APPENDIX A

RECRUITMENT QUESTIONNAIRE AND DISCUSSION GUIDE

Schulman, Ronca & Bucuvalas Inc.
275 Seventh Avenue, Suite 2700   #3635
New York, NY 10001

PUBLIC TRANSPORTATION STUDY
RECRUITMENT SCREENER FOR TELEPHONE INTERVIEW

RESPONDENT NAME:_____

HOME TELEPHONE NUMBER: (____)_____

ADDRESS:_____

CITY:_____ STATE/PROVINCE:_____

DATE AND TIME OF APPOINTMENT (IN EASTERN TIME ZONE):

DATE: _____ TIME: _____ AM / PM

DAY OF WEEK: _____

TIME OF APPOINTMENT (IN RESPONDENT'S TIME ZONE: _____ AM / PM

TELEPHONE NUMBER FOR APPOINTMENT: (_____)_____

RESPONDENT SUMMARY:

GENDER: MALE / FEMALE

Q2 FOR PUBLIC TRANSIT: # _____

Q3:   YES / NO / DK

Q5 (AGE):   18-44 / 45-74

TRY TO GET AN EQUAL NUMBER OF MEN AND WOMEN TO PARTICIPATE. THIS MEANS ASKING TO SPEAK TO MEN FOUR OUT OF FIVE TIMES AT QUESTION 1.

1. Hello, my name is _____ and I'm calling from SRBI, a company that conducts polls and surveys which affect public policy decisions.

   May I speak to the (male/female) head of the household, age 18-74?

   Speaking to that person now: **PROCEED WITH Q.2**

   That person is unavailable: **ASK TO SPEAK TO OTHER GENDER HEAD OF HOUSEHOLD; REPEAT INTRO IF NECESSARY**

   No one in household age 18-74: Circle next uncircled number below

   01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20

   Refusal: Circle next uncircled number below

   01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20

2. We're conducting a survey on issues in your area and would like to include your opinions. The focus of our survey concerns transportation.

   I am going to read you a list of ways people in your community go to work, shopping centers, the theater, etc. I'd like you to think about the importance and impact each has in the area where you live. For each mode of transportation I read, please use a scale from 0 to 10, where a rating of "0" means you feel NOT AT ALL FAVORABLE toward that mode of transportation, while a rating of "10" means you feel EXTREMELY FAVORABLE toward that mode of transportation. Remember, we just want to know your opinion, with 0 being NOT AT ALL FAVORABLE, and 10 being EXTREMELY FAVORABLE. Let's start with (MODE). How would you rate your feelings towards (MODE)?

   Carpooling with a friend   _____

   Driving your own car   _____

   Public Transportation: this includes public buses, trains, or subways, but not taxis, carpools, vanpools, or jitney buses. **(If asked, a jitney bus is a small bus or van that transports people for a small fee, not run by the government.)**

   _____ **TERMINATE IF LESS THAN FIVE**

   TERMINATES: CIRCLE NEXT UNCIRCLED NUMBER BELOW

   01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20

3. Have you, yourself, ever used public transportation in your area? (**CIRCLE ONE ANSWER BELOW.**)

    Yes   1
    No   2 - > **skip to question 5**
    Don't know 3 - > **skip to question 5**

4. During the average month, how many one way trips do you take using public transportation in your area? Please consider a round trip as two one way trips. (**If unable to provide a number, ask for best estimate.**)

    _____

5. And now, just a quick question for classification purposes. Into which of the following categories does your age fall? (**Read list.**)

    18-24   1
    25-34   2
    35-44   3
    45-54   4
    55-64   5
    65-74   6
    Do not read:
    Refuse   7

Check to make sure that we're not getting too many recruits in this respondent's age range before proceeding. If we have too many age 45-74 or too many age 18-44 already, terminate. Circle next uncircled number below.

    01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20

6. **RECORD GENDER.**

    Male   1
    Female   2

7. I'd like to schedule you for a follow-up telephone interview of about one-half hour. If we can find a time that works out, we'll send you ten dollars in advance, and ten more dollars after that follow-up interview has occurred. Will you participate further? **(IF SPEAKING TO A CANADIAN AND YOU ARE ASKED IF U.S. DOLLARS OR CANADIAN, SAY U.S. DOLLARS.)**

> Yes   1 -> **PROCEED TO INSTRUCTIONS AT Q8**
> No   2 -> **THANK RESPONDENT AND CIRCLE NEXT**
> **UNCIRCLED**
>   **NUMBER BELOW**

> 01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20

8. **REFER TO OPEN APPOINTMENT SLOTS AND TIME ZONE CONVERSION TABLE FOR RESPONDENT'S MARKET. TO ALLOW FOR GREATER FLEXIBILITY FOR THOSE IN MOUNTAIN/PACIFIC TIME ZONES, TRY AND SCHEDULE THOSE IN ATLANTIC/EASTERN/CENTRAL TIME ZONES FOR EARLIER IN THE DAY (BEFORE 3 PM EASTERN).**

We're trying to set these up for the week of May 1, as early in the week as possible. Some days or times may not be available, but let's see what we can do.

REVIEW AVAILABLE DAYS AND TIMES WITH THE RESPONDENT, ALWAYS EXPRESSING THE TIME IN THEIR LOCAL TIME.

IF ABLE TO SCHEDULE, ASK:
What telephone number can we reach you at on that day and at that time? **WRITE THIS TELEPHONE NUMBER IN APPROPRIATE BLANKS ON FIRST PAGE. CONFIRM DATE AND TIME OF FOLLOW-UP WITH THE RESPONDENT NOW, IN HIS/HER LOCAL TIME. RECORD ALL PERTINENT INFORMATION (NAME, ADDRESS, TELEPHONE NUMBER, ETC. SO THAT WE CAN SEND HIM/HER MONEY IN ADVANCE).**

IF UNABLE TO SCHEDULE, THANK RESPONDENT, AND CIRCLE NEXT UNCIRCLED NUMBER BELOW.

> 01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20

INTERVIEW GUIDE

Introduction

- Purpose of study

- Permission to tape conversation

Warm Up: Role of transportation for you and your neighbors

Provide some details on current travel behavior, including the following:

- Modes of transportation (car driver, car passenger, transit bus, train, walk, bicycle)

- Different trip purposes (work, school, shopping, recreation, visiting)

- Time of day

- Length of trip

- Do you use transit on a regular basis? When was the last time?

- Why do you think other people use transit? Do you think people who use transit have a choice?

- Do people like you use transit?

- What are the advantages? Disadvantages? (Probe – Convenience, reliability, travel time, cost, status, safety, stress, flexibility, etc.)

How does transit fit into your community?

- Provides mobility?

- Supports economic growth?

- Takes people to work and school?

- Provides a safety net?

- Helps the environment?

- Provides a cheaper alternative to driving?

- Reduces pollution?

- Anything else?

Support:

- What do you think are the major issues affecting your or your community? (Education, health care, crime, transportation…)

- What other issues do you feel very strongly about (cancer, helping disaster victims…)

- Why and how do these issues affect you personally?

- What kinds of actions have you taken in support of these issues? (Voting for funding, talking to friends/acquaintances, fund raising, contributing money, attending meetings…) Why? Why not?

- What kinds of actions (if any) have you taken in support of transit? (Voting for funding, talking to friends/acquaintances, writing letters, attending meetings…) Why? Why not?

- In what situations would you take action on an issue that affects you or your community? What actions would you be willing to take? Why?

- In what situations would you take action to support transit? What actions would you be willing to take? Why?

APPENDIX B

LIST REDUCTION SURVEY

Public Transportation Attitudes Research
List Reduction Phase
Screening Questionnaire

INTRO:
Hello. My name is _____ from Schulman, Ronca & Bucuvalas, a national research firm. We are conducting a survey about transportation in this area. This survey is for research purposes only; we are not trying to sell anything.

S-1.   So that we interview a random cross-section of the population, may I please speak to the **(Youngest/Oldest) (Male/Female)** member of this household between the ages of 18 and 74? **(Will Alternate Asking For Youngest Vs. Oldest And For Male Vs. Female.)**

1 Speaking with respondent	**Record Gender in S-2**
2 Respondent comes to phone	**Repeat Intro. Confirm Age Range**
3 Not available	**Ask For and Record First Name. Schedule Callback.**
	Ask for "Name" at Callback. Read Intro. Do Not Ask S-1

At Callback.

4 No (male/female) in household	**See Instructions***
5 No one in household 18-74	**Thank & Terminate**
6 Refused	**Thank & Terminate**

***(If No One of Initially Selected Sex in Household, Ask Q.S-1 For Opposite Sex)**

(Speaking With Respondent:)
S-2   **(Record Gender)**

        1 Male
        2 Female

S-3.   I am now going to read you a list of ways people in your community go to work, shopping centers, the theater, etc. I'd like you to think about the importance and impact each has in the area where you live. For each mode of transportation I read, please use a scale from 0 to 10, where a rating of "0" means you feel NOT AT ALL FAVORABLE toward that mode of transportation, while a rating of "10" means you feel EXTREMELY FAVORABLE toward that mode of transportation. Remember, we just want to know your opinion, with 0 being NOT AT ALL FAVORABLE, and 10 being EXTREMELY FAVORABLE. Let's start with (MODE). How would you rate your feelings towards (MODE)? (ROTATE MODES.)

Interviewer: Public Transportation includes public buses, rail, and subway. It does not include private transportation such as taxis, jitney bus, carpools, or vanpools.

Public Transportation   _____
Carpooling with a friend   _____
Driving your own car   _____

If S-3= 5-10 to Public Transportation, Continue With Main Questionnaire. IF S-3 = 0-5/DK/REF to Public Transportation, Ask The Following Demographic Questions And Then Terminate.

D-2. These last questions are for classification purposes only. Into which of the following categories does your age fall? **(Read List)**

1 18-24
2 25-34
3 35-44
4 45-54
5 55-64
6 65 or older
Do Not Read:
7 Don't know/Not sure
8 Refused

D-3. **United States version:** Is your total annual household income before taxes… **(Read List)**?

Canadian version: In Canadian dollars, is your total annual household income before taxes… **(Read List)**?

1 Less than $25,000
2 $25,000 - $49,999
3 $50,000 - $74,999
4 $75,000 - $99,999
5 $100,000 - $149,999
6 $150,000 or over
Do Not Read:
7 Don't know/Not sure
8 Refused

THANK YOU VERY MUCH FOR YOUR TIME!

Public Transportation Attitudes Research
List Reduction Phase
Main Questionnaire

1a.   I'd like to start by asking about various mode of public transportation which may or may not be available in your area. For each mode I read, tell me if you've ever used it, never used it but you think they are available, or don't think they are available. Let's start with **(MODE).**

Thinking about various modes of public transportation, have you ever used **(MODE)** in your area, never used them but you think they are available in your area, or don't think they are available? **(DO NOT READ: DON'T KNOW/NOT SURE.) (IF YES, ASK 1b/1c FOR MODE IMMEDIATELY BEFORE ASKING 1a ABOUT NEXT MODE.)**

MODES:
Buses that run on a regular route with a regular schedule
Specialized services for people with disabilities
Trains, such as light rail or subways or other commuter trains
Ferries

ANSWER LIST:
1   Ever used in your area
2   Never used but think they are available in your area
3   Don't think they are available
Do Not read:
4   Don't know/not sure
5   Refused

1b.   When was the last time you used **(MODE)** in your area? **(DO NOT READ LIST UNLESS NECESSARY.)**

SCALE FOR ANSWERS:

In the last week	1
More than a week ago but within the last month	2
More than a month ago but within the last six months	3
More than six months ago but within the last year	4
More than a year ago	5

If "In the Last Week" For Mode, Ask Q.1c. Otherwise Return to Q1a And Ask Next Mode.

1c.   During the last seven days, how many trips did you take using **(MODE)**? If it's a round-trip and you used it both ways, consider that as two trips.

#___	Buses that run on a regular route with a regular schedule
#___	Specialized services for people with disabilities
#___	Trains, such as light rail or subways or other commuter trains
#___	Ferries

Ask All.

2. I'd like to read you some characteristics which some people have used to describe public transportation. Not everyone agrees about how good or bad public transportation is for these aspects. Thinking about public transportation <u>in general</u>, when it comes to **(PERCEPTION),** would you say that public transportation is excellent, very good, good, fair, or poor? **(ASK EACH, ROTATED). (CATI: In addition to answers below, provide DK & Refused, both as "Do Not Read")**

	<u>Excellent</u>	<u>Very Good</u>	<u>Good</u>	<u>Fair</u>	<u>Poor</u>
Going where you want to go	5	4	3	2	1
Being faster than driving	5	4	3	2	1
Eliminating the need to find parking	5	4	3	2	1
Eliminating the need to pay for parking	5	4	3	2	1
Being near your home or office	5	4	3	2	1
Being a dependable means of getting around	5	4	3	2	1
Getting people to their destinations on time	5	4	3	2	1
Having reasonable fares	5	4	3	2	1
Saving you money vs. driving	5	4	3	2	1
Being well-maintained	5	4	3	2	1
Being convenient in bad weather	5	4	3	2	1
Being clean	5	4	3	2	1
Being a safe way to get around	5	4	3	2	1
Having passengers you're comfortable to be with	5	4	3	2	1
Being a "cool" way to travel	5	4	3	2	1
Being a relaxed way to get around	5	4	3	2	1
Letting you do something relaxing while traveling	5	4	3	2	1
Being a pleasure to use	5	4	3	2	1
Being comfortable to use	5	4	3	2	1
Having helpful personnel	5	4	3	2	1
Being easy to get information on how to use	5	4	3	2	1
Being the least expensive way to get around	5	4	3	2	1
Being for people like you	5	4	3	2	1
Having a direct, positive impact on your life or those of people you know	5	4	3	2	1
Meeting the needs of a wide variety of people	5	4	3	2	1

Providing mobility to those who can't drive, such as seniors, teens, and people with disabilities	5	4	3	2	1
Helping those who can't afford a car to get around	5	4	3	2	1
Allowing people to be more independent	5	4	3	2	1
Giving people more choice in getting around	5	4	3	2	1
Decreasing the need to spend tax dollars on roads and highways	5	4	3	2	1
Making communities more attractive to businesses	5	4	3	2	1
Making more people interested in living in the area	5	4	3	2	1
Improving the quality of life for a community's residents	5	4	3	2	1
Helping some people cope with the needs of everyday life	5	4	3	2	1
Reducing congestion on the roads	5	4	3	2	1
Reducing society's energy consumption	5	4	3	2	1
Making America/Canada more independent of foreign oil	5	4	3	2	1
Reducing pollution	5	4	3	2	1
Being a good way to spend tax dollars	5	4	3	2	1
Being a good way to escape a natural or man-made disaster	5	4	3	2	1
Being an acceptable way to travel	5	4	3	2	1

3. Regardless of what you think of public transportation in your area, I'd like to know how important each of the following items are to you when you decide whether or not to support it in such ways as in talking to friends, voting on initiatives, or writing letters to politicians about public transportation.

Let's start with whether or not it **(PERCEPTION).** Would you say it is extremely important, very important, somewhat important, not too important, or not at all important when you decide whether or not to support public transportation? **(ASK EACH, ROTATED.) (CATI: In addition to answers below, provide DK & Refused, both as "Do Not Read")**

Whether or not it…

CATI: Every 5th or 6th item, add this prompt to the screen: "And, when you decide whether or not to support public transportation in such ways as talking to friends, voting, writing letters, and so on, how important is..."

	IMPORTANCE				
	Extremely	Very	Somewhat	Not Too	Not at all
Goes where you want to go	5	4	3	2	1
Is faster than driving	5	4	3	2	1
Eliminates the need to find parking	5	4	3	2	1
Eliminates the need to pay for parking	5	4	3	2	1
Is near your home or office	5	4	3	2	1
Is a dependable means of getting around	5	4	3	2	1
Gets people to their destinations on time	5	4	3	2	1
Has reasonable fares	5	4	3	2	1
Saves you money vs. driving	5	4	3	2	1
Is well-maintained	5	4	3	2	1
Is convenient in bad weather	5	4	3	2	1
Is clean	5	4	3	2	1
Is a safe way to get around	5	4	3	2	1
Has passengers you're comfortable to be with	5	4	3	2	1
Is a "cool" way to travel	5	4	3	2	1
Is a relaxed way to get around	5	4	3	2	1
Lets you do something relaxing while traveling	5	4	3	2	1
Is a pleasure to use	5	4	3	2	1
Is comfortable to use	5	4	3	2	1
Has helpful personnel	5	4	3	2	1

Is easy to get information on how to use	5	4	3	2	1
Is the least expensive way to get around	5	4	3	2	1
Is for people like you	5	4	3	2	1
Has a direct, positive impact on your life or those of people you know	5	4	3	2	1
Meets the needs of a wide variety of people	5	4	3	2	1
Provides mobility to those who can't drive, such as seniors, teens, and people with disabilities	5	4	3	2	1
Helps those who can't afford a car to get around	5	4	3	2	1
Allows people to be more independent	5	4	3	2	1
Gives people more choice in getting around	5	4	3	2	1
Decreases the need to spend tax dollars on roads and highways	5	4	3	2	1
Makes communities more attractive to businesses	5	4	3	2	1
Makes more people interested in living in the area	5	4	3	2	1
Improves the quality of life for a community's residents	5	4	3	2	1
Helps some people cope with the needs of everyday life	5	4	3	2	1
Reduces congestion on the roads	5	4	3	2	1
Reduces society's energy consumption	5	4	3	2	1
Makes America/Canada more independent of foreign oil	5	4	3	2	1
Reduces pollution	5	4	3	2	1
Is a good way to spend tax dollars	5	4	3	2	1
Is a good way to escape a natural or man-made disaster	5	4	3	2	1
Is an acceptable way to travel	5	4	3	2	1

4. Up till now we've been focusing on issues associated with transportation, but now I want to ask you about your feelings about other aspects of your life. I'm going to read you a series of statements. For each one, I want to know how well the statement describes you or your feelings.

Let's start with **(VALUE).** Does that describe you or your feelings completely, very well, somewhat, very little, or not at all? **(CATI: In addition to answers below, provide DK & Refused, both as "Do Not Read")**

	Describes me or my feelings…				
	Completely	Very Well	Some-what	Very Little	Not at all
People I care a lot about aren't able to drive	5	4	3	2	1
There's nothing wrong with being around strangers	5	4	3	2	1
Those who can't afford a car need help from others in the community	5	4	3	2	1
Every individual counts and can have an impact on political and social issues	5	4	3	2	1
I get involved in political and social issues that don't impact me directly	5	4	3	2	1
I fight for things only when they affect me personally	5	4	3	2	1
I like being able to come and go without worrying about timetables and schedules	5	4	3	2	1
It's important to find the fastest way in everything I do	5	4	3	2	1
Religion guides my actions	5	4	3	2	1
A social conscience guides my actions	5	4	3	2	1
I care about what other people think of me	5	4	3	2	1
I don't like to stand out	5	4	3	2	1
I tend to vote the same way as my neighbors do	5	4	3	2	1
I'm generally trustful of new people	5	4	3	2	1
It's good to be around people from all walks of life	5	4	3	2	1
I like talking to new people	5	4	3	2	1
I would always help a stranger in need	5	4	3	2	1
I need to have my personal space when I'm around others	5	4	3	2	1
We need to think about others in society	5	4	3	2	1
I'm willing to make compromises to help society	5	4	3	2	1
We need to help people who can't help themselves	5	4	3	2	1
We need to think about how our actions and decisions impact future generations	5	4	3	2	1

Making the wrong decisions about transit could cause severe problems for future generations	5	4	3	2	1
My vote is important to me	5	4	3	2	1
I want a voice in where my tax dollars go	5	4	3	2	1
I want my tax dollars to help my community	5	4	3	2	1
Government has a responsibility to improve the community	5	4	3	2	1
Government already spends enough on community issues	5	4	3	2	1
Spending my tax dollars on upgrading community services like transportation is a waste of my money	5	4	3	2	1
One vote doesn't matter	5	4	3	2	1
We need to take care of the planet	5	4	3	2	1
Attention to the environment hurts the economy	5	4	3	2	1
We put too much emphasis on the environment	5	4	3	2	1
Undeveloped land should be used for new housing and businesses	5	4	3	2	1
I believe what I read and hear in the media	5	4	3	2	1
Personal experience is the best way to convince me to act	5	4	3	2	1
I am influenced by well-known, prominent individuals	5	4	3	2	1
I'm influenced by politicians	5	4	3	2	1
I believe celebrities when they get behind a cause	5	4	3	2	1

Demographics

The last few questions are for classification purposes only.

*

D-1 **Record Gender:**

    1   Male
    2   Female

D-2.   Into which of the following categories does your age fall?   **(Read List)**

    1   18-24
    2   25-34
    3   35-44
    4   45-54
    5   55-64
    6   65 or older
    Do Not Read:
    7   Don't know/Not sure
    8   Refused

D-3.   **United States version:** Is your total annual household income before taxes… **(Read List)**?

   Canadian version: In Canadian dollars, is your total annual household income before taxes… **(Read List)**?

    1   Less than $25,000
    2   $25,000 - $49,999
    3   $50,000 - $74,999
    4   $75,000 - $99,999
    5   $100,000 - $149,999
    6   $150,000 or over
    Do Not Read:
    7   Don't know/Not sure
    8   Refused

THANK YOU VERY MUCH FOR YOUR TIME!

APPENDIX C

MAIN QUESTIONNAIRE

Public Transportation Attitudes Research
Screening Questionnaire

INTRO:
Hello. My name is _____ from Schulman, Ronca & Bucuvalas, a national research firm. We are conducting a survey about transportation in this area. This survey is for research purposes only; we are not trying to sell anything.

S-1.   So that we interview a random cross-section of the population, may I please speak to the **(Youngest/Oldest) (Male/Female)** member of this household between the ages of 18 and 74?
 (Will Alternate Asking For Youngest Vs. Oldest And For Male Vs. Female.)

   1 Speaking with respondent   **Record Gender in S-2**
   2 Respondent comes to phone   **Repeat Intro. Confirm Age Range**
   3 Not available   **Ask For and Record First Name. Schedule Callback.**
                                     Ask for "Name" at Callback. Read Intro.   Do Not Ask S-1 At
   Callback.

   4 No (male/female) in household   **See Instructions***
   5 No one in household 18-74   **Thank & Terminate**
   6 Refused   **Thank & Terminate**
*(If No One of Initially Selected Sex in Household, Ask Q.S-1 For Opposite Sex)

(Speaking With Respondent:)
S-2   **(Record Gender)**

   1 Male
   2 Female

S-3.   I am now going to read you a list of ways people in your community go to work, shopping centers, the theater, etc. I'd like you to think about the importance and impact each has in the area where you live. For each mode of transportation I read, please use a scale from 0 to 10, where a rating of "0" means you feel NOT AT ALL FAVORABLE toward that mode of transportation, while a rating of "10" means you feel EXTREMELY FAVORABLE toward that mode of transportation. Remember, we just want to know your opinion, with 0 being NOT AT ALL FAVORABLE, and 10 being EXTREMELY FAVORABLE. Let's start with (MODE). How would you rate your feelings towards (MODE)? (ROTATE MODES.)

         Interviewer: Public Transportation includes public buses, rail, and subway. It does not include private transportation such as taxis, jitney bus, carpools, or vanpools.

         Public Transportation   _____
         Carpooling with a friend   _____
         Driving your own car   _____

   If S-3= 5-10 to Public Transportation, Continue With Main Questionnaire. IF S-3 = 0-4/DK/REF to Public Transportation, Ask the Following Demographic Questions and Then Terminate.

D-2. These last questions are for classification purposes only. Into which of the following categories does your age fall? **(Read List)**

    1   18-24
    2   25-34
    3   35-44
    4   45-54
    5   55-64
    6   65 or older
    Do Not Read:
    7   Don't know/Not sure
    8   Refused

D-3. **United States version:** Is your total annual household income before taxes… **(Read List)**?

    Canadian version: In Canadian dollars, is your total annual household income before taxes… **(Read List)**?

    1   Less than $25,000
    2    $25,000 - $49,999
    3    $50,000 - $74,999
    4    $75,000 - $99,999
    5    $100,000 - $149,999
    6    $150,000 or over
    Do Not Read:
    7   Don't know/Not sure
    8   Refused

Public Transportation Attitudes Research
Main Questionnaire

Awareness and Usage of Public Transportation

1a.   I'd like to start by asking about various modes of public transportation which may or may not be available in your area. For each mode I read, tell me if you've ever used it, never used it but you think it's available, or don't think it's available. Let's start with **(MODE).**

Thinking about various modes of public transportation, have you ever used **(MODE)** in your area, never used them but you think they are available in your area, or don't think they are available? **(DO NOT READ: DON'T KNOW/NOT SURE.) (IF "EVER USED," ASK 1b/1c FOR MODE IMMEDIATELY BEFORE ASKING 1a ABOUT NEXT MODE.)**

MODES:
Buses that run on a regular route with a regular schedule
Specialized services for people with disabilities
Specialized services for senior citizens
Trains, such as light rail or subways or other commuter trains
Ferries

ANSWER LIST:
1   Ever used in your area
2   Never used but think they are available in your area
3   Don't think they are available
Do Not read:
4   Don't know/not sure
5   Refused

1b.   When was the last time you used **(MODE)** in your area? **(DO NOT READ LIST UNLESS NECESSARY.)**

SCALE FOR ANSWERS:
In the last week	1
More than a week ago but within the last month	2
More than a month ago but within the last six months	3
More than six months ago but within the last year	4
More than a year ago	5

If "In the Last Week" For Mode, Ask Q.1c. Otherwise Return to Q1a And Ask Next Mode.
1c.   During the last seven days, how many trips did you take using **(MODE)**? If it's a round-trip and you used it both ways, consider that as two trips.

#___   Buses that run on a regular route with a regular schedule
#___   Specialized services for people with disabilities
#___   Specialized services for senior citizens
#___   Trains, such as light rail or subways or other commuter trains
#___   Ferries

Decision Making Processes

Use different wordings for 2a/b/c, depending on whether there are any modes aware of in 1a (answers 1 or 2 to any modes) or not aware of any modes in 1a (3-5 for all modes). If aware of any, use the "1" wordings of 2a/b/c; if not aware of any, use the "2" wordings of 2a/b/c.

2a-1.   When you try to decide whether or not to use the public transportation in your area, do you rely on what you already know, or do you try to get additional information? **(DO NOT READ LIST)**

2a-2.   If you were to try to decide whether or not to use the public transportation in your area, would you rely on what you already know, or would you try to get additional information? **(DO NOT READ LIST)**

Rely on what already know	1	**SKIP TO 2d**
Try to get additional information	2	**ASK 2b**
Don't know	3	**SKIP TO 2d**

2b-1.   Where do you turn for additional information? **(DO NOT READ LIST. ACCEPT ALL THAT APPLY.)**

2b-2.   Where would you turn for additional information? **(DO NOT READ LIST. ACCEPT ALL THAT APPLY.)**

Other people	1
Maps on hand	2
Internet/Online resources	3
Telephone information	4
Newspaper/television advertisements	5
Other (Specify)_____	6
Don't know	7
Refused	8

IF OTHER PEOPLE IN 2b, ASK:
2c-1.   What other people give you additional information or help you decide? **(DO NOT READ LIST. ACCEPT ALL THAT APPLY.)**

2c-2.   What other people would give you additional information or help you decide? **(DO NOT READ LIST. ACCEPT ALL THAT APPLY.)**

Spouse	1
Other family	2
Employer/Co-workers	3
Friends	4
Neighbors	5
Other (SPECIFY)	6
Don't know	7
Refused	8

2d.   How many minutes does it take to walk from your home to the closest public transportation stop or station?

_____ (Minutes)

2e.   And, how long would it take you to get from your home to the closest public transportation stop or station <u>by car</u>, in minutes?

_____ (Minutes)

Overall Perceptions of Public Transportation

IF AWARE OF ANY FORMS OF PUBLIC TRANSPORTATION IN AREA (AT LEAST ONE MODE IN Q1a = "Ever Used in Your Area" OR "Never Used But Think They Are Available In Your Area") CONTINUE WITH Q3a. OTHERWISE SKIP TO Q3c.

3a. Overall, based on anything you know or might have seen or heard, how would you rate public transportation in your area? Let's use a scale from zero to ten, where a ten means "excellent" and a zero means "poor," and you can use any point in between.

  _____

3b. Based on anything you know or might have seen or heard, how would you rate public transportation <u>in general,</u> that is, including not just your area but also elsewhere in your (**US read in "state", Canada read in "province"**) or country? Let's use the same scale from zero to ten, where a ten means "excellent" and a zero means "poor," and you can use any point in between. How would you rate public transportation <u>in general</u>? **RECORD ANSWER THEN SKIP INSTRUCTIONS BEFORE TO Q4.**

  _____

3c. Overall, based on anything you know or might have seen or heard, how would you rate public transportation <u>in general</u>, that is, elsewhere in your (**US read in "state", Canada read in "province"**) or country? Let's use a scale from zero to ten, where a ten means "excellent" and a zero means "poor," and you can use any point in between.

  _____

Perceptions of Public Transportation on Characteristics

IF AWARE OF ANY FORMS OF PUBLIC TRANSPORTATION IN AREA (AT LEAST ONE MODE IN Q1a = "Ever Used in Your Area" OR "Never Used But Think They Are Available In Your Area") ASK Q4 USING WORDING 4a. OTHERWISE USE WORDING 4b. CATI: Allow Don't Know/Refused, designated "Do Not Read."

4a.   Thinking about public transportation <u>in general</u>, that is, not just what's in your area, but also elsewhere in your (**US read in "state", Canada read in "province"**) or country, when it comes to **(PERCEPTION),** would you say that public transportation is excellent, very good, good, fair, or poor? **(ASK EACH, ROTATED). (If necessary, say:** Even if you have no personal experience, answer based on anything you may have seen or heard.)

4b.   Thinking about public transportation <u>in general</u>, such as elsewhere in your (**US read in "state", Canada read in "province"**) or country, when it comes to **(PERCEPTION),** would you say that public transportation is excellent, very good, good, fair, or poor? **(ASK EACH, ROTATED). (If necessary, say:** Even if you have no personal experience, answer based on anything you may have seen or heard.)

	Excel-lent	Very Good	Good	Fair	Poor
Giving people more choice in getting around	5	4	3	2	1
Helping those who can't afford a car to get around	5	4	3	2	1
Improving the quality of life for a community's residents	5	4	3	2	1
Providing mobility to those who can't drive, such as seniors, teens, and people with disabilities	5	4	3	2	1
Being a safe way to get around	5	4	3	2	1
Being convenient in bad weather	5	4	3	2	1
Being a dependable means of getting around	5	4	3	2	1
Being for people like you	5	4	3	2	1
Having a direct, positive impact on your life or those of people you know	5	4	3	2	1
Reducing pollution	5	4	3	2	1
Reducing society's energy consumption	5	4	3	2	1
Making (**CATI: if US read in "America", if Canada read in "Canada"**) more independent of foreign oil	5	4	3	2	1
Reducing congestion on the roads	5	4	3	2	1
Eliminating the need for parking	5	4	3	2	1
Saving you money vs. driving	5	4	3	2	1
Going where you want to go	5	4	3	2	1
Making communities more attractive to businesses	5	4	3	2	1
Making more people interested in living in the area	5	4	3	2	1
Being a good way to spend tax dollars	5	4	3	2	1
Being a good way to escape a natural or man-made disaster	5	4	3	2	1

Supporting Behaviors

5.   Regardless of what you think of public transportation in your area, do you consider yourself a supporter of public transportation in your area? Would you say you are… **(READ LIST)**

A very strong supporter	1	
A somewhat strong supporter	2	
A mild supporter	3	
Not really a supporter at all	4	**SKIP TO Q7**
Don't know/not sure	5	**SKIP TO Q7**
Refused	6	**SKIP TO Q7**

6.   Which of the following activities, if any, have you engaged in to support public transportation in the past few years? **(READ LIST, ROTATED.)**

	Yes	No	Don't Know	Refused
Voted for a candidate because he or she was in favor of public transportation	1	2	3	4
Attended a public meeting or town hall because you knew public transportation was being discussed	1	2	3	4
Written a letter or email to the local newspaper in support of public transportation	1	2	3	4
Said good things to your friends or co-workers about public transportation	1	2	3	4
Voted for a bill or bond issue which raised money for transit	1	2	3	4
Suggested public transportation to a group of friends going to a large public event	1	2	3	4
Arranged or help organized a meeting about public transportation in your building or neighborhood	1	2	3	4
Encouraged others to use transit	1	2	3	4
Spoken to your employer about getting transit programs and rideshare programs for employees	1	2	3	4
Contacted a public transit agency to recommend a change or improvement	1	2	3	4
Excluding this survey today, filled out a rider-comment card or participated in a survey for public transportation	1	2	3	4
Urged others to be patient while construction projects related to public transportation were in progress	1	2	3	4
Bought a souvenir such as a t-shirt or button from a public transportation agency	1	2	3	4
Signed up for email alerts regarding public transportation	1	2	3	4
Visited a website to learn more about public transportation in your area	1	2	3	4

Importance of Transit Characteristics

ASK ALL:
7.　Regardless of what you think of public transportation in your area, I'd like to know how important each of the following items are to you when you decide whether or not to support it.

Let's start with whether or not it **(PERCEPTION).** Would you say it is extremely important, very important, somewhat important, not too important, or not at all important when you decide whether or not to support public transportation? **(ASK EACH, ROTATED.)　CATI: Allow "Don't Know/Refused," designated as "Do Not Read."**

	IMPORTANCE				
	Ext-remely	Very	Some-what	Not Too	Not At All
Gives people more choice in getting around	5	4	3	2	1
Helps those who can't afford a car to get around	5	4	3	2	1
Improves the quality of life for a community's residents	5	4	3	2	1
Provides mobility to those who can't drive, such as seniors, teens, and people with disabilities	5	4	3	2	1
Is a safe way to get around	5	4	3	2	1
Is convenient in bad weather	5	4	3	2	1
Is a dependable means of getting around	5	4	3	2	1
Is for people like you	5	4	3	2	1
Has a direct, positive impact on your life or those of people you know	5	4	3	2	1
Reduces pollution	5	4	3	2	1
Reduces society's energy consumption	5	4	3	2	1
Makes (**CATI: if US read in "America", if Canada read in "Canada"**) more independent of foreign oil	5	4	3	2	1
Reduces congestion on the roads	5	4	3	2	1
Eliminates the need for parking	5	4	3	2	1
Saves you money vs. driving	5	4	3	2	1
Goes where you want to go	5	4	3	2	1
Makes communities more attractive to businesses	5	4	3	2	1
Makes more people interested in living in the area	5	4	3	2	1
Is a good way to spend tax dollars	5	4	3	2	1
Is a good way to escape a natural or man-made disaster	5	4	3	2	1

Values Ratings

8. Up till now we've been focusing on issues associated with transportation, but now I want to ask you about your feelings about other aspects of your life. I'm going to read you a series of statements. For each one, I want to know how well the statement describes you or your feelings.

   Let's start with **(VALUE).** Does that describe you or your feelings completely, very well, somewhat, very little, or not at all? **CATI: Allow "Don't Know/Refused," designated as "Do Not Read."**

	Describes Me Or My Feelings…				
	Com-pletely	Very Well	Some what	Very Little	Not at all
Communities need to help people become more self-sufficient and independent	5	4	3	2	1
It's important for people to be able to improve their own lives and the lives of their children	5	4	3	2	1
Spending my tax dollars on upgrading community services like transportation is a waste of my money	5	4	3	2	1
We need to take care of the planet	5	4	3	2	1
One vote doesn't matter	5	4	3	2	1
Those who can't afford a car need help from others in the community	5	4	3	2	1
Being unable to get from one part of town to another makes life more difficult than it should be	5	4	3	2	1
I'm willing to make compromises to help society	5	4	3	2	1
Government has a responsibility to improve the community	5	4	3	2	1
It's good to be around people from all walks of life	5	4	3	2	1
I want a voice in where my tax dollars go	5	4	3	2	1
I like being able to come and go without worrying about timetables and schedules	5	4	3	2	1
I get involved in political and social issues that don't impact me directly	5	4	3	2	1
I have to try something for myself in order to support it	5	4	3	2	1

Influentials

9. Now I'd like you to consider some different ways in which people express their opinions about issues in general, not just public transportation. Thinking back over the last 12 months, **(INSERT STATEMENTS, ROTATED.)**

	Yes	No	Don't know/ refused
Do you usually read the editorial page in the daily paper?	1	2	3
Do you usually read online Internet editorials or "blogs" (web logs)?	1	2	3
Have you written comments in Internet "blogs" (web logs) to express your opinion?	1	2	3
Have you written to or telephoned a radio or television station to express your opinion?	1	2	3
Have you taken an active part in some local civic issues?	1	2	3
Have you written to the editor of a magazine or newspaper?	1	2	3
Have you actively worked for a political party or candidate?	1	2	3
Have you addressed or spoken before a public meeting (such as a PTA or school board meeting)?	1	2	3
Have you written to or visited a public official about some matter of public business or to express your view on an issue?	1	2	3
Have you written or said something that has been published?	1	2	3

Demographics

The last few questions are for classification purposes only.

D-1 **Record Gender:**

   1 Male
   2 Female

D-2. Including yourself, how many adults ages 18 or older currently live in your household?

    # Adults: __   [1-8, 8=8 or more; DK/Ref=9]

D-3. And, how many children under the age of 18, if any, currently live in your household? Please include any infants.

    # Children: __   [0-8; 8=8 or more; DK/Ref=9]

D-4. How many cars in total, if any, are owned or leased by the members of your household?

    _____   [0-8; 8=8 or more; DK/Ref=9]
    #Cars

D-5. Do you live in a… **(Read list)**

   1   House
   2   Apartment
   3   Mobile home
   4   Other (specify)
   Do Not Read:
   5   Don't know/refused

D-6. What is the last grade of school you completed? **(Read List)**

   1   Grade school or less
   2   Some high school
   3   High school graduate
   4   Technical/training beyond high school
   5   Some college
   6   College graduate
   7   Graduate school
   Do Not Read:
   8   Don't know/Not sure
   9   Refused

D-7.   What is your ethnic origin? Would you say … **(Read List)**?

List for United States Interviews:

1   White
2   Black/African American
3   Asian, Pacific Islander
4   American Indian, Alaska native, or
7   Other **(Specify_____)**
Do Not Read:
8   Don't know/Not sure
9   Refused

List for Canadian Interviews:

1   White
2   Black
3   Asian, Pacific Islander
4   An Aboriginal Person, that is, North American Indian, Métis (PRONOUNCED 'MAY tee'), or Inuit (Eskimo), or
7   Other **(Specify_____)**
Do Not Read:
8   Don't know/Not sure
9   Refused

D-8.   Are you of Spanish, Hispanic or Latino origin?

1   Yes
2   No
3   Don't know/Not sure
4   Refused

D-9.   Are you… **(Read List)**?

1   Employed full-time
2   Employed part-time
Or are you…
3   A college student
4   Retired
5   A homemaker, or
6   Not employed
Do Not Read:
7   Other **(Specify:)** _____
8   Don't know/Not sure
9   Refused

D-10. Into which of the following categories does your age fall?   **(Read List)**

    1   18-24
    2   25-34
    3   35-44
    4   45-54
    5   55-64
    6   65 or older
    Do Not Read:
    7   Don't know/Not sure
    8   Refused

D-11. **United States version:** Is your total annual household income before taxes… **(Read List)**?

    Canadian version: In Canadian dollars, is your total annual household income before taxes… **(Read List)**?

    1   Less than $25,000
    2   $25,000 - $49,999
    3   $50,000 - $74,999
    4   $75,000 - $99,999
    5   $100,000 - $149,999
    6   $150,000 or over
    Do Not Read:
    7   Don't know/Not sure
    8   Refused

THANK YOU VERY MUCH FOR YOUR TIME!

APPENDIX D

ADDITIONAL SAMPLING NOTES

DEFINING MARKETS WITH FIXED ROUTE TRANSIT

Markets with fixed-route transit were defined by starting with the U.S. Census Bureau's *Journey to Work* data, and the Canadian Urban Transit Association's (CUTA) list of municipalities with transit.

The U.S. Census Bureau's *Journey to Work* data projects the number of people in every county in the United States who use transit as their primary method of getting to work, and by what mode. For efficiencies, we included counties that had at least 300 people using transit as their primary method of getting to work; these counties represented 72% of the population aged 18-74 and 98% of all those using transit to get to work. Counties meeting this criterion which are in Metropolitan Statistical Areas (MSA's) were assumed to have fixed-route transit. Counties meeting this criterion which are outside the boundaries of MSA's were checked for the presence of fixed-route transit and were eliminated if it wasn't present. A total of 467 counties were included in the pool for potential respondents.

CUTA's list of municipalities with transit accounts for 98% of the Canadian urban transit fleet. A sample of the list was audited to verify the presence of fixed-route transit. All the municipalities examined offered it, and the list was considered sufficiently accurate to use as a resource. To set the municipal boundaries for sampling, we used the Canadian postal service's Forward Sortation Unit (FSA) – the first three characters in the Canadian postal code. The eligible FSA's accounted for 56% of the population aged 18-74.

STRATIFIED SAMPLING PLAN

To ensure that data from important country and density subgroups was statistically reliable, a stratified sampling plan was used which disproportionately sampled the universe. A strict probability sample without stratification by country and density areas would have diminished the ability to draw conclusions about Canada and all lower densities given the smaller population size relative to all the markets.

U.S. counties and Canadian FSA's were divided into three strata of population densities: those with 800 or more people per square mile, those with 300-799, and those with fewer than 300. Target quotas were set for each of these six areas (three population density groups within each of the two countries). Canada and lower-density areas were over-sampled; the US and the highest density areas were under-sampled. See Table D-1.

To compensate for the stratified sampling plan, the data was weighted to align proportions based on contacts (all the people who were spoken to) whether or not they qualified for the study, using basic demographic information collected in the screening process.

- All the people who were screened were classified into the six density-country areas and weighted to equal the total population in each area, using U.S. Census Bureau or StatCan.

- Then, the figures were balanced so that each area's profile on age, gender, and household income aligned with these same statistics.

- With contacts in their correct proportion, those who qualified and went on to complete an interview were presumed to be representative of those in the universe.

Table D-1

Percentages of Population, Contacts, and

Weight Factors to Correct For Population Counts

By Country And Population Density

	Population %	Preliminary Quantitative Phase: Contacts %	Weight	Final Survey Phase: Contacts %	Weight
United States:	<u>90</u>	<u>86</u>		<u>86</u>	
High	52	25	2.03	26	1.98
Medium	24	28	0.86	29	0.82
Low	15	33	0.44	31	0.47
Canada:	<u>10</u>	<u>14</u>		<u>14</u>	
High	9	5	2.07	7	1.41
Medium	<1	5	0.09	4	0.10
Low	<1	5	0.07	4	0.10

SAMPLE LIST GENERATION

People in the United States and Canada were contacted using random digit dialing, utilizing telephone numbers provided by Survey Sampling International for both the United States and Canada. SSI's universe of telephone numbers consists of "blocks" of numbers spanning a range of one hundred (for instance, a block within area code 212 and exchange 779 might include numbers ranging from 212-779-7700 through 212-779-7799). SSI randomly selects "blocks" of telephone numbers. Within each randomly selected block a single telephone number is randomly selected for dialing.

A minimum of three attempts were made on each telephone number.

RESPONDENT SELECTION FOR INTERVIEW

When a potential respondent answered the phone, respondent selection was randomized, asking for either the youngest or the oldest male or female member of the household age 18-74.

- If that person had answered the phone or came to the call, the interview proceeded.

- If that person was not available, an attempt was made to schedule an appointment to speak to that person.

- If there was no one living in the household of the selected gender, the youngest/oldest person of the other gender was screened for the survey.

DATES AND TIMES OF INTERVIEWING

- Preliminary quantitative interview phase was conducted June 7-11, 2006; the final survey was conducted October 2-30, 2006.

- To maximize the representativeness of the sample and include working individuals, interviews were conducted during evenings and weekends.

APPENDIX E

INTERVIEWING PROTOCOLS

INTERVIEWING PROTOCOLS

The sequence of questions and their content was carefully controlled through computer programming. For example, questions about awareness and usage of transit modes in the respondents' area were completely randomized: some respondents might be asked about ferries first, while others might be asked about trains or buses. Similarly, the order of items in lists pertaining to support behaviors, transit characteristics, values statements, and *Influentials* behaviors were also completely randomized.

Questions 2b and 2c (regarding transit information resources) allowed for multiple answers; all other questions permitted only one answer. Respondents were allowed to refuse to answer questions or say they did not know.

The following questionnaire content was customized according to the respondent's country:

- The characteristic "makes your country more independent of foreign oil" was actually read to the respondent as "makes [America/Canada] more independent of foreign oil;"

- The demographic question regarding household income was phrased for "Canadian dollars" to avoid confusion;

- The demographic question regarding ethnic background used different lists of responses (e.g., "American Indian, Alaska native" in the United States, "An Aboriginal Person, that is, North American Indian, Métis, or Inuit [Eskimo]" in Canada).

APPENDIX F

MULTIVARIATE ANALYSES

FACTOR ANALYSIS

Introduction

Factor analysis identifies different groups ("factors") of items that are correlated with each other because they share an underlying meaning ("dimension"). These groups or factors tend to be somewhat independent of each other, and their underlying meanings generally do not overlap.

The strength of each item's tie to a factor is expressed through a score called a "factor loading," which ranges from +1.0 to -1.0. The closer the loading to +1.0 or -1.0, the stronger the item represents the underlying meaning. A positive factor loading means the item is in agreement with the underlying meaning of the group; a negative factor loading means the item is in disagreement with the underlying meaning of the group.

In some cases an item in a list may carry multiple meanings – one group of people interprets the item one way, another group interprets it another way – and these items may load into multiple groups.

Preliminary Survey

The preliminary survey (discussed in Chapter 4 of the report) was fielded to reduce the length of lists of transit features and values statements, in order to make the final survey more efficient.

For the transit features, respondents were asked how important transit's performance was on each feature when deciding whether or not to support transit (as with the final survey). For the values statements, respondents were asked how well each statement described them or their feelings.

Tables F-1 and F-2 present the basic results of these factor analyses. These analyses were the most important input to decisions made on the content for the final survey.

In cases where items loaded on more than one factor, the items were assigned to the factor where they loaded the highest or intuitively made the most sense.

Table F-1

Results of Factor Analysis of Ratings of

Transit Features as Determinants of Support

(Preliminary Quantitative Survey)

	Factor Loading:
Service to People:	
Allows people to be more independent	0.675
Gives people more choice in getting around	0.654
Helps those who can't afford a car to get around	0.634
Helps some people cope with the needs of everyday life	0.593
Improves the quality of life for a community's residents	0.572
Provides mobility to those who can't drive, such as seniors, teens, and people with disabilities	0.507
Has a direct, positive impact on your life or those of people you know	0.471
Meets the needs of a wide variety of people	0.440
Is an acceptable way to travel	0.383
Is a dependable means of getting around	0.379
Is a safe way to get around	0.370
Makes communities more attractive to businesses	0.331
Is clean	0.302
Makes more people interested in living in the area	0.300

Well-run:	
Is well-maintained	0.636
Gets people to their destinations on time	0.622
Is easy to get information on how to use	0.606
Is a safe way to get around	0.551
Is convenient in bad weather	0.519
Has helpful personnel	0.508
Is a dependable means of getting around	0.400
Provides mobility to those who can't drive, such as seniors, teens, and people with disabilities	0.398
Has passengers you're comfortable to be with	0.394
Is clean	0.371
Is well-run	0.361
Is comfortable to use	0.361
Is an acceptable way to travel	0.346
Helps those who can't afford a car to get around	0.318
Is a pleasure to use	0.302

Table F-1, Continued

Results of Factor Analysis of Ratings of

Transit Features as Determinants of Support

(Preliminary Quantitative Survey)

	Factor Loading:
Friendly:	
Lets you do something relaxing while traveling	0.648
Is a relaxed way to get around	0.614
Is for people like you	0.595
Is a "cool" way to travel	0.589
Has a direct, positive impact on your life or those of people you know	0.472
Is a pleasure to use	0.467
Has passengers you're comfortable to be with	0.427
Is an acceptable way to travel	0.406
Is well-run	0.367
Is comfortable to use	0.367
Is faster than driving	0.365
Saves you money vs. driving	0.304

Green:	
Reduces pollution	0.726
Reduces society's energy consumption	0.702
Makes America/Canada more independent of foreign oil	0.658
Reduces congestion on the roads	0.637
Decreases the need to spend tax dollars on roads and highways	0.492
Is faster than driving	0.346
Is a good way to spend tax dollars	0.331
Goes where you want to go	0.303
Saves you money vs. driving	0.302

Cheaper than driving:	
Eliminates the need to pay for parking	0.748
Eliminates the need to find parking	0.646
Saves you money vs. driving	0.520
Is comfortable to use	0.375
Is well-run	0.375
Is the least expensive way to get around	0.367
Is a relaxed way of getting around	0.304

For you:	
Goes where you want to go	0.674
Is near your home or office	0.566
Meets the needs of a wide variety of people	0.496
Gets people to their destinations on time	0.412
Has a direct, positive impact on your life or those of people you know	0.375
Is a dependable means of getting around	0.360
Is faster than driving	0.305

Table F-1, Continued

Results of Factor Analysis of Ratings of

Transit Features as Determinants of Support

(Preliminary Quantitative Survey)

	Factor Loading:
Community asset:	
Makes communities more attractive to businesses	0.565
Makes more people interested in living in the area	0.527
Is near your home or office	0.428
Decreases the need to spend tax dollars on roads and highways	0.372
Inexpensive:	
Has reasonable fares	0.761
Is the least expensive way to get around	0.477
Is a good way to spend tax dollars	0.331
Evacuation:	
Is a good way to escape a natural or man-made disaster	0.623
Is clean	0.417
Is a pleasure to use	0.336
Is faster than driving	0.330
Has helpful personnel	0.319
Makes more people interested in living in the area	0.305

Table F-2

Results of Factor Analysis of Values Statements

(Preliminary Quantitative Survey)

	Factor Loading:
Conservatism:	
Attention to the environment hurts the economy	0.614
Spending my tax dollars on upgrading community services like transportation is a waste of my money	0.597
We put too much emphasis on the environment	0.591
Undeveloped land should be used for new housing and businesses	0.574
I tend to vote the same way as my neighbors do	0.521
One vote doesn't matter	0.425
It's important to find the fastest way in everything I do	0.408
I fight for things only when they affect me personally	0.384
I believe celebrities when they get behind a cause	0.324

	Factor Loading:
Altruism:	
Those who can't afford a car need help from others in the community	0.655
We need to help people who can't help themselves	0.572
We need to think about others in society	0.546
People I care a lot about aren't able to drive	0.531
I'm willing to make compromises to help society	0.460
Making the wrong decisions about transit could cause severe problems for future generations	0.429
Government has a responsibility to improve the community	0.394
A social conscience guides my actions	0.323

	Factor Loading:
Liberalism:	
We need to take care of the planet	0.682
It's good to be around people from all walks of life	0.612
We need to think about how our actions and decisions impact future generations	0.531
I want a voice in where my tax dollars go	0.446
I believe celebrities when they get behind a cause	0.375
I like talking to new people	0.350
I'm willing to make compromises to help society	0.334
I want my tax dollars to help my community	0.321
Government has a responsibility to improve the community	0.320
We need to help people who can't help themselves	0.302

	Factor Loading:
Follower:	
I believe what I read and hear in the media	0.675
I am influenced by well-known, prominent individuals	0.672
I'm influenced by politicians	0.668
I believe celebrities when they get behind a cause	0.423
I care about what other people think of me	0.393
I tend to vote the same way as my neighbors do	0.383
A social conscience guides my actions	0.374
I fight for things only when they affect me personally	0.346

Table F-2, Continued

Results of Factor Analysis of Values Statements

(Preliminary Quantitative Survey)

	Factor Loading:
Political Activism:	
My vote is important to me	0.723
I get involved in political and social issues that don't impact me directly	0.531
Every individual counts and can have an impact on political and social issues	0.501
I want a voice in where my tax dollars go	0.488
Making the wrong decisions about transit could cause severe problems for future generations	0.438
There's nothing wrong with being around strangers	0.363

Trust of Strangers:	
I'm generally trustful of new people	0.643
I would always help a stranger in need	0.559
There's nothing wrong with being around strangers	0.552
I like talking to new people	0.548

Personal Viewpoint:	
Personal experience is the best way to convince me to act	0.723
I fight for things only when they affect me personally	0.471
Government already spends enough on community issues	0.334
One vote doesn't matter	0.327
It's important to find the fastest way in everything I do	0.303

Outer Directed:	
I don't like to stand out	0.803
I care about what other people think of me	0.456
Government already spends enough on community issues	0.453

Transit Unfriendly:	
I like being able to come and go without worry worrying about timetables and schedules	0.617
I need to have my personal space when I'm around others	0.613
I want my tax dollars to help my community	0.410

Inner Directed:	
Religion guides my actions	0.701
A social conscience guides my actions	0.380

Use of Factor Analysis in the Full Quantitative Survey

The full quantitative survey used factor analysis on two questions: once, on the ratings of transit performance on the specific features; secondly, on the list of support behaviors.

Tables F-3 and F-4 present the basic results of these factor analyses. The factor analysis of transit features produced the Transit Performance Concepts discussed in the report.

The results of the factor analysis on support behaviors display how all the items load consistently high on a single factor. As discussed in the report, this led us to conclude that support for transit is essentially a single dimension.

Table F-3

Results of Factor Analysis on Ratings of

Transit on Performance on Features

(Full Quantitative Survey)

	Factor Loading:
Green:	
Reducing pollution	0.761
Reducing society's energy consumption	0.742
Reducing congestion on the roads	0.693
Making your country more independent of foreign oil	0.628
Eliminating the need for parking[1]	0.619
Being a good way to spend tax dollars	0.610
For You:	
Being for people like you	0.749
Having a direct, positive impact on your life or those of people you know	0.684
Going where you want to go[2]	0.519
Saving you money vs. driving	0.481
Works:	
Being a safe way to get around	0.660
Being a dependable means of getting around	0.601
Being convenient in bad weather	0.590
Going where you want to go[2]	0.519
Eliminating the need for parking[1]	0.440
For The Disadvantaged:	
Providing mobility to those who can't drive, such as seniors, teens, and people with disabilities	0.761
Helping those who can't afford a car to get around	0.742
Giving people more choice in getting around	0.425
For The Community:	
Making more people interested in living in the area	0.721
Making communities more attractive to business	0.711
Improving the quality of life for a community's residents	0.465
Evacuation:	
Being a good way to escape a natural or man-made disaster	0.894

[1] This attribute was associated with two concepts: *Green* and *Works.*
[2] This attribute was associated with two concepts: *For You* and *Works.*

Table F-4

Results of Factor Analysis on

Support Behaviors Engaged In

(Full Quantitative Survey)

	Factor Loading:
Said good things to your friends or co-workers about public transportation	0.568
Encouraged others to use transit	0.560
Voted for a candidate because he or she was in favor of public transportation	0.530
Suggested public transportation to a group of friends going to a large public event	0.518
Excluding this survey today, filled out a rider-comment card or participated in a survey for public transportation	0.511
Spoken to your employer about getting transit programs and rideshare programs for employees	0.507
Contacted a public transit agency to recommend a change or improvement	0.506
Visited a website to learn more about public transportation in your area	0.480
Voted for a bill or bond issue which raised money for transit	0.460
Attended a public meeting or town hall because you knew public transportation was being discussed	0.453
Urged others to be patient while construction projects related to public transportation were in progress	0.440
Visited a website to learn more about public transportation in your area	0.401
Signed up for email alerts regarding public transportation	0.378
Written a letter or email to the local newspaper in support of public transportation	0.363
Arranged or help organized a meeting about public transportation in your building or neighborhood	0.347
Bought a souvenir such as a t-shirt or button from a public transportation agency	0.333

SEGMENTATION ANALYSIS

Introduction

Segmentation analysis is a technique that combines people into similar "segments" – groups of people who are similar to each other, but different from people in other groups.

The extent to which each person "belongs" in a segment is referred to their "rate of participation," expressed as a percentage. A value of 100% for a respondent in a specific segment means that they completely belong to a single segment. Respondents were assigned to the segment where their degree of participation was strongest.

Strength of the Segmentation Analysis

Importance Segments

The Importance segmentation yielded four segments: *Good For Us – Ecology; Good For Us – Mobility; Good For Me;* and *Works*. In a random environment, respondents would average 25% participation in each of the four segments. However, 54% of the respondents participate in one of the four Importance segments at a rate of 70% or better. (See Tables F-5 and F-6.)

Table F-5

Importance Segmentation Strength:

Respondents' Highest Participation Rates

	Total (1800) %
Percentage of respondents whose highest participation in a single Importance segment is:	
90-100%	26
80-89%	14
70-79%	14
60-69%	18
50-59%	18
40-49%	9
Less than 40%	1

Table F-6

Importance Segmentation Strength:

Cumulative Distribution of Respondents' Highest Participation Rates

	Total (1800) %
Percentage of respondents whose highest participation in a single Importance segment is:	
90% or better	26
80% or better	40
70% or better	54
60% or better	72
50% or better	90
40% or better	99
30% or better	100

Values Segments

The Values segmentation yielded five segments: *Society Do-Gooders*; *The World And Me*; *Walkers, Not Talkers; Self-Involved*; and *Apathetics*. In a random environment, respondents would average 20% participation in each of the five segments. Here too the tendency to belong to segments is far better than random: 48% of the respondents participate in one of the four segments at a rate of 70% or better. (See Tables F-7 and F-8.)

Table F-7

Values Segmentation Strength:

Respondents' Highest Participation Rates

	Total (1800) %
Percentage of respondents whose highest participation in a single Values segment is:	
90-100%	9
80-89%	17
70-79%	22
60-69%	18
50-59%	16
40-49%	13
Less than 40%	5

Table F-8

Values Segmentation Strength:

Cumulative Distribution of Respondents' Highest Participation Rates

	Total (1800) %
Percentage of respondents whose highest participation in a single Values segment is:	
90% or better	9
80% or better	26
70% or better	48
60% or better	66
50% or better	82
40% or better	95
30% or better	100

PATH ANALYSIS

Path analysis is a coordinated series of regression equations, in which the dependent variable in one equation becomes an independent variable for another equation, and the dependent variable in the second equation becomes an independent variable in yet another. Thus, each of the variables discussed as having direct impact on support for transit in the report can also have *indirect* impact on support, through intervening regression equations. The charts showing the net impact on support take into consideration the variables direct impact as well as their impact through the intervening regression equations.

Figure F-1 is a simple display of how a variable such as being in the *Self-Involved* value segment can drive support both directly as well as indirectly, through ratings of transit on the Transit Performance Concept *Green.*

This section of the appendix lays out the results of the Path modeling in greater detail. For each of the variables having direct impact on support that can be modeled further, the drivers of that variable are shown along with their beta coefficients.[1] This includes variables such as Value segments, perceptions of transit, transit usage, and attitudes towards the car. It excludes background variables such as country and education. Results of the Path analysis are summarized in Tables F-9 through F-39.

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[1] The power of each independent variable in a regression is expressed in a number called a "beta coefficient." Differences in their magnitude are an indication of their relative power, and the sign of the value (positive or negative) indicates if the variable has a positive relationship with the dependent variable or a negative relationship.
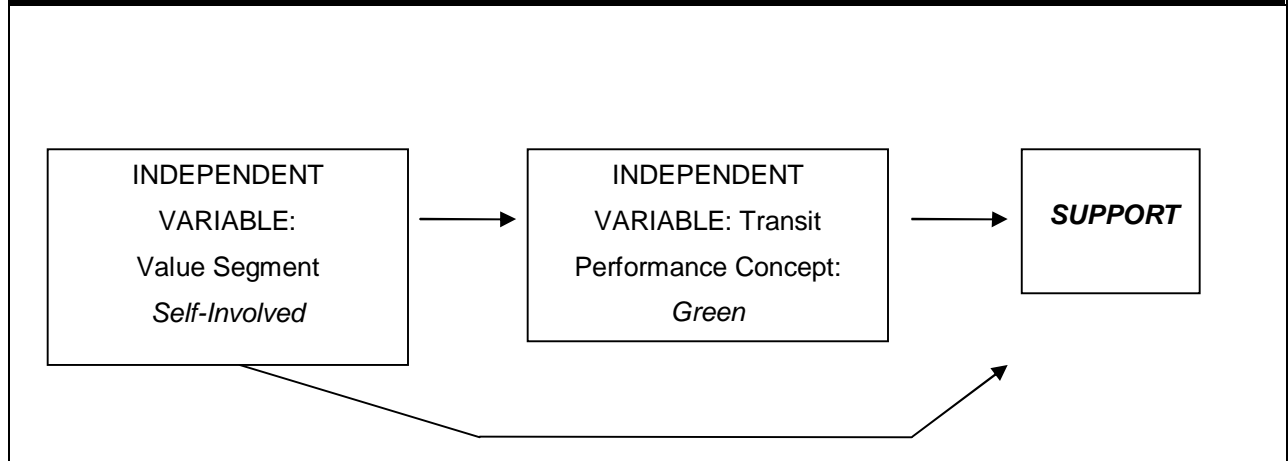
Figure F-1
Simple Path Description

INDEPENDENT VARIABLE: Value Segment *Self-Involved* → INDEPENDENT VARIABLE: Transit Performance Concept: *Green* → **SUPPORT**

Table F-9
Indirect Drivers of Support:
Drivers of Transit Usage
Among Total

	Beta Coefficient
Background: Live in high density area	22
Background: Number of cars in household	-17
Background: Apartment	12
Background: Number of minutes to walk to stop	-10
Background: Home maker	8
Background: Number of adults in household	8
Background: Income	8
Background: Canadian	7
Background: Student	7
Background: Employed full time	7
Background: Number of minutes to stop by car	-6
Background: Number of children in household	-6

Table F-10
Indirect Drivers of Support:
Drivers of Ratings of Transit Performance Concept: *For You*
Among Total

	Beta Coefficient
Behavior: Transit usage	17
Importance segment: *Good For Us – Mobility*	-13
Values segment: *Self-Involved*	-13
Background: Number of cars in household	-12
Background: Education	-10
Background: White	-9
Background: Number of minutes to walk to stop	-8
Background: Employed full time	-7
Values segment: *Talkers, Not Walkers*	-6
Background: Canadian	-6
Importance segment: *Good For Us - Green*	6
Background: Number of children in household	5

Table F-11
Indirect Drivers of Support:
Drivers of Seeking Additional Information About Transit
Among Total

	Beta Coefficient
Background: College graduate	13
Background: Male	-12
Background: Employed part time	-11
Background: Income	-9
Background: Number of cars in household	7
Background: Number of children in household	5
Background: White	5

Table F-12
Indirect Drivers of Support:
Drivers of Being in the Values Segment *Self-Involved*
Among Total

	Beta Coefficient
Background: Male	11
Background: College graduate	-10
Background: Student	-8
Background: Income	-6
Background: Black	-6
Background: Apartment	-5
Background: Number of adults in household	4

Table F-13 Indirect Drivers of Support: Drivers of Overall Favorability of the Importance Of Driving One's Own Car Among Total	
	Beta Coefficient
Behavior: Transit usage	-18
Values segment: *Society Do-Gooders*	-17
Background: Number of cars in household	15
Ratings of transit performance concept: *For you*	-13
Importance segment: *Good for us – Green*	-9
Values segment: *Apathetics*	-8
Importance segment: *Good for us – Mobility*	8
Background: Number of adults in household	-7
Ratings of transit performance concept: *Green*	-6
Background: Number of minutes to walk to stop	-6
Ratings of transit performance concept: *For disadvantaged*	6
Background: Number of children in household	5
Ratings of transit performance concept: *Works*	5
Background: Canadian	-5
Background: High school graduate	4
Ratings of transit performance concept: *For community*	4
Background: Student	4
Behavior: Seeking additional information on transit	-4

Table F-14
Indirect Drivers of Support:
Drivers of Being in the Values Segment _Society Do-Gooders_
Among Total

	Beta Coefficient
Background: Education	24
Background: Income	6
Background: Male	-6
Behavior: Seeking additional information on transit	5
Background: Employed	-5

Table F-15
Indirect Drivers of Support:
Drivers of Ratings of Transit Performance Concept: *Green*
Among Total

	Beta Coefficient
Importance segment: *Good For Us - Green*	17
Background: Black	-17
Values segment: *Self-Involved*	-17
Importance segment: *Works*	-16
Background: Education	10
Background: Number of minutes to walk to stop	9
Background: Number of cars in household	-9
Values segment: *Apathetics*	-7
Background: Male	7
Behavior: Transit usage	-5
Background: Canadian	4

Table F-16
Indirect Drivers of Support:
Drivers of Ratings of Transit Performance Concept: *For Community*
Among Total

	Beta Coefficient
Importance segment: *Good For Me*	11
Behavior: Transit usage	10
Values segment: *Society Do-Gooders*	9
Values segment: *Self-Involved*	-9
Background: Apartment	8
Background: Income	7
Background: College graduate	6
Background: Age	5
Background: Black	-5
Background: Number of minutes to stop by car	-5
Values segment: *Apathetics*	5

Table F-17 **Indirect Drivers of Support:** **Drivers of Overall Rating Of Local Public Transportation** **Among Total**	
	Beta Coefficient
Ratings of transit performance concept: *For You*	23
Behavior: Transit usage	19
Ratings of transit performance concept: *Works*	18
Background: Number of minutes to stop by car	-16
Background: Number of minutes to walk to stop	-13
Ratings of transit performance concept: *For Disadvantaged*	11
Importance segment: *Good For Us - Green*	-9
Ratings of transit performance concept: *Evacuation*	8
Background: Income	-7
Values segment: *Self-Involved*	6
Background: Male	5
Ratings of transit performance concept: *Green*	5
Background: Education	-5
Background: Home maker	4
Importance segment: *Good For Us - Mobility*	4
Background: Live in low density area	3

Table F-18
Indirect Drivers of Support:
Drivers of Ratings of Transit Performance Concept: *Works*
Among Total

	Beta Coefficient
Background: White	15
Background: Education	-14
Background: Number of cars in household	-9
Background: Black	8
Values segment: *Self-Involved*	-8
Background: Apartment	-6
Background: Male	6
Behavior: Transit usage	6
Values segment: *Apathetics*	-5

Table F-19
Indirect Drivers of Support:
Drivers Of Bus Usage
In Low Density Markets

	Beta Coefficient
Background: Live in an apartment	25
Background: Number of minutes to stop, by car	-24
Background: Age	-18
Background: Number of children in household	-12
Background: Number of adults in household	10
Background: Employed full time	-8

Table F-20
Indirect Drivers of Support:
Drivers Of Being in the Values Segment *Self-Involved*
In Low Density Markets

	Beta Coefficient
Background: Education	-15
Background: Number of adults in household	15
Behavior: Transit usage	-12
Behavior: Seeking additional information on transit	-11
Background: Age	10
Background: Employed full time	-9

Table F-21
Indirect Drivers of Support:
Drivers Of Seeking Additional Information About Transit
In Low Density Markets

	Beta Coefficient
Background: Number of cars in household	-13
Background: College graduate	10
Background: Number of children in household	8

Table F-22
Indirect Drivers of Support:
Drivers Of Being in the Values Segment *Society Do-Gooders*
In Low Density Markets

	Beta Coefficient
Background: Education	29
Behavior: Transit usage	13
Behavior: Seeking additional information on transit	8

Table F-23
Indirect Drivers of Support:
Drivers of Ratings of Transit Performance Concept:
Good For Community
In Low Density Markets

	Beta Coefficient
Importance segment: *Good for us - Green*	-18
Background: Number of minutes walk to stop	-13
Values segment: *Self-Involved*	-11
Behavior: Seeking additional information on transit	10
Background: Home maker	9
Background: Black	-9

Table F-24
Indirect Drivers of Support:
Drivers of Overall Favorability of the Importance of
Driving One's Own Car
In Low Density Markets

	Beta Coefficient
Ratings of transit performance concept: *Green*	-15
Values segment: *Self-Involved*	-15
Importance segment: *Good for us - Mobility*	14
Background: Male	-13
Background: Number of cars in household	13
Ratings of transit performance concept: *For you*	-12
Ratings of transit performance concept: *Evacuation*	11
Values segment: *Society Do-Gooders*	-10
Importance segment: *Works*	10
Background: Number of minutes to stop by car	-9
Background: Hispanic	-9
Behavior: Seeking additional information on transit	-8

Table F-25
Indirect Drivers of Support:
Drivers of Overall Favorability of the Importance of
Public Transportation
In Low Density Markets

	Beta Coefficient
Ratings of transit performance concept: *For you*	21
Ratings of transit performance concept: *Green*	15
Background: Age	15
Background: Live in a house	-15
Background: Number of minutes to stop by car	13
Importance segment: *Good for us - Mobility*	-10
Ratings of transit performance concept: *For community*	10
Values segment: *Society Do-Gooders*	9
Values segment: *The World And Me*	9
Background: Black	9
Background: Student	-9
Values segment: *Talkers, not Walkers*	-8

Table F-26
Indirect Drivers of Support:
Drivers of Transit Usage
In Medium Density Markets

	Beta Coefficient
Background: Number of minutes to walk to stop	-13
Background: Number of cars in household	-12
Background: High school graduate	-10

Table F-27 **Indirect Drivers of Support:** **Drivers Of Seeking Additional Information About Transit** **In Medium Density Markets**	
	Beta Coefficient
Background: Male	-14
Background: Number of children in household	-9

Table F-28
Indirect Drivers of Support:
Drivers of Ratings of Transit Performance Concept: *Green*
In Medium Density Markets

	Beta Coefficient
Importance Segment: *Good for us - Green*	23
Values segment: *The World And Me*	20
Background: Black	-19
Importance segment: *Works*	-15
Values segment: *Society Do-Gooders*	14
Background: Number of minutes to walk to stop	8

Table F-29
Indirect Drivers of Support:
Drivers of Ratings of Transit Performance Concept: *For You*
In Medium Density Markets

	Beta Coefficient
Background: Education	-16
Background: Home maker	16
Behavior: Transit Usage	14
Values segment: *Self-Involved*	-14
Background: Number of minutes to walk to stop	-14
Importance segment: *Good For Us - Mobility*	-12

Table F-30
Indirect Drivers of Support:
Drivers Of Being in the Values Segment *Society Do-Gooders*
In Medium Density Markets

	Beta Coefficient
Background: Education	25
Background: Hispanic	-13
Background: Male	-12

Table F-31
Indirect Drivers of Support:
Drivers Of Being in the Importance Segment *Good For Us - Mobility*
In Medium Density Markets

	Beta Coefficient
Background: Black	-16
Background: Number of adults in household	-14
Background: Number of cars in household	10
Behavior: Bus usage	-9

Table F-32
Indirect Drivers of Support:
Drivers of Overall Favorability of the Importance of
Driving One's Own Car
In Medium Density Markets

	Beta Coefficient
Background: Employed full time	21
Importance segment: *Good For Us - Mobility*	18
Behavior: Transit usage	-14
Background: Retired	12
Values segment: *Society Do-Gooders*	-11
Behavior: Seeking additional information on transit	-11
Importance segment: *Good For Us - Green*	-10
Background: Number of children in household	10
Ratings of transit performance concept: *For disadvantaged*	9
Background: Male	-9

Table F-33
Indirect Drivers of Support:
Drivers of Transit Usage
In High Density Markets

	Beta Coefficient
Background: Number of cars in household	-22
Background: Number of minutes to walk to stop	-21
Background: Apartment	15
Background: Income	12
Background: Number of adults in household	9

Table F-34
Indirect Drivers of Support:
Drivers of Ratings of Transit Performance Concept: *For You*
In High Density Markets

	Beta Coefficient
Behavior: Transit usage	18
Values segment: *Self-Involved*	-15
Background: Number of cars in household	-14
Importance segment: *Good For Us – Mobility*	-13
Background: White	-11
Background: Education	-10
Values segment: *Talkers, Not Walkers*	-9
Background: Canadian	-7

Table F-35
Indirect Drivers of Support:
Drivers Of Seeking Additional Information About Transit
In High Density Markets

	Beta Coefficient
Background: College graduate	17
Background: Number of cars in household	15
Background: Male	-11
Background: Income	-9
Background: Number of children in household	8

Table F-36
Indirect Drivers of Support:
Drivers Of Being in the Values Segment *Self-Involved*
In High Density Markets

	Beta Coefficient
Background: Education	-18
Behavior: Train usage	13
Background: Male	12
Background: Apartment	-10
Background: Black	-8
Background: Student	-7

Table F-37
Indirect Drivers of Support:
Drivers of Overall Favorability of the Importance of
Driving One's Own Car
In High Density Markets

	Beta Coefficient
Values segment: *Society Do-Gooders*	-20
Background: Number of cars in household	19
Behavior: Transit usage	-17
Ratings of transit performance concept: *For you*	-16
Importance segment: *Good for us - Green*	-11
Values segment: *Apathetics*	-11
Background: Number of adults in household	-10

Table F-38
Indirect Drivers of Support:
Drivers Of Being in the Values Segment *Society Do-Gooders*
In High Density Markets

	Beta Coefficient
Background: Education	24

Table F-39
Indirect Drivers of Support:
Drivers of Ratings of Transit Performance Concept: *Green*
In High Density Markets

	Beta Coefficient
Background: Black	-20
Values segment: *Self-Involved*	-18
Importance segment: *Works*	-17
Importance segment: *Good For Us - Green*	15
Background: Number of cars in household	-14
Background: Number of minutes to walk to stop	14
Background: Education	11
Background: Male	9