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Neil Ravelly
805-18th St
50314

1997 CHI POLL:
IOWANS' RATINGS OF CHARACTERISTICS
FOR STATE GOVERNMENT

Trustworthy
Financially Responsible
Ethical
Accountable

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53-Definition

**1997 CHI POLL:
IOWANS' RATINGS OF CHARACTERISTICS
FOR STATE GOVERNMENT**

Prepared by the CHI Research Group

Gene M. Lutz, University of Northern Iowa

Mary E. Losch, The University of Iowa

Steve Padgitt, Iowa State University

with assistance of Michael Moriarty, University of Northern Iowa

Liaisons: Mike Coveyou, Iowa Department of Public Safety

Mary Noss Reavely, Iowa Department of Management

Marvin Weidner, Iowa Department of Management

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Introduction

Beginning in 1995, annual surveys of the Iowa adult population have been conducted for the Council on Human Investment (CHI) through a collaborative effort of state government and the three state public universities of University of Northern Iowa, The University of Iowa and Iowa State University. The CHI is a council composed of private citizens and representatives of both political parties from the Iowa Senate and House of Representatives, chaired by Lieutenant Governor Joy Corning. The CHI works with the Department of Management and all state agencies to promote performance management in state government. Each year different policy areas are made the focus of a survey effort; Strong Families, Workforce Development, and Economic Development in 1995, Healthy Iowans and Strong Communities in 1996, and Good Government in 1997. (In future years, these same areas will be revisited to measure and track changes in public views, and other policy areas will be added.) In these surveys, respondents are asked to indicate their priorities within subareas of each major policy area. The data may then be used by state agencies to set achievable goals that better coincide with public priorities.

One goal of the Council on Human Investment is to promote Budgeting for Results (BFR) in Iowa state government. Previous budgeting strategies emphasized appropriating funds on the basis of intended goals. In contrast, BFR focuses on the intended **results** of state efforts, and holds agencies and their programs accountable for achieving those results. This management system requires agencies to identify the results they want to achieve and to develop the means of measuring the results that are achieved. The CHI research findings are used as input to the agencies as they prioritize and select those goals that best align with public priorities. The goals are organized into levels of generality, with the most general called "state policy objectives" and the more specific being "program results measures."

The annual surveys also provide public input to the Governor and Legislature for setting strategic priorities and making budget decisions. In 1997, the Governor used the survey results extensively in establishing a small number of measurable results identified as the Governor's State Policy Objectives. The intended use of the Governor's State Policy Objectives is to focus the efforts of the Executive Branch on a select group of results that align with the Governor's Goals. The CHI has recommended, and the Governor has made it his goal, that by fiscal year

2000 every state agency and program be brought into the BFR framework of working toward results the public holds to be important, and being held accountable for the achievement of those intended results.

Preparing for the 1997 Poll

The 1997 CHI Iowa Poll was focused on the basic processes by which results in all policy areas can be achieved, "good government." The 1997 study consisted of two parts, issue identification and the actual citizen poll. Issue identification included two main types of activities. First, the Research Group reviewed the strategic plans of state agencies. Most of these plans included descriptions of guiding principles from which the specific agency goals and strategies were developed. Many plans cited the "Seven Guiding Principles" that the Governor had established for state government, such as being customer-focused, using long-term thinking, and collaboration. The Research Group also reviewed central tenets of "good government" that had been proposed by other states. Second, the Measures Group, the Research Group's complement in the CHI process, provided suggestions about the possible characteristics to include by focusing on the types of concerns the Measures Group understood Iowans to have about state government. Together, these sources were used to compile a comprehensive list of the characteristics that are commonly thought to describe how state agencies should perform their responsibilities.

To test public comprehension and agreement with the comprehensive list, the Research Group conducted four focus groups. Four locations across the state were selected that differed both in size of community and location: Anamosa, Elkader, Marshalltown, and Council Bluffs. Citizen recruitment calls were made in each community working from a random sample of local telephone numbers. The focus groups' purpose was described and an invitation was made to participate in a meeting on a specific date. Reminder calls were made to those who agreed to participate a few days prior to the meeting. A simple discussion guideline was constructed that listed each of the possible characteristics of good government and asked the citizens to discuss what "good government" meant to them, how they would characterize the ability of state

government to provide appropriate services, whether Iowa government exhibited each of the listed characteristics, what would be required to make Iowa government have more of each characteristic, what the strengths of Iowa government are, what the effects of political partisanship are on good government in Iowa, what state agencies participants have had direct contact with in the past two years, and whether there are any characteristics participants would suggest adding to the list.

The meetings were led by an experienced focus group coordinator from the Iowa State University Cooperative Extension Service. For the most part, these meetings were poorly attended. Of the 48 persons who agreed to attend, only 20 actually did. The highest turnout rate occurred in the smaller communities. The participants had a fairly strong bias in the beginning to think of "state government" as meaning only the legislative branch. There was also a tendency to narrow the focus onto the provision of services. Many participants expressed generalized views about government workers, and attitudes toward particular agencies, indicating they had difficulty focusing on the executive branch of government as a whole.

Nonetheless, the meetings served their purposes. First, they confirmed that the preliminary list of characteristics was sufficient, since no additions emerged. Second, the participants clearly identified the characteristics that represented unfamiliar concepts to the public. Based on these results, the list of characteristics was redrafted with some items restated and some dropped entirely. In addition to the concepts being reviewed for relevance and clarity of meaning, they were also screened for their potential to be measured. The final list contained 19 possible characteristics of "good government." Finally, the focus group results prompted the Research Group to look for ways to structure the statewide poll so the respondent focus would not be on the legislature but on the executive branch agencies as intended. It was determined that the poll would have to include clear definitions of the characteristics to provide a common reference point for the respondents.

The 1997 Poll

Sample and Data Collection

The population sampled consisted of all Iowa residents 18 years and older living in households that could be contacted by telephone using standard Random Digit Dialing (RDD) methodology. This population contains all private households with one or more telephones including those with non-published and non-listed telephone numbers.

Data collection took place within two research units, the University of Northern Iowa's Center for Social and Behavioral Research and The University of Iowa's Social Science Institute. Interviewers were trained and supervised by the two research units working in coordination. Most interviewing was done between the hours of 9 a.m. to 9 p.m. on Monday through Thursday, 9 a.m. to 5 p.m. on Fridays, 10 a.m. to 2 p.m. on Saturdays, and 5 p.m. to 9 p.m. on Sundays. Other times were utilized for hard to reach households.

Tested strategies for call-backs and refusal conversions were followed to maximize the response rate. Ten telephone connection attempts were made for each household. A minimum of 10 call-backs were made to selected respondents who could not be reached during the initial and subsequent contacts with the household.

In all, 3,152 RDD calls were made, 49 percent of which were made to eligible households. Of the calls to eligible households, 822 resulted in a completed interview, yielding a response rate of 53.1 percent. The frequencies of all call disposition codes are shown in Appendix A.

The Questionnaire

The questionnaire was subjected to repeated in-house testing and peer revisions. When a suitable format was created, a first pilot study was conducted using a random sample of 30 respondents. Final amendments to the questionnaire were made after the pilot study to further revise the questionnaire. These changes were made to help clarify items respondents had trouble understanding, to refine definitions of terms, to provide the clearest introduction of the study, and to find the best sequence of items. In the end, a version was established that met the standards of

efficiency and clarity for telephone administration. In total, eight versions of the instrument were tested using more than 100 public test respondents.

The final questionnaire was comprised of five sections: (1) Introduction and confirmation of respondent eligibility, (2) State agency awareness and contact, (3) Importance and emphasis ratings, (4) Demographic information, and (5) Crime victimization.

The first section selected a random adult household member as a respondent. The respondent was then introduced to the study, its background and objectives, and explained his or her rights as a research subject. A strong effort was also made to assure that the interview was conducted at a convenient time for the respondent, including allowing them to schedule a "call-back" to complete the interview later if necessary.

The second section began by having the respondents indicate whether they were or were not aware of each of 27 agencies in the executive branch of Iowa government. These questions not only measured awareness of state government agencies, they also provided a frame of reference to help the respondent understand the focus of the study and to recall any specific experiences he or she may have had with an agency. As a follow up, respondents were asked how frequently they were in contact with any of the named state agencies in the past year.

The third section asked the respondents to evaluate the 19 characteristics of good government. First, respondents rated how **important** it was to them for state government to have each characteristic. The rating used a 1 to 7 Likert-type scale, with 1 meaning "no importance" and 7 meaning "extremely high importance." Second, respondents rated how much **emphasis** state government should give to each characteristic in the next two years, regardless of how important the characteristic was thought to be. Once again, the rating was on a 1 to 7 Likert-type scale, with 1 meaning "much less emphasis," 4 meaning "about the same emphasis as now," and 7 meaning "much more emphasis." Those who indicated they wanted more than the same amount of emphasis (scores above 4) were then asked to report their experiences that lead them to this opinion and to offer any suggestions for how state government could better achieve the characteristic.

The fourth section of the questionnaire asked several demographic questions as possible correlates of the ratings and to describe the sample. Many were basic questions determining the

respondent's race, gender, income, education level, marital status, employment, and age. Other questions asked about the respondents' rental or house payments (as a possible indicator of affordable housing needs in the state) and their voting habits.

The final section of the questionnaire asked about crimes the respondent may have been a victim of in the last 12 months. The questions determined whether the person was a victim of a personal or property crime, the specific type of crime, and whether or not the crime was reported to the police. The purpose of this section was to pilot the use of the survey as a vehicle for collecting specific bench-marking data. Data from this section are not included in this report.

Findings

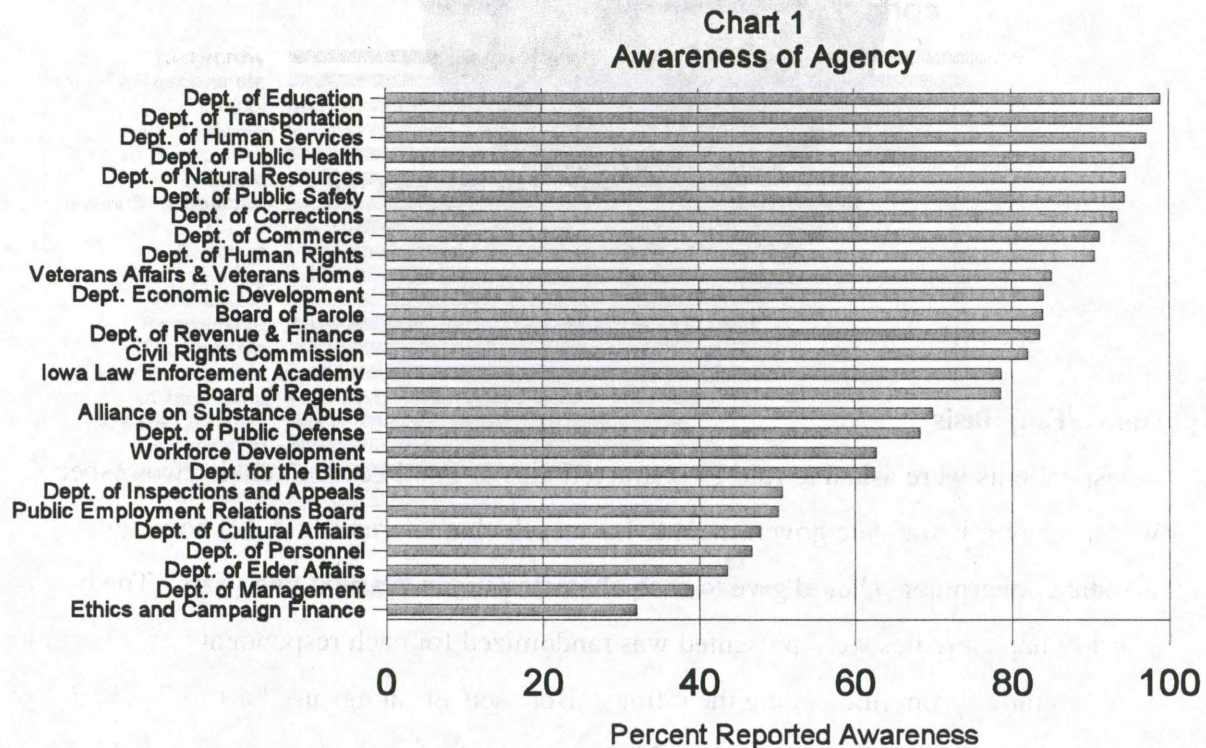
Demographics

The reported findings of this study are based on the 822 completed telephone interviews of adults contacted in April and May of 1997. The sample was highly representative of the population with only minor deviations. For example, Iowans aged 18-24 made up 13.7 percent of the adult population in the 1990 census, but only 8.9 percent of the CHI sample. Women made up only 52.6 percent of Iowan adults in the 1990 census, but made up 58.3 percent of the CHI sample. While such over- and under-representation does present the potential of adding small gender and/or age biases to the data, none of the discrepancies between the 1997 CHI sample and the 1990 census were substantial enough to warrant weighting. The tables in Appendix B show the sample and population distributions by gender, age, education level and household income.

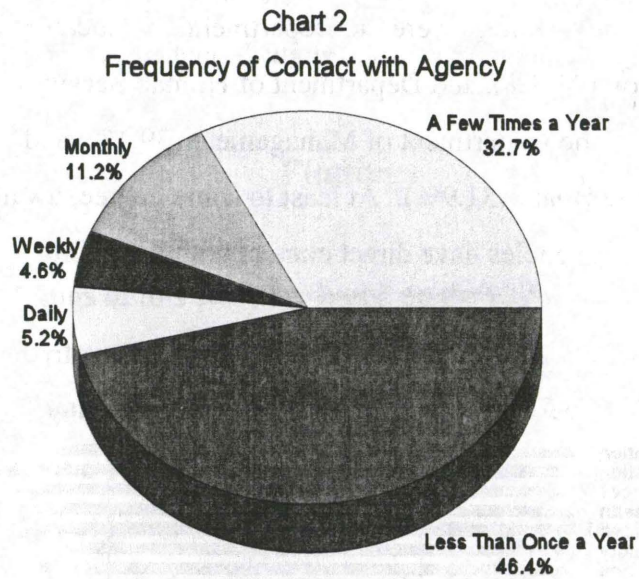
The large majority (96.7%) of the respondents in the CHI sample were white (see Appendix B). Slightly less than one percent each were African American (0.9%) and Native American (0.9%). While these low percentages of minority respondents do accurately reflect the relatively small non-white populations in Iowa, the small numbers make it practically impossible to estimate the specific views of these populations. To better investigate these views, a separate sample of African Americans and Hispanics was drawn. These findings are presented in Appendix C. Item frequencies for the statewide sample are shown in Appendix D.

Agency Awareness and Contact

Respondents were asked whether or not they had heard of 27 agencies in the state executive branch that report to the Governor. These questions were followed by asking how much contact respondents have had with all the agencies. The questions served as a reminder to respondents of any specific experiences they may have had with a state agency. Chart 1 reveals that most agencies are known by a majority of the citizens. Over 80 percent of the respondents were aware of 14 of the state agencies, and at least 50 percent were aware of eight other agencies. The most frequently recognized agencies were the Department of Education (98.9%), Department of Transportation (97.8%), and Department of Human Services (97.1%). Agencies most seldom recognized were the Department of Management (39.1%) and the Ethics and Campaign Finance Disclosure Board (31.9%). At least to some degree, awareness seemed to reflect the extent to which the agencies have direct contact with the public.



While awareness of state agencies was usually quite high, contact with the agencies was relatively rare. When asked how often they are in contact with any state agency, almost half of the respondents reported having contact less than once a year. Chart 2 shows that only 21 percent of respondents had contact with a state agency once a month or more often, while 46 percent had contact less than once a year.



Importance/Emphasis

Respondents were asked to rate 19 characteristics of good government in two respects: (1) how important it is for state government to have each characteristic and (2) how much emphasis state government should give to each characteristic in the next two years. The order in which the 19 characteristics were presented was randomized for each respondent to prevent the order of presentation from influencing the ratings. Both sets of ratings used a 1 to 7 Likert-type scale (Importance: 1 = "no importance" and 7 = "extremely high importance" and Emphasis: 1 = "much less importance", 4 = "about the same emphasis as now", and 7 = "much more emphasis"). A brief definition of each characteristic was read to the respondent as part of the initial question concerning the importance rating. (See Appendix E for these definitions.)

The scale ratings were evaluated in two ways. First, mean scores were calculated for each characteristic, representing the arithmetic average of all responses. Second, the percentage of respondents giving each item the highest possible rating (only scores of "7") were calculated. The analysis considered both methods to better understand the results.

Chart 3 shows the mean **importance** score for each of the 19 characteristics of good government. As shown in the chart, the mean scores ranged from Trustworthy (6.67) and Financially Responsible (6.53) on the high end, to User Focused (5.66) and Inclusive (5.35) on the low end. All of the mean scores were far above the midpoint (4) of the 1 to 7 scale, indicating that all characteristics were considered important. These high ratings affirm public support for the importance of the characteristics as presumed by state agencies in their strategic plans.

Chart 3
Mean Importance Ratings

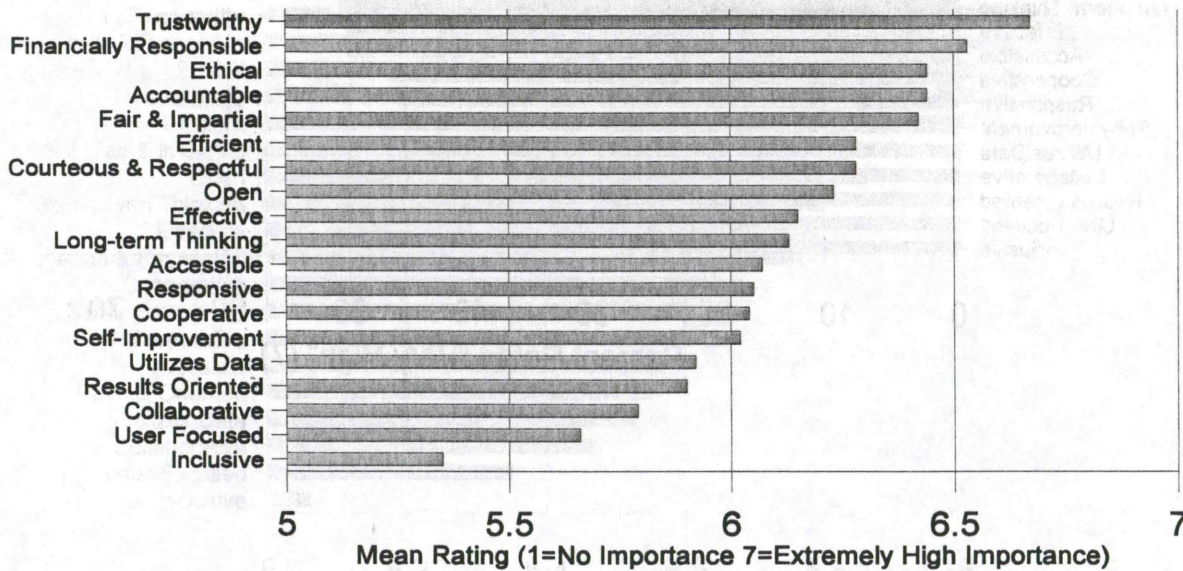


Chart 4 shows the percentage of respondents who assigned each of the 19 characteristics the highest possible importance rating of "extremely high importance" (a score of "7"). The percentages ranged from the highs for Trustworthy (79.2%) and Financially Responsible (77.0%) to the lows for User Focused (32.4%) and Inclusive (26.9%). The ordering of the characteristics according to this analysis is largely identical to the ordering when examining the findings according to mean scores. The complete frequency distributions of importance ratings for the characteristics are shown in Appendix F.

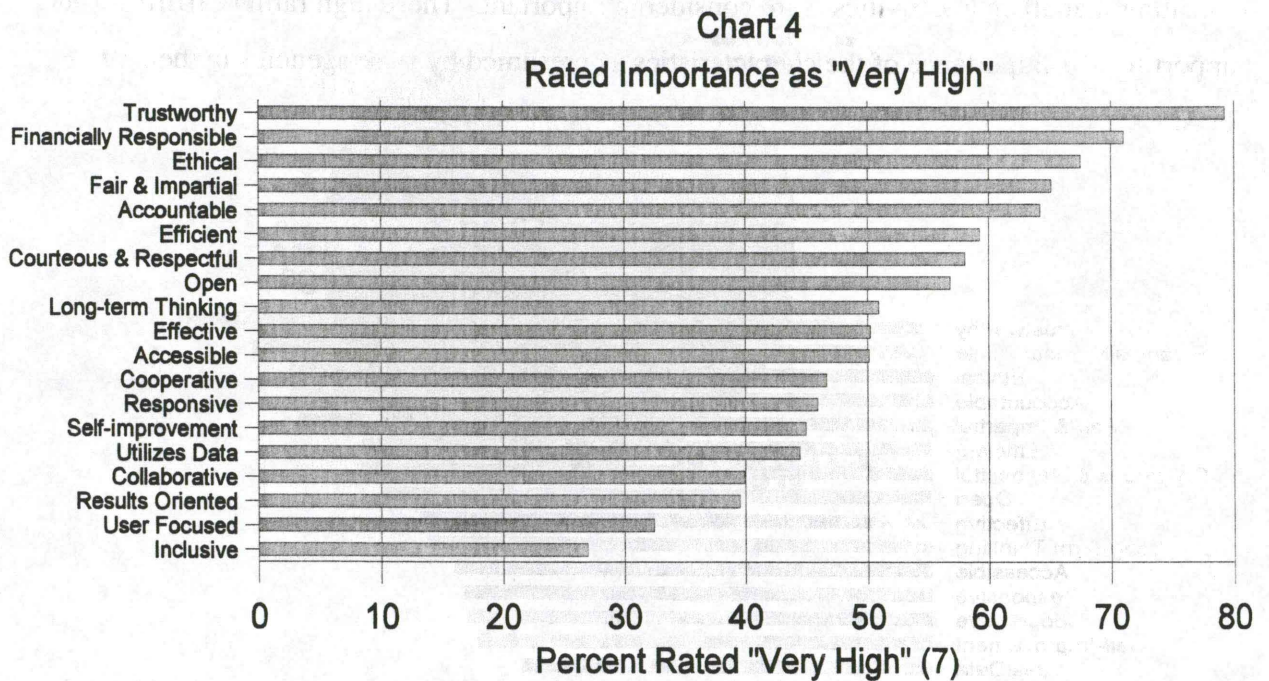


Chart 5 shows the mean **emphasis** ratings for each of the 19 characteristics of good government. The emphasis mean scores are the arithmetic average of all responses on the Likert-type scale measuring how much emphasis the respondents feel should be given to the characteristic in the next two years. As shown in the chart, the mean scores ranged from Trustworthy (6.28) and Financially Responsible (6.19) on the high end, to User Focused (5.35) and Inclusive (5.06) on the low end; matching the rank order placement of these same characteristics on the importance ratings. All of the emphasis means were above the midpoint of the scale, indicating a desire for more emphasis to be placed on all characteristics. The absolute value of the emphasis means is lower than the importance means for the same characteristics. This difference indicates there was greater uniformity of public views about the high importance of the items as compared to the extent of emphasis they should receive in the immediate future.

Chart 5
Mean Emphasis Ratings

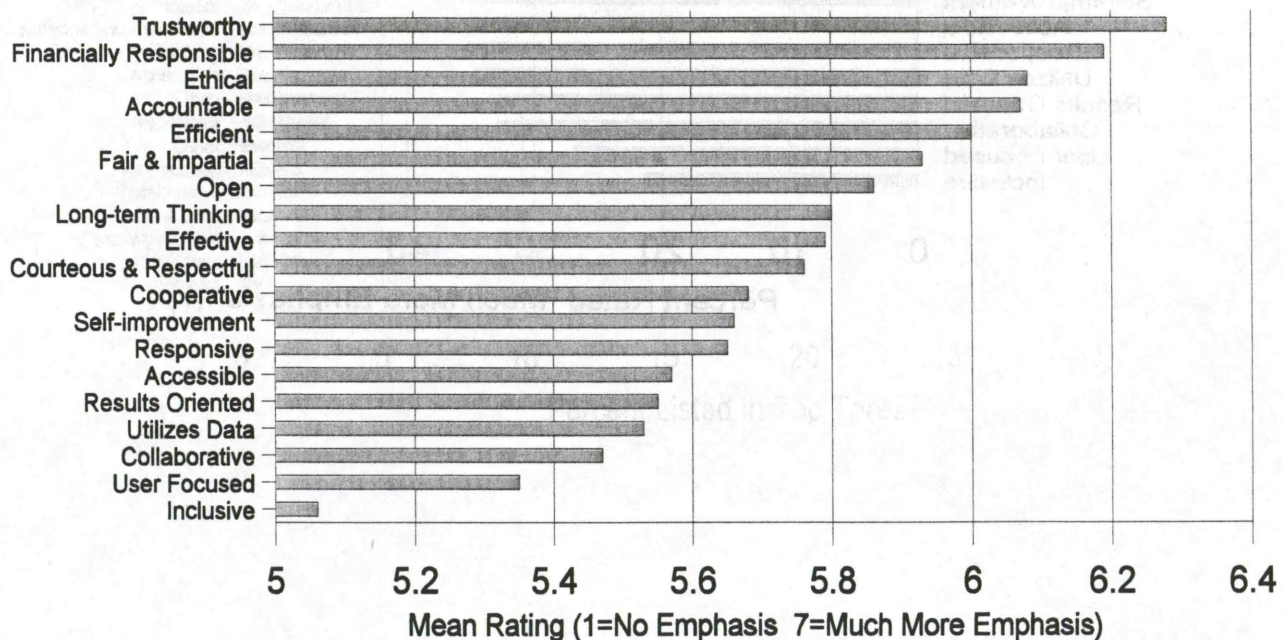
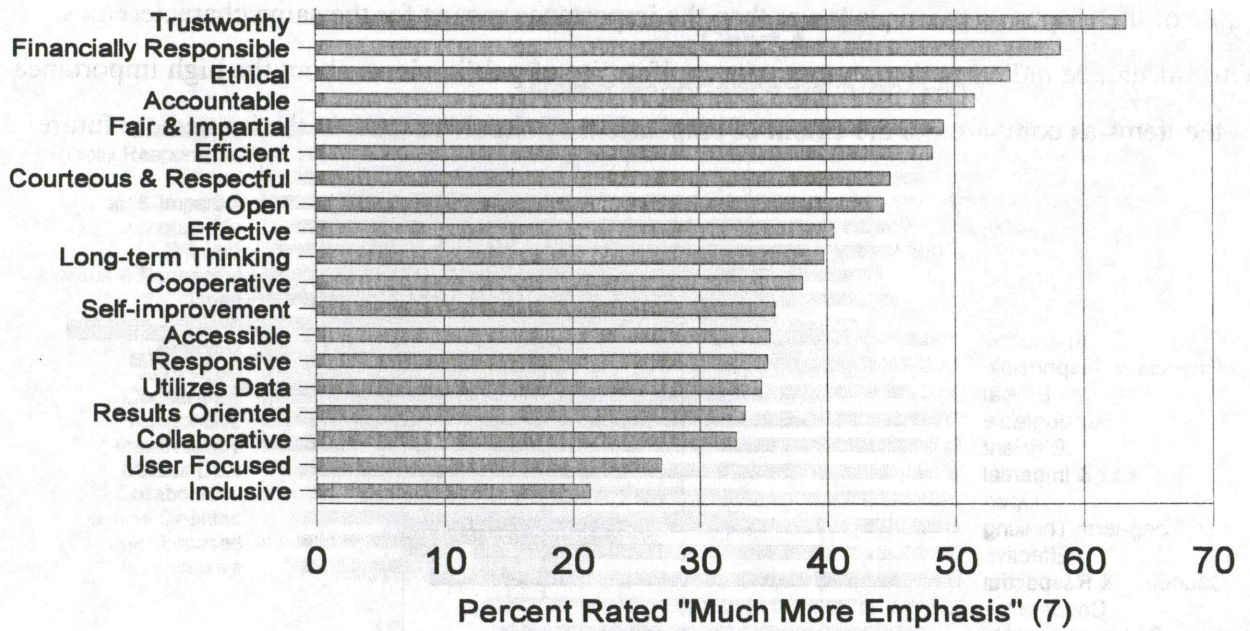


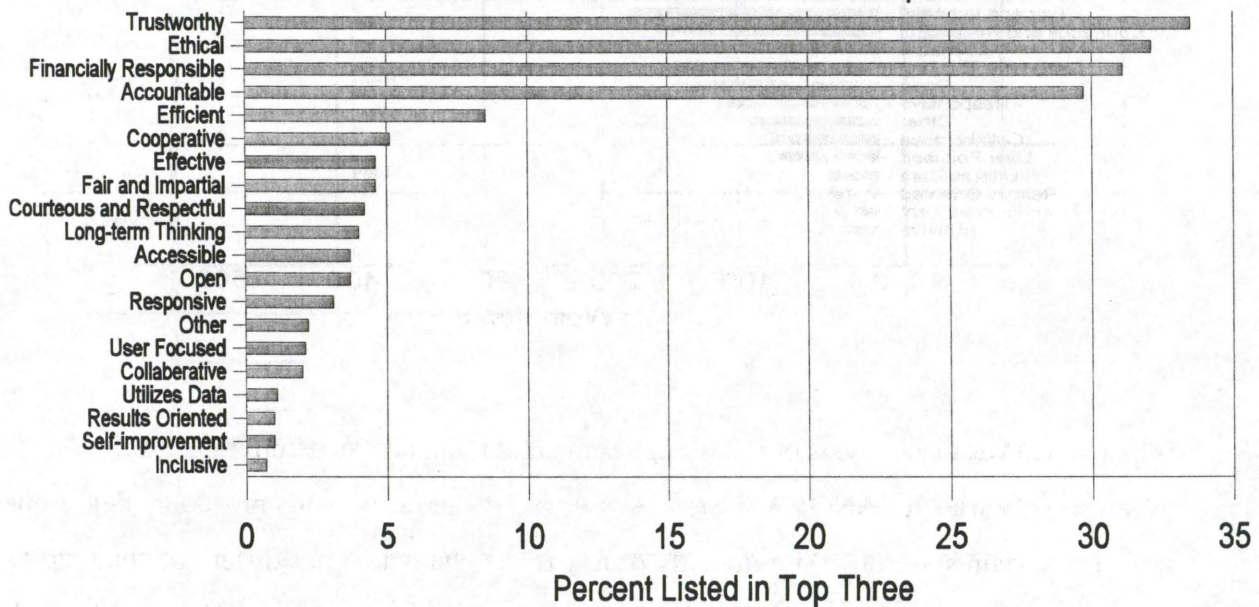
Chart 6 shows the percentage of respondents who assigned each of the 19 characteristics the highest possible emphasis rating of "much more emphasis" (a score of "7"). These percentages ranged from highs for Trustworthy (63.3%) and Financially Responsible (58.2%) to the lows of User Focused (26.9%) and Inclusive (21.3%). The frequency distributions of emphasis ratings for characteristics are shown in Appendix G.

Chart 6
Rated Emphasis as "Much More"

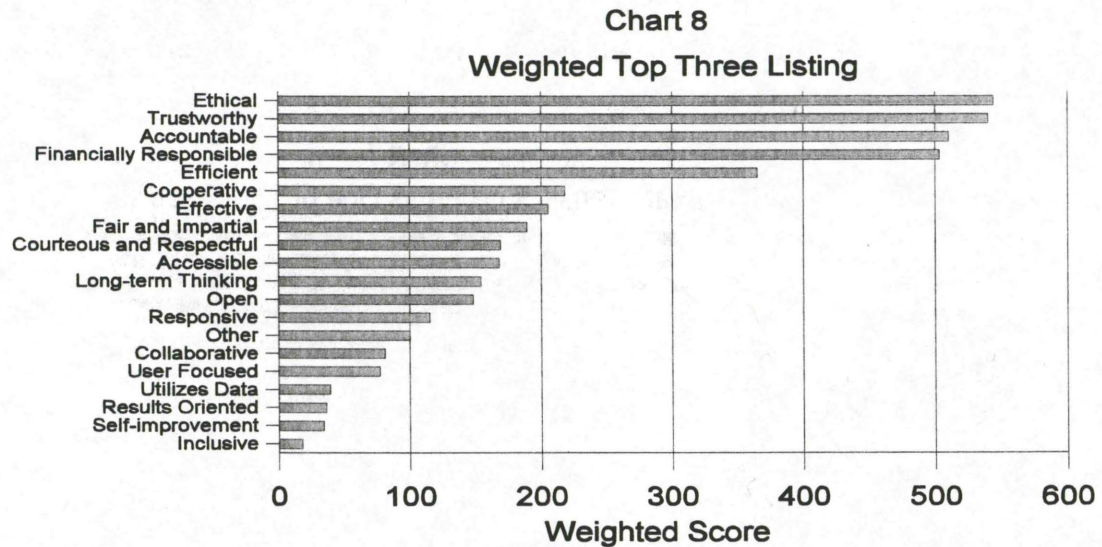


The importance and emphasis ratings indicate that four of the 19 characteristics (Trustworthy, Financially Responsible, Ethical and Accountable) are considered by Iowans as the most important characteristics of good government. This finding is reaffirmed by the responses to an open-ended summary question asking respondents to list the three most important of all the characteristics. Chart 7 shows the percentage of respondents listing each characteristic as one of their top 3 choices. The percentages range from the top four of Trustworthy (33.5%), Ethical (32.1%), Financially Responsible (31.1%) and Accountable (29.7%) to the lows for Inclusive (1.7%) Self-improvement (2.5%) and Results Oriented (2.6%).

Chart 7
Characteristics Listed as One of Top Three



Each characteristic was given a weighted score based on the number of times it was ranked first (3 points), second (2 points) or third (1 point) by the respondents (Appendix H). Once again the same four characteristics stood far above the others. As shown in Chart 8, Ethical had the highest score (544 points), Trustworthy was a very close second (540), Accountable was third (510) and Financially Responsible was fourth (503). The lowest rated were Self-Improvement (34) and Inclusive (18).



A final part of the analysis of the ratings compared them across demographic subgroups using Analysis of Variance (ANOVA) tests of significant differences. This procedure determines whether or not certain subgroups significantly prioritize the characteristics differently than do other subgroups. Table 1 summarizes these analyses for all 19 characteristics. Empty cells in the table indicate subgroups comparisons found not to be statistically significant. Clearly, most subgroups do not differ in their ratings for most of the characteristics. Among the significant differences ($p < 0.05$), there was a tendency for higher ratings to be given by females, older adults, the less educated, and those with lower incomes. Employment status, community size (place), and home ownership were not significant factors. There was a pronounced tendency for those respondents who were aware of more of the state agencies to give significantly higher importance and emphasis ratings. Those who had frequent contact with state government, however, sometimes assigned significantly lower ratings to the characteristics.

Table 1
ANOVA Test of Subgroup Differences

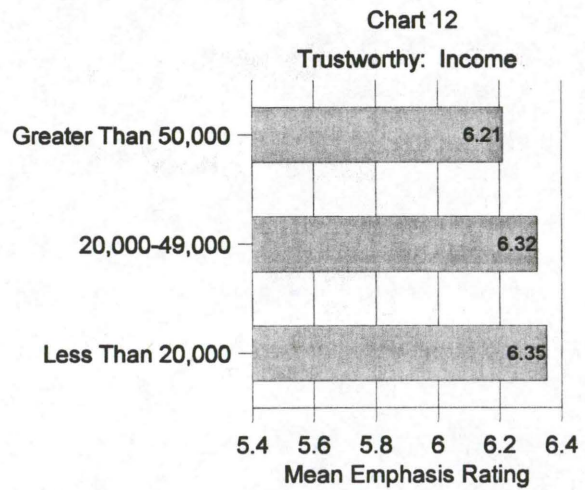
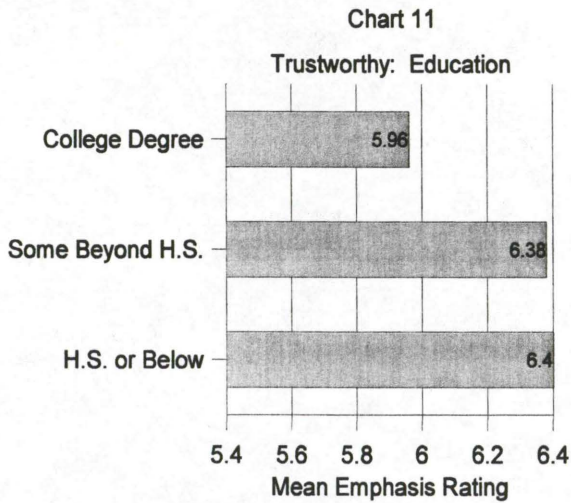
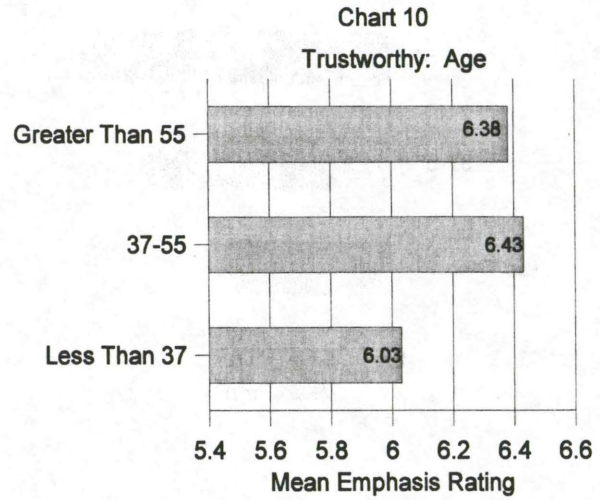
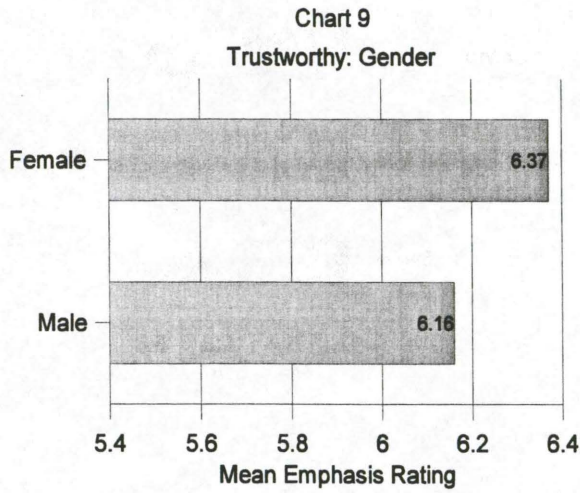
Characteristic	Rating Dimension	Gender	Age	Education	Income	Employment	Place	Home Ownership	Agency Awareness	Agency Contact
Trustworthy	Importance	Females higher								
	Emphasis	Females higher	Young lowest	Negative	Negative		Negative			Negative
Responsive	Importance				Negative				Positive	
	Emphasis		Positive	Negative	Negative				Positive	Negative
Efficient	Importance								Positive	
	Emphasis		Positive						Positive	
Open	Importance				Negative				Positive	
	Emphasis		Positive	Negative	Negative					Negative
Accountable	Importance				High income group lowest					
	Emphasis		Positive	Negative		Employed lower				Negative
Effective	Importance								Positive	
	Emphasis			Negative					Positive	
Inclusive	Importance	Females higher	Positive						Positive	
	Emphasis		Positive	Negative					Positive	
Cooperative	Importance		Positive	Negative					Positive	
	Emphasis		Positive	Negative	Negative	Employed lower			Positive	Negative
User focused	Importance								Positive	
	Emphasis		Positive	Negative					Positive	Negative
Results-oriented	Importance		Positive		Middle group highest				Positive	
	Emphasis		Positive	Negative					Positive	

Table 1 (Continued)

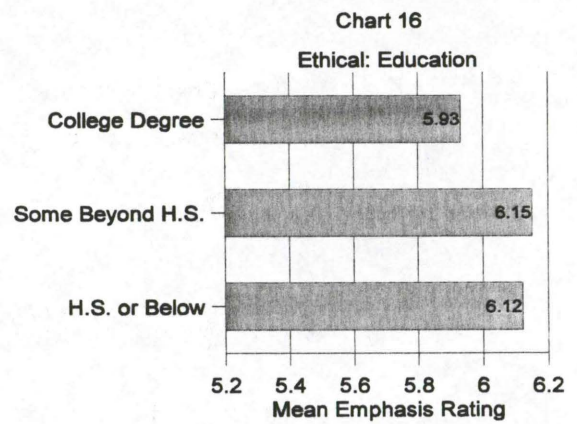
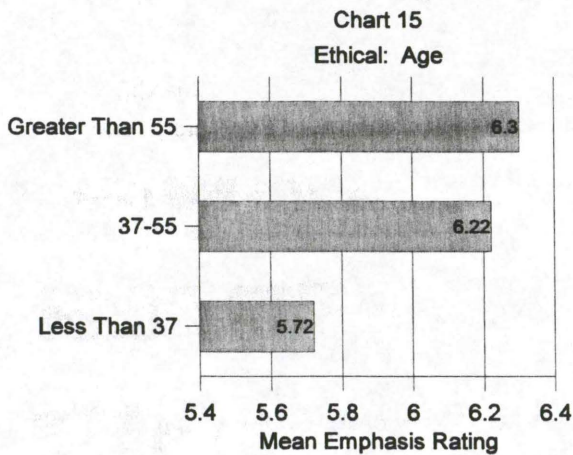
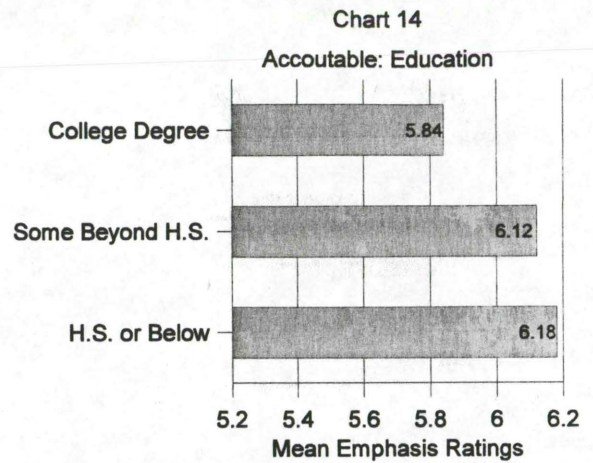
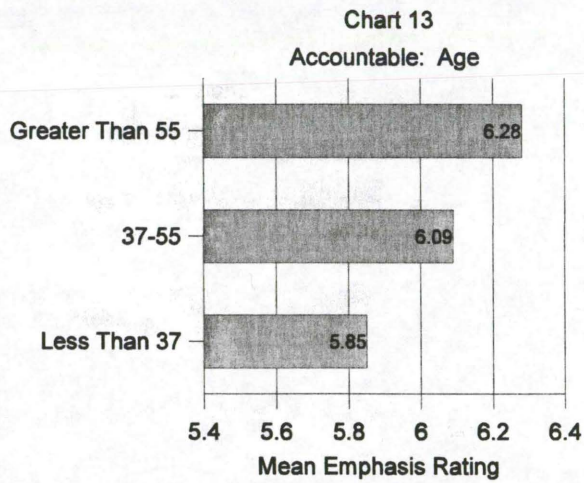
Characteristic	Rating Dimension	Gender	Age	Education	Income	Employment	Place	Home Ownership	Agency Awareness	Agency Contact
Long-term thinking	Importance	Females higher							Positive	
	Emphasis		Positive	Negative					Positive	
Utilizes data for decisions	Importance								Positive	
	Emphasis		Positive	Negative					Positive	Negative
Methods of self-improvement	Importance			Negative						
	Emphasis		Positive	Negative						Negative
Collaborative	Importance		Positive						Positive	
	Emphasis		Positive	Negative	Negative	Employed lowest			Moderate highest	
Fair/Impartial	Importance								Positive	
	Emphasis		Positive	Negative					Positive	
Courteous and respectful	Importance	Females higher		Negative	Negative					
	Emphasis	Females higher	Positive	Negative	Negative					Negative
Ethical	Importance		Positive	Positive					Positive	
	Emphasis		Positive						Positive	
Accessible	Importance		Young lowest						Positive	
	Emphasis		Positive	Negative		Employed lower			Positive	
Financially responsible	Importance		Young lowest	Positive		Employed higher		Own higher	Positive	
	Emphasis		Young lowest							

Age (<37,37-55,56+), Education (HS or less, some post secondary, BA+), Income (<20K, 20K-49K, 50K+), Employment (currently employed, not currently employed), Place of residence (<10,000, 10,000+), Home ownership (own, rent/provided), Agency awareness (0-18, 19-22, 23-27), Agency contact (less than once per year, more often). Significant differences at 0.05 level for cells with notations indicating direction of differences.

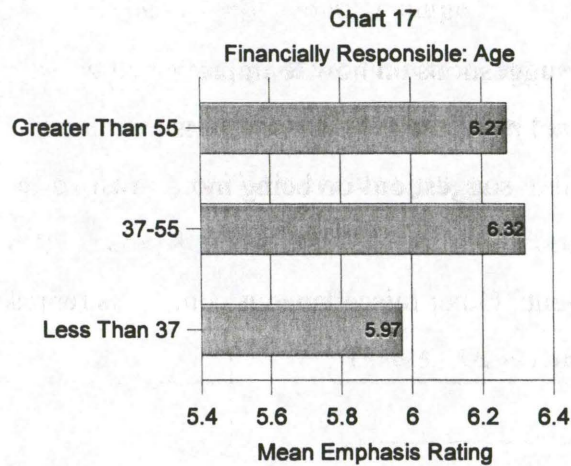
Charts 9-17 focus on the subgroup differences in the emphasis ratings of the four top priority characteristics Iowans most want in their state government. Higher emphasis on being Trustworthy was desired by females (Chart 9), those older than 36 (Chart 10), those with less than a college education (Chart 11), and those with lower incomes (Chart 12).



Higher emphasis ratings for being Accountable were desired by respondents who are older (Chart 13), and have less education (Chart 14). Likewise, greater emphasis on being Ethical is associated with increasing age (Chart 15), and less education (Chart 16).



A significant difference in the emphasis ratings for Financially Responsible was found between age groups (Chart 17), as the younger respondents gave lower ratings for this characteristic than did the older respondents.



Examples and Suggestions

Respondents who indicated more emphasis should be placed on a characteristic in state government (scores greater than 4) were asked to cite personal experiences in support of this viewpoint and invited to make suggestions for how state government could improve. Over two-thirds of the respondents (69.5%) provided experiences while nearly as many (66.4%) provided suggestions for improvement.

The most common examples (23%) of why respondents felt Trustworthy should be given more emphasis (Table 2) cited specific problems based on both personal experiences and a general awareness of a problem. Another common response (22%) was simply restating the idea that Trustworthy was important and, thus, should be given more emphasis. General problems learned through the media or only having a general awareness about the issue were reflected in 17 percent of the responses.

The most common suggestions on how to improve being more Trustworthy (Table 3) were through better personnel practices (17%), and to ensure that agencies follow-through on their "promises" (17%). Other suggestions on being more Trustworthy included being open and informative (16%) and honest and truthful (7%). About 8 percent of responses were comments about politics and government. Other miscellaneous comments represented 17 percent of the responses.

Table 2. Trustworthy: Examples	
	Percent
Specific Problems - General Awareness - Personal Experience	23
Restatement	22
General Problems - Awareness via Media - General Awareness	17
Mistrust: Government, Politicians	12
Miscellaneous Comments	10
Follow-Through Problems	9
Other - Pro-active Suggestions - Non-responsive	7

Table 3. Trustworthy: Suggestions	
	Percent
Personnel Practices	17
Miscellaneous Comments	17
Follow-Through on Promises	17
Be Open & Informative	16
Politics & Government Miscellaneous	8
Be Honest & Truthful	7
Restatement	6
Improved Accountability	6
Elect/Appoint Honest People	6
Non-responsive	1

The most common examples cited for why the characteristic Accountable should be given more emphasis (Table 4) referred to specific departments, agencies and/or issues (37%). Another popular response was to simply restate that state government should be accountable (20%). Poor communication and lack of public information were also given as common examples (15%), while 11 percent of the responses cited other miscellaneous examples.

Improving communications was the most popular suggestion (25%) for improving the characteristic Accountable (Table 5). Focusing on the content of the communications was also a popular suggestion (21%). Suggestions to hold agencies and individuals accountable (12%) and to set desirable staff personnel guidelines (12%) were also given.

Table 4. Accountable: Examples	
	Percent
Specific Department, Agencies, Issues	37
Restatement	20
Communication & Lack of Information	15
Miscellaneous Comments	11
Nonspecific Problems	9
Suggestions	7
Non-responsive	2

Table 5. Accountable: Suggestions	
	Percent
Improved Communication	25
Content of Communications	21
Miscellaneous Comments	15
Individuals, Agencies Must be Held Accountable	12
Desirable Staff & Personnel Guidelines	12
Financial Responsibility	5
Be Ethical, Honest, Responsible	4
Non-responsive	3
Restatement	3

The most frequently cited examples (20%) of why state government should be more Financially Responsible were restatements stressing the importance of this characteristic (Table 6). Other responses were concerns regarding specific agencies and programs (13%). There were miscellaneous examples given about unspecified agencies in 12 percent of the responses. Other concerns about waste (11%), poor allocation of money (10%), and taxes (10%) were also given.

The most common suggestion given to improve the characteristic Financially Responsible (Table 7) was to be more efficient and effective (25%). Improving accountability and access to information (23%) were also common responses. Other miscellaneous comments were represented in 17 percent of the responses, while 8 percent of responses listed personnel issues. There were also suggestions to reevaluate tax policies (6%), reform welfare (6%), improve planning (6%) and balance the budget (5%).

	Percent
Restatement	20
Concerns Regarding Specific Agencies, Programs	13
Miscellaneous Unspecified Agencies	12
Waste	11
Reallocate Money	10
Taxes	10
Miscellaneous Other & Non-responsive	7
Suggestions	6
Positive Statements	6
Financial Irresponsibility	5

	Percent
Be Efficient & Effective	25
Improve Accountability, Access to Information	23
Miscellaneous Other	17
Personnel Issues	8
Reevaluate Tax Policies	6
Welfare Reform	6
Improve Planning	6
Balance Budgets	5
Non-responsive	3
Financial Irresponsibility	2

The most frequent response for why the characteristic Ethical (Table 8) should receive more emphasis was that respondents had a general impression that this is a problem (17%). Another response (15%) was to restate that Ethical should receive more emphasis. Fourteen percent cited that agencies are not doing their jobs properly, thoroughly, or consistently. Eleven percent of the responses were miscellaneous comments and 9 percent were unresponsive. Nine percent expressed concerns about politicians, while 8 percent cited there are often negative outside influences on state government.

Table 9 shows the respondent suggestions to improve on the characteristic Ethical. The most common idea (23%) was to improve workforce and personnel policies. Nineteen percent were miscellaneous comments, while 12 percent simply restated that state government should be ethical. Other popular suggestions were to improve accountability (11%), eliminate pressure from subgroups and outside influences (11%) and to be more open in listening to the public (10%). As with the earlier examples, the tendency was for the respondents to justify the significance of one characteristic by naming some of the other characteristics. Hence, the characteristics are commonly viewed to be linked and to reinforce each other.

Table 8. Ethical: Examples	
	Percent
Awareness of General Problem	17
Restatement	15
Not Doing Job Properly, Thoroughly, Consistently	14
Miscellaneous Comments	11
Concerns about Politicians	9
Non-responsive	9
Negative Outside Influences	8
Favoritism, Unequal Treatment	7
Disagreement with Specific Issues	5
Pro-active	5

Table 9. Ethical: Suggestions	
	Percent
Improve Work Force, Personnel Policies	23
Miscellaneous Comments	19
Restatement	12
Improve Accountability	11
Eliminate Pressure from Subgroups & Outside Influences	11
Openness, Communication, Listen to Public	10
Hot Topics, Agencies	7
Increase Religion	5
Non-responsive	3

Conclusion

Important conclusions can be drawn from all sections of the 1997 CHI Poll. One conclusion is that the Iowa adult public is not highly cognizant of the executive branch agencies of state government. This conclusion is revealed in several findings. While a majority of the state's adults recognized the names of most agencies of state government, they did not generally have frequent contact with them. Despite presenting a definition of the "executive branch," the public did not make a clear distinction between it and the other branches of government. For example, when asked to provide examples of their interactions with state agencies or to offer suggestions for improving agency performance, they frequently cited the state legislature. There was a marked tendency to see all of state government as parts of one organization. Thus, the experiences and evaluations in one part were generalized to apply to other parts.

Another general conclusion is that the public affirms the importance of every one of the 19 listed characteristics of good government. Fewer than 30% of the respondents indicated that any one of these was of low importance, and for most of the characteristics less than 15% gave a low rating (a score from 1 to 4 on the 7-point scale). Thus, when state agencies attempt to achieve any of these qualities they are working toward characteristics that the public supports and values.

A third conclusion drawn from this study is that the public's support for the 19 characteristics is prioritized. The respondents did make distinctions about which of the characteristics were the most important. These distinctions in importance were confirmed in the ratings of the suggested emphasis that the characteristics should receive in the immediate future (the next two years). Iowans' top priority characteristics for state government are: Trustworthy, Ethical, Accountable, and Financially Responsible. These four characteristics can be thought of as representing a set of "core values" that the public seeks in all aspects of state government. They represent concepts that are familiar to the general public, unlike some of the other characteristics that have appeared more selectively in professional organization management strategies. This latter set includes such characteristics as Long-term Thinking, Collaborative, User Focused, and Results Oriented. Other characteristics, such as Open, Responsive, and Inclusive, may rank lower because they presume the public wants to be highly involved and actively participating in state government. This view may not be representative of the majority

orientation. Such characteristics as Efficient and Effective were not at the top, even though these have been widely touted in political circles as being the "business oriented" characteristics that the public wants. The study's findings indicate that these characteristics are desired, but not to the extent of the more "core characteristics." Rather, the priority characteristics focus on having state government being responsible in basic ways that transcend the more specific orientations.

This same conclusion may be reflected in the public's limited suggestions for ways state government could be improved. Few of the experiences cited had a direct and specific relationship to the characteristic being rated, and few of the suggestions made for improving state government contained explicitly useful information. Rather, the experiences and suggestions were usually vague and/or general. This ambiguity suggests most respondents were detached from the everyday operations of state government. The paradigm of good state government that the respondents describe represents a view that the public should be able to trust that state agencies are accountable, financially responsible, and ethical without having to be frequently scrutinized. Whether the inferred detachment arises from a public sense that this model is the ideal situation, or whether the public simply finds government to be too complex to be closely involved, cannot be concluded from these findings. Regardless, such a public view places a challenge before state personnel to discern public sentiments as best they can on the specific issues and to rely on the core themes as the framework in which they perform.

APPENDICES

Appendix A Telephone Disposition Record

Appendix B Sample and Population Distributions

Appendix C 1997 Council on Human Investment Minority Sample

Appendix D Statewide Item Frequencies

Appendix E Definitions of Characteristics

Appendix F Statewide Importance Ratings

Appendix G Statewide Emphasis Ratings

Appendix H Statewide Weighted Score Computations

Appendix A
Telephone Disposition Record

Table A-1. Telephone Call Dispositions		
Disposition	Number	Percent
Completed Interviews	822	26.1
Refusals and Incompletes	591	18.8
Undetermined	646	20.5
Not Competent/Language Barrier	136	4.3
Ineligible	957	30.3
Total RDD Numbers	3,152	100.0

Appendix B
Sample and Population Distributions

Table B-1. Comparison of Sample and Census Gender Characteristics			
	1997 CHI Study		1990 Iowa Census
	Frequency	Percent	Percent of State Adults
Male	342	41.6	47.4
Female	479	58.3	52.6
Missing	1	0.1	
Total	822	100.0	100.0

Table B-2. Comparison of Sample and Census Age Characteristics			
	1997 CHI Study		1990 Iowa Census
	Frequency*	Percent	Percent of State Adults
18-24	73	8.9	13.7
25-34	155	18.9	20.9
35-49	244	29.7	26.4
50-64	189	23.0	18.3
65 and Older	160	19.5	20.7
Total	821	100.0	100.0

* One respondent refused to give age

Table B-3. Comparison of Sample and Census Educational Attainment			
	1997 CHI Study		1990 Iowa Census
	Frequency*	Percent	Percent of State Adults
Less Than 9 th Grade	17	2.1	7.9
Some High School	49	6.0	11.4
High School or GED	255	31.1	37.3
High School Plus Additional Education	294	35.9	27.8
Bachelors Degree Completed	136	16.6	11.1
Advanced Degree Completed	69	8.4	4.5
Total	820	100.0	100.0
* Two respondents refused to report education level			

Table B-4. Comparison of Sample and Census Income Levels			
	1997 CHI Study		1990 Iowa Census
	Frequency*	Percent	Percent of State Households
Less Than \$25,000	156	23.6	47.5
\$25,000 to \$34,999	121	18.3	18.3
\$35,000 to \$49,999	147	22.3	18.0
\$50,000 to \$74,999	158	23.9	11.4
\$75,000 and Above	78	11.8	4.8
Total	660	100.0	100.0
* 162 respondents refused to report income level			

Table B-5. Comparison of Sample and Census Race/Ethnicity Characteristics			
	1997 CHI Study		1990 Iowa Census
	Frequency	Percent	Percent of State Adults
White	795	97.1	96.7
Black	7	0.9	1.7
Asian/Pacific	1	0.1	0.9
Native American	7	0.9	0.3
Other	9	1.1	0.4
Total	819	100.0	100.0
* Three respondents refused to report race/ethnicity			

Table B-6. Comparison of Sample and Census Urban/Rural Counties			
	Sample Frequency	Sample Percent	1990 Census, Iowa Percent
Urban*	477	58.0	61.0
Rural	345	42.0	39.0
Total	822	100.0	100.0
*Urban county defined to contain at least one place with 10,000+ population.			

Chart B-1. County Distribution of Completed Calls

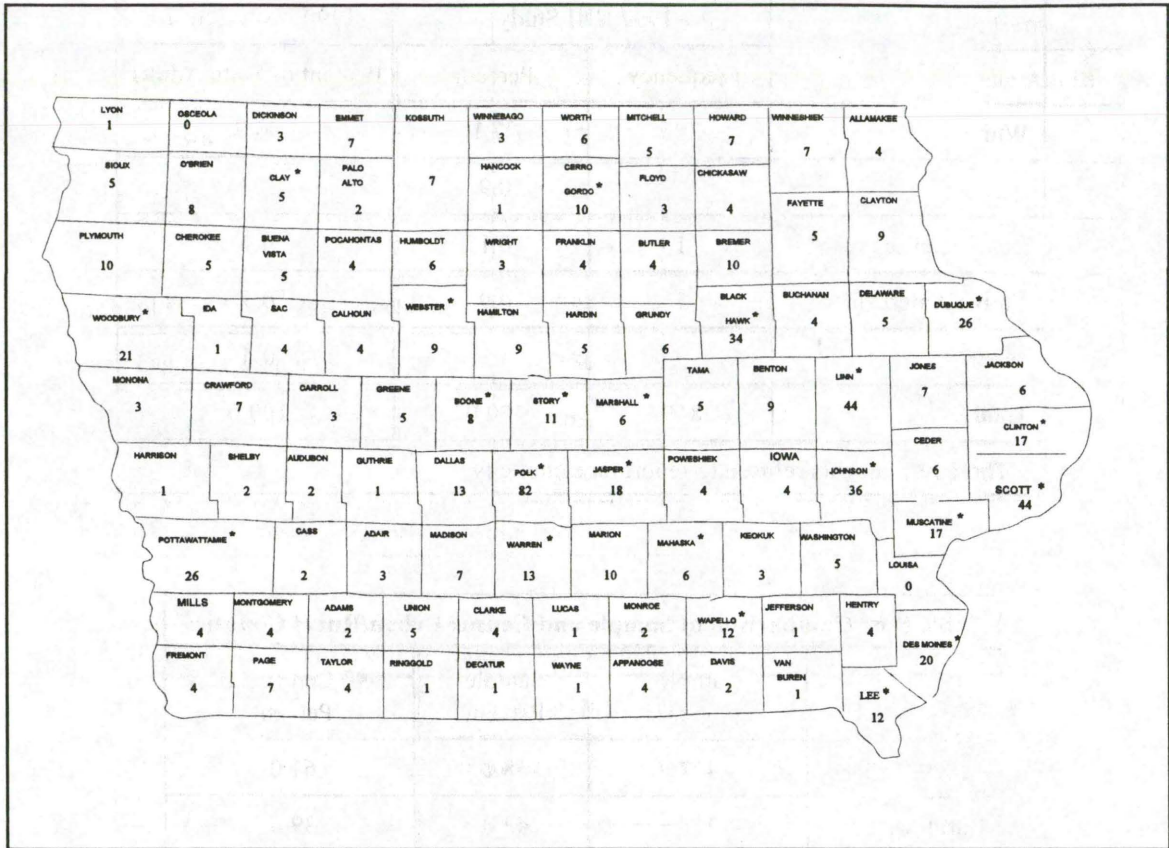


Table B-7. Usual Voting Patterns Reported

	Frequency	Percent
Presidential Election	715	87.3
U.S. Senator, Representative	655	81.2
Governor, State Official	665	82.3
State Senator, Representative	623	77.3
Mayor, City Council, School Board, Local Official	562	68.4
School Bond Issues, Other Local Issues	519	64.6

Appendix C

1997 Council on Human Investment Minority Sample

Table C-1.
Comparison of Sample and Census
Race/Ethnicity

	1997 CHI Minority Study		1990 Iowa Census
	Frequency	Percent	Percent of State Minority Adults
Black	76	72.4	43.9
Hispanic	18	17.1	26.2
Other	11	10.5	29.9
Total	105	100.0	100.0

Table C-2.
Comparison of Sample and Census
Gender

	1997 CHI Minority Study		1990 Iowa Census
	Frequency	Percent	Percent of State Minority Adults
Male	42	40.0	50.2
Female	63	60.0	49.8
Total	105	100.0	100.0

Table C-3.
Comparison of Sample and Census
Urban/Rural County Designation

	Frequency	Percent	1990 Census Percent Iowa Households
Urban	105	100.0	93.5
Rural	0	0	6.5
Total	105	100.0	100.0

Table C-4.
Comparison of Sample and Census
Age

	1997 CHI Minority Study		1990 Iowa Census
	Frequency	Percent	Percent of State Minority Adults
18-24	22	21.0	25.1
25-34	29	27.6	28.9
35-49	33	31.4	25.7
50-64	15	14.3	12.7
65 and Older	6	5.7	7.6
Total	105	100.0	100.0

Table C-5.
Usual Voting Patterns

	Frequency	Percent
Presidential Election	73	69.5
U.S. Senator, Representative	53	55.2
Governor, State Official	57	59.4
State Senator, Representative	50	52.1
Mayor, City Council, School Board, Local Official	45	46.9
School Bond Issues, Other Local Issues	34	35.4

Table C-6.
Comparison of Sample and Census
Education Level

	1997 CHI Minority Study		1990 Iowa Census
	Frequency	Percent	Percent of State Minority Adults
Less Than 9 th Grade	3	2.9	10.1
Some High School	12	11.4	19.1
High School or GED	27	25.7	26.4
High School Plus Additional Education	44	41.9	27.4
College Degree	9	8.6	9.6
Post College Degree	10	9.5	7.4
Total	105	100.0	100.0

Table C-7.
Comparison of Sample and Census
Income Level

	1997 CHI Minority Study		1990 Iowa Census
	Frequency	Percent	Percent of State Minority Households
Less Than \$25,000	57	54.3	62.5
\$25,000 to \$34,999	15	14.3	14.2
\$35,000 to \$49,999	13	12.4	11.8
\$50,000 to \$74,999	12	11.4	7.8
\$75,000 and Above	8	7.6	3.9
Total	105	100.0	100.0

Table C-8.
Awareness of Selected State Agencies

Department or Agency	Frequency	Percent
Department of Human Services	100	97.1
Department of Transportation	99	94.3
Department of Education	96	94.1
Department of Public Health	94	89.5
Department of Human Services	93	91.2
Civil Rights Commission	92	88.5
Department of Corrections	91	89.2
Department of Public Safety	89	84.8
Department of Natural Resources	88	86.3
Board of Parole	81	77.9
Department of Commerce	80	77.7
Department of Revenue & Finance	80	76.2
Workforce Development	79	75.2
Department of Economic Development	76	73.8
Iowa Law Enforcement Agency	74	71.8
Veterans Affairs & Veterans Home	71	67.6
Department of Public Defense	70	68.0
Department of Personnel	65	63.7
Department of the Blind	64	62.7
Department of Inspections & Appeal	62	61.4
Governor's Alliance on Substance Abuse	61	61.0
Department of Cultural Affairs	60	58.3
Board of Parole	56	54.4
Department of Management	49	48.5
Iowa Public Employment Relations Board	43	41.0
Department of Elder Affairs	44	43.6
Ethics & Campaign Finance Disclosure Board	20	19.4

Table C-9.
Contact with Selected
State Agencies

	Frequency	Percent
Daily	6	5.7
Weekly	3	2.9
Monthly	13	12.4
Few times a year	38	36.2
Less often than once a year	43	41.0
Missing	2	1.9
Total	105	100.0

Table C-10. Importance: Trustworthy

Mean=6.60	Frequency	Percent
1 (No importance)	3	2.9
2	0	0
3	1	1.0
4	2	1.9
5	1	1.0
6	9	8.6
7 (Extremely High Importance)	82	78.1
Missing	7	6.7
Total	105	100.0

Table C-11. Emphasis: Trustworthy

Mean=6.30	Frequency	Percent
1 (Much Less Emphasis)	1	1.0
2	0	0
3	2	1.9
4 (Keep the Same)	10	9.5
5	9	8.6
6	6	5.7
7 (Much More Emphasis)	69	65.7
Missing	8	7.6
Total	105	100.0

Table C-12. Importance: Responsive

Mean=6.32	Frequency	Percent
1 (No importance)	2	1.9
2	1	1.0
3	2	1.9
4	2	1.9
5	12	11.4
6	12	11.4
7 (Extremely High Importance)	67	63.8
Missing	7	6.7
Total	105	100.0

Table C-13. Emphasis: Responsive

Mean=6.00	Frequency	Percent
1 (Much Less Emphasis)	2	1.9
2	2	1.9
3	2	1.9
4 (Keep the Same)	13	12.4
5	10	9.5
6	8	7.6
7 (Much More Emphasis)	60	57.1
Missing	8	7.6
Total	105	100.0

Table C-14. Importance: Efficient

Mean=5.89	Frequency	Percent
1 (No importance)	4	3.8
2	0	0
3	6	5.7
4	5	4.8
5	11	10.5
6	20	19.0
7 (Extremely High Importance)	49	46.7
Missing	10	9.5
Total	105	100.0

Table C-15. Emphasis: Efficient

Mean=5.75	Frequency	Percent
1 (Much Less Emphasis)	2	1.9
2	0	0
3	5	4.8
4 (Keep the Same)	15	14.3
5	11	10.5
6	21	20.0
7 (Much More Emphasis)	42	40.0
Missing	9	8.6
Total	105	100.0

Table C-16. Importance: Open

Mean=6.27	Frequency	Percent
1 (No importance)	2	1.9
2	0	0
3	1	1.0
4	2	1.9
5	18	17.1
6	13	12.4
7 (Extremely High Importance)	61	58.1
Missing	8	7.6
Total	105	100.0

Table C-17. Emphasis: Open

Mean=5.96	Frequency	Percent
1 (Much Less Emphasis)	2	1.9
2	2	1.9
3	1	1.0
4 (Keep the Same)	13	12.4
5	11	10.5
6	12	11.4
7 (Much More Emphasis)	54	51.4
Missing	10	9.5
Total	105	100.0

Table C-18. Importance: Accountable

Mean=6.40	Frequency	Percent
1 (No importance)	2	1.9
2	0	0
3	1	1.0
4	1	1.0
5	11	10.5
6	16	15.2
7 (Extremely High Importance)	64	61.0
Missing	10	9.5
Total	105	100.0

Table C-19. Emphasis: Accountable

Mean=6.05	Frequency	Percent
1 (Much Less Emphasis)	1	1.0
2	0	0
3	3	2.9
4 (Keep the Same)	16	15.2
5	5	4.8
6	15	14.3
7 (Much More Emphasis)	56	53.3
Missing	9	8.6
Total	105	100.0

Table C-20. Importance: Effective

Mean=6.15	Frequency	Percent
1 (No importance)	3	2.9
2	1	1.0
3	2	1.9
4	3	2.9
5	12	11.4
6	17	16.2
7 (Extremely High Importance)	57	54.3
Missing	10	9.5
Total	105	100.0

Table C-21. Emphasis: Effective

Mean=5.94	Frequency	Percent
1 (Much Less Emphasis)	2	1.9
2	1	1.0
3	1	1.0
4 (Keep the Same)	16	15.2
5	9	8.6
6	13	12.4
7 (Much More Emphasis)	52	49.5
Missing	11	10.5
Total	105	100.0

Table C-22. Importance: Inclusive

Mean=5.57	Frequency	Percent
1 (No importance)	3	2.9
2	3	2.9
3	4	3.8
4	14	13.3
5	15	14.3
6	11	10.5
7 (Extremely High Importance)	42	40.0
Missing	13	12.4
Total	105	100.0

Table C-23. Emphasis: Inclusive

Mean=5.45	Frequency	Percent
1 (Much Less Emphasis)	2	1.9
2	3	2.9
3	4	3.8
4 (Keep the Same)	20	19.0
5	14	13.3
6	12	11.4
7 (Much More Emphasis)	37	35.2
Missing	13	12.4
Total	105	100.0

Table C-24. Importance: Cooperative

Mean=6.19	Frequency	Percent
1 (No importance)	1	1.0
2	0	0
3	4	3.8
4	4	3.8
5	16	15.2
6	12	11.4
7 (Extremely High Importance)	59	56.2
Missing	9	8.6
Total	105	100.0

Table C-25. Emphasis: Cooperative

Mean=5.71	Frequency	Percent
1 (Much Less Emphasis)	3	2.9
2	1	1.0
3	4	3.8
4 (Keep the Same)	13	12.4
5	15	14.3
6	15	14.3
7 (Much More Emphasis)	44	41.9
Missing	10	9.5
Total	105	100.0

Table C-26. Importance: User Focused

Mean=6.20	Frequency	Percent
1 (No importance)	0	0
2	3	2.9
3	1	1.0
4	3	2.9
5	17	16.2
6	13	12.4
7 (Extremely High Importance)	57	54.3
Missing	11	10.5
Total	105	100.0

Table C-27. Emphasis: User Focused

Mean=5.72	Frequency	Percent
1 (Much Less Emphasis)	2	1.9
2	2	1.9
3	3	2.9
4 (Keep the Same)	14	13.3
5	13	12.4
6	18	17.1
7 (Much More Emphasis)	42	40.0
Missing	11	10.5
Total	105	100.0

Table C-28. Importance: Results Oriented

Mean=5.85	Frequency	Percent
1 (No importance)	4	3.8
2	0	0
3	3	2.9
4	6	5.7
5	17	16.2
6	18	17.1
7 (Extremely High Importance)	44	41.9
Missing	13	12.4
Total	105	100.0

Table C-29. Emphasis: Results Oriented

Mean=5.68	Frequency	Percent
1 (Much Less Emphasis)	2	1.9
2	1	1.0
3	3	2.9
4 (Keep the Same)	15	14.3
5	17	16.2
6	15	14.2
7 (Much More Emphasis)	40	38.1
Missing	12	11.4
Total	105	100.0

Table C-30. Importance: Long-term Thinking

Mean=6.31	Frequency	Percent
1 (No importance)	1	1.0
2	0	0
3	2	1.9
4	4	3.8
5	13	12.4
6	14	13.3
7 (Extremely High Importance)	62	59.0
Missing	9	8.6
Total	105	100.0

Table C-31. Emphasis: Long-term Thinking

Mean=6.00	Frequency	Percent
1 (Much Less Emphasis)	1	1.0
2	3	2.9
3	1	1.0
4 (Keep the Same)	11	10.5
5	15	14.3
6	8	7.6
7 (Much More Emphasis)	57	54.3
Missing	9	8.6
Total	105	100.0

Table C-32. Importance: Utilizes Data

Mean=6.04	Frequency	Percent
1 (No Importance)	3	2.9
2	0	0
3	1	1.0
4	8	7.6
5	15	14.3
6	16	15.2
7 (Extremely High Importance)	53	50.5
Missing	9	8.6
Total	105	100.0

Table C-33. Emphasis: Utilizes Data

Mean=5.81	Frequency	Percent
1 (Much Less Emphasis)	1	1.0
2	1	1.0
3	2	1.9
4 (Keep the Same)	19	18.1
5	14	13.3
6	10	9.5
7 (Much More Emphasis)	49	46.7
Missing	9	8.6
Total	105	100.

Table C-34. Importance: Self-Improvement Methods

Mean=6.23	Frequency	Percent
1 (No Importance)	0	0
2	1	1.0
3	2	1.9
4	5	4.8
5	11	10.5
6	25	23.8
7 (Extremely High Importance)	53	50.5
Missing	8	7.6
Total	105	100.0

Table C-35. Emphasis: Self-Improvement Methods

Mean=5.93	Frequency	Percent
1 (Much Less Emphasis)	2	1.9
2	1	1.0
3	3	2.9
4 (Keep the Same)	11	10.5
5	12	11.4
6	17	16.2
7 (Much More Emphasis)	50	47.6
Missing	9	8.6
Total	105	100.0

Table C-36. Importance: Collaborative

Mean=5.86	Frequency	Percent
1 (No Importance)	2	1.9
2	1	1.0
3	4	3.8
4	6	5.7
5	23	21.9
6	14	13.3
7 (Extremely High Importance)	47	44.8
Missing	8	7.6
Total	105	100.0

Table C-37. Emphasis: Collaborative

Mean=5.67	Frequency	Percent
1 (Much Less Emphasis)	2	1.9
2	1	1.0
3	3	2.9
4 (Keep the Same)	18	17.1
5	16	15.2
6	13	12.4
7 (Much More Emphasis)	43	41.0
Missing	9	8.6
Total	105	100.0

Table C-38. Importance: Fair and Impartial

Mean=6.49	Frequency	Percent
1 (No Importance)	2	1.9
2	1	1.0
3	0	0
4	4	3.8
5	5	4.8
6	11	10.5
7 (Extremely High Importance)	76	72.4
Missing	6	5.7
Total	105	100.0

Table C-39. Emphasis: Fair and Impartial

Mean=6.18	Frequency	Percent
1 (Much Less Emphasis)	1	1.0
2	1	1.0
3	0	0
4 (Keep the Same)	13	12.4
5	11	10.5
6	8	7.6
7 (Much More Emphasis)	64	61.0
Missing	7	6.7
Total	105	100.0

Table C-40. Importance: Courteous and Respectful

Mean=6.46	Frequency	Percent
1 (No Importance)	3	2.9
2	0	0
3	0	0
4	4	3.8
5	6	5.7
6	10	9.5
7 (Extremely High Importance)	74	70.5
Missing	8	7.6
Total	105	100.0

Table C-41. Emphasis: Courteous and Respectful

Mean=6.18	Frequency	Percent
1 (Much Less Emphasis)	2	1.9
2	0	0
3	0	0
4 (Keep the Same)	14	13.3
5	7	6.7
6	12	11.4
7 (Much More Emphasis)	62	59.0
Missing	8	7.6
Total	105	100.0

Table C-42. Importance: Ethical

Mean=6.22	Frequency	Percent
1 (No Importance)	5	4.8
2	0	0
3	3	2.9
4	2	1.9
5	10	9.5
6	9	8.6
7 (Extremely High Importance)	70	66.7
Missing	6	5.7
Total	105	100.0

Table C-43. Emphasis: Ethical

Mean=5.99	Frequency	Percent
1 (Much Less Emphasis)	2	1.9
2	0	0
3	4	3.8
4 (Keep the Same)	15	14.3
5	8	7.6
6	11	10.5
7 (Much More Emphasis)	59	56.2
Missing	6	5.7
Total	105	100.0

Table C-44. Importance: Accessible

Mean=6.42	Frequency	Percent
1 (No Importance)	2	1.9
2	0	0
3	1	1.0
4	4	3.8
5	5	4.8
6	19	18.1
7 (Extremely High Importance)	67	63.8
Missing	7	6.7
Total	105	100.0

Table C-45. Emphasis: Accessible

Mean=5.84	Frequency	Percent
1 (Much Less Emphasis)	2	1.9
2	0	0
3	3	2.9
4 (Keep the Same)	17	16.2
5	15	14.3
6	9	8.6
7 (Much More Emphasis)	52	49.5
Missing	7	6.7
Total	105	100.0

Table C-46. Importance: Financially Responsible

Mean=6.54	Frequency	Percent
1 (No Importance)	2	1.9
2	0	0
3	1	1.0
4	3	2.9
5	5	4.8
6	11	10.5
7 (Extremely High Importance)	77	73.3
Missing	6	5.7
Total	105	100.0

Table C-47. Emphasis: Financially Responsible

Mean=6.07	Frequency	Percent
1 (Much Less Emphasis)	3	2.9
2	2	1.9
3	1	1.0
4 (Keep the Same)	13	12.4
5	6	5.7
6	6	5.7
7 (Much More Emphasis)	65	61.9
Missing	9	8.6
Total	105	100.0

Table C-48
 Frequency of Reporting Characteristics as One of
 the Top Three and Weighted Score

Characteristic	Frequency	Percent of Respondents	Weighted Score
Courteous and Respectful	23	25.0	53
Trustworthy	22	23.9	50
Ethical	23	25.0	49
Fair and Impartial	22	23.9	47
Accountable	17	18.5	45
Cooperative	15	16.3	35
Effective	15	16.3	33
Efficient	17	18.5	32
Accessible	14	15.2	31
Responsive	10	10.9	19
Financially Responsible	9	9.8	17
User Focused	9	9.8	16
Long-term Thinking	7	7.6	12
Collaborative	6	6.5	12
Inclusive	5	5.4	12
Results Oriented	5	5.4	11
Utilizes Data	6	6.5	10
Open	5	5.4	10
Self-improvement	2	2.2	2

Appendix D
Statewide Item Frequencies

Table D-1. Awareness of Agency		
	Frequency	Percent*
Department of Education	812	98.9
Department of Transportation	803	97.8
Department of Human Services	797	97.1
Department of Public Health	785	95.6
Department of Natural Resources	776	94.5
Department of Public Safety	773	94.3
Department of Corrections	767	93.4
Department of Commerce	747	91.1
Department of Human Rights	743	90.5
Veterans Affairs & Veterans Homes	696	85.0
Department of Economic Development	688	84.0
Board of Parole	687	83.9
Department of Revenue & Finance	684	83.5
Civil Rights Commission	673	82.0
Iowa Law Enforcement Academy	643	78.6
Board of Regents	642	78.5
Governor's Alliance on Substance Abuse	570	69.9
Department of Public Defense	559	68.3
Workforce Development	513	62.7
Department for the Blind	512	62.4
Department of Inspections and Appeals	410	50.6
Iowa Public Employment Relations Board	408	50.1
Department of Cultural Affairs	390	47.8
Department of Personnel	381	46.7
Department of Elder Affairs	355	43.5
Department of Management	318	39.1
Ethics and Campaign Finance Disclosure Board	261	31.9
*Omits no-data cases.		

Appendix E Definitions of Characteristics

Table E-1. Characteristic Definitions

Characteristic	Definition
Accessible	State government's services can be used by citizens statewide regardless of their personal circumstances
Accountable	State government takes responsibility and is willing to explain to the public what it does and does not accomplish ✓
Collaborative	State government's resources are shared among state agencies to better deliver services
Cooperative	State government's different units work well together and appropriately coordinate their work among different levels of government and with non-governmental groups
Courteous and Respectful	State government is polite and considerate to service users
Effective	State government accomplishes the goals it sets for itself and those that are publically mandated
Efficient	State government gets the most result from the least use of resources
Ethical	State government acts with principle to do the right thing despite pressures or opportunities to do otherwise ✓
Fair and Impartial	State government is dispassionate, equitable, and does not show favoritism
Financially Responsible	State government manages its financial responsibilities well ✓
Inclusive	State government encourages wide participation from those outside state government
Open	State government is receptive to public input and readily reveals what it is doing
Responsive	State government gives timely answers or makes timely responses to requests for information or service
Results Oriented	State government focuses on actual outcomes of efforts not just good intentions or processes
Trustworthy	State government is honest, does and means what it says ✓
User Focused	State government's primary orientation is on the users of services rather than the providers of services
Utilizes Data in Decision Making	State government uses objective and reliable information rather than ideology or hunches
Utilizes Long-term Thinking	State government makes decisions not only for today and the short term, but looks toward future consequences
Utilizes Methods for Self-improvement	State government continually tries to improve how it functions

Appendix F
Statewide Importance Ratings

Table F-1. Importance: Trustworthy

Mean=6.60	Frequency	Percent
1 (No Importance)	2	.2
2	0	0
3	5	.6
4	23	2.8
5	34	4.1
6	96	11.7
7 (Extremely High)	651	79.2
Missing	11	1.3
Total	822	100.0

Table F-2. Importance: Responsive

Mean=6.32	Frequency	Percent
1 (No Importance)	1	.1
2	4	.5
3	13	1.6
4	71	8.6
5	136	16.5
6	192	23.4
7 (Extremely High)	377	45.9
Missing	28	3.4
Total	822	100.0

Table F-3. Importance: Efficient

Mean=5.89	Frequency	Percent
1 (No Importance)	2	.2
2	9	1.1
3	6	.7
4	52	6.3
5	92	11.2
6	155	18.9
7 (Extremely High)	487	59.2
Missing	19	2.3
Total	822	100.0

Table F-4. Importance: Open

Mean=6.27	Frequency	Percent
1 (No Importance)	5	.6
2	4	.5
3	12	1.5
4	55	6.7
5	96	11.7
6	163	19.8
7 (Extremely High)	467	56.8
Missing	20	2.4
Total	822	100.0

Table F-5. Importance: Accountable

Mean=6.40	Frequency	Percent
1 (No Importance)	0	0
2	1	.1
3	5	.6
4	37	4.5
5	83	10.1
6	154	18.7
7 (Extremely High)	528	64.2
Missing	14	1.7
Total	822	100.0

Table F-6. Importance: Effective

Mean=6.15	Frequency	Percent
1 (No Importance)	4	.5
2	0	0
3	12	1.5
4	55	6.7
5	127	15.5
6	191	23.2
7 (Extremely High)	413	50.2
Missing	20	2.4
Total	822	100.0

Table F-7. Importance: Inclusion

Mean=5.57	Frequency	Percent
1 (No Importance)	10	1.2
2	11	1.3
3	38	4.6
4	155	18.9
5	207	25.2
6	136	16.5
7 (Extremely High)	221	26.9
Missing	44	5.4
Total	822	100.0

Table F-8. Importance: Cooperation

Mean=6.19	Frequency	Percent
1 (No Importance)	3	.4
2	4	.5
3	10	1.2
4	74	9.0
5	143	17.4
6	174	21.2
7 (Extremely High)	383	46.6
Missing	31	3.8
Total	822	100.0

Table F-9. Importance: User Focused

Mean=6.20	Frequency	Percent
1 (No Importance)	5	.6
2	5	.6
3	25	3.0
4	112	13.6
5	189	23.0
6	176	21.4
7 (Extremely High)	266	32.4
Missing	44	5.4
Total	822	100.0

Table F-10. Importance: Results Oriented

Mean=5.85	Frequency	Percent
1 (No Importance)	5	.6
2	5	.6
3	12	1.5
4	92	11.2
5	137	16.7
6	212	25.8
7 (Extremely High)	325	39.5
Missing	34	4.1
Total	822	100.0

Table F-11. Importance: Long-term Thinking

Mean=6.31	Frequency	Percent
1 (No Importance)	4	.5
2	4	.5
3	14	1.7
4	62	7.5
5	110	13.4
6	195	23.7
7 (Extremely High)	418	50.9
Missing	15	1.8
Total	822	100.0

Table F-12. Importance: Utilizes Data

Mean=6.04	Frequency	Percent
1 (No Importance)	3	.4
2	7	.9
3	17	2.1
4	96	11.7
5	140	17.0
6	162	19.7
7 (Extremely High)	365	44.4
Missing	32	3.9
Total	822	100.0

Table F-13. Importance: Self-Improvement Methods

Mean=6.23	Frequency	Percent
1 (No Importance)	5	.6
2	2	.2
3	12	1.5
4	80	9.7
5	124	15.1
6	208	25.3
7 (Extremely High)	369	44.9
Missing	22	2.7
Total	822	100.0

Table F-14. Importance: Collaborative

Mean=5.86	Frequency	Percent
1 (No Importance)	8	1.0
2	8	1.0
3	19	2.3
4	103	12.5
5	162	19.7
6	167	20.3
7 (Extremely High)	328	39.9
Missing	27	3.3
Total	822	100.0

Table F-15. Importance: Fair and Impartial

Mean=6.49	Frequency	Percent
1 (No Importance)	1	.1
2	1	.1
3	10	1.2
4	37	4.5
5	85	10.3
6	133	16.2
7 (Extremely High)	535	65.1
Missing	20	2.4
Total	822	100.0

Table F-16. Importance: Courteous and Respectful

Mean=6.46	Frequency	Percent
1 (No Importance)	2	.2
2	1	.1
3	8	1.0
4	55	6.7
5	105	12.8
6	161	19.6
7 (Extremely High)	477	58.0
Missing	13	1.6
Total	822	100.0

Table F-17. Importance: Ethical

Mean=6.22	Frequency	Percent
1 (No Importance)	2	.2
2	2	.2
3	12	1.5
4	43	5.2
5	62	7.5
6	125	15.2
7 (Extremely High)	555	67.5
Missing	21	2.6
Total	822	100.0

Table F-18. Importance: Accessible

Mean=6.42	Frequency	Percent
1 (No Importance)	5	.6
2	5	.6
3	14	1.7
4	69	8.4
5	131	15.9
6	168	20.4
7 (Extremely High)	412	50.1
Missing	18	2.2
Total	822	100.0

Table F-19. Importance: Financially Responsible

Mean=6.54	Frequency	Percent
1 (No Importance)	0	0
2	3	.4
3	9	1.1
4	31	3.8
5	50	6.1
6	135	16.4
7 (Extremely High)	584	71.0
Missing	10	1.2
Total	822	100.0

Appendix G Statewide Emphasis Ratings

Table G-1. Emphasis: Trustworthy

Mean=6.30	Frequency	Percent
1 (Much Less Emphasis)	1	.1
2	2	.2
3	3	.4
4 (Keep the Same)	102	12.4
5	67	8.2
6	110	13.4
7 (Much More)	520	63.3
Missing	17	2.1
Total	822	100.0

Table G-2. Emphasis: Responsive

Mean=6.00	Frequency	Percent
1 (Much Less Emphasis)	1	.1
2	3	.4
3	9	1.1
4 (Keep the Same)	192	23.4
5	136	16.5
6	153	18.6
7 (Much More)	290	35.3
Missing	38	4.6
Total	822	100.0

Table G-3. Emphasis: Efficient

Mean=5.75	Frequency	Percent
1 (Much Less Emphasis)	2	.2
2	4	.5
3	7	.9
4 (Keep the Same)	124	15.1
5	103	12.5
6	162	19.7
7 (Much More)	396	48.2
Missing	24	2.9
Total	822	100.0

Table G-4. Emphasis: Open

Mean=5.96	Frequency	Percent
1 (Much Less Emphasis)	2	.2
2	1	.1
3	14	1.7
4 (Keep the Same)	151	18.4
5	120	14.6
6	145	17.6
7 (Much More)	365	44.4
Missing	24	2.9
Total	822	100.0

Table G-5. Emphasis: Accountable

Mean=6.05	Frequency	Percent
1 (Much Less Emphasis)	0	0
2	2	.2
3	5	.6
4 (Keep the Same)	116	14.1
5	109	13.3
6	148	18.0
7 (Much More)	423	51.5
Missing	19	2.3
Total	822	100.0

Table G-6. Emphasis: Effective

Mean=5.94	Frequency	Percent
1 (Much Less Emphasis)	2	.2
2	3	.4
3	11	1.3
4 (Keep the Same)	163	19.8
5	123	15.0
6	166	20.2
7 (Much More)	333	40.5
Missing	21	2.6
Total	822	100.0

Table G-7. Emphasis: Inclusion

Mean=5.45	Frequency	Percent
1 (Much Less Emphasis)	14	1.7
2	11	1.3
3	33	4.0
4 (Keep the Same)	260	31.6
5	164	20.0
6	112	13.6
7 (Much More)	175	21.3
Missing	53	6.4
Total	822	100.0

Table G-8. Emphasis: Cooperation

Mean=5.71	Frequency	Percent
1 (Much Less Emphasis)	2	.2
2	4	.5
3	18	2.2
4 (Keep the Same)	168	20.4
5	144	17.5
6	134	16.3
7 (Much More)	312	38.0
Missing	40	4.9
Total	822	100.0

Table G-9. Emphasis: User Focused

Mean=5.72	Frequency	Percent
1 (Much Less Emphasis)	5	.6
2	8	1.0
3	25	3.0
4 (Keep the Same)	211	25.7
5	169	20.6
6	138	16.8
7 (Much More)	221	26.9
Missing	45	5.5
Total	822	100.0

Table G-10. Emphasis: Results Oriented

Mean=5.68	Frequency	Percent
1 (Much Less Emphasis)	4	.5
2	5	.6
3	14	1.7
4 (Keep the Same)	202	24.6
5	139	16.9
6	143	17.4
7 (Much More)	275	33.5
Missing	40	4.9
Total	822	100.0

Table G-11. Emphasis: Long-term Thinking

Mean=6.00	Frequency	Percent
1 (Much Less Emphasis)	2	.2
2	2	.2
3	14	1.7
4 (Keep the Same)	149	18.1
5	128	15.6
6	179	21.8
7 (Much More)	326	39.7
Missing	22	2.7
Total	822	100.0

Table G-12. Emphasis: Utilizes Data

Mean=5.81	Frequency	Percent
1 (Much Less Emphasis)	5	.6
2	7	.9
3	21	2.6
4 (Keep the Same)	209	25.4
5	118	14.4
6	132	16.1
7 (Much More)	286	34.8
Missing	44	5.4
Total	822	100.0

Table G-13. Emphasis: Self-Improvement Methods

Mean=5.93	Frequency	Percent
1 (Much Less Emphasis)	6	.7
2	2	.2
3	11	1.3
4 (Keep the Same)	172	20.9
5	150	18.2
6	156	19.0
7 (Much More)	295	35.9
Missing	30	3.6
Total	822	100.0

Table G-14. Emphasis: Collaboration

Mean=5.67	Frequency	Percent
1 (Much Less Emphasis)	7	.9
2	14	1.7
3	16	1.9
4 (Keep the Same)	201	24.5
5	146	17.8
6	134	16.3
7 (Much More)	270	32.8
Missing	34	4.1
Total	822	100.0

Table G-15. Emphasis: Fair and Impartial

Mean=6.18	Frequency	Percent
1 (Much Less Emphasis)	3	.4
2	2	.2
3	7	.9
4 (Keep the Same)	148	18.0
5	119	14.5
6	116	14.1
7 (Much More)	404	49.1
Missing	23	2.8
Total	822	100.0

Table G-16. Emphasis: Courteous and Respectful

Mean=6.18	Frequency	Percent
1 (Much Less Emphasis)	3	.4
2	7	.9
3	6	.7
4 (Keep the Same)	193	23.5
5	114	13.9
6	115	14.0
7 (Much More)	369	44.9
Missing	15	1.8
Total	822	100.0

Table G-17. Emphasis: Ethical

Mean=5.99	Frequency	Percent
1 (Much Less Emphasis)	1	.1
2	2	.2
3	6	.7
4 (Keep the Same)	130	15.8
5	89	10.8
6	123	15.0
7 (Much More)	446	54.3
Missing	25	3.0
Total	822	100.0

Table G-18. Emphasis: Accessible

Mean=5.84	Frequency	Percent
1 (Much Less Emphasis)	2	.2
2	8	1.0
3	11	1.3
4 (Keep the Same)	214	26.0
5	134	16.3
6	137	16.7
7 (Much More)	292	35.5
Missing	24	2.9
Total	822	100.0

Table G-19. Emphasis: Financially Responsible

Mean=6.07	Frequency	Percent
1 (Much Less Emphasis)	0	0
2	2	.2
3	4	.5
4 (Keep the Same)	106	12.9
5	94	11.4
6	120	14.6
7 (Much More)	478	58.2
Missing	18	2.2
Total	822	100.0

Appendix H
Statewide Weighted Score Computations

Table H-1. Ethical

Weighted Score=544

	Frequency	Percent
Ranked 1 st in importance	108	13.1
Ranked 2 nd in importance	85	10.3
Ranked 3 rd in importance	50	6.1
Missing	579	70.4
Total	822	100.0

Table H-2. Trustworthy

Weighted Score=540

	Frequency	Percent
Ranked 1 st in importance	104	12.7
Ranked 2 nd in importance	78	9.5
Ranked 3 rd in importance	72	8.8
Missing	568	69.1
Total	822	100.0

Table H-3. Accountable

Weighted Score=510

	Frequency	Percent
Ranked 1 st in importance	102	12.4
Ranked 2 nd in importance	81	9.9
Ranked 3 rd in importance	42	5.1
Number missing	597	72.6
Total	822	100.0

Table H-4. Financially Responsible

Weighted Score=503

	Frequency	Percent
Ranked 1 st in importance	87	10.6
Ranked 2 nd in importance	93	11.3
Ranked 3 rd in importance	56	6.8
Missing number	586	71.3
Total	822	100.0

Table H-5. Efficient

Weighted Score=365

	Frequency	Percent
Ranked 1 st in importance	66	8.0
Ranked 2 nd in importance	64	7.8
Ranked 3 rd in importance	39	4.7
Number missing	653	79.4
Total	822	100.0

Table H-6. Cooperative

Weighted Score=218

	Frequency	Percent
Ranked 1 st in importance	40	4.9
Ranked 2 nd in importance	37	4.5
Ranked 3 rd in importance	24	2.9
Number missing	721	87.7
Total	822	100.0

Table H-7. Effective

Weighted Score=205

	Frequency	Percent
Ranked 1 st in importance	40	4.9
Ranked 2 nd in importance	33	4.0
Ranked 3 rd in importance	19	2.3
Number missing	730	88.8
Total	822	100.0

Table H-8. Fair and Impartial

Weighted Score=189

	Frequency	Percent
Ranked 1 st in importance	30	3.6
Ranked 2 nd in importance	38	4.6
Ranked 3 rd in importance	23	2.8
Number missing	761	88.9
Total	822	100.0

Table H-9. Courteous and Respectful

Weighted Score=169

	Frequency	Percent
Ranked 1 st in importance	27	3.3
Ranked 2 nd in importance	32	3.9
Ranked 3 rd in importance	24	2.9
Number missing	739	89.9
Total	822	100.0

Table H-10. Accessible

Weighted Score=168

	Frequency	Percent
Ranked 1 st in importance	32	3.9
Ranked 2 nd in importance	30	3.6
Ranked 3 rd in importance	12	1.5
Number missing	748	91.0
Total	822	100.0

Table H-11. Long-term Thinking

Weighted Score=154

	Frequency	Percent
Ranked 1 st in importance	26	3.2
Ranked 2 nd in importance	22	2.7
Ranked 3 rd in importance	32	3.9
Number missing	742	90.3
Total	822	100.0

Table H-12. Open

Weighted Score=148

	Frequency	Percent
Ranked 1 st in importance	24	2.9
Ranked 2 nd in importance	27	3.3
Ranked 3 rd in importance	22	2.7
Number missing	749	91.1
Total	822	100.0

Table H-13. Responsive

Weighted Score=115

	Frequency	Percent
Ranked 1 st in importance	15	1.8
Ranked 2 nd in importance	24	2.9
Ranked 3 rd in importance	22	2.7
Number missing	761	92.6
Total	822	100.0

Table H-14. Collaborative

Weighted Score=81

	Frequency	Percent
Ranked 1 st in importance	13	1.6
Ranked 2 nd in importance	16	1.9
Ranked 3 rd in importance	10	1.2
Number missing	783	95.3
Total	822	100.0

Table H-15. User Focused

Weighted Score=77

	Frequency	Percent
Ranked 1 st in importance	10	1.2
Ranked 2 nd in importance	16	1.9
Ranked 3 rd in importance	15	1.8
Number missing	781	95.0
Total	822	100.0

Table H-16. Utilizes Data

Weighted Score=39

	Frequency	Percent
Ranked 1 st in importance	4	1.1
Ranked 2 nd in importance	9	1.1
Ranked 3 rd in importance	9	.5
Number missing	800	97.3
Total	822	100.0

Table H-17. Results Oriented

Weighted Score=36

	Frequency	Percent
Ranked 1 st in importance	2	.2
Ranked 2 nd in importance	12	1.5
Ranked 3 rd in importance	6	.7
Number missing	802	97.6
Total	822	100.0

Table H-18. Self-improvement

Weighted Score=34

	Frequency	Percent
Ranked 1 st in importance	4	.5
Ranked 2 nd in importance	7	.9
Ranked 3 rd in importance	8	1.0
Number missing	19	97.7
Total	822	100.0

Table H-19. Inclusive

Weighted Score=18

	Frequency	Percent
Ranked 1 st in importance	2	.2
Ranked 2 nd in importance	1	.1
Ranked 3 rd in importance	10	1.2
Number missing	809	98.4
Total	822	100.0

Table H-20. Other

Weighted Score=100

	Frequency	Percent
Ranked 1 st in importance	22	2.7
Ranked 2 nd in importance	13	1.6
Ranked 3 rd in importance	8	1.0
Number missing	779	94.8
Total	822	100.0