wireless telephone numbers in the population of interest – in this case, citizens in North Carolina. The sample of telephone numbers for the survey is obtained from Survey Sampling International, LLC. Methodological information is also available at: <http://www.elon.edu/e-web/elonpoll/methodology.xhtml>.

### ***Selection of Households***

To equalize the probability of telephone selection, sample telephone numbers are systematically stratified according to subpopulation strata (e.g., a zip code, a county, a state, etc.), which yields a sample from telephone exchanges in proportion to each exchange's share of telephone households in the population of interest. Estimates of telephone households in the population of interest are generally obtained from several databases. Samples of household telephone numbers are distributed across all eligible blocks of numbers in proportion to the density of listed households assigned in the population of interest according to a specified subpopulation stratum. Upon determining the projected (or preferred) sample size, a sampling interval is calculated by summing the number of listed residential numbers in each eligible block within the population of interest and dividing that sum by the number of sampling points assigned to the population. From a random start between zero and the sampling interval, blocks are systematically selected in proportion to the density of listed household "working blocks." A *block* (also known as a *bank*) is a set of contiguous numbers identified by the first two digits of the last four digits of a telephone number. A working block contains three or more working telephone numbers. Exchanges are assigned to a population on the basis of all eligible blocks in proportion to the density of working telephone households. Once each population's proportion of telephone households is determined, then a sampling interval, based on that proportion, is calculated and specific exchanges and numbers are randomly selected. The methodology for the wireless component of this study starts with the determining which area code-exchange combinations in North Carolina are included in the wireless or shared Telcordia types. Similar to the process for selecting household telephone numbers, wireless numbers involve a multi-step process in which blocks of numbers are determined for each area code-exchange combination in the Telcordia types. From a random start within the first sampling interval, a systematic  $n$ th selection of each block of numbers is performed and a two-digit random number between 00 and 99 is appended to each selected  $n$ th block stem. The intent is to provide a stratification that will yield a sample that is representative both geographically and by large and small carrier. From these, a random sample is generated. Because exchanges and numbers are randomly selected by the computer, unlisted as well as listed household telephone numbers are included in the sample. Thus, the sample of telephone numbers generated for the population of interest constitutes a random sample of telephone households and wireless numbers of the population.

## ***Procedures Used for Conducting the Poll***

The survey was conducted Monday, November 15<sup>th</sup>, through Thursday, November 18<sup>th</sup>, of 2010. During this time calls were made from 5:00 pm to 9:00 pm on Monday through Thursday. The Elon University Poll uses CATI system software (Computer Assisted Telephone Interviewing) in the administration of surveys. For each working telephone number in the sample, several attempts were made to reach each number. Only individuals 18 years or older were interviewed; those reached at business or work numbers were not interviewed. For each number reached, one adult is generally selected based on whether s/he is the oldest or youngest adult. Interviews, which are conducted by live interviewers, are completed with adults from the target population as specified. Interviews for this survey were completed with 520 adults from North Carolina. For a sample size of 520, there is a 95 percent probability that our survey results are within plus or minus 4.4 percentage points (the margin of sampling error) of the actual population distribution for any given question. For sub-samples (a subgroup selected from the overall sample), the margin of error is higher depending on the size of the subsample. When we use a subsample, we identify these results as being from a subsample and provide the total number of respondents and margin of error for that subsample. In reporting our results, we note any use of a subsample where applicable. Because our surveys are based on probability sampling, there are a variety of factors that prevent these results from being perfect, complete depictions of the population; the foremost example is that of margin of sampling error (as noted above). With all probability samples, there are theoretical and practical difficulties estimating population characteristics (or parameters). Thus, while efforts are made to reduce or lessen such threats, sampling error as well as other sources of error – while not all inclusive, examples of other error effects are non-response rates, question order effects, question wording effects, etc. – are present in surveys derived from probability samples.

## ***Questions and Question Order***

The Elon University Poll provides the questions as worded and the order in which these questions are administered (to respondents). Conspicuous in reviewing some questions is the “bracketed” information. Information contained within brackets ( [ ] ) denotes response options as provided in the question; this bracketed information is rotated randomly to ensure that respondents do not receive a set order of response options presented to them, which also maintains question construction integrity by avoiding respondent acquiescence based on question composition. Some questions used a probe maneuver to determine a respondent’s intensity of perspective. Probe techniques used in this questionnaire mainly consist of asking a respondent if their response is more intense than initially provided. For example, upon indicating whether s/he is satisfied or dissatisfied, we asked the respondent “would you say you are very ‘satisfied’/‘dissatisfied’”. This technique is employed in some questions as opposed to specifying the full range of choices in the question. Though specifying the full range of options in questions is a commonly accepted practice in survey research, we sometimes prefer that the respondent determine whether their perspective is stronger or more intense for which the probe technique used. Another method for acquiring information from respondents is to ask an “open-ended” question. The open-ended question is a question for which no response options are provided, i.e., it is entirely up to the respondent to provide the response information.

## ***The Elon University Poll***

The Elon University Poll is conducted under the auspices of the Center for Public Opinion Polling (Hunter Bacot, Director & Mileah Kromer, Assistant Director), which is a constituent part of the Institute for Politics and Public Affairs (George Taylor, Director); both these organizations are housed in the department of political science at Elon University. These academic units are part of Elon College, the College of Arts and Sciences at Elon University. The Elon University administration, led by Dr. Leo Lambert, President of the university, fully support the Elon University Poll as part of its service commitment to state, regional, and national constituents. Dr. Hunter Bacot, a professor in the department of political science, directs the

Elon University Poll. Elon University students administer the survey as part of the University’s commitment to experiential learning where “students learn through doing.”

## II. Survey Instrument and Percent Distributions by Question

Interviews were completed with 520 adults from households in the North Carolina. For a sample size of 520, there is a 95 percent probability that our survey results are within plus or minus 4.4 percentage points (the margin of sampling error) of the actual population distribution for any given question. Due to rounding, column totals may not equal 100 percent as indicated. Data are weighted to reflect the adult population in terms of gender, age, and race.

About the Codes appearing in Questions and Responses	
<b>Response Options not offered</b>	Response options are <u>not</u> offered to the person taking the survey (respondent), but are included in the question as asked (and usually denoted by brackets, [ ]). Response options are generally offered only for demographic questions (background characteristic, e.g., age, education, income, etc.).
<b>v = volunteered response</b>	Respondents volunteer response option. As response options are <u>not</u> offered to those taking the survey, some respondents offer or volunteer response options. Though not all volunteered options can be anticipated, the more common options are noted.
<b>p = probed response</b>	Respondents self-place in this option or category. A probe maneuver is used in questions to allow the respondent to indicate whether her/his response is more intense than initially provided for in the choices appearing in the question. For example, on probe questions the interviewer, upon a respondent indicating that she/he is satisfied (or dissatisfied), is instructed to ask him/her “Would you say you are “very satisfied”?”

Now, I'm going to change topics and ask you about a proposed state government television channel . . .

As you may be aware, the North Carolina legislature is studying the possibility of a state government channel on television that would air the state legislative sessions, as well as legislative committee hearings.

How [interested or uninterested] are you in a television channel that would broadcast North Carolina state government? Would you say you are: [not at all interested, somewhat interested, or very interested]?

If respondent indicates “SOMEWHAT INTERESTED” or “VERY INTERESTED”, s/he is directed to next question;

If respondent indicated *another answer*, s/he skips the follow-up question.

	Oct 2008	Nov 2010
NOT AT ALL INTERESTED	29.0	42.4
SOMEWHAT INTERESTED	42.0	32.7
VERY INTERESTED	26.0	23.9
DON T CARE (v)	1.6	0.4
DON T KNOW (v)	1.5	0.4
REFUSED (v)	0.1	0.3
Total	100.0 N=477, +/-4.6	100.0 N=520; +/-4.4

**A new state government channel would likely televise other programs about state government . . . What types of programs, if any, would you have an interest in seeing on a state government channel?  
(Only asked of respondents indicating “SOMEWHAT INTERESTED” or “VERY INTERESTED“ to previous question)**

Type of Programming*	Percent indicating interest	
	Oct 2008	Nov 2010
CULTURE PROGRAMS (travel and tourism, history, museums, historic sites, state parks)	6%	3%
ECONOMIC DEVELOPMENT PROGRAMS (jobs, state incentives)	9%	12%
EDUCATION PROGRAMS (UNC system, Community Colleges, Elementary and Secondary schools)	9%	12%
ELECTION/PUBLIC AFFAIRS PROGRAMS (Debates, public talks, political experts)	8%	8%
ENVIRONMENTAL PROGRAMS (conservation issues, reduce/reuse/recycle instructions)	5%	2%
GOVERNMENT PROCEEDINGS (legislature, press conferences, courts, utilities, committee meetings)	16%	16%
HUMAN SERVICES (health care, immunization information, etc.)	6%	4%
TRANSPORTATION PROGRAMS (new modes, changes in routes, highway construction, new roads)	2%	1%
DON'T CARE ABOUT CONTENT (v)	4%	2%
OTHER (v)	9.1	10%
DON'T KNOW (v)	23%	13%

Note: Oct 2008: N=339; +/- 5.43. Nov 2010: N=294, +/- 5.8

\*multiple responses permitted; does not total 100 percent.

Now, I'd like to ask you a few questions about school vouchers. Just to make sure we are talking about the same thing, when we refer to school vouchers we are talking about a program that provides parents a fixed dollar amount per year to send their child to the private or religious school of their choice.

With this in mind, do you [agree or disagree] that parents who choose to educate their children in private or religious schools should receive a voucher from the state to pay for their child's education?

	Oct 2008	Nov 2010
STRONGLY DISAGREE (p)	22.9	33.7
DISAGREE	26.2	23.7
AGREE	23.2	19.3
STRONGLY AGREE (p)	18.3	19.8
THE ISSUE DOESN'T AFFECT ME (v)	1.9	0.6
DON T KNOW (v)	7.1	2.7
REFUSED (v)	0.3	0.3
Total	100.0 N=477, +/-4.6	100.0 N=520; +/-4.4

Thinking about the potential use of school vouchers in the North Carolina Public School system, please tell me which statement more accurately reflects your opinion:

**[#1: School vouchers will take money out of the public system, thus weakening the public school system,**

**or**

**#2: School vouchers will encourage competition among schools, thus strengthening the public school system]**

	Oct 2008	Nov 2010
[STATEMENT #1] SCHOOL VOUCHERS WILL WEAKEN THE PUBLIC SCHOOLS	45.6	54.7
[STATEMENT #2] SCHOOL VOUCHERS WILL STRENGTHEN THE PUBLIC SCHOOLS	40.7	37.4
NEITHER STATEMENT REFLECTS MY OPINION (v)	4.6	3.7
THE ISSUE DOESN T AFFECT ME (v)	1.8	0.3
DON T KNOW (v)	7.1	3.8
REFUSED (v)	0.1	0.2
Total	100.0 N=477, +/-4.6	100.0 N=520; +/-4.4

Changing topics slightly, I'd like to ask you a few questions about charter schools in North Carolina. . . Just to make sure we are talking about the same thing, charter schools are Kindergarten to 12th grade schools that are independently owned and operated, but are government funded and must meet state testing requirements . . . With this in mind, do you [support or oppose] using public funding for charter schools in North Carolina?

	Percent
STRONGLY OPPOSE (p)	17.0
OPPOSE	18.9
SUPPORT	35.2
STRONGLY SUPPORT (p)	18.2
DON T KNOW (v)	10.4
REFUSED (v)	0.3
Total (N=520; +/-4.4%)	100.0

As you may be aware, there is currently a cap or limit on the number of charter schools permitted in the state.

The limit on charter schools was originally put in place to keep the system from expanding too quickly and making sure these schools followed state requirements . . . some people now feel that charter schools should be available for more students throughout the state. In your opinion, should we [keep or eliminate] the current cap?

	Percent
ELIMINATE THE CURRENT CAP	30.3
KEEP THE CURRENT CAP	60.1
NEITHER (v)	1.1
THE ISSUE DOESN'T AFFECT ME (v)	1.2
DON T KNOW (v)	7.3
REFUSED (v)	0.1
Total (N=520; +/-4.4%)	100.0



Now, I'm going to read you some statements about charter schools . . . for each one, I want you to tell me whether you [agree or disagree] with it...

	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
<b>Charter schools improve student learning.</b>	3.2	17.9	48.0	15.7	15.1
<b>Charter schools harm the local school system by taking away funding.</b>	11.4	38.0	28.1	11.4	11.0
<b>Charter schools provide an education alternative to poorly performing public schools.</b>	5.2	15.2	45.7	23.3	10.6
<b>Charter schools will improve public school performance through competition</b>	10.4	28.0	35.6	13.9	12.0

Total: N=520; +/-4.4%