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## **The Cheap 90**

by David Giovannoni  
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# **PUBLIC RADIO LISTENERS: SUPPORTERS AND NON-SUPPORTERS**

**An Examination of  
The Causes Influencing  
The Decision of Public Radio's Listeners  
To Support or Not Support Public Radio**

**Prepared by**

**David Giovannoni  
Audience Research Analysis**

**Under contract with  
The Corporation for Public Broadcasting**

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David Giovannoni  
Silver Spring, Maryland  
June 1985



## Highlights of Major Findings

- The number of people who support public radio is a direct function of the number of people served by public radio. The larger the audience is for a program or format, the more successful on-air appeals for support will be.
- Public radio support is not a function of race, age, or gender. Listeners currently supporting their public radio station(s) are much more likely to be well-educated and living in high-income households than are listeners who have never given money to public radio.
- Audience growth leads membership growth by a few years. After listening to a public radio station for about four years, listeners become significantly more likely to support it.
- Multiple station services encourage audience support. Listeners who take advantage of two or more public radio stations when available are more likely to support at least one.
- The amount of time a listener spends using radio each week has no bearing on his likelihood of supporting public radio.
- A listener's use of his public radio station is the most important controllable factor associated with his support of public radio.
  - The more a person listens to public radio, the more often he chooses it from among other radio stations, and the more days per week he listens to it, the more likely he is to support it.
  - Services with different appeals attract different types of listeners. The better educated the listeners to a program or format are, the more likely they are to support public radio.
  - The more a program or format encourages use of itself and the public radio station in general, the more likely its audience is to support public radio.

For example:

- *Morning Edition* and *All Things Considered* encourage use of the station by encouraging use of themselves through their daily, accessible formats.

- *A Prairie Home Companion* and *All Things Considered* attract and serve even better-educated listeners with even higher incomes than other public radio listeners.
- The public radio listener's active use of the radio suggests that the design of the pledge appeal as a "break" from the regular programming is probably quite counter-productive.
- *Morning Edition*, *All Things Considered*, and *A Prairie Home Companion* are public radio's truly unique services, which attract a significant number of listeners. Listeners' perceptions of public radio as a unique, high quality, and valued programming option worth maintaining is an important theme running through these findings.
  - Listeners who say that public radio is "important" in their lives are very likely to support it. The perception of importance is related to the way in which the listener has integrated public radio use into his life, which is reflected in the way and degree to which he uses the medium. A listener who chooses public radio regularly and who listens for longer periods of time is more likely to say it is important than is a listener who tunes in less regularly and for shorter periods of time.
  - Listeners differentiate public radio from commercial radio by the service it provides — not by how it provides the service. Music, news and information programming, and the lack of commercials are the characteristics most often cited by listeners as making public radio unique. "Affiliation" characteristics — university affiliation, NPR membership, and "educational" purpose — are rarely cited by listeners.
  - While most listeners position public radio in terms of what the service provides to them, those who consider its news and information programming (specifically *Morning Edition* and *All Things Considered*) to be high quality programming services unique to public radio are significantly more likely to support its operation.
  - Two reasons for using public radio which best distinguish supporters from non-supporters are the perceptions that public radio keeps them informed about national and international events, and that it plays the music they like to listen to most. Both of these perceptions are based on public radio's unique, high quality programming.
  - That public radio is perceived as a source of national and international information, and that it is as widely supported by its listeners for this service as for any other, does not negate the importance of local presence. Instead, it indicates a market position — a competitive advantage — that many listeners believe is worth paying for.

- After programming, positioning — what the listener thinks and believes about the station — also affects his willingness to support public radio.
  - Characterization of the public radio station as a “public radio” station encourages listener support, while association of the station with a university hurts the chances of getting support from a listener. This unwillingness to support a university station is rooted in the idea that the university pays for the station — the station’s association with the university is not the cause.
  - In general, persons most likely to support public radio are those who believe it to be most dependent on listener support. Listeners least likely to support the medium are those who perceive public radio to be institutionally supported by educational institutions or government agencies.

Public radio can change the perceptions and beliefs of its listeners inexpensively and efficiently over its own air through well-designed positioning statements.

- People have many reasons for not supporting public radio. Three beliefs significantly differentiate non-supporters from members:
  - People don’t have the money to give to public radio.
  - People don’t know the station is asking for their support.
  - People don’t like the incentives, prizes, or premiums offered.

Non-members are much more likely to agree with these statements than are members. Listeners’ income and the amount of time they spend using public radio do not affect these beliefs.

- A model of public radio support based on the data gathered in this study clearly indicates the following:
  - It is in public radio’s interest to position itself as a “listener-supported” or “public” medium. However, it is public radio’s programming — not its funding structure — which is most relevant to the listener. No position statement, advertisement, or poster can overcome the effects of programming, which serves no audience.
  - People must actually use public radio before they will financially support it.
  - A station’s programming affects people’s propensity to listen to it more than any single controllable variable does.
  - A station’s programming affects listeners’ propensity to support it more than any single controllable variable does. Public radio’s programming is the reason people listen — it is the option, which they pay to maintain.



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# **PUBLIC RADIO LISTENERS: SUPPORTERS AND NON-SUPPORTERS**

**An Examination of  
The Causes Influencing  
The Decision of Public Radio's Listeners  
To Support or Not Support Public Radio**



## INTRODUCTION AND OVERVIEW

### 1.1. Purpose

As public radio is weaned from tax-based sources of support, it becomes increasingly reliant on other sources of income. A major potential source of revenue is public radio's own audience. While most public radio stations are already tapping this source, the degree of audience support can still be significantly increased. Currently only one in six persons who listens to public radio in America each week financially supports his public radio station.

This means that five out of six listeners — close to seven million persons each week — listen to public radio but do not support it. Because of their use, interest, and demographic composition, these non-supporting listeners are undoubtedly public radio's most lucrative, untapped source of income. Another characteristic makes these potential supporters even more attractive: it costs public radio nothing to deliver its fundraising messages to these people.

The purpose of this study is twofold. First, it identifies the differences between listeners who support public radio and listeners who do not. Second, by identifying the different ways in which these two groups use and perceive their public radio stations, it suggests programming, positioning, and fundraising strategies which will encourage more listeners to financially support their public radio station. It directly addresses the question, "How can listeners be turned into contributors?" — a question quickly becoming key to public radio's survival.

### 1.2. Scope

Why is it so important to understand the characteristics, which differentiate supporting public radio listeners from non-supporting listeners? The assumption is that if non-supporters can be encouraged to acquire the same characteristics as supporters, they will be more willing to contribute to public radio. For example, the study finds that supporters believe listeners play an important role in financing public radio; non-supporters do not believe this to the same degree. Public radio might turn more non-supporters into contributors if such funding perceptions were changed.

Many of the listener characteristics examined in this study, such as their perceptions and use of public radio, can be modified by public radio professionals. This study suggests strategies, which could increase the number of supporting listeners. These suggested strategies are by no means the only ones possible, and public radio professionals are encouraged to devise their own strategies based on these findings and their own expertise.

### 1.3. Background

After more than a decade of research, a great deal of information is available regarding public radio's listeners. From Arbitron research public radio is aware of the quantity of its audience, and from Simmons data it is aware of the audience's qualitative aspects. NPR's PRAP (Public Radio Audience Profile) system provides public radio with more knowledge of how its audience listens than is available to any other radio network in the nation. Various station and system surveys of public radio members reveal a great deal about who gives money to the medium. But very little is known about why so many listeners do not support public radio.

For some time now, public radio professionals have recognized the need for research to guide their efforts in maximizing audience support. But two major obstacles have kept this research from being done. One is the difficulty and expense of reaching an unbiased sample of public radio listeners. Only one in 25 Americans over the age of 12 listens to public radio in a typical week. To obtain a sample of 2,000 listeners, over 50,000 people would have to be randomly selected and contacted. The expense of this process is prohibitive.

Even if this obstacle were overcome, another would arise: how to measure listeners' use of public radio and its programming? Public radio's programming is diverse — not only across markets, but within individual station schedules. Because of this diversity, accurate measurement of listening over an extended period of time is necessary. Most desirable is information as detailed and reliable as that gathered by Arbitron in its seven-day radio listening diaries. But again, the cost of placing, administering, retrieving, editing, and processing a reliable random sample of 2,000 usable radio listening diaries, each containing listening to public radio, is prohibitive.

Yet this study overcomes both of these obstacles in the following way.

### 1.4. Method

This study takes full advantage of a unique radio listening database — NPR's PRAP sample — to identify a national random sample of public radio listeners and to ascertain a reliable estimate of their commercial and public radio use. The stations in the PRAP sample are proven to be representative of the public radio system of CPB-qualified stations. The sample has been used since 1979 to estimate the national audience for public radios' formats and programs. Use of this sample ensures the applicability of these findings to the entire public radio system.

The PRAP database provides a full seven days of radio listening information for over 5,000 public radio listeners. Arbitron obtained this information during its Spring 1984 diary-based measurement of all radio listening. Then, in January 1985, over 2,000 of these public radio listeners were recontacted for the purpose of this study. Professional interviewers representing Arbitron Ratings administered a 14-minute telephone survey to these

listeners. 1/ The survey ascertained their attitudes toward and perceptions of public radio, their financial support of their public radio station, and demographic characteristics not already measured by Arbitron.

The survey also ascertained whether the respondent, or someone in his household, is a current member of a public radio station (has given money within the last 12 months), is a lapsed member (last gave more than a year ago), or is a non-member (has never financially supported the public radio station to which he listens). (Refer to Appendix F for full details.)

Only listeners to stations having broadcast on-air fundraising appeals before the Spring 1984 sweep were interviewed; thus all respondents have had an opportunity to hear on-air fundraising on their public radio station.

This study is distinguished from all previous public broadcasting pledging studies in six important ways:

1. It is based on a large national sample (2,015 persons).
2. It samples all public radio listeners (not just members).
3. Actual listening is ascertained through Arbitron radio diaries (not through less reliable recall methods).
4. All radio listening is measured (including commercial).
5. Reliable listening information for members and non-members is correlated with public radio support.
6. Perceptions of and attitudes toward public radio are correlated with public radio support for members and non-members.

## **1.5. Presentation of the Findings**

The findings generated by this study and presented in this report are unique to public broadcasting; but far outweighing their uniqueness is their relevance.

The most important and useful finding of this study is that the maximization of audience support is a process which goes far beyond the concerns traditionally addressed by development personnel.

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1/ Full details pertaining to sampling and weighting, response rates, Arbitron's description of method, and the survey instrument as administered by Arbitron are presented in the Appendices.

- Programming is critical: programming techniques encourage listening, and certain listening patterns are strongly associated with support. This study demonstrates these relationships and shows what programming approaches encourage listeners to pledge.
- Positioning is critical: the public radio station must occupy a certain position in the mind of the listener before that listener will be ready to pledge. This study determines which perceptions and attitudes are strongly associated with support, and shows how they might be influenced by promotion.
- Only after programming and positioning strategies are implemented can development aspects be addressed. All of the techniques of on-air fundraising will motivate listener support only at the end of a development process that begins with effective programming and appropriate positioning.

To encourage this report's use across programming, promotion, and development disciplines, great care has been taken to present its findings as clearly and as usefully as possible. Mechanical details are placed out of the body of the text: the statistical techniques, formal testing parameters, and other technical data are relegated to footnotes, appendices, and tables; even then, every attempt is made to present them as non-technically as possible.

For instance, this study depends extensively upon rigorous statistical hypothesis testing techniques, <sup>2/</sup> but the reader need not be familiar with statistical methods or reporting techniques to understand its results. Most tables express only percentages; those, which do not are discussed non-technically in the text. The text is designed to lead the reader through the process of inquiry and discovery. Only statistically significant findings are discussed, unless the absence of statistical significance is in itself an important discovery.

Each section examines a type of characteristic. Section 2 explores the demographics of support. Sections 3, 4, and 5 examine the utiligraphics <sup>3/</sup> of support. Section 6 shows the relationship between support and the reasons people listen to public radio. Section 7 looks

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<sup>2/</sup> The reader can ascertain the level of measurement for each variable by referencing Appendix E, Description and Values of Measured Variables, which has been adapted from the coding sheets for the master data files. Unless otherwise noted, statistical significance tests in Sections 2 through 10 are based on two-tailed probabilities and are not considered significant below the .01 level of certainty. These conditions were chosen to reduce the chance of Type I error, thereby minimizing the likelihood of reporting accidental relationships between and among variables. The trade-off is that this analysis is much more likely not to examine marginally true relationships than it is to accept accidental ones. In other words, given the choice between ignoring or accepting uncertain knowledge, this analysis ignores it.

<sup>3/</sup> Utiligraphics describe how people use radio in general and public radio in particular.

at the differing perceptions held by supporters and non-supporters about public and commercial radio stations. Sections 8 and 9 explore how listeners describe public radio, and how they think it is funded. And, Section 10 examines their perceptions of why other listeners do not support public radio.

The format within each of these sections is similar. First, the definitions and uses for the set of variables are explored; this allows the reader to understand their purpose. Next, the variables most important in explaining differences between supporters and non-supporters are ascertained. Possible alternative explanations are then examined. Finally, the question is asked, "What does this mean to public radio?" In examining how this new knowledge can be applied, the discussion ranges beyond the mere presentation of findings; it interprets their meanings, comments on their applications, and suggests strategies for their implementation.

Section 11 brings the study's findings together. It presents all findings in a unified model of the variables examined (demographics, utiligraphics, attitudes, and perceptions) and their combined effects on listeners' support and non-support of public radio. It examines which of the many variables studied have the greatest effect on encouraging a listener to become a member, and establishes stages through which a person must pass before supporting his public radio station. It asks and answers the question, "Of all of the strategies public broadcasters can adopt, which would have the greatest payoff?"



## Section 2

# DEMOGRAPHICS

### 2.1. Definition and Uses of Demographic Variables

Demographic variables describe who listeners are and where and how they live. Demographics are used in this study to explore the differences among current, lapsed, and non-supporting public radio listeners.

Unlike other types of variables explored later in this report, the demographic characteristics of individuals are traits over which public broadcasters have no control. For example, while programming may attempt to serve a greater number of elderly people, it cannot change the age of any listener. Demographic characteristics are thus taken as given, and used to understand the types of people in each of the three support groups.

### 2.2. Important Vs. Unimportant Demographic Variables

Table 2-A defines the demographic variables measured in this study. Table 2-B displays how each is associated with public radio support. The demographic variables on Table 2-B are listed in order from annual household income and education (the demographic variables most strongly associated with support group membership) to gender (the demographic variable least associated with support). 1/

The wealthier a household is, the more likely someone in the household is to give money to public radio. Fifty-six percent of the respondents in households earning a minimum of \$50,000 per year claim to be current members of a public radio station. This compares to only 15% of the respondents in households earning less than \$15,000 per year.

How well a person is educated is also a very good predictor of whether or not he is supporting public radio. Fifty-two percent of those who have done post-graduate work claim to be current public radio members, compared to the 19% current membership rate of the listeners who have not attended college.

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1/ The variables on Table 2-B and on all B-tables in subsequent sections are listed in order of the significance of the chi-square: the closer this number is to zero, the more strongly associated the variable is with public radio support. This technique brings the most “important” variables, those most closely associated with public radio support, to the top of each table.

**Table 2-A**  
**Demographic Characteristics — Definitions and Sample Proportions**

| DEMOGRAPHIC CHARACTERISTIC   | SEGMENT                        | % OF SAMPLE | DEFINITION OF SEGMENTS   |
|------------------------------|--------------------------------|-------------|--|
| GENDER                       | Men                            | 54 %        | Gender of respondent.  |
|                              | Women                          | 46          |  |
| AGE/GENDER                   | Men - Age 12-29                | 10          | Age and gender of respondent.  |
|                              | Women - Age 12-29              | 8           |  |
|                              | Men - Age 30-49                | 27          |  |
|                              | Women - Age 30-49              | 19          |  |
|                              | Men - Age 50-64                | 12          |  |
|                              | Women - Age 50-64              | 11          |  |
|                              | Men - Age 65+                  | 5           |  |
|                              | Women - Age 65+                | 8           |  |
| RACE                         | White                          | 90          | Race, as provided by respondent.   |
|                              | Black                          | 5           |  |
|                              | Hispanic                       | 2           |  |
|                              | Other                          | 3           |  |
| PERSONS IN HH                | One Person                     | 19          | The number of persons in the respondent's household.   |
|                              | 2-3 Persons                    | 56          |  |
|                              | 4-5 Persons                    | 23          |  |
|                              | 6 or More Persons              | 2           |  |
| PERSONS IN HH < 18 YEARS OLD | None                           | 67          | The number of persons in the respondent's household who are 17 years old or less.                                      |
|                              | 1-2 Persons                    | 28          |  |
|                              | 3 or More Persons              | 5           |  |
| EDUCATION                    | Post-Graduate                  | 30          | Highest grade in school completed by respondent.   |
|                              | Graduated College              | 30          |  |
|                              | Attended College               | 21          |  |
|                              | No College                     | 19          |  |
| ANNUAL HH INCOME             | \$50,000 or more               | 19          | Annual household income of respondent.   |
|                              | \$30,000 - \$49,999            | 37          |  |
|                              | \$15,000 - \$29,999            | 33          |  |
|                              | Less than \$15,000             | 11          |  |
| EMPLOYMENT                   | Full-Time                      | 57          | Employment status of the respondent; 30 or more hours of work per week is full-time; 1-29 hours per week is part-time. |
|                              | Part-Time                      | 15          |  |
|                              | Unemployed                     | 28          |  |
| EMPLOYMENT /GENDER           | Men - Full Time                | 38          | [see EMPLOYMENT and GENDER.]   |
|                              | Women - Full- and Part-Time    | 28          |  |
|                              | Men - Part-Time and Unemployed | 16          |  |
|                              | Women - Unemployed             | 18          |  |
| MSA LOCATION                 | In MSA                         | 79          | Respondent lives inside or outside of NPR member station's Metropolitan Survey Area                                    |
|                              | Out of MSA                     | 21          |  |

SOURCE: AUDIENCE RESEARCH ANALYSIS / ARBITRON

Table 2-C combines education and income into a single variable and demonstrates its relationship to public radio support. Clearly, current members are much more likely to be well educated and living in high-income households than are listeners who have never given money to public radio.

### **2.3. Relationships Among Demographic Variables**

Education and income have been the focus of this examination thus far because they are the demographic variables most associated with public radio support. Other variables shown on Table 2-B, particularly race and age/gender demographics, also appear to be highly related to membership status. Upon close examination, however, these variables' association with public radio support proves to be a function of the education and income of the listener.

Table 2-D demonstrates how the race and age/gender variables are related to education and income. For instance, Table 2-B indicates that 50- to 64-year-old men are the most likely of the age/gender groups to be current members. But Table 2-D shows that this is explained by their education and income — 50 to 64-year-old men are the most likely age/gender group to have graduated college and to live in households earning at least \$50,000 per year.

Similarly, the race of the respondent is related to membership only as a function of education and income. Table 2-B indicates that white persons are the most likely of the measured groups to support public radio. Table 2-D shows this is explained by education and income — white persons are the most likely of the measured groups to have graduated college and to live in households earning at least \$50,000 per year.

In short, public radio support is not a function of race, age, or gender. The fact that public radio's supporters are most likely to be in certain race and age/gender groups is explained by the education and income levels of the individuals in these groups.

### **2.4. What This Means to Public Radio**

The type of programming most predominant in public radio schedules — quality news and information magazines, classical music and jazz, and *A Prairie Home Companion* — tends to attract well-educated persons in much higher proportions than they are found in the general public. Indeed, education is the best single predictor of whether or not a pers-

**Table 2-B**  
**The Relationships Between Demographics and Public Radio Support**

| DEMOGRAPHIC CHARACTERISTIC   | SEGMENT                        | SIGNIFICANCE OF CHI-SQUARE | --PERCENT WHO ARE/WERE-- |                |               | PERCENT OF SAMPLE |
|------------------------------|--------------------------------|----------------------------|--------------------------|----------------|---------------|-------------------|
|                              |                                |                            | Current Members          | Lapsed Members | Never Members |                   |
| ANNUAL HH INCOME             | \$50,000 or more               | .000                       | 56 %                     | 17 %           | 27 %          | 19 %              |
|                              | \$30,000 - \$49,999            |                            | 40                       | 11             | 49            | 37                |
|                              | \$15,000 - \$29,999            |                            | 34                       | 18             | 48            | 33                |
|                              | Less than \$15,000             |                            | 15                       | 19             | 66            | 11                |
| EDUCATION                    | Post-Graduate                  | .000                       | 52                       | 16             | 32            | 30                |
|                              | Graduated College              |                            | 37                       | 16             | 47            | 31                |
|                              | Attended College               |                            | 28                       | 16             | 56            | 21                |
|                              | No College                     |                            | 19                       | 15             | 66            | 18                |
| AGE/GENDER                   | Men - Age 12-29                | .000                       | 24                       | 9              | 67            | 10                |
|                              | Women - Age 12-29              |                            | 36                       | 11             | 53            | 8                 |
|                              | Men - Age 30-49                |                            | 37                       | 15             | 48            | 27                |
|                              | Women - Age 30-49              |                            | 33                       | 20             | 47            | 19                |
|                              | Men - Age 50-64                |                            | 48                       | 19             | 33            | 12                |
|                              | Women - Age 50-64              |                            | 44                       | 13             | 43            | 10                |
|                              | Men - Age 65+                  |                            | 33                       | 21             | 46            | 5                 |
|                              | Women - Age 65+                |                            | 32                       | 16             | 52            | 8                 |
| RACE                         | White                          | .013                       | 38                       | 15             | 47            | 90                |
|                              | Black                          |                            | 28                       | 15             | 57            | 5                 |
|                              | Hispanic                       |                            | 13                       | 10             | 77            | 2                 |
|                              | Other                          |                            | 22                       | 25             | 53            | 3                 |
| PERSONS IN HH < 18 YEARS OLD | None                           | .021                       | 37                       | 16             | 47            | 67                |
|                              | 1-2 Persons                    |                            | 39                       | 12             | 49            | 28                |
|                              | 3 or More Persons              |                            | 20                       | 19             | 60            | 5                 |
| PERSONS IN HH                | One Person                     | .043                       | 34                       | 13             | 53            | 19                |
|                              | 2-3 Persons                    |                            | 39                       | 16             | 45            | 56                |
|                              | 4-5 Persons                    |                            | 35                       | 15             | 50            | 23                |
|                              | 6 or More Persons              |                            | 18                       | 13             | 69            | 2                 |
| EMPLOYMENT /GENDER           | Men - Full-Time                | .050                       | 38                       | 13             | 49            | 38                |
|                              | Women - Full- and Part-Time    |                            | 40                       | 15             | 45            | 28                |
|                              | Men - Part-Time and Unemployed |                            | 34                       | 20             | 46            | 16                |
|                              | Women - Unemployed             |                            | 31                       | 18             | 51            | 18                |
| EMPLOYMENT                   | Full-Time                      | .154                       | 39                       | 15             | 46            | 57                |
|                              | Part-Time                      |                            | 36                       | 14             | 50            | 15                |
|                              | Unemployed                     |                            | 33                       | 18             | 49            | 28                |
| MSA LOCATION                 | In MSA                         | .458                       | 37                       | 15             | 48            | 79                |
|                              | Out of MSA                     |                            | 35                       | 18             | 47            | 21                |
| GENDER                       | Men                            | .904                       | 37                       | 15             | 48            | 54                |
|                              | Women                          |                            | 36                       | 16             | 48            | 46                |

SOURCE: AUDIENCE RESEARCH ANALYSIS / ARBITRON

on is a public radio listener. 2/ Since well-educated people tend to make more money than others, and since public radio support is strongly associated with a person's education and income, public radio is well-positioned to seek more listener support.

That education is an important influence on membership should be kept in mind when appealing to listeners for support. For instance, appeals that insult the intelligence of the listener would seem to be counter-productive. Indeed, public radio's overriding development strategy might be to present intelligent programming, executed with high quality standards, selected for appeal and service to educated tastes.

Public radio professionals have known for some time that their stations' listeners are quite likely to be sophisticated media consumers: 3/ their advanced education positively affects their awareness of and willingness to use other media; their high household incomes enable them to afford these media. Options available to people most likely to use public radio include both electronic media (pay television, audio tape in cars, audio and video libraries at home, etc.) and print media (newspapers, magazines, books). This indicates the importance of public radio's strategic positioning in the competitive media environment inhabited by its listeners.

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2/ For a detailed discussion of education's effects on public radio listening, refer to *The State of Public Radio Programming in 1984* and *The NPR Audience*, published by NPR's Office of Audience Research and Program Evaluation in 1984.

3/ Ibid.

**Table 2-C**  
**The Relationships Between Key Demographics and Public Radio Support**

| DEMOGRAPHIC CHARACTERISTIC        | SEGMENT                                     | SIGNIFICANCE OF CHI-SQUARE | --PERCENT WHO ARE/WERE-- |                |               | PERCENT OF SAMPLE |
|-----------------------------------|---|----------------------------|--------------------------|----------------|---------------|-------------------|
|                                   |   |                            | Current Members          | Lapsed Members | Never Members |                   |
| EDUCATION/<br>ANNUAL HH<br>INCOME | College Graduate and \$30,000 or More       | .000                       | 49 %                     | 14 %           | 37 %          | 43 %              |
|                                   | College Graduate and Less Than \$30,000     |                            | 40                       | 19             | 41            | 19                |
|                                   | Not College Graduate and \$30,000 or More   |                            | 32                       | 12             | 56            | 14                |
|                                   | Not College Graduate and Less Than \$30,000 |                            | 20                       | 18             | 62            | 24                |

SOURCE: AUDIENCE RESEARCH ANALYSIS / ARBITRON

**Table 2-D**  
**The Relationships Between Key Demographics and Other Demographic Variables**

| DEMOGRAPHIC CHARACTERISTIC | SEGMENT           | SIGNIFICANCE OF CHI-SQUARE | PERCENT OF LISTENERS IN EACH SEGMENT IN THIS EDUCATION AND INCOME CATEGORY |        |                                |        | PERCENT OF SAMPLE |
|----------------------------|-------------------|----------------------------|--|--------|--------------------------------|--------|-------------------|
|                            |                   |                            | GRADUATED<br>---COLLEGE---   |        | NOT GRADUATED<br>---COLLEGE--- |        |                   |
|                            |                   |                            | \$30K+   | <\$30K | \$30K+                         | <\$30K |                   |
| AGE/GENDER                 | Men - Age 12-29   | .000                       | 30 %   | 20 %   | 20 %                           | 30 %   | 10 %              |
|                            | Women - Age 12-29 |                            | 26   | 36     | 20                             | 18     | 8                 |
|                            | Men - Age 30-49   |                            | 56   | 15     | 13                             | 16     | 29                |
|                            | Women - Age 30-49 |                            | 48   | 21     | 14                             | 17     | 20                |
|                            | Men - Age 50-64   |                            | 58   | 11     | 10                             | 21     | 12                |
|                            | Women - Age 50-64 |                            | 31   | 22     | 19                             | 28     | 10                |
|                            | Men - Age 65+     |                            | 28   | 25     | 8                              | 39     | 4                 |
|                            | Women - Age 65+   |                            | 9  | 18     | 7                              | 66     | 7                 |
| RACE                       | White             | .000                       | 43   | 20     | 14                             | 23     | 90                |
|                            | Black             |                            | 29   | 12     | 12                             | 46     | 5                 |
|                            | Hispanic          |                            | 20   | 11     | 57                             | 11     | 2                 |
|                            | Other             |                            | 52   | 16     | 5                              | 28     | 3                 |

SOURCE: AUDIENCE RESEARCH ANALYSIS / ARBITRON

## Section 3

# RADIO UTILIGRAPHICS

### 3.1. Definition and Uses of Radio Utiligraphic Variables

Radio utiligraphic variables describe how listeners use radio. Unlike the demographics explored in the previous section, radio utiligraphics do not describe who a listener is. Instead they report how he used the radio during the week he kept a diary of his listening.

How people use radio depends on who they are. For instance, the youngest and oldest persons are more likely to listen to only one or two radio stations. Persons 25- to 49-years-old — better-educated people with broader musical tastes and greater informational needs — are more likely to use several stations in the course of a week.

Radio use also depends on how people live their lives. Anything affecting a person's day-to-day activities also affects his radio use. When is he awake? When does he drive to school, or to work, or elsewhere? When is he watching television?

Broadcasters can exercise little or no control over who people are and how they live their lives; therefore, they have little or no influence over when or how people choose to use the radio.

However, once a person is listening to the radio — more specifically, once he is listening to a station — his utiligraphics can be altered to a point. The programming on a station may entice him to listen a little longer, or it may keep him from tuning to another station. Public broadcasters can influence how a person uses radio only as long as the listener is tuned to public radio. (The study of how people use public radio stations is a special subset of radio utiligraphics, examined in Sections 4 and 5.)

This section yields information about how public radio listeners use radio, and how this use is associated with their propensity to support public radio. It uses this information to suggest strategies for maximizing listener support.

### 3.2. Important Vs. Unimportant Radio Utiligraphic Variables

Table 3-A defines the radio utiligraphics measured in this study. Table 3-B displays how each is associated with public radio support. The utiligraphic variables are listed in order from the number of stations used per week (NOS, the radio utiligraphic variable most strongly associated with listener support of public radio) to the number of days spent listening to the radio per week (RDAYS, the demographic variable least associated with support).

**Table 3-A  
Radio Utilgraphics — Definitions and Sample Proportions**

| RADIO UTILGRAPHIC                             | SEGMENT              | % OF SAMPLE | DEFINITION OF SEGMENTS  |
|---|----------------------|-------------|---|
| NUMBER OF STATIONS USED (NOS)                 | Member Station Only  | 5 %         | Number of stations used by the listener during the seven days the diary was kept.   |
|   | Two Stations         | 15          |   |
|   | Three Stations       | 20          |   |
|   | Four Stations        | 18          |   |
|   | Five Stations        | 15          |   |
|   | Six Stations         | 11          |   |
|   | Seven or More Stns.  | 16          |   |
| NUMBER OF DAYS RADIO USED (RDAYS)             | 1-5 Days             | 21          | Number of different days radio was used during the seven days the diary was kept.   |
|   | Six Days             | 23          |   |
|   | Seven Days           | 56          |   |
| WEEKPART (RWKPT)                              | Weekdays Only        | 9           | Weekpart(s) during which radio was used during the seven days the diary was kept.   |
|   | Weekends Only        | *           |   |
|   | Both Weekparts       | 91          |   |
| RADIO TUNE-IN QUINTILES (RTUNES)              | 1-10 Times           | 17          | Number of times radio was turned on or switched to another station; equal to the number of diary entries recorded by the listener during the seven days the diary was kept. |
|   | 11-15 Times          | 21          |   |
|   | 16-20 Times          | 22          |   |
|   | 21-27 Times          | 21          |   |
|   | 28+ Times            | 19          |   |
| TIME SPENT LISTENING TO RADIO QUINTILES (RLT) | 1-45 QHS             | 19          | Radio listening time quintiles; based on the listener's total time spent using radio during the seven days the diary was kept.  |
|   | 46-70 QHS            | 21          |   |
|   | 71-106 QHS           | 21          |   |
|   | 107-158 QHS          | 20          |   |
|   | 159+ QHS             | 19          |   |
| RADIO BAND USED (RBAND)                       | AM Only              | 3           | Radio band(s) used by the listener during the seven days the diary was kept.  |
|   | FM Only              | 36          |   |
|   | Both Bands           | 61          |   |
| FM LISTENING QUARTILES (RLT-FM)               | No Listening to FM   | 3           | FM radio usage quartiles; based on the listener's time spent listening to FM radio (in quarter- hours) during the seven days the diary was kept.                            |
|   | 1-26 QHS             | 20          |   |
|   | 27-57 QHS            | 26          |   |
|   | 58-112 QHS           | 26          |   |
|   | 113+ QHS             | 25          |   |
| AM LISTENING TERCILES (RLT-AM)                | No Listening to AM   | 36          | AM radio usage terciles; based on the listener's time spent listening to AM radio (in quarter- hours) during the seven days the diary was kept.                             |
|   | 1-14 QHS             | 23          |   |
|   | 15-48 QHS            | 24          |   |
|   | 49+ QHS              | 17          |   |
| RADIO LISTENING LOCATION (RLOC)               | Home Only            | 17          | Location(s) at which radio was used during the seven days the diary was kept.   |
|   | Away Only            | 5           |   |
|   | Both Locations       | 78          |   |
| AT HOME LISTENING QUARTILES (RLT-HOME)        | No Listening at Home | 5           | At home radio usage quartile; based on the listener's time spent listening to radio at home(in quarter-hours) during the seven days the diary was kept.                     |
|   | 1-25 QHS             | 25          |   |
|   | 26-53 QHS            | 24          |   |
|   | 54-98 QHS            | 23          |   |
|   | 99+ QHS              | 23          |   |
| AWAY FROM HOME LISTENING QUARTILES (RLT-AWAY) | No Listening AFH     | 17          | Away from home radio usage quartiles; based on the listener's time spent listening to radio away from home (in quarter-hours) during the seven days the diary was kept.     |
|   | 1-14 QHS             | 22          |   |
|   | 15-29 QHS            | 20          |   |
|   | 30-60 QHS            | 21          |   |
|   | 61+ QHS              | 20          |   |
| PERCENT OF RLT AT HOME (RLT-%HOME)            | No Listening at Home | 5           | Time spent listening to radio at home as a percent of all time spent listening to radio during the seven days the diary was kept.   |
|   | 1% - 40%             | 26          |   |
|   | 41% - 71%            | 24          |   |
|   | 72% - 94%            | 24          |   |
|   | 95%+                 | 21          |   |
| PERCENT OF RLT AWAY FROM HOME (RLT-%AWAY)     | No Listening AFH     | 17          | Time spent listening away from home as a percent of all time spent listening to the radio during the seven days the diary was kept.   |
|   | 1% - 19%             | 20          |   |
|   | 20% - 43%            | 21          |   |
|   | 44% - 71%            | 21          |   |
|   | 72%+                 | 21          |   |

\* Less than one-half of 1%.

SOURCE: AUDIENCE RESEARCH ANALYSIS / ARBITRON

Three utiligraphic variables stand out as important in predicting the membership status of public radio listeners: the number of stations used per week (NOS), the time spent listening to the AM band per week (RLT-AM), and the time spent listening to the FM band per week (RLT-FM).

Only 5% of public radio's weekly audience listen exclusively to public radio in the course of an average week; yet over half of this small minority are currently members of their public radio station. On the other hand, 27% of the weekly audience listen to six or more stations in a week; only one person of four in this group is a current public radio member. A comparison of these extremes shows that persons who listen only to public radio are twice as likely to be current public radio members than are listeners who listen to six or more radio stations.

The amount of radio used by a public radio listener during an average week (RLT) is not at all indicative of his membership status. However, the amount of AM radio (RLT-AM) and the amount of FM radio (RLT-FM) used are both strongly associated with public radio support — but in opposite ways. The more time an FM listener uses FM radio, the more likely he is to currently support public radio; conversely, the more time an AM listener uses AM radio, the more likely he is to have never supported public radio.

This in itself is a significant finding; but there is an underlying explanation for it, which proves to be more important. Most public radio stations are on the FM band: the more time a person spends listening to public radio, the more time he spends listening to the FM band. Section 4 will show that heavy use of public radio is strongly associated with public radio support. Therefore, it is not heavy use of the FM band per se, but heavy use of public radio, which is associated with public radio support. 1/

### **3.3. What this Means to Public Radio**

This section's examination of radio utiligraphics shows that people who listen exclusively to their public radio station are very likely to support it. Their support is a function of their demonstrated satisfaction with public radio, and the extent to which they believe it important in their lives (Section 8). But, while exclusive public radio listeners are very willing to support the medium, the greatest potential for increasing membership does not come from this very small and highly atypical audience segment.

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1/ AM and FM listening is also a function of age: heavy AM listeners are much older than heavy FM listeners, and are therefore more likely to be retired or unemployed. The demographic profile of AM listeners is incongruent with the profile of public radio's listeners and supporters.

**Table 3-B**  
**The Relationships Between Radio Utiligraphics and Public Radio Support**

| RADIO UTILIGRAPHIC                                  | SEGMENT                | SIGNIFICANCE<br>OF CHI-SQUARE | --- PERCENT WHO ARE/WERE --- |                   |                  | PERCENT<br>OF SAMPLE |
|---|------------------------|-------------------------------|------------------------------|-------------------|------------------|----------------------|
|   |                        |                               | Current<br>Members           | Lapsed<br>Members | Never<br>Members |                      |
| NUMBER OF STATIONS<br>USED (NOS)                    | Member Station Only    | .000                          | 54%                          | 18%               | 28%              | 5%                   |
|   | Two Stations           |                               | 46                           | 17                | 37               | 15                   |
|   | Three Stations         |                               | 37                           | 16                | 47               | 20                   |
|   | Four Stations          |                               | 41                           | 16                | 43               | 18                   |
|   | Five Stations          |                               | 37                           | 13                | 50               | 15                   |
|   | Six Stations           |                               | 27                           | 19                | 54               | 11                   |
|   | Seven or More Stations |                               | 22                           | 14                | 64               | 16                   |
| AM LISTENING<br>TERCILES (RLT-AM)                   | No Listening to AM     | .000                          | 41                           | 13                | 46               | 36                   |
|   | 1-14 QHS               |                               | 40                           | 16                | 44               | 23                   |
|   | 15-48 QHS              |                               | 33                           | 19                | 48               | 24                   |
|   | 49+ QHS                |                               | 26                           | 16                | 58               | 17                   |
| FM LISTENING<br>QUARTILES (RLT-FM)                  | No Listening to FM     | .005                          | 29                           | 19                | 52               | 3                    |
|   | 1-26 QHS               |                               | 26                           | 19                | 55               | 20                   |
|   | 27-57 QHS              |                               | 37                           | 14                | 49               | 26                   |
|   | 58-112 QHS             |                               | 40                           | 15                | 45               | 26                   |
|   | 113+ QHS               |                               | 42                           | 14                | 44               | 25                   |
| RADIO BAND USED<br>(RBAND)                          | AM Only                | .035                          | 29                           | 19                | 52               | 3                    |
|   | FM Only                |                               | 41                           | 13                | 46               | 36                   |
|   | Both Bands             |                               | 34                           | 17                | 49               | 61                   |
| AT HOME LISTENING<br>QUARTILES<br>(RLT-HOME)        | No Listening at Home   | .048                          | 28                           | 18                | 54               | 5                    |
|   | 1-25 QHS               |                               | 33                           | 15                | 52               | 25                   |
|   | 26-53 QHS              |                               | 40                           | 18                | 42               | 24                   |
|   | 54-98 QHS              |                               | 38                           | 17                | 45               | 23                   |
|   | 99+ QHS                |                               | 37                           | 12                | 51               | 23                   |
| PERCENT OF RLT<br>AWAY FROM HOME<br>(RLT-%AWAY)     | No Listening AFH       | .083                          | 35                           | 18                | 47               | 17                   |
|   | 1% - 19%               |                               | 36                           | 14                | 50               | 20                   |
|   | 20% - 43%              |                               | 39                           | 12                | 49               | 21                   |
|   | 44% - 71%              |                               | 40                           | 18                | 42               | 21                   |
|   | 72%+                   |                               | 31                           | 17                | 52               | 21                   |
| RADIO TUNE-IN<br>QUINTILES (RTUNES)                 | 1-10 Times             | .134                          | 34                           | 21                | 45               | 17                   |
|   | 11-15 Times;           |                               | 37                           | 12                | 51               | 21                   |
|   | 16-20 Times            |                               | 40                           | 14                | 46               | 22                   |
|   | 21-27 Times            |                               | 36                           | 16                | 48               | 21                   |
|   | 28+ Times              |                               | 35                           | 15                | 50               | 19                   |
| PERCENT OF RLT AT<br>HOME (RLT-%HOME)               | No Listening at Home   | .275                          | 28                           | 18                | 54               | 5                    |
|   | 1% - 40%               |                               | 35                           | 16                | 49               | 26                   |
|   | 41% - 71%              |                               | 40                           | 16                | 44               | 24                   |
|   | 72% - 94%              |                               | 37                           | 12                | 51               | 24                   |
|   | 95%+                   |                               | 36                           | 18                | 46               | 21                   |
| RADIO LISTENING<br>LOCATION (RLOC)                  | Home Only              | .306                          | 34                           | 19                | 47               | 17                   |
|   | Away Only              |                               | 28                           | 18                | 54               | 5                    |
|   | Both Locations         |                               | 37                           | 15                | 48               | 78                   |
| TIME SPENT LISTENING<br>TO RADIO QUINTILES<br>(RLT) | 1-45 QHS               | .621                          | 35                           | 15                | 50               | 19                   |
|   | 46-70 QHS              |                               | 38                           | 19                | 43               | 21                   |
|   | 71-106 QHS             |                               | 37                           | 14                | 49               | 21                   |
|   | 107-158 QHS            |                               | 35                           | 15                | 50               | 20                   |
|   | 159+ QHS               |                               | 37                           | 14                | 49               | 19                   |
| AWAY FROM HOME<br>LISTENING QUARTILES<br>(RLT-AWAY) | No Listening AFH       | .628                          | 34                           | 19                | 47               | 17                   |
|   | 1-14 QHS               |                               | 36                           | 14                | 50               | 22                   |
|   | 15-29 QHS              |                               | 39                           | 14                | 47               | 20                   |
|   | 30-60 QHS              |                               | 39                           | 15                | 46               | 21                   |
|   | 61+ QHS                |                               | 35                           | 18                | 47               | 20                   |
| WEEKPART (RWKPT)                                    | Weekdays Only          | .686                          | 35                           | 16                | 49               | 9                    |
|   | Weekends Only          |                               | 100                          | --                | --               | *                    |
|   | Both Weekparts         |                               | 37                           | 15                | 48               | 91                   |
| NUMBER OF DAYS<br>RADIO USED (RDAYS)                | 1-5 Days               | .700                          | 38                           | 16                | 46               | 21                   |
|   | Six Days               |                               | 39                           | 15                | 46               | 23                   |
|   | Seven Days             |                               | 35                           | 16                | 49               | 56                   |

-- Indicates 0.0%. \* Less than one-half of 1%.

SOURCE: AUDIENCE RESEARCH ANALYSIS / ARBITRON

The greatest potential for increasing membership lies in the non-exclusive segment, with its members' high levels of education and income, and their relatively "active" use of radio. The majority of public radio's listeners are highly "radio active:" jumping from one station to another, public radio listeners use an average of 4.5 radio stations per week, compared with an average of 2.5 stations per week for other radio users. 2/

Section 2 discussed the reasons for this station hopping: public radio serves better-educated (typically middle-aged) listeners who are more sophisticated media users. Their demographics indicate that they use more formats — more stations — because they have broader tastes. They know what personal needs are met by which radio stations and they choose among them to meet these needs. This and other studies indicate that they are less "loyal" to any one station. So while they may be more likely to tune in to public radio for programming which meets their needs, they are certainly even more likely to tune away to other radio stations when public radio is not meeting these needs.

Does this mean that they are more likely to tune in for discrete programs? Perhaps — indeed, many public radio schedules force them to do so. But recall that radio listening is a function of how people live their lives — how they live their lives is rarely a function of their radio listening. Since radio use is driven by their own activities, needs, and desires, the scheduling of discrete programs will discourage their use of the public radio service much more than the scheduling of larger format blocks will (all other things being equal).

Does this mean that listeners are committed enough to public radio to stay tuned through constant program interruptions — the kind of interruptions they hear quite often during pledge week? If anything, radio utiligraphic data prove that public broadcasters do not have the listeners by the ears during pledge drives. Their options are not limited to the public station or no station at all; it is very easy, comfortable, and natural for them to turn to another station — they do it all the time.

Public radio can use this information to maximize listener support.

Public radio's listeners are much more likely than others to use more radio stations, indicating a shorter time spent with each, and an unwillingness to stay tuned through interruptions. This radio utiligraphic data suggests that the design of the pledge appeal as a break from the regular format is probably quite counter-productive, as it calls attention to the fact that the listener is not getting what he tuned in to hear.

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2/ All radio utiligraphic levels are quoted from *Radio Today*, published in 1984 by Arbitron Ratings; all public radio utiligraphic levels are quoted from *PRAP Spring 1984 Profile of Public Radio Listeners*, published in 1984 by NPR's Office of Audience Research and Program Evaluation.

This argues for a complete repositioning of pledge appeals away from “breaks” towards “highlights.” Done within the context of the regularly scheduled format for which the person is listening, high interest fundraising segments (with associated appeals for support) can demonstrate to the listener public radio’s special position as a source of valued audio programming, while minimizing tune-out and maximizing satisfaction. Without breaking format, these spots can reinforce in the listener’s mind the quality and importance of the station, which in turn reinforces his perception that public radio is indeed a productive, stimulating, and intelligent way to spend his time. It is also an intelligent way to spend his money in that public radio is an important media option for him to maintain.

If nothing else, this shows respect for this listener — a courtesy which may be appreciated as he considers the merits of membership. Respect for the listener ties in with another radio utiligraphic finding — that he is spending most of his radio listening time with commercial radio. Demographic information about public radio’s listeners indicate that they have diverse tastes. When combined, these findings indicate not that listeners prefer rock to classical music — but that they like rock and classical music. Therefore, public broadcasters should not insult the product of commercial stations, as the listener may perceive this as an affront to his personal tastes and preferences. On the other hand, public radio could benefit by carefully differentiating itself from its radio competition by positioning its service: again, as a valuable, high quality radio programming option for the listener to maintain.

Public broadcasters can tell the listener that public radio is important; but from a utiligraphic standpoint, it would be more effective for public radio to demonstrate its importance to the listener simply by keeping him listening to public radio. Program elements, which encourage tune-out (pledge breaks, dead air, seams, bad announcing, irrelevant information, etc.) demonstrate to the listener that the station really is not all that good or all that important. If it were, then he would not be listening to commercial stations as frequently or as much.

A major finding of this study is that the listener’s use of his public radio station is one of the most important controllable factors associated with his likelihood of supporting public radio. The following two sections address this issue in their discussions of station, program and format utiligraphics.

## MEMBER STATION UTILIGRAPHICS

### 4.1. Definition and Uses of Station Utiligraphic Variables

Station utiligraphic variables describe how listeners use their public radio stations. Unlike the demographics explored in Section 2, station utiligraphics do not describe who a listener is; instead, they report how he used his public radio station during the week he kept a diary of his listening.

The station utiligraphics of individuals are traits over which public radio professionals can exercise some control. Whenever tune-in advertising causes an individual to actively seek a station; whenever forward promotion entices a listener to stay tuned through program elements in which he is not particularly interested in order to hear something in which he is; whenever a listener stays in his car after parking to hear the end of a piece; whenever a program schedule is regular and solid enough for a listener to develop tune-in habits — these are just a few instances in which the station utiligraphics of individuals are influenced by programming and promotional elements under public broadcasters' control.

Table 4-A displays all member station utiligraphics measured in this study. It may seem at first glance as if all of these measures report the amount of public radio used. But previous work with these variables suggests that at least three basic listening traits, or dimensions, are measured:

- Amount of listening to the public radio station. The time spent listening to the station (SLT) is the most direct measure of this. SLT is simply a measure of the absolute magnitude of public radio station use.
- Amount of listening to the public radio station relative to all other radio listening. This measures a listener's preference for, involvement with, or loyalty to the public radio station. It is a different measure than the amount of time spent listening to public radio: a listener may use public radio for only a few quarter-hours per week, yet these few quarter-hours could account for most of his time spent listening to radio. The percent of total radio listening time (%RLT) spent listening to the public radio station is the most direct measure of the listener's relative magnitude of public radio station use.
- Degree of repeated, habitual public radio station use. Going beyond the absolute and relative magnitudes of use, this dimension is one of frequent, repeated, habitual use. One of the best measures of this type is SDAYS, the number of days during the week in which the listener tuned to his public radio station. The more days per week a listener uses the station, the more accessible and reliable it is; therefore, SDAYS is interpreted as a measure of the public radio station's accessibility and reliability.

**Table 4-A  
Station Utiligraphics — Definitions and Sample Proportions**

| NPR MEMBER STATION UTILIGRAPHIC                             | SEGMENT                | % OF SAMPLE | DEFINITION OF SEGMENTS  |
|---|------------------------|-------------|---|
| YEARS OF LISTENING (YEARS)                                  | Less Than Two Years    | 12 %        | Number of years listener estimates s/he has been listening to the public radio station mentioned in the diary.  |
|   | 2 to Less Than 4 Years | 25          |   |
|   | 4 to Less Than 7 Years | 27          |   |
|   | 7-10 Years             | 22          |   |
|   | More Than 10 Years     | 14          |   |
| EXCLUSIVE USE (EXCL)  | Exclusive              | 5           | Public radio station the only radio station listened to during the seven days the diary was kept.   |
|   | Not Exclusive          | 95          |   |
| DOMINANT USE (DOM)  | Dominant               | 36          | Public radio station used at least as much or more than any station used during the seven days the diary was kept.  |
|   | Not Dominant           | 64          |   |
| NUMBER OF DAYS STATIONS USED (SDAYS)                        | One Day                | 26          | Number of different days public radio station was used during the seven days the diary was kept.  |
|   | 2-3 Days               | 27          |   |
|   | 4-5 Days               | 28          |   |
|   | 6-7 Days               | 19          |   |
| WEEKPART (SWKPT)  | Weekdays Only          | 45          | Weekpart(s) during which public radio station was used during the seven days the diary was kept.  |
|   | Weekends Only          | 14          |   |
|   | Both Weekparts         | 41          |   |
| STATION TUNE-IN QUARTILES (STUNES)                          | One Time               | 23          | Number of times public radio station was tuned in; equal to the number of diary entries mentioning listening to the station by the listener during the seven days the diary was kept.       |
|   | 2-3 Times              | 24          |   |
|   | 4-6 Times              | 23          |   |
|   | Seven or More Times    | 30          |   |
| TIME SPENT LISTENING TO STATION QUINTILES (SLT)             | 1-5 QHS                | 18          | Public radio station listening time quintiles; based on the listener's total time spent using public radio during the seven days the diary was kept.  |
|   | 6-12 QHS               | 22          |   |
|   | 13-26 QHS              | 22          |   |
|   | 27-55 QHS              | 20          |   |
|   | 56+ QHS                | 18          |   |
| PERCENT OF RADIO LISTENING TIME TO STATION QUINTILES (%RLT) | 1% - 7%                | 21          | Time spent listening to public radio station as a percent of total time spent listening to the radio during the seven days the diary was kept.  |
|   | 8% - 17%               | 20          |   |
|   | 18% - 33%              | 21          |   |
|   | 34% - 62%              | 19          |   |
|   | 63%+                   | 19          |   |
| STATION LISTENING LOCATION (SLOC)                           | Home Only              | 46          | Location(s) at which public radio station was used during the seven days the diary was kept.  |
|   | Away Only              | 25          |   |
|   | Both Locations         | 29          |   |
| AT HOME LISTENING TERCILES (SLT-HOME)                       | No Listening At Home   | 24          | At home public radio station usage terciles; based on the listener's time spent listening to public radio station at home (in quarter-hours) during the seven days the diary was kept.      |
|   | 1-8 QHS                | 25          |   |
|   | 9-28 QHS               | 26          |   |
|   | 29+ QHS                | 25          |   |
| AWAY FROM HOME LISTENING TERCILES (SLT-AFH)                 | No Listening AFH       | 46          | Away from home public radio station usage; based on the listener's time spent listening to public radio station away from home (in quarter-hours) during the seven days the diary was kept. |
|   | 1-5 QHS                | 16          |   |
|   | 6-15 QHS               | 19          |   |
|   | 16+ QHS                | 19          |   |
| PERCENT OF SLT AT HOME TERCILE (SLT-%HOME)                  | No Listening At Home   | 24          | Time spent listening to public radio station at home as a percent of all time spent listening to public radio station during the seven days the diary was kept.                             |
|   | 1% - 60%               | 15          |   |
|   | 61% - 99%              | 15          |   |
|   | 100%                   | 46          |   |
| PERCENT OF SLT AWAY FROM HOME TERCILES (SLT-%AWAY)          | No Listening AFH       | 46          | Time spent listening to public radio station away from home as a percent of all time spent listening to public radio station during the seven days the diary was kept.                      |
|   | 1% - 38%               | 15          |   |
|   | 39% - 99%              | 24          |   |
|   | 100%                   | 15          |   |
| NUMBER OF MEMBER STATIONS USED (NMS)                        | One Station            | 87          | Number of NPR member stations listened to during the seven days the diary was kept.   |
|   | Two or More Stations   | 13          |   |

SOURCE: AUDIENCE RESEARCH ANALYSIS / ARBITRON

Many other station utiligraphic variables exist; but rather than define each at this point, the examination focuses on the three discussed above. As the exploration progresses, other station utiligraphic variables will be included — but only if they prove to be independently associated with public radio support.

## 4.2. Important Vs. Unimportant Station Utiligraphic Variables

Table 4-B shows the effects of station utiligraphics on public radio support. Since every station utiligraphic is quite significantly associated with listener membership status in a statistical sense, the utiligraphic measures on Table 4-B are ranked by the difference between the segment with the highest percent of current membership and the segment with the lowest percent of current membership.

One fact is very striking: the more a person listens to public radio, the more likely he is to be a current member. Persons in the heaviest station listening time (SLT) quintile (56 or more quarter-hours per week) are 3.4 times more likely to be current members than persons in the lightest SLT quintile (less than six quarter-hours per week).

The other two main measures, the number of days (SDAYS) and the percent of radio listening time (%RLT) spent with the public radio station, are also strongly associated with public radio support. Persons who use their public radio station six or seven days per week are more than three times as likely to support it as those who listen only one day per week. Similarly, persons in the heaviest %RLT quintile (those who spend at least 63% of their radio listening time with their public radio station) are three and one-half times more likely to be current supporters than are those who spend less than 8% of their radio listening time with public radio (the lightest %RLT quintile).

The remaining station utiligraphic measures appear to have much in common with the main three already discussed. For instance, the time spent listening to the public radio station at home (SLT-HOME) is clearly related to the amount of time spent listening to the station overall. Perhaps the three main station utiligraphic measures are sufficient to understand the effects of station use on station support.

To determine whether they are sufficient, a statistical technique is employed which determines the extent to which all other station utiligraphic measures remain associated with public radio support once their association with the three main station utiligraphic measures is taken into account. 1/

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1/ For example, the amount of station listening time at home (SLT-HOME) is positively correlated with support. But is this due to the amount of SLT or to the location of SLT? If the effect of SLT on support is controlled for, and the remaining association between SLT-HOME and support is insignificant (NS), then it is safe to conclude that public radio support is a function of SLT and not a function of listening location. If this were the case, then the main variable SLT would sufficiently explain the effects of station use on station support: SLT-HOME would be an unnecessary variable.

**Table 4-B**  
**The Relationships Between Station Utiligraphics and Public Radio Support**

| STATION UTILIGRAPHIC   | SEGMENT                | SIGNIFICANCE<br>OF CHI-SQUARE | ----- PERCENT WHO ARE/WERE ----- |                   |                  | PERCENT<br>OF SAMPLE |
|--|------------------------|-------------------------------|----------------------------------|-------------------|------------------|----------------------|
|  |                        |                               | Current<br>Members               | Lapsed<br>Members | Never<br>Members |                      |
| TIME SPENT LISTENING<br>TO STATION QUINTILES<br>(SLT)                | 1-5 QHS                | .000                          | 18%                              | 16%               | 66%              | 18%                  |
|  | 6-12 QHS               |                               | 27                               | 16                | 57               | 22                   |
|  | 13-26 QHS              |                               | 31                               | 19                | 50               | 22                   |
|  | 27-55 QHS              |                               | 48                               | 14                | 38               | 20                   |
|  | 56+ QHS                |                               | 61                               | 12                | 27               | 18                   |
| NUMBER OF DAYS<br>STATION USED<br>(SDAYS)                            | One Day                | .000                          | 20                               | 15                | 65               | 26                   |
|  | 2-3 Days               |                               | 27                               | 19                | 54               | 27                   |
|  | 4-5 Days               |                               | 44                               | 16                | 40               | 28                   |
|  | 6-7 Days               |                               | 62                               | 11                | 27               | 19                   |
| PERCENT OF RADIO<br>LISTENING TIME TO<br>STATION QUINTILES<br>(%RLT) | 1% - 7%                | .000                          | 16                               | 18                | 66               | 21                   |
|  | 8% - 17%               |                               | 27                               | 14                | 59               | 20                   |
|  | 18% - 33%              |                               | 35                               | 19                | 46               | 21                   |
|  | 34% - 62%              |                               | 50                               | 14                | 36               | 19                   |
|  | 63%+                   |                               | 57                               | 14                | 29               | 19                   |
| AT HOME LISTENING<br>TERCILES (SLT-HOME)                             | No Listening at Home   | .000                          | 26                               | 17                | 57               | 24                   |
|  | 1-8 QHS                |                               | 24                               | 18                | 58               | 25                   |
|  | 9-28 QHS               |                               | 38                               | 17                | 45               | 26                   |
|  | 29+ QHS                |                               | 57                               | 11                | 32               | 25                   |
| DOMINANT USE (DOM)   | Dominant               | .000                          | 54                               | 14                | 32               | 36                   |
|  | Not Dominant           |                               | 27                               | 17                | 57               | 64                   |
| PERCENT OF SLT AT<br>HOME TERCILE<br>(SLT-%HOME)                     | No Listening At Home   | .000                          | 26                               | 17                | 57               | 24                   |
|  | 1% - 60%               |                               | 51                               | 16                | 33               | 15                   |
|  | 61% - 99%              |                               | 53                               | 11                | 36               | 15                   |
|  | 100%                   |                               | 32                               | 16                | 52               | 46                   |
| PERCENT OF SLT AWAY<br>FROM HOME TERCILES<br>(SLT-%AWAY)             | No Listening AFH       | .000                          | 32                               | 16                | 52               | 46                   |
|  | 1% - 38%               |                               | 53                               | 11                | 36               | 15                   |
|  | 39% - 99%              |                               | 51                               | 16                | 33               | 15                   |
|  | 100%                   |                               | 26                               | 17                | 57               | 24                   |
| WEEKPART (SWKPT)   | Weekdays Only          | .000                          | 28                               | 19                | 53               | 45                   |
|  | Weekends Only          |                               | 24                               | 14                | 62               | 14                   |
|  | Both Weekparts         |                               | 50                               | 13                | 37               | 41                   |
| STATION LISTENING<br>LOCATION (SLOC)                                 | Home Only              | .000                          | 32                               | 16                | 52               | 46                   |
|  | Away Only              |                               | 26                               | 17                | 57               | 25                   |
|  | Both Locations         |                               | 52                               | 13                | 35               | 29                   |
| YEARS OF LISTENING<br>(YEARS)  | Less Than Two Years    | .000                          | 26                               | 8                 | 66               | 12                   |
|  | 2 to Less Than 4 Years |                               | 29                               | 11                | 60               | 25                   |
|  | 4 to Less Than 7 Years |                               | 41                               | 16                | 43               | 27                   |
|  | 7-10 Years             |                               | 41                               | 20                | 39               | 22                   |
|  | More Than 10 Years     |                               | 46                               | 21                | 33               | 14                   |
| AWAY FROM HOME<br>LISTENING TERCILES<br>(SLT-AFH)                    | No Listening AFH       | .000                          | 32                               | 16                | 52               | 46                   |
|  | 1-5 QHS                |                               | 30                               | 15                | 55               | 16                   |
|  | 6-15 QHS               |                               | 40                               | 13                | 47               | 19                   |
|  | 16+ QHS                |                               | 49                               | 17                | 34               | 19                   |
| NUMBER OF MEMBER<br>STATIONS USED (NMS)                              | One Station            | .000                          | 34                               | 16                | 50               | 87                   |
|  | Two or More Stations   |                               | 50                               | 15                | 35               | 13                   |
| STATION TUNE-IN<br>QUARTILES (STUNES)                                | One Time               | .000                          | 18                               | 15                | 67               | 23                   |
|  | 2-3 Times              |                               | 26                               | 19                | 55               | 24                   |
|  | 4-6 Times              |                               | 37                               | 19                | 44               | 23                   |
|  | Seven or More Times    |                               | 58                               | 12                | 30               | 30                   |
| EXCLUSIVE USE (EXCL)   | Exclusive              | .002                          | 54                               | 18                | 28               | 5                    |
|  | Not Exclusive          |                               | 36                               | 15                | 49               | 95                   |

SOURCE: AUDIENCE RESEARCH ANALYSIS / ARBITRON

### 4.3. Relationships among Station Utiligraphic Variables

Table 4-C displays the relationships among station utiligraphic variables and public radio support, taking into account the effects of SLT, %RLT, and SDAYS.

The amount of time spent listening to public radio at home and away (SLT-HOME and SLT-AWAY) is a function of the total time spent listening to the station (SLT); thus, listening location is not related to public radio support. <sup>2/</sup> Similarly, dominant use of the public radio station (DOM, the use of the public radio station more than any other radio station) is a function of the percent of radio listening to public radio (%RLT). <sup>3/</sup>

Two additional station utiligraphic variables retain their own associations with support once the three main station utiligraphics (SLT, %RLT, and SDAYS) are taken into account. The first of these variables is the number of NPR member stations (NMS) used by the listener. Of course, the number of NPR member stations used by the listener is dependent upon the number available in the market; but apparently, people who take advantage of multiple NPR member stations when available are more likely to support at least one.

The other measure retaining its independent predictive power is the length of time a person has been listening to his public radio station, in YEARS; after listening to a public radio station for about four years, listeners become significantly more likely to support it (Table 4-B).

### 4.4. What this Means to Public Radio

Listeners' use of public radio depends on how they live their lives and how well public radio is programmed (and positioned) to fit into these styles of living. Of course public radio programmers cannot control listeners' lives, but they do have complete control over the sound, the programming, the content, and the position (image) of their radio stations. Given the significant effects each of the five station utiligraphic measures has on public radio support, the exercise of this control assumes even greater importance: the programming of public radio plays an essential role in obtaining support from its audience.

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<sup>2/</sup> In fact, both LOCATION and WEEKPART of public radio use are very much a function of SLT. Due to their nominal level of measurement, however, they are not amenable to simple correlation analysis. These findings are the result of adding dummy-coded LOCATION and WEEKPART variables to a linear regression of SLT on the support variable, with significance (in this case, the lack of statistical significance) determined through hierarchical F-tests.

<sup>3/</sup> Since anyone tuned to public radio for more than half of his radio listening time is by definition a dominant public radio user, this is in part a mathematical necessity.

**Table 4-C**  
**The Relationships Between Station Utiligraphics**  
**and Public Radio Support**  
**Controlling for Possible Confounding Variables**

| STATION UTILIGRAPHICS AND<br>PUBLIC RADIO SUPPORT<br>-----> | PEARSON PRODUCT-MOMENT CORRELATIONS<br>AND PARTIAL CORRELATIONS BETWEEN |                 |       |       |                         |
|---|---|-----------------|-------|-------|-------------------------|
|   | ZERO<br>ORDER   | CONTROLLING FOR |       |       |                         |
| STATION UTILIGRAPHICS<br>-----                              | ZERO<br>ORDER   | SLT             | %RLT  | SDAYS | SLT,<br>%RLT &<br>SDAYS |
| NUMBER OF DAYS STATION<br>USED (SDAYS)                      | .315  | .192            | .166  | --    | --                      |
| PERCENT OF RADIO<br>LISTENING TIME TO STATION<br>(%RLT)     | .301  | .175            | --    | .135  | --                      |
| TIME SPENT LISTENING TO<br>STATION (SLT)                    | .269  | --              | .106  | .091  | --                      |
| STATION TUNE-INS (STUNES)                                   | .299  | .157            | .149  | .083  | NS                      |
| DOMINANT USE (DOM)  | .275  | .158            | NS    | .127  | NS                      |
| AT HOME LISTENING<br>(SLT-HOME)                             | .230  | NS              | .074  | NS    | NS                      |
| PERCENT OF SLT AWAY<br>FROM HOME (%SLT-AWAY)                | -.215   | -.133           | -.118 | NS    | NS                      |
| AWAY FROM HOME<br>LISTENING (SLT-AWAY)                      | .158  | NS              | NS    | NS    | NS                      |
| PERCENT OF SLT AT HOME<br>(%SLT-HOME)                       | -.157   | -.116           | -.104 | NS    | NS                      |
| YEARS OF LISTENING (YEARS)                                  | .144  | .118            | .116  | .110  | .104                    |
| NUMBER OF MEMBER<br>STATIONS USED (NMS)                     | .116  | .121            | .132  | .098  | .115                    |
| EXCLUSIVE USE (EXCL)  | .092  | NS              | -.075 | NS    | NS                      |

NS if significance of two-tailed t-test is less than .01.

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SOURCE: AUDIENCE RESEARCH ANALYSIS / ARBITRON  
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Consistent horizontal programming and promotion can increase the number of days per week (SDAYS) a listener uses a station.

Effective and non-intrusive forward promotion, the elimination of seams, and many other techniques can increase the time spent listening to a station (SLT).

High quality programming, a reliable program schedule, and effective use of air time to encourage repeated tune-in can increase listeners' willingness to choose the station from all other radio options (%RLT).

The relationship between the number of years a person has listened to a public radio station and his willingness to support it carries at least two important messages for public radio. First, it demonstrates the necessity for consistent and reliable program services — not only from month to month and quarter to quarter, but from year to year. If a public radio station is constantly changing its format and its sound, it is probably more likely to have a higher audience “churn”: after a few years, a smaller percentage of its audience will have been listening for several years — therefore fewer listeners will be willing to support it. Second, the fact that people are more likely to support public radio after several years of listening indicates that audience growth leads membership growth by a few years. Conversely, a decline in public radio's audience growth rate (as was the case between 1983 and 1984) will be followed in several years by a decline in its rate of membership growth.

Finally, the remaining station utiligraphic dimension exerting a significant effect on audience support is the number of NPR member stations (NMS) used in a week by the public radio listener. The number of public radio stations used is, of course, a function of the number of public stations available; yet those listeners who can and do take advantage of multiple public radio stations are almost 50% more likely to support at least one. This might be interpreted as a measure of “public radio satisfaction,” which is increased when greater choice of public radio listening fare is available. (Recall from Section 2 that public radio users are sophisticated media consumers, to whom choice is important.) Perhaps multiple station services increase the time people spend listening to public radio; or maybe the increased choice has kept them listening to public radio over a longer period of time. Whatever the reason, this evidence indicates that multiple station services encourage audience support; neighboring public radio stations may not be in as competitive an environment as some may have feared.

To summarize, how people use public radio has a great deal to do with their demonstrated willingness to support the medium. Through intelligent programming and positioning strategies, public broadcasters can exercise great control over how people use public radio, and how willing these users are to support it.



## PROGRAM AND FORMAT UTILIGRAPHICS

### 5.1. Definition and Uses of Program and Format Utiligraphic Variables

Program and format utiligraphics describe what people listen to on their public radio stations.

Program and format utiligraphics resemble the broader station utiligraphics explored in the previous section. They do not describe who a listener is; instead, they report how he used his NPR member station during the week he kept a diary of his listening. Program and format utiligraphics are also traits over which public broadcasters can exercise some control through programming techniques.

There is an important difference between these two types of utiligraphics. An implicit assumption in station utiligraphics is that a station has an identifiable and unifying “sound” or “appeal.” But in practice, there is no such thing as a “public radio” format. Even the most highly formatted public radio stations are a mixture of programs and formats. Inherent in programs and formats, however, are their differing sounds and appeals.

While these differing appeals are not the subject of this section, they are quite relevant to this examination; there are four major ways in which program and format appeals are associated with listeners’ propensity to support public radio.

First, the number of people who support public radio is a direct function of the number of people served by public radio. The bigger the audience of a program or format, the more successful the pledge break. 1/

Second, programs with different appeals attract different types of listeners; these listeners may be more or less likely than others to support public radio.

Third, part of the appeal of a program or format is a function of how it is constructed; this construction can profoundly affect listeners’ use, which in turn affects their propensity to support public radio.

Fourth, some programs and formats are associated with public radio support due to something inherent in their appeals. These often intangible qualities go beyond the type of listeners attracted and the ways in which they use the service; yet they too have an effect on the listeners’ willingness to support public radio.

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1/ As Gary Bond once said, “You can’t pick a guy’s pocket if you can’t reach his pants.”

**Table 5-A**  
**Program/Format Utiligraphics — Definitions and Sample Proportions**

| PROGRAM/FORMAT<br>UTILIGRAPHIC  | % OF<br>SAMPLE | DEFINITION OF SEGMENTS   |
|---------------------------------|----------------|--|
| CLASSICAL MUSIC                 | 59 %           | All classical music programming except opera or programs devoted to vocal music.   |
| INFORMATION                     | 66             | Any presentation of current events, topical or cultural information.   |
| JAZZ                            | 24             | Jazz, Blues and Big Band formats; with Jazz-Rock fusion, Jazz is the categorization unless Rock is stressed.   |
| DRAMA AND<br>LITERATURE         | 10             | Drama recently produced for radio; rebroadcasts of shows from the “Golden Age” of radio; all local dramatic productions; the reading of prose, poetry, newspapers and book selections.   |
| OPERA                           | 11             | All opera-dominated programs; also includes classical programs devoted to vocal music.   |
| SPECIALIZED<br>AUDIENCE         | 3              | Ethnic and other specialized programming designed and intended for special interest groups (i.e., Blacks, Hispanics, women, children, aged, blind, and deaf).  |
| “CORE” SCHEDULE                 | 52             | <i>Morning Edition, All Things Considered Weekday and All Things Considered Weekend.</i>   |
| MORNING EDITION                 | 25             | <i>Morning Edition, when carried for an hour or more, five days per week.</i>  |
| ATC WEEKDAY                     | 38             | <i>All Things Considered - Monday through Friday.</i>  |
| ATC WEEKEND                     | 10             | <i>All Things Considered - Saturday and Sunday.</i>  |
| PRAIRIE HOME<br>COMPANION       | 15             | <i>A Prairie Home Companion.</i>   |
| <hr/>                           |                |  |
| NUMBER OF FORMATS<br>USED (NOF) |                | The number of formats used is calculated by adding the number of these mutually exclusive formats used by each listener: Classical Music, Information, Jazz, Drama and Literature, Specialized Audience, and <i>A Prairie Home Companion</i> . |
| None                            | 4              |  |
| One Format                      | 40             |  |
| Two Formats                     | 34             |  |
| Three Formats                   | 14             |  |
| Four Formats                    | 5              |  |
| Five or More Formats            | 3              |  |

SOURCE: AUDIENCE RESEARCH ANALYSIS / ARBITRON

A different strategy is suggested by each of these ways in which programs and formats affect audience support. These strategies are explored later in this section (5.4). But before exploring each, it is important to pinpoint which programs and formats are encouraging listener support, and the ways in which they are doing so.

## 5.2. Important Vs. Unimportant Program and Format Utiligraphic Variables

Table 5-A displays all program and format utiligraphics reported in this study. Table 5-B shows the relationships these measures have with public radio support. The pattern is clear: the more a person listens to a program or format, the more likely he is to give money to public radio.

This is not unexpected, given the findings presented in Section 4. Since the amount of listening to public radio, and other broad station utiligraphics, are strongly associated with support, and since program and format listening is a function of the total amount of time a listener spends using his public radio station, it is not surprising to find a strong association between program and format use and support. Since the broad station utiligraphics may obscure any relationship that program and format appeals have with public radio support, their effects need to be taken into account.

In addition, the number of formats (NOF) used by the listener is also strongly related to public radio support, as demonstrated in Table 5-B. This too will have to be taken into account in order to isolate the effects of program and format use on public radio support. 2/

The effect of listeners' program and format use on their willingness to support public radio can be isolated by taking the broader station utiligraphics (and the number of formats used) into account. By taking the listeners' demographics into account, the type of listener attracted by each program and format can be identified. If a program or format retains a high degree of association with public radio support once listeners' demographics and utiligraphics are taken into account, then it can be assumed that something inherent in the program or format itself is related to listener support.

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2/ The number of formats (NOF) used by the listener is in great part a function of his broader station utiligraphics: SLT, %RLT, and SDAYS. However, NOF does add its own significant dimension. The zero-order correlation between NOF and public radio support is .262; the third-order partial correlation, controlling for SLT, %RLT, and SDAYS, is .097 — statistically significant at the .01 level. NOF needs to be controlled for because it is based on differences among station schedules.

Take as an example two hypothetical public radio stations. The first programs seamless classical music; the second has ten different formats scheduled during the week. A 100 quarter-hour listener to the first station will only hear one format, while a 100 quarter-hour listener to the second station might hear most of the ten.

**Table 5-B**  
**The Relationships Between Program/Format Utiligraphics**  
**and Public Radio Support**

| PROGRAM/FORMAT<br>UTILIGRAPHIC | SEGMENT              | SIGNIFICANCE<br>OF CHI-SQUARE | -- PERCENT WHO ARE/WERE -- |                   |                  | PERCENT<br>OF SAMPLE |
|--------------------------------|----------------------|-------------------------------|----------------------------|-------------------|------------------|----------------------|
|                                |                      |                               | Current<br>Members         | Lapsed<br>Members | Never<br>Members |                      |
| CLASSICAL MUSIC                | Non-Listener         | .000                          | 31 %                       | 13 %              | 56 %             | 41 %                 |
|                                | 1-6 QHS              |                               | 28                         | 16                | 56               | 18                   |
|                                | 7-24 QHS             |                               | 39                         | 20                | 41               | 21                   |
|                                | 25+ QHS              |                               | 53                         | 16                | 31               | 20                   |
| INFORMATION                    | Non-Listener         | .000                          | 24                         | 16                | 60               | 34                   |
|                                | 1-4 QHS              |                               | 30                         | 17                | 53               | 21                   |
|                                | 5-14 QHS             |                               | 38                         | 19                | 43               | 22                   |
|                                | 15+ QHS              |                               | 60                         | 10                | 30               | 23                   |
| JAZZ                           | Non-Listener         | .351                          | 35                         | 16                | 48               | 76                   |
|                                | 1-4 QHS              |                               | 36                         | 17                | 47               | 11                   |
|                                | 5-12 QHS             |                               | 45                         | 14                | 41               | 7                    |
|                                | 13+ QHS              |                               | 39                         | 10                | 51               | 6                    |
| DRAMA AND<br>LITERATURE        | Non-Listener         | .000                          | 34                         | 16                | 50               | 90                   |
|                                | 1-2 QHS              |                               | 58                         | 12                | 30               | 6                    |
|                                | 3+ QHS               |                               | 53                         | 8                 | 39               | 4                    |
| OPERA                          | Non-Listener         | .000                          | 34                         | 16                | 50               | 89                   |
|                                | 1-6 QHS              |                               | 53                         | 17                | 30               | 6                    |
|                                | 7+ QHS               |                               | 56                         | 17                | 27               | 5                    |
| SPECIALIZED<br>AUDIENCE        | Non-Listener         | .386                          | 36                         | 16                | 48               | 97                   |
|                                | Listener             |                               | 45                         | 13                | 42               | 3                    |
| "CORE" SCHEDULE                | Non-Listener         | .000                          | 24                         | 17                | 59               | 47                   |
|                                | 1-4 QHS              |                               | 33                         | 14                | 53               | 17                   |
|                                | 5-12 QHS             |                               | 44                         | 18                | 38               | 17                   |
|                                | 13+ QHS              |                               | 61                         | 11                | 28               | 19                   |
| MORNING EDITION                | Non-Listener         | .000                          | 32                         | 16                | 52               | 74                   |
|                                | 1-6 QHS              |                               | 36                         | 18                | 46               | 10                   |
|                                | 7-15 QHS             |                               | 50                         | 16                | 34               | 8                    |
|                                | 16+ QHS              |                               | 68                         | 9                 | 23               | 8                    |
| ATC WEEKDAY                    | Non-Listener         | .000                          | 28                         | 17                | 55               | 62                   |
|                                | 1-3 QHS              |                               | 41                         | 11                | 48               | 11                   |
|                                | 4-10 QHS             |                               | 50                         | 14                | 36               | 16                   |
|                                | 11+ QHS              |                               | 62                         | 14                | 24               | 11                   |
| ATC WEEKEND                    | Non-Listener         | .000                          | 34                         | 16                | 50               | 90                   |
|                                | 1-3 QHS              |                               | 55                         | 14                | 31               | 3                    |
|                                | 4+ QHS               |                               | 63                         | 6                 | 31               | 7                    |
| A PRAIRIE HOME<br>COMPANION    | Non-Listener         | .000                          | 33                         | 16                | 51               | 85                   |
|                                | 1-7 QHS              |                               | 53                         | 12                | 35               | 7                    |
|                                | 8 QHS                |                               | 58                         | 11                | 31               | 7                    |
| NUMBER OF<br>FORMATS           | None                 | .000                          | 19                         | 13                | 68               | 4                    |
|                                | One Format           |                               | 26                         | 16                | 58               | 40                   |
|                                | Two Formats          |                               | 36                         | 16                | 48               | 34                   |
|                                | Three Formats        |                               | 53                         | 19                | 28               | 14                   |
|                                | Four Formats         |                               | 66                         | 9                 | 25               | 5                    |
|                                | Five or More Formats |                               | 71                         | 10                | 19               | 3                    |

SOURCE: AUDIENCE RESEARCH ANALYSIS / ARBITRON

### 5.3. Relationships among Program and Format Utiligraphic Variables

Table 5-C displays the relationships between listening to different programs and formats and support of public radio, taking into account (controlling for) the effects of the listener's broader station utiligraphics and his demographics (education and income).

Which programs and formats retain their association with public radio support, once their listeners' overall use of public radio is taken into account? The third column in the table yields the answer. <sup>3/</sup> Two formats stand out as retaining a significant amount of explanatory power — information (specifically the “core” schedule of *Morning Edition* and *All Things Considered*) and *A Prairie Home Companion*.

Listeners to *Morning Edition*, *All Things Considered*, and *A Prairie Home Companion* are more likely to support public radio than are listeners who do not use these services.

Why is this? Is it the type of listener attracted to each of these services that determines his propensity to support public radio?

The fourth column of numbers in Table 5-C examines this question. Recall from Section 2 that the demographic variables of education and income are strong predictors of public radio support. If these variables are taken into account, and the remaining relationship between format listening and support becomes insignificant, then support of public radio is a function of the type of listener attracted by the program or format.

Indeed, the relationship between public radio support and listening to *A Prairie Home Companion* and weekday *All Things Considered* is a function of the type of listener attracted to the programs. The listeners to these services are even better-educated and have even higher incomes than other public radio listeners.

Is there something inherent in any of these programs or formats, beyond the demographics and station utiligraphics of the listeners they attract, which is associated with their audiences' willingness to support public radio?

The far right-hand column in Table 5-C answers this question. The time spent listening to “core” programming, especially *Morning Edition*, retains a significant amount of explanatory power: the more time a person spends listening to NPR's “core” information programming, especially *Morning Edition*, the more likely he is to support public radio — even after taking into account who he is and how he listens to the station. This indicates something inherent in *Morning Edition* itself that encourages audience support.

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<sup>3/</sup> If the relationship between a person's listening to any given program or format and his public radio support were solely a function of the number of different formats he used and his broader station utiligraphics, then the partial correlations in column 3 of Table 5-C would prove insignificant (NS).

**Table 5-C**  
**The Relationships Between Program/Format Utiligraphics**  
**and Public Radio Support**  
**Controlling for Possible Confounding Utiligraphic Variables**

| PUBLIC RADIO SUPPORT AND<br>AMOUNT OF LISTENING TO:<br>-----> | PEARSON PRODUCT-MOMENT CORRELATIONS<br>AND PARTIAL CORRELATIONS BETWEEN |                |                      |                       |
|---|---|----------------|----------------------|-----------------------|
|   | <-----<br>CONTROLLING FOR<br>NUMBER OF FORMATS AND                      |                |                      |                       |
| PROGRAM/FORMAT  | ZERO<br>ORDER   | FIRST<br>ORDER | SLT, %RLT<br>& SDAYS | EDUCATION<br>& INCOME |
| CLASSICAL   | .176  | NS             | NS                   | NS                    |
| INFORMATION   | .274  | .199           | .114                 | .194                  |
| JAZZ  | NS  | NS             | NS                   | NS                    |
| DRAMA AND LITERATURE  | .097  | NS             | NS                   | NS                    |
| OPERA   | .149  | NS             | NS                   | NS                    |
| SPECIALIZED AUDIENCE  | NS  | NS             | NS                   | NS                    |
| “CORE” AUDIENCE   | .286  | .217           | .139                 | .200                  |
| MORNING EDITION   | .211  | .185           | .124                 | .182                  |
| ATC WEEKDAY   | .228  | .143           | .069                 | .113                  |
| ATC WEEKEND   | .158  | .067           | NS                   | .067                  |
| PRAIRIE HOME COMPANION  | .149  | NS             | .070                 | NS                    |

NS if significance of two-tailed t-test is less than .01.

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SOURCE: AUDIENCE RESEARCH ANALYSIS / ARBITRON  
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What might this inherent trait be? Maybe it is the time of day the service is aired; or it might be the number of pitches heard; perhaps it is *Morning Edition*'s interactive format, which allows stations to pitch within the context of the service. Any of these might be associated with the audience's propensity to support the service. These must remain mere hypotheses for now, as this study does not have the data necessary to answer this question.

#### 5.4. What This Means to Public Radio

The more a person listens to public radio, the more often he chooses it from among other radio stations, and the more days per week he listens to it, the more likely he is to support it. This finding, discovered in Section 4 and buttressed in this section, clearly indicates that public radio's programming is an essential element in obtaining support from its audience.

To the extent that individual programs and formats 1) serve a large number of listeners, 2) affect these listeners' overall use of the public radio station, 3) attract better educated listeners with higher incomes, and 4) have something inherent in them which encourages support, they are components of broader station programming strategies which can increase audience support.

This understanding goes far beyond the simplistic, common wisdom that individual programs and formats generate support. The underlying reasons why these services generate support are a valuable lesson gained from this study.

For instance, the listeners to *All Things Considered* and especially *Morning Edition* are acknowledged by public broadcasters to be particularly responsive to fundraising appeals. The reasons, as detailed in this section, are these: these services are used by a large number of listeners; through their horizontal (daily) consistency, they encourage their listeners to use the station more regularly; *All Things Considered* attracts an even better educated audience than usually listens to public radio; and *Morning Edition* has something inherent in its format (undefined in this study but suggested in Section 5.3) which encourages listeners to support the station.

*A Prairie Home Companion* is also a good fundraiser, because it too serves a very large audience; on most public radio stations, a pledge pitch made during *A Prairie Home Companion* is heard by more listeners than a pitch made almost any other time. Other research shows that while *A Prairie Home Companion* does not attract a lot of new listeners to public radio, it does extend the time spent listening to public radio by its existing listeners. These listeners are better educated and in households earning more money than are other public radio listeners.

Opera is similar to *A Prairie Home Companion* in one important way — it attracts a better educated, wealthier audience. It may be argued that opera has a “small but loyal” audience, and this is why audience members pledge. This is true. But as Table 5-C demon-

strates, opera's audience is loyal to the public radio station; it is this loyalty, not necessarily loyalty to the opera itself, which accounts for these listeners' support of public radio.

How, then, can public broadcasters apply this information?

Public broadcasters are well aware that certain programs and formats serve larger audiences than others. Information presented in this section makes it clear that programs and formats also influence both the demographics and utiligraphics of listeners. Public radio programmers must consider all of these factors if they wish to maximize audience support.

- The greater the number of listeners being served by a program or format, the greater the number of contributors it yields.
- The more a program or format encourages use of itself and the public radio station in general, the more likely its audience is to support public radio.
- The better educated the listeners to a program or format are, the more likely they are to support public radio.

These are not necessarily mutually exclusive strategies. However, many public radio broadcasters may have trouble adopting them all.

For instance, were public radio broadcasters able to encourage their listeners to use public radio longer, more frequently, and more loyally, the result would be a larger proportion of listeners supporting public radio. Since station utiligraphics indicate in various ways the degree of service to the audience, this should not be difficult for most public broadcasters to accept.

On the other hand, while public broadcasters can accept their service to better educated persons as a fortuitous result of their quality programming, many will find the strategy of "premeditated elitism" unacceptable.

When considering the adoption of any of these programming strategies, public broadcasters should weigh all concerns and potential consequences against increased levels of audience support.

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4/ NPR/Arbitron Public Radio Audience Profile, 1981-1984.

## 5.5. The Uniqueness of Public Radio's Programs and Formats

An old myth still widely believed in public radio is that news and information listeners are not as likely to support public radio as are classical music listeners. Indeed, this study demonstrates that the opposite is true: *Morning Edition* and *All Things Considered* listeners are more likely to support public radio than classical music listeners are; the more a person uses these information services each week, the more likely he is to support public radio.

This fact is not as important as the underlying reasons, which make it true. These underlying reasons go beyond those examined in this section; they have to do with what makes public radio programming unique. Section 2 explored how public radio users are more sophisticated media users; they see public radio programming as an option worth maintaining, which affects their willingness to support it.

Implicit in the concept of “option” is the concept of “uniqueness” — public radio programming must be unique in some way in order for it to be an option. What are the truly unique services provided by public radio which serve significant (sizable) audiences?

Quality national news, in the form of *Morning Edition* and *All Things Considered*, is truly unique to public radio. The in-depth treatment of issues and events, the style of presentation, etc. are unmatched by and unavailable on any commercial all-news station or network.

The wit, the stories, the ideas, and the sensibilities of Garrison Keillor are also unique. His writings can be read in *The New Yorker* or in his books, but they can only be heard on public radio.

But as it is now programmed, classical music is not a unique public radio service. In major markets there are commercial classical services, and in virtually all markets there are beautiful music, easy listening, and other soft, melodious music formats which can be used as background (as is most classical music radio programming).

Public radio as a unique, high quality programming option makes it important in the lives of many of its listeners. Section 8 demonstrates that listeners who say that public radio is important in their lives are very likely to support it. Therefore, when deciding among programs and formats, public radio professionals should consider the uniqueness of the programming, along with its ability to serve significant audiences, if audience support is to be maximized.



## Section 6

# REASONS FOR LISTENING TO PUBLIC RADIO

### 6.1. Definition And Uses of “Reason For Listening” Variables

With so many radio stations from which to choose, why do people listen to their public radio station? What needs does it satisfy better than any other station does?

A person’s reasons for listening indicate his perception of the service, or the position the service holds in his mind. Unlike demographic and utiligraphic variables, these perceptions are variables about which public broadcasters currently have little information; yet they are variables over which public broadcasters can exercise considerable control.

A key question addressed by this study is: which perceptions are most closely associated with public radio support? Sections 6 through 10 explore this question; the answers indicate a variety of programming, positioning, on-air promotion, and advertising strategies.

Before respondents could realize they were answering a survey about public radio, each was told the following by the interviewer:

Following is a list of reasons people give as to why they listen to various radio stations. We are interested in why you choose to listen to the radio stations you do. After I read each reason, please tell me what radio station you listen to for that reason.

Table 6-A displays the reasons that were provided.

These questions were designed to measure preferences along eight basic axes. Collapsed into four interest pairs, they are:

1. Music vs. information,
2. Familiar music vs. new music,
3. National and international information vs. local information,
4. Entertainment vs. intellectual stimulation.

The elements within each interest pair are not opposites, nor are any two elements mutually exclusive. Listeners can choose a station for both music and news, both familiar and new music, etc.

**Table 6-A**  
**The Reasons for Listening to Public Radio –**  
**Definitions and Sample Proportions**

| Q. WHAT RADIO STATION DO YOU LISTEN TO FOR EACH OF THESE REASONS | PERCENT OF RESPONDENTS SAYING THAT THE STATION USED FOR THIS REASON IS |                        |   |
|--|--|------------------------|---|
| GIVEN REASON: WHAT STATION                                       | A Public Station   | Their Favorite Station | A Public Station Which is Also Their Favorite Station |
| IS THE MOST THOUGHT-PROVOKING                                    | 66 %   | 53 %                   | 44 %  |
| KEEPS YOU INFORMED ABOUT NATIONAL AND INTERNATIONAL EVENTS       | 55   | 51                     | 37  |
| GIVES YOU THE BEST NEWS AND INFORMATION                          | 54   | 51                     | 37  |
| INTRODUCES YOU TO MUSIC YOU HAVEN'T HEARD BEFORE                 | 52   | 52                     | 36  |
| IS THE MOST ENTERTAINING   | 51   | 66                     | 40  |
| PLAYS THE MUSIC YOU LIKE TO LISTEN TO MOST                       | 44   | 67                     | 35  |
| KEEPS YOU INFORMED ABOUT EVENTS IN YOUR COMMUNITY                | 44   | 47                     | 32  |
| IS YOUR FAVORITE   | 49   | 100                    | --  |

SOURCE: AUDIENCE RESEARCH ANALYSIS / ARBITRON

## 6.2. Important Vs. Unimportant “Reasons for Listening” Variables

Table 6-A displays the list of reasons posed to listeners as to why they may listen to a radio station. The percentage of listeners who indicated that a public radio station was the one used for each purpose, and the percent of listeners who said that their “favorite” station was the one used for that purpose.

What do public radio listeners like about their “favorite” radio stations? They favor stations that play the music they like to listen to most (67%) and that they consider to be the most entertaining (66%).

But these are not the reasons given by most listeners for choosing a public radio station. Listeners turn to their public radio station when they desire intellectual stimulation. Two out of three listeners (66%) listed a public station as “the most thought-provoking” — this reason is ranked first by a significant margin. Considerably fewer listeners (51%) consider their public station the most entertaining, and even fewer (44%) choose a public station as the one which plays the music they like to listen to most.

For 55% of the listeners, their public radio station is the one they turn to keep informed about national and international events. In comparison, 44% turn to public radio to keep informed about events in their community.

In short, public radio stations are perceived by listeners as more cerebral than entertaining. Their news is perceived as more national and international in scope than local. They are preferred for their information programming more than their music programming. And, more listeners perceive that the station is providing music they haven’t heard before than think that the music is what they like to hear most.

But are these the reasons why people support public radio?

Table 6-B shows the relationship between the reasons why people listen to public radio and their propensity to support it. Clearly, people who choose public radio for any given reason are more likely to support it than are people who choose to listen to a commercial radio station for that reason. However, the two reasons which best distinguish supporters from non-supporters are the perceptions that public radio keeps them informed about national and international events, and that it plays the music they like to listen to most. Indeed, exposure to new music and information about community events are the two reasons which least distinguish among support groups.

## 6.3. Relationships Between “Reasons for Listening” and Other Variables

The people who choose public radio over commercial radio for any of a number of given reasons are also more likely to support public radio. The way people use public radio (SLT, %RLT, and SDAVS utiligraphics) has also been shown to be a strong determinant

**Table 6-B**  
**The Relationships Between Reasons for Listening**  
**to Public Radio and Public Radio Support**

| Q. WHAT RADIO STATION DO YOU LISTEN TO FOR EACH OF THESE REASONS? |                |                               |                          |                   |                  |                      |
|---|----------------|-------------------------------|--------------------------|-------------------|------------------|----------------------|
| GIVEN REASON:<br>WHAT STATION                                     | SEGMENT        | SIGNIFICANCE<br>OF CHI-SQUARE | - PERCENT WHO ARE/WERE - |                   |                  | PERCENT<br>OF SAMPLE |
|   |                |                               | Current<br>Members       | Lapsed<br>Members | Never<br>Members |                      |
| PLAYS THE MUSIC YOU<br>LIKE TO LISTEN TO MOST                     | Public Station | .000                          | 50 %                     | 16 %              | 34 %             | 44 %                 |
|   | Other Station  |                               | 25                       | 16                | 59               | 56                   |
| KEEPS YOU INFORMED<br>ABOUT NATIONAL AND<br>INTERNATIONAL EVENTS  | Public Station | .000                          | 51                       | 13                | 36               | 55                   |
|   | Other Station  |                               | 24                       | 18                | 58               | 45                   |
| IS THE MOST<br>THOUGHT-PROVOKING                                  | Public Station | .000                          | 48                       | 14                | 38               | 66                   |
|   | Other Station  |                               | 20                       | 17                | 63               | 34                   |
| IS THE MOST<br>ENTERTAINING                                       | Public Station | .000                          | 49                       | 14                | 37               | 51                   |
|   | Other Station  |                               | 24                       | 17                | 59               | 49                   |
| GIVES YOU THE BEST<br>NEWS AND INFORMATION                        | Public Station | .000                          | 50                       | 13                | 37               | 54                   |
|   | Other Station  |                               | 24                       | 18                | 58               | 46                   |
| KEEPS YOU INFORMED ABOUT<br>EVENTS IN YOUR COMMUNITY              | Public Station | .000                          | 49                       | 12                | 39               | 44                   |
|   | Other Station  |                               | 28                       | 18                | 54               | 56                   |
| INTRODUCES YOU TO MUSIC<br>YOU HAVEN'T HEARD BEFORE               | Public Station | .000                          | 46                       | 16                | 38               | 51                   |
|   | Other Station  |                               | 28                       | 15                | 57               | 49                   |
| IS YOUR FAVORITE  | Public Station | .000                          | 49                       | 15                | 36               | 49                   |
|   | Other Station  |                               | 25                       | 17                | 58               | 51                   |

SOURCE: AUDIENCE RESEARCH ANALYSIS / ARBITRON

of whether or not they support it. Are these two facts related — could people’s preferences for public radio be associated with the way they listen to it?

A parallel question is raised by the information in Table 6-B. If a person considers a public radio station his favorite, he is much more likely to support it. Could a person’s reason(s) for listening to a public radio station be associated with whether or not it is his favorite station?

By employing the partial correlation technique used before, it is clear that all reasons for listening to public radio retain their significant and positive correlations with public radio support, even when controlling for station utiligraphics and whether or not the station is the listener’s favorite (Table 6-C).

In other words, the reasons people give for listening to public radio are significant predictors of whether or not they support it, even when related variables are taken into account.

#### **6.4. What this Means to Public Radio**

Of the four axes discussed, the one showing the largest discrepancy between perception and reason for supporting is the “familiar vs. new music” continuum. More listeners think of their public radio station as providing music they haven’t heard before (52%) than think of it as playing the music they like to listen to the most (44%). Yet listeners are more likely to support the station if they think of it as the one giving them the music they like the most. This indicates a substantial repositioning opportunity for public radio stations; it also suggests the exercise of extreme care and deliberation on the part of music programmers.

It is also important to note that all listeners, and especially supporters, are more likely to perceive their public radio station as the one to turn to for national and international news. This perception is certainly a function of public radio’s unique national and international information programming. 1/

Listeners’ reasons for using public radio indicate their perception of the service, or the position the service holds in their minds. What is a radio station good at? What is it good for? What needs does it satisfy? How does it fit into their everyday lives? How do they mentally position it in comparison with all other available radio stations?

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1/ Not only is public radio perceived as a source of non-local information — it is also more widely supported by its listeners for this service (as discussed in Section 5). This finding does not negate the importance of local presence. However, it clearly indicates its market position — and its competitive advantage — which many listeners believe is worth paying for.

**Table 6-C**  
**The Relationships Between Reasons for Listening**  
**to Public Radio and Public Radio Support**  
**Controlling for Possible confounding Variables**

| LISTENING TO PUBLIC RADIO<br>FOR EACH OF THESE REASONS:<br>-----> | PEARSON PRODUCT-MOMENT CORRELATIONS AND PARTIAL<br>CORRELATIONS BETWEEN PUBLIC RADIO SUPPORT AND |              |               |                |                              |  |
|---|--|--------------|---------------|----------------|------------------------------|--|
|   | CONTROLLING FOR  |              |               |                |                              |  |
| GIVEN REASON: WHAT STATION<br>-----                               | ZERO<br>ORDER<br>-----   | SLT<br>----- | %RLT<br>----- | SDAYS<br>----- | FAVORITE<br>STATION<br>----- | SLT, %RLT<br>SDAYS &<br>FAVORITE<br>STATION<br>----- |
| IS THE MOST<br>THOUGHT-PROVOKING                                  | .273   | .233         | .190          | .202           | .167                         | .138   |
| PLAYS THE MUSIC YOU<br>LIKE TO LISTEN TO MOST                     | .273   | .211         | .182          | .195           | .157                         | .118   |
| KEEPS YOU INFORMED<br>ABOUT NATIONAL AND<br>INTERNATIONAL EVENTS  | .264   | .209         | .170          | .169           | .163                         | .105   |
| GIVES YOU THE BEST NEWS<br>AND INFORMATION                        | .259   | .205         | .170          | .165           | .154                         | .101   |
| IS THE MOST ENTERTAINING  | .259   | .201         | .164          | .183           | .132                         | .098   |
| INTRODUCES YOU TO MUSIC<br>YOU HAVEN'T HEARD BEFORE               | .209   | .168         | .136          | .156           | .104                         | .087   |
| KEEPS YOU INFORMED ABOUT<br>EVENTS IN YOUR COMMUNITY              | .202   | .154         | .122          | .127           | .099                         | NS   |

NS if significance of two-tailed t-test is less than .01.

SOURCE: AUDIENCE RESEARCH ANALYSIS / ARBITRON

When a listener thinks of a public radio station as the one to use for a given reason, he is much more likely to support it. This means that a public radio station which occupies no useful position in the listener's mind, or which has an image incompatible with the listener's reasons for choosing a station, is significantly less likely to be supported by that listener.

Fortunately for public radio, reality is what an individual believes it to be; listeners' perceptions of a station can be modified by the station's programming, and the way that programming is presented. What does the announcer say to position the station? Is information or music stressed? Community or national and international news? During IDs, is the station best positioned as "public" or as affiliated with a university? Should it mention that it is supported by tax dollars, businesses, or listeners?

The answers to these last two questions are discovered and discussed in the following section.



## Section 7

# PERCEIVED DIFFERENCES BETWEEN PUBLIC AND COMMERCIAL RADIO STATIONS

### 7.1. Definition and Uses of “Perceived Difference” Variables

Respondents were asked if anything about their public radio station “makes it different from other radio stations...” Their open-ended, unaided responses are categorized in Table 7-A. Listeners could name as many differences as they wished; the total number of differences (NODs) mentioned is shown in the same table.

This question focused respondents on the differences between an identified public station and other radio stations. Since most radio listening done by public radio listeners is to commercial radio, it is assumed that listeners were comparing their public radio station to commercial radio stations.

These results are useful in the same way as the “reasons for listening” explored in the previous section are useful. Understanding how listeners describe their public radio station is the same as knowing what position it maintains in their conceptual framework of all radio stations; the relationship between public radio’s position and public radio support indicates how public radio might be repositioned in the minds of listeners to encourage support.

### 7.2. Important Vs. Unimportant “Perceived Difference” Variables

Table 7-A displays the relative frequency with which listeners mentioned characteristics making their public radio station different from other stations. Music, especially classical music, is the characteristic cited most often as differentiating public from commercial radio. Over one-third of all listeners (37%) mention classical music as one type of programming setting public radio apart and 30% mention some other type of music. 1/

After music, generic news and information is another way in which public radio is perceived as unique, with 30% of the respondents mentioning this format. Fourth ranked is the mention that public radio has no commercials, noted by 27% of the respondents.

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1/ Research done by NPR’s Office of Audience Research and Program Evaluation suggests that most of this “other music” is jazz.

**Table 7-A**  
**Perceived Differences Between Public Radio**  
**and Other Stations — Definitions and Sample Proportions**

| Q. WHAT MAKES PUBLIC RADIO STATIONS “DIFFERENT” FROM OTHER RADIO STATIONS?                        |              | PERCENT OF RESPONDENTS MENTIONING |        |                |  |
|---|--------------|-----------------------------------|--------|----------------|--|
| DIFFERENCES MENTIONED   | AT ALL       | FIRST                             | SECOND | THIRD OR LATER |  |
| CLASSICAL MUSIC   | 37 %         | 22 %                              | 9 %    | 6 %            |  |
| OTHER MUSIC   | 30           | 16                                | 8      | 6              |  |
| GENERAL MENTION OF NEWS/INFORMATION PROGRAMMING   | 30           | 12                                | 11     | 7              |  |
| NO COMMERCIALS  | 27           | 18                                | 6      | 3              |  |
| “PUBLIC RADIO” STATION  | 22           | 15                                | 5      | 2              |  |
| MENTIONED SPECIFICALLY ALL THINGS CONSIDERED OR “MORNING EDITION” (SUSAN STAMBERG OR BOB EDWARDS) | 11           | 3                                 | 4      | 4              |  |
| “EDUCATIONAL”   | 6            | 2                                 | 2      | 2              |  |
| “NPR” STATION (NATIONAL PUBLIC RADIO)   | 5            | 2                                 | 1      | 2              |  |
| MENTIONED SPECIFICALLY “PRAIRIE HOME COMPANION” (GARRISON KEILLOR)                                | 5            | 1                                 | 1      | 3              |  |
| “UNIVERSITY” STATION  | 4            | 2                                 | 1      | 1              |  |
| MENTIONED PERSONALITIES (OTHER THAN SUSAN STAMBERG, BOB EDWARDS, OR GARRISON KEILLOR)             | 3            | 1                                 | 1      | 1              |  |
| LISTENER SUPPORTED (ASKS LISTENERS FOR MONEY)   | *            | *                                 | *      | --             |  |
| SOME OTHER WAY (not categorized)  | 7            | 4                                 | 2      | 1              |  |
| NUMBER OF DIFFERENCES MENTIONED (NOD)   | None         | 1                                 |        |                |  |
|   | One          | 49                                |        |                |  |
|   | Two          | 26                                |        |                |  |
|   | Three        | 16                                |        |                |  |
|   | Four or More | 8                                 |        |                |  |

\* Less than one-half of 1%. -- Indicates 0.0%.

SOURCE: AUDIENCE RESEARCH ANALYSIS / ARBITRON

It may surprise many public broadcasters to find that “affiliation” characteristics are not widely mentioned by listeners. While “public radio” is mentioned by one in five (22%) listeners, the fact that the public radio station is “educational,” or associated with NPR or a university, is noted by only one in 20 listeners (4%-6% per characteristic).

Indeed, the characteristics mentioned most frequently describe what the station provides to the listener (or in the case of “no commercials,” what it doesn’t provide); characteristics mentioned by the smallest number of listeners (listener-supported, university and NPR affiliation, etc.) describe how the station broadcasts. Clearly, what the station provides to the listener is much more relevant to him than where the station gets its money and its programming, what it calls its programs, or what the names of their hosts are.

In other words, listeners differentiate public radio from commercial radio by the service it provides — not how it provides the service.

These noted differences between public and commercial radio indicate the conceptual position currently held by public radio in its listeners’ minds. Are these also the perceptions, which relate positively to public radio support?

Not necessarily. Table 7-B shows the relationship between listeners’ public radio support and the characteristics mentioned when differentiating their public radio station from other stations. While most listeners position public radio in terms of what the service provides to them, those who perceive the station as a “public” radio station, or those who mention that its news and information programming (specifically *Morning Edition* and *All Things Considered*) sets it apart, are significantly more likely to support its operation. Conversely, if a listener mentions “other music” then he is less likely to support public radio.

In fact, the greater the number of differences (NODs) mentioned by the listener, the more likely he is to support public radio. Perhaps this listener is more likely to note some of these significant differences, and thereby be more likely to support public radio, because he knows more about it (as measured by the number of differentiating characteristics (NODs) he mentioned).

### **7.3. Relationships Between “Reasons for Listening” and Other Variables**

Table 7-C examines the associations between public radio support and the noted differences between public and commercial radio, controlling for the number of differentiating characteristics (NODs) offered by the listener.

Quite apparent is a reconfirmation of the effects of news/information and non-classical music on support: controlling for the NODs, mention of news and information programming is positively associated with support, while mention of other music is negatively correlated with public radio support.

**Table 7-B**  
**The Relationships Between Perceived Differences Between Public Radio**  
**and Other Stations and Public Radio Support**

Q. WHAT MAKES RADIO STATIONS  
 "DIFFERENT" FROM OTHER STATIONS?

| GIVEN REASON: WHAT STATION   | SEGMENT       | SIGNIFICANCE<br>OF CHI-SQUARE | - PERCENT WHO ARE/WERE - |                   |                  | PERCENT<br>OF SAMPLE |
|--|---------------|-------------------------------|--------------------------|-------------------|------------------|----------------------|
|  |               |                               | Current<br>Members       | Lapsed<br>Members | Never<br>Members |                      |
| "PUBLIC RADIO" STATION   | Mentioned     | .000                          | 49 %                     | 11 %              | 40 %             | 22 %                 |
|  | Not Mentioned |                               | 33                       | 17                | 50               | 78                   |
| MENTION SPECIFICALLY "ALL<br>THINGS CONSIDERED" OR<br>"MORNING EDITION" (SUSAN<br>STAMBERG OR BOB EDWARDS) | Mentioned     | .000                          | 49                       | 19                | 32               | 11                   |
|  | Not Mentioned |                               | 35                       | 15                | 50               | 89                   |
| GENERAL MENTION OF NEWS/<br>INFORMATION PROGRAMMING  | Mentioned     | .000                          | 44                       | 16                | 40               | 30                   |
|  | Not Mentioned |                               | 33                       | 15                | 52               | 70                   |
| OTHER MUSIC  | Mentioned     | .006                          | 32                       | 14                | 54               | 30                   |
|  | Not Mentioned |                               | 38                       | 17                | 45               | 70                   |
| MENTIONED PERSONALITIES<br>(OTHER THAN SUSAN<br>STAMBERG, BOB EDWARDS,<br>OR GARRISON KEILLOR)             | Mentioned     | .019                          | 51                       | 20                | 29               | 3                    |
|  | Not Mentioned |                               | 36                       | 15                | 49               | 97                   |
| NO COMMERCIALS   | Mentioned     | .029                          | 42                       | 13                | 45               | 27                   |
|  | Not Mentioned |                               | 35                       | 16                | 49               | 73                   |
| MENTIONED SPECIFICALLY<br>"PRAIRIE HOME COMPANION"<br>(GARRISON KEILLOR)                                   | Mentioned     | .094                          | 45                       | 20                | 35               | 5                    |
|  | Not Mentioned |                               | 36                       | 15                | 49               | 95                   |
| "UNIVERSITY" STATION   | Mentioned     | .140                          | 22                       | 15                | 63               | 2                    |
|  | Not Mentioned |                               | 37                       | 16                | 47               | 98                   |
| "NPR" STATION (NATIONAL<br>PUBLIC RADIO)   | Mentioned     | .186                          | 45                       | 17                | 38               | 5                    |
|  | Not Mentioned |                               | 36                       | 15                | 49               | 95                   |
| LISTENER SUPPORTED (ASKS<br>LISTENERS FOR MONEY)   | Mentioned     | .211                          | 78                       | 22                | --               | 0.2                  |
|  | Not Mentioned |                               | 36                       | 16                | 48               | 99.8                 |
| CLASSICAL MUSIC  | Mentioned     | .250                          | 37                       | 17                | 46               | 37                   |
|  | Not Mentioned |                               | 36                       | 15                | 49               | 63                   |
| "EDUCATIONAL"  | Mentioned     | .625                          | 39                       | 12                | 49               | 6                    |
|  | Not Mentioned |                               | 36                       | 16                | 48               | 94                   |
| SOME OTHER WAY<br>(not categorized)  | Mentioned     | .135                          | 27                       | 19                | 54               | 7                    |
|  | Not Mentioned |                               | 37                       | 15                | 48               | 93                   |
| NUMBER OF DIFFERENCES<br>MENTIONED (NOD)   | One           | .000                          | 29                       | 16                | 55               | 49                   |
|  | Two           |                               | 41                       | 15                | 44               | 27                   |
|  | Three         |                               | 44                       | 16                | 40               | 16                   |
|  | Four or More  |                               | 50                       | 15                | 35               | 8                    |

-- Indicates 0.0%.

SOURCE: AUDIENCE RESEARCH ANALYSIS / ARBITRON

And now a new dimension becomes apparent: characterization of the public radio station as a “public radio station” is positively correlated with support, while association of the station with a university is negatively correlated (these effects are also seen in Table 7-B). In other words, “public” recognition helps and “university” recognition hurts the chances of getting support from a listener.

#### **7.4. What this Means to Public Radio**

It is probably too simplistic to conclude that university affiliation works against listener support. As subsequent sections demonstrate, a listener’s unwillingness to support a public radio station is rooted in the idea that the university supports the station — the station’s association with the university is not the key. Therefore, university licensees who must credit the university on the air can encourage audience support by minimizing the number, frequency, and strength of position statements which admit to or imply university support, and by maximizing listeners’ awareness of the concept of “listener-supported,” “public radio.”

Many university stations used pre-recorded IDs to associate themselves with the institution. The results of this study indicate that this technique is probably counter-productive. Not only do pre-recorded affiliation statements imply university support, they also create unnecessary seams in the programming (as do most pre-recorded spots). Positioning statements need not create seams: they can and should be frequently, unobtrusively, and effectively done by the host — live, conversationally, and in the course of regular presentations.

As this section has demonstrated, the correct positioning statements can enhance the audience’s willingness to support public radio. Yet this study also clearly demonstrates that people choose to listen to public radio because of the programming it provides to them. While it is in public radio’s interest to position itself as a “listener-supported” or “public” medium, it is public radio’s programming — not its funding mechanisms or program distribution structures — that is most relevant to the listener. No position statement can overcome the effects of programming, which serves no audience.

**Table 7-C**  
**The Relationships Between Perceived Differences**  
**Between Public Radio and Other Stations and Public Support**  
**Controlling for Possible Confounding Variables**

| Q. WHAT MAKES PUBLIC RADIO STATIONS "DIFFERENT" FROM OTHER STATIONS?   | PEARSON PRODUCT-MOMENT CORRELATIONS AND PARTIAL CORRELATIONS BETWEEN |   |
|--|--|---|
| DIFFERENCES MENTION AND PUBLIC SUPPORT   | ZERO ORDER   | CONTROLLING FOR NUMBER OF WAYS MENTIONED AS DIFFERENT |
| CLASSICAL MUSIC  | NS   | NS  |
| OTHER MUSIC  | -.078  | -.115   |
| GENERAL MENTION OF NEWS/ INFORMATION PROGRAMMING   | .114   | .070  |
| NO COMMERCIALS   | NS   | NS  |
| "PUBLIC RADIO" STATION MENTIONED SPECIFICALLY "ALL THINGS CONSIDERED" OR "MORNING EDITION" (SUSAN STAMBERG OR BOB EDWARDS) | .117   | .071  |
| "EDUCATIONAL"  | NS   | NS  |
| "NPR" STATION (NATIONAL PUBLIC RADIO)  | NS   | NS  |
| MENTIONED SPECIFICALLY "PRAIRIE HOME COMPANION" (GARRISON KEILLOR)   | NS   | NS  |
| "UNIVERSITY" STATION   | NS   | -.078   |
| MENTIONED PERSONALITIES (OTHER THAN SUSAN STAMBERG, BOB EDWARDS, OR GARRISON KEILLOR)                                      | .070   | NS  |
| LISTENER SUPPORTED (ASKS LISTENERS FOR MONEY)  | NS   | NS  |

NS if significance of two-tailed t-test is less than .01.

SOURCE: AUDIENCE RESEARCH ANALYSIS / ARBITRON

## STATEMENTS DESCRIBING PUBLIC RADIO

### 8.1. Definition and Uses of “Descriptive Statement” Variables

Respondents were read a number of statements which “may or may not describe” their public radio station. For each descriptive statement, respondents noted whether they “agree a lot,” “agree a little,” “disagree a lot,” “disagree a little,” or whether they have “no opinion one way or the other.”

The responses to these descriptive statements are shown on Table 8-A. They are ranked by the overall “average agreement score,” which is based on a scale of 1 (for “disagree a lot”) to 4 (agree a lot). Respondents with “no opinion” are not counted in the averages.

These results are useful in the same way the results of the previous two sections are useful. Understanding how listeners describe their public radio station is comparable with knowing the position it maintains in their conceptual framework of all radio stations; the relationship between public radio’s position and public radio support indicates how public radio might be repositioned in the minds of listeners to encourage support.

### 8.2. Important Vs. Unimportant “Descriptive Statement” Variables

Table 8-A shows that 87% of public radio’s current listeners “agree a lot” that the medium is “high quality” and “non-commercial.” Indeed, of the seven statements provided, almost all listeners agreed six to. However, one statement is in a class by itself; when presented with the notion that the public radio station is “important in my life,” 17% disagreed to some extent (compared with 1% to 5% for the other six), and only 42% agreed a lot (compared with 76% to 87% for the other six).

While a high regard for the personal importance of public radio may not be as widely held as other perceptions of the medium, it is the best of the seven tested descriptors in predicting which listeners support public radio (refer to Table 8-B). Forty-six percent of those who “agree a lot” that public radio is “important in my life” are current members, compared with only 18% of those who disagree with the descriptive statement.

Indeed, agreement with all seven descriptive statements predicts current public radio membership. At this point the question posed in previous sections must again be asked — are the listener’s perceptions of public radio and their apparent associations with his public radio support really a function of his demographics and/or station utiligraphics?

**Table 8-A**  
**Descriptive Statements About Public Radio –**  
**Definitions and Sample Proportions**

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Q. HOW MUCH DO YOU AGREE OR DISAGREE WITH EACH OF THESE STATEMENTS?

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| PUBLIC RADIO STATION IS:          | PERCENT OF RESPONDENTS WHO: |                |          | AVERAGE AGREEMENT SCORE* |
|-----------------------------------|-----------------------------|----------------|----------|--------------------------|
|                                   | AGREE A LOT                 | AGREE A LITTLE | DISAGREE |                          |
| HIGH QUALITY                      | 87 %                        | 12 %           | 1 %      | 3.9                      |
| NON-COMMERCIAL                    | 87                          | 8              | 5        | 3.8                      |
| ENTERTAINING                      | 80                          | 19             | 1        | 3.8                      |
| INFORMATIVE                       | 83                          | 13             | 4        | 3.8                      |
| EDUCATIONAL                       | 78                          | 18             | 4        | 3.7                      |
| A STATION I CAN TRUST AND RELY ON | 76                          | 20             | 4        | 3.7                      |
| IMPORTANT IN MY LIFE              | 42                          | 41             | 17       | 3.2                      |

\* Based on the following scale:  
4 = agree a lot; 3 = agree a little; 2 = disagree a little; 1 = disagree a lot.

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SOURCE: AUDIENCE RESEARCH ANALYSIS / ARBITRON

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### 8.3. Relationships Between “Descriptive Statements” and Other Variables

Table 8-C shows the correlations between public radio support and agreement with each descriptive statement, controlling for demographics (education and income) and public radio utiligraphics (SLT, %RLT, and SDAYS). Notice that all descriptive statements retain significant positive correlation with public radio support, with the major exception of “entertaining;” not highly correlated with support to begin with, a listener’s perception of public radio programming as “entertaining” is a function of how much he uses the station; it has no independent influence on his support once his station utiligraphics are taken into account.

Among the descriptive statements explored in this section, the listener’s perception of the “importance” of public radio in his life is the best indicator of support. It makes intuitive sense to assume that any perception of “importance” is related to the way in which the listener has integrated public radio use into his life, which should be reflected in the way and degree to which he uses the medium. This is tested on Table 8-C.

Even when taking into account a listener’s use of public radio, it is clear that his perception of public radio as being important in his life increases his propensity to support the medium. Unfortunately, the reason why the station is important to the listener is not revealed.

Table 8-C also shows that the perception of “importance” is in itself highly associated with public radio use. A listener who chooses public radio regularly and who listens for longer periods of time is more likely to say it is important than is a listener who tunes in less regularly and for shorter periods of time. The direction of this association — i.e., whether use of public radio reinforces the perception of its importance, or whether the perception reinforces use — remains unknown. It probably works both ways.

On the other hand, a listener’s perception of the “importance” of public radio in his life is virtually independent of his education and income. The least educated listeners consider their public radio station just as important in their lives as the well-educated listeners do. This is also true of the perception that the listener “can trust and rely on” the public radio station — it retains its association with support when these demographics are taken into account.

### 8.4. What this Means to Public Radio

In general, a listener’s station utiligraphics explain more of the association between his perceptions and his support than do his demographic characteristics. This strongly indicates that any effort made by public radio professionals to change listeners’ perceptions of the medium should not be dependent on any assumptions about the demographics of the listeners. Instead, these efforts should be based on the knowledge that perceptions are more strongly associated with station use.

**Table 8-B**  
**The Relationships Between Descriptive Statements**  
**About Public Radio and Public Radio Support**

| Q. HOW MUCH DO YOU AGREE OR DISAGREE WITH EACH OF THESE STATEMENTS? |                |                            |                          |                |               |                   |
|---|----------------|----------------------------|--------------------------|----------------|---------------|-------------------|
| PUBLIC RADIO STATION IS:  | SEGMENT        | SIGNIFICANCE OF CHI-SQUARE | - PERCENT WHO ARE/WERE - |                |               | PERCENT OF SAMPLE |
|   |                |                            | Current Members          | Lapsed Members | Never Members |                   |
| IMPORTANT IN MY LIFE  | Agree a Lot    | .000                       | 46 %                     | 16 %           | 38 %          | 42 %              |
|   | Agree a Little |                            | 36                       | 16             | 48            | 41                |
|   | Disagree       |                            | 18                       | 14             | 68            | 17                |
| NON-COMMERCIAL  | Agree a Lot    | .000                       | 41                       | 16             | 43            | 87                |
|   | Agree a Little |                            | 19                       | 13             | 68            | 8                 |
|   | Disagree       |                            | 13                       | 5              | 82            | 5                 |
| EDUCATIONAL   | Agree a Lot    | .000                       | 41                       | 16             | 43            | 79                |
|   | Agree a Little |                            | 26                       | 18             | 56            | 17                |
|   | Disagree       |                            | 17                       | 5              | 78            | 4                 |
| A STATION I CAN TRUST AND RELY ON                                   | Agree a Lot    | .000                       | 41                       | 16             | 43            | 76                |
|   | Agree a Little |                            | 25                       | 15             | 60            | 20                |
|   | Disagree       |                            | 19                       | 14             | 67            | 4                 |
| INFORMATIVE   | Agree a Lot    | .000                       | 41                       | 15             | 44            | 83                |
|   | Agree a Little |                            | 20                       | 16             | 64            | 13                |
|   | Disagree       |                            | 28                       | 24             | 48            | 4                 |
| HIGH QUALITY  | Agree a Lot    | .001                       | 39                       | 16             | 45            | 87                |
|   | Agree a Little |                            | 29                       | 12             | 59            | 12                |
|   | Disagree       |                            | 0                        | 23             | 77            | 1                 |
| ENTERTAINING  | Agree a Lot    | .012                       | 38                       | 15             | 47            | 80                |
|   | Agree a Little |                            | 36                       | 15             | 49            | 19                |
|   | Disagree       |                            | 2                        | 33             | 65            | 1                 |

SOURCE: AUDIENCE RESEARCH ANALYSIS / ARBITRON

How can public broadcasters apply this knowledge? It appears as if promotion that positions public radio as “important” in the listener’s life should have a positive effect on support. Suppose such a strategy were being devised — one which would demonstrate to the listener “how to use” public radio, how to get the most out of it, and how to make it an important part of his life. What needs to be considered in the design of such a strategy?

First, the strategy should assume that all listeners — regardless of their education or income levels — need to have this perception reinforced; it should therefore be free of demographically dependent appeals or arguments. Second, if on-air positioning statements are part of the strategy, it should be understood that the listeners most likely to hear them are those least in need of hearing them. Since heavier, more regular use of the station is correlated with the listener’s perception of its “importance,” those who use the station more regularly are least in need of being convinced of its importance. In order to be heard by the lighter listeners, these position statements should be done frequently; yet they should be done unobtrusively, so as not to offend the heavier listeners.

Again, it remains an open question as to whether more listening to public radio increases its importance to the listener, or whether its importance causes him to use the medium more often and for longer periods of time. The strategy discussed above assumes that a listener can be shown how public radio is or can be important; the complementary strategy is to encourage the listener to use the public radio station more often, and to rely on it more heavily, thereby implicitly demonstrating its importance. This, of course, is a programming strategy.

Indeed, these results, like others presented in this study, strongly indicate that programming is an important part of the combination necessary to unlock listeners’ wallets.

### **8.5. Why Is the Perception of Importance More Important than Others?**

Many astute readers might examine Table 8-B and remark, “Other perceptions people hold about public radio, such as its ‘non-commercial,’ ‘educational,’ ‘informative,’ and ‘high quality’ natures all seem strongly associated with support. Why pay so much attention to encouraging the perception of ‘importance’ in the listener’s life?”

The reason for the emphasis on this one perception to the exclusion of others is simple: the other perceptions measured by this study are very widely held — 76% to 87% of all listeners currently “agree a lot” with these descriptions of public radio. Any effort to increase the general audience’s agreement with any of these descriptions would affect very few of the listeners; the payoff would be small. However, only 42% of the audience “agrees a lot” that public radio is important in their lives; this comparatively low proportion suggests a high payoff opportunity for encouraging audience support.

**Table 8-C**  
**The Relationships Between Descriptive Statements**  
**About Public Radio and Public Radio Support**  
**Controlling for Possible Confounding Variables**

| Q. HOW MUCH DO YOU AGREE OR<br>DISAGREE WITH EACH OF<br>THESE STATEMENTS?<br>-----> | PEARSON PRODUCT-MOMENT CORRELATIONS<br>AND PARTIAL CORRELATIONS BETWEEN<br>-----< |                                |                               |
|---|---|--------------------------------|-------------------------------|
| PUBLIC RADIO SUPPORT AND<br>DESCRIPTIVE STATEMENT:<br>----->                        | CONTROLLING FOR<br>NUMBER OF FORMATS AND<br>----->                                |                                |                               |
| PROGRAM/FORMAT<br>-----   | ZERO<br>ORDER<br>-----  | EDUCATION<br>& INCOME<br>----- | SLT, %RLT<br>& SDAYS<br>----- |
| IMPORTANT IN MY LIFE  | .223  | .224                           | .171                          |
| NON-COMMERCIAL  | .190  | .155                           | .169                          |
| EDUCATIONAL   | .165  | .137                           | .123                          |
| A STATION I CAN TRUST<br>AND RELY ON  | .162  | .159                           | .144                          |
| INFORMATIVE   | .110  | .092                           | .064                          |
| HIGH QUALITY  | .106  | .088                           | .071                          |
| ENTERTAINING  | .053  | .069                           | NS                            |

NS if significance of two-tailed t-test is less than .01.

SOURCE: AUDIENCE RESEARCH ANALYSIS / ARBITRON

## Section 9

# PERCEPTIONS OF PUBLIC RADIO'S FUNDING

### 9.1. Definition and Uses of "Funding" Variables

Respondents were told that their public radio station "does not sell advertising as commercial radio stations do. Instead, it gets its money from four major sources." Listed were "government agencies," "educational institutions," "corporations and businesses," and "people who listen." Respondents were asked to name the source, which gives the most money, the source that gives the least money, and which of the remaining two gives more money. In this way each respondent ranked the four sources from most support to least support.

The question addressed here is whether a listener's perception of who pays for public radio is related to his own demonstrated propensity to support the medium.

Again, as in previous sections, an understanding of how listeners perceive their public radio station, and how this perception relates to their support of public radio, indicates how public radio can more effectively position itself to encourage listener support.

### 9.2. Important Vs. Unimportant "Funding" Variables

Listeners' funding perceptions are shown on Table 9-A, listed by the average ranking of each source. Table 9-B displays the relationship between the perceived importance of each funding source and membership status.

The plurality (43%) of public radio's listeners believe that "people who listen" contribute the most to public radio's support. This is good news for public radio, because as Table 9-B demonstrates, listeners who believe the public to be primarily responsible for public radio's support are also the most likely to be current members of their public radio station.

Conversely, the more a person believes that "educational institutions" or "government agencies" are paying for public radio, the less likely he is to be supporting the medium himself.

Table 9-C confirms that these perceptions are not greatly influenced by the education and income demographics or the station utiligraphics of listeners.

**Table 9-A**  
**Perceptions of the Relative Importance of Funding Sources- Definitions and Sample Proportions**

---

Q. WHICH OF THE FOLLOWING FUNDING SOURCES DO YOU THINK

---

| FUNDING SOURCE              | GIVES THE |              |             |        | AVERAGE RANK* |
|-----------------------------|-----------|--------------|-------------|--------|---------------|
|                             | Most?     | Second Most? | Third Most? | Least? |               |
| CORPORATIONS AND BUSINESSES | 36 %      | 35 %         | 18 %        | 11 %   | 2.04          |
| PEOPLE WHO LISTEN           | 43        | 23           | 12          | 22     | 2.13          |
| EDUCATIONAL INSTITUTIONS    | 8         | 24           | 46          | 22     | 2.82          |
| GOVERNMENT AGENCIES         | 17        | 17           | 19          | 47     | 2.95          |

\* Based on a scale of 1 (gives the most) to 4 (gives the least).

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SOURCE: AUDIENCE RESEARCH ANALYSIS / ARBITRON

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**Table 9-B**  
**The Relationships Between Perceptions of the Relative Importance of Funding Sources and Public Radio Support**

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Q. WHICH OF THE FOLLOWING FUNDING SOURCES DO YOU THINK GIVES THE MOST, SECOND MOST, THIRD MOST, OR LEAST?

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| PUBLIC RADIO STATION IS:    | SEGMENT     | SIGNIFICANCE OF CHI-SQUARE | - PERCENT WHO ARE/WERE - |                |               | PERCENT OF SAMPLE |
|-----------------------------|-------------|----------------------------|--------------------------|----------------|---------------|-------------------|
|                             |             |                            | Current Members          | Lapsed Members | Never Members |                   |
| EDUCATIONAL INSTITUTIONS    | Most        | .000                       | 27 %                     | 12 %           | 61 %          | 8 %               |
|                             | Second Most |                            | 26                       | 16             | 58            | 24                |
|                             | Third Most  |                            | 41                       | 19             | 40            | 46                |
|                             | Least       |                            | 45                       | 11             | 44            | 22                |
| PEOPLE WHO LISTEN           | Most        | .000                       | 42                       | 19             | 39            | 43                |
|                             | Second Most |                            | 40                       | 17             | 43            | 23                |
|                             | Third Most  |                            | 30                       | 11             | 59            | 12                |
|                             | Least       |                            | 28                       | 12             | 60            | 23                |
| GOVERNMENT AGENCIES         | Most        | .000                       | 29                       | 11             | 60            | 17                |
|                             | Second Most |                            | 38                       | 16             | 46            | 17                |
|                             | Third Most  |                            | 41                       | 10             | 49            | 19                |
|                             | Least       |                            | 38                       | 19             | 43            | 47                |
| CORPORATIONS AND BUSINESSES | Most        | .024                       | 36                       | 16             | 48            | 36                |
|                             | Second Most |                            | 42                       | 15             | 43            | 35                |
|                             | Third Most  |                            | 28                       | 17             | 55            | 18                |
|                             | Least       |                            | 40                       | 17             | 43            | 11                |

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SOURCE: AUDIENCE RESEARCH ANALYSIS / ARBITRON

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### **9.3. Limitations of “Funding Perceptions” Measurement and Analysis**

“Corporations and businesses” was one funding source included in the survey to test the effects of commercial underwriting credits on individual listener support. However, an Arbitron staff member overseeing interviews noted respondent confusion on the “corporations and businesses” and “government agencies” sources. In which category is the Corporation for Public Broadcasting? It is a government agency in that it distributes public funds, yet it is a “corporation” by name.

Given this definition and measurement problem, unanticipated by all parties involved in this research’s design (including CPB), responses to these two measures are presented as gathered, yet not analyzed due to their probable invalidity.

This problem should not affect the “people who listen” and “educational institutions” sources, however, from which there are lessons to be learned.

### **9.4. What this Means to Public Radio**

The results presented in this section support findings presented in previous sections. Persons most likely to support public radio are those who believe it to be most dependent on public support, listeners least likely to support the medium are those who perceive public radio to be institutionally supported. These perceptions can be corrected most inexpensively and efficiently over public radio’s own air through the implementation of well-designed positioning statements.

**Table 9-C**  
**The Relationships Between Perceptions of the Relative**  
**Importance of Funding Sources and Public Radio Support**  
**Controlling for Possible Confounding Variables**

| DEGREE TO WHICH<br>SOURCE IS PERCEIVED TO<br>SUPPORT PUBLIC RADIO<br>-----> | PEARSON PRODUCT-MOMENT CORRELATIONS<br>AND PARTIAL CORRELATIONS BETWEEN<br><----- |                                |                               |
|---|---|--------------------------------|-------------------------------|
|   | CONTROLLING FOR   |                                |                               |
| FUNDING SOURCE<br>-----   | ZERO<br>ORDER<br>-----  | EDUCATION<br>& INCOME<br>----- | SLT, %RLT<br>& SDAYS<br>----- |
| GOVERNMENT AGENCIES   | -.089   | -.085                          | -.106                         |
| EDUCATIONAL INSTITUTIONS  | -.144   | -.109                          | -.119                         |
| CORPORATIONS AND BUSINESSES   | NS  | NS                             | NS                            |
| PEOPLE WHO LISTEN   | .164  | .147                           | .149                          |

NS if significance of two-tailed t-test is less than .01.

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SOURCE: AUDIENCE RESEARCH ANALYSIS / ARBITRON  
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## REASONS WHY PEOPLE DO NOT SUPPORT PUBLIC RADIO

### 10.1. Definition and Uses of “Non-support” Variables

Previous research into the motivations of public radio support suggests an interesting phenomenon. The reasons people give for supporting public radio are different than those, which they believe, will motivate other people. The reasons they think will motivate others are much more in line with fundraising reality. For instance, membership studies reveal that members are quite likely to claim that premiums are unimportant to them, but they believe they are important to other people. However, public radio practitioners and observers note that while the number of supporters is not greatly affected by premiums, the support levels are affected. The support levels decrease when the incentive of premiums is taken away. In the aggregate, it seems as if motives projected onto “other people” predict public radio support better than motives admitted to personally.

If people are more willing to project their beliefs onto others than to admit their reasons for supporting, they probably are even less likely to admit their reasons for not supporting public radio. This study takes this knowledge into account in measuring and interpreting the underlying reason(s) why people do not give money to public radio. Reasons for non-support are measured indirectly and assumed to be the respondent’s own.

Respondents were told that their public radio station “sometimes asks its listeners to support the station. Some people give money to [the station], while other people do not. In your opinion, why do you think people who listen to [the public radio station] do not support it?” A number of reasons were read to each respondent, who noted whether each was a “very likely” reason, “somewhat likely” reason, or “not at all likely.”

The responses to these “reasons for non-support” are shown on Table 10-A. They are ranked by the overall “average likelihood score,” which is based on a scale of 1 (for “not at all likely”) to 3 (“very likely”). These results are directly applicable to fundraising: the reasons people offer for not giving money to public radio can guide the design of more effective pledge breaks, appeals, etc. But more important here are the ways in which non-supporters differ most from supporters.

### 10.2. Important Vs. Unimportant “Non-support” Variables

Table 10-A ranks the reasons given for non-support from the reason thought most likely to the reason thought least likely. It shows that far and away the most often cited reason for not supporting public radio is the belief “that somebody else will give.” Two out of three respondents (66%) believe this reason to be “very likely.”

**Table 10-A**  
**Opinions About Why People Don't Give Money to Public Radio --**  
**Definitions and Sample Proportions**

| Q. WHY DO YOU THINK PEOPLE WHO LISTEN TO PUBLIC RADIO DO NOT SUPPORT IT?                        |   |                 |                   |                           |
|---|---|-----------------|-------------------|---------------------------|
| GIVEN REASON  | PERCENT OF RESPONDENTS WHO THINK GIVEN REASON IS: |                 |                   | AVERAGE LIKELIHOOD SCORE* |
|   | VERY LIKELY                                       | SOMEWHAT LIKELY | NOT AT ALL LIKELY |                           |
| THEY THINK THAT SOMEBODY ELSE WILL GIVE   | 66 %  | 30 %            | 4 %               | 2.62                      |
| THEY GIVE TO OTHER ORGANIZATIONS, CHARITIES, OR CAUSES, AND THE STATION IS NOT A PRIORITY       | 44  | 42              | 14                | 2.30                      |
| THEY THINK STATION IS ALREADY PAID FOR BY TAX DOLLARS, EDUCATIONAL INSTITUTIONS, AND BUSINESSES | 37  | 39              | 24                | 2.13                      |
| THEY DO NOT HAVE THE MONEY  | 33  | 41              | 26                | 2.07                      |
| THEY ALREADY GIVE MONEY TO THEIR PUBLIC TELEVISION STATION                                      | 28  | 45              | 27                | 2.02                      |
| PEOPLE ARE ANNOYED THAT THE STATION IS ASKING FOR MONEY   | 22  | 44              | 34                | 1.88                      |
| PEOPLE ARE ANNOYED THAT THEY ARE NOT HEARING THEIR REGULAR PROGRAMS                             | 24  | 33              | 43                | 1.81                      |
| THEY DON'T BELIEVE THE STATION REALLY NEEDS THE MONEY   | 20  | 36              | 44                | 1.76                      |
| PEOPLE DON'T KNOW THAT THE STATION IS ASKING FOR THEIR SUPPORT                                  | 22  | 25              | 53                | 1.69                      |
| THEY DON'T THINK THE STATION IS WORTH IT  | 12  | 26              | 62                | 1.50                      |
| THEY DON'T LIKE THE INCENTIVES, PRIZES, OR PREMIUMS OFFERED BY THE STATION                      | 10  | 23              | 67                | 1.43                      |

\* Based on the following scale:  
3 = very likely; 2 = somewhat likely; 1 = not at all likely.

SOURCE: AUDIENCE RESEARCH ANALYSIS / ARBITRON

Table 10-A, while instructive in its own way, does not distinguish between the beliefs of members versus non-members. For instance, the belief that “somebody else will give” is considered the most likely of all the reasons given; however, it is a view held just as strongly by current members as by non-members. Much more instructive are the beliefs that differentiate public radio’s non-supporters from its members. These are displayed on Table 10-B.

Four reasons significantly differentiate members from non-supporters:

- People don’t have the money.
- People don’t know that the station is asking for their support.
- People give to other organizations, charities, or causes, and the public radio station is not a priority.
- People don’t like the incentives, prizes, or premiums offered by the station.

Non-members are much more likely to agree with these statements than members are. Three of these reasons are related to money: a non-member is more likely to say that people don’t have the money, that other priorities displace public radio, and that the premiums are not attractive. These beliefs may be a function of the non-supporting listener’s income.

The fourth reason may be explained by the non-member’s light or infrequent use of the public radio station: he is more likely to believe that people don’t know the station is asking for their support. This may be explained by his lower public radio listening levels.

### **10.3. Relationships Between “Non-support” and Other Variables**

Table 10-C shows the correlations between public radio support and the four differentiating reasons just discussed; since the amount of time spent listening to the public radio station (SLT) and the education of the listener may affect his beliefs, they are taken into account.

Even controlling for SLT, non-members are still more likely than members to believe that people don’t realize the station is asking for their support. In other words, non-members’ use of this reason is not attributable to their own lower level of public radio listening.

And two of the three financially based reasons — that people don’t have the money and that the premiums are not attractive — are not merely functions of the listener’s income. However, the belief that other organizations, charities, or causes are higher priorities than public radio is strongly tied to the listener’s income.

**Table 10-B**  
**The Relationships Between Opinions About Why People Don't**  
**Give Money to Public Radio and Public Radio Support**

| Q. WHY DO YOU THINK PEOPLE LISTEN TO PUBLIC RADIO AND DO NOT SUPPORT IT?                     |             | SIGNIFICANCE OF CHI-SQUARE | - PERCENT WHO ARE/WERE - |                |               | PERCENT OF SAMPLE |
|--|-------------|----------------------------|--------------------------|----------------|---------------|-------------------|
| GIVEN REASON:  | SEGMENT     |                            | Current Members          | Lapsed Members | Never Members |                   |
| THEY DON'T HAVE THE MONEY  | Very Likely | .000                       | 26 %                     | 18 %           | 56 %          | 33 %              |
|  | Somewhat    |                            | 39                       | 12             | 49            | 41                |
|  | Not at All  |                            | 46                       | 18             | 36            | 26                |
| PEOPLE DON'T KNOW THAT THE STATION IS ASKING FOR THEIR SUPPORT                               | Very Likely | .000                       | 28                       | 17             | 55            | 22                |
|  | Somewhat    |                            | 33                       | 15             | 52            | 25                |
|  | Not at All  |                            | 42                       | 16             | 42            | 53                |
| THEY GIVE TO OTHER ORGANIZATIONS, CHARITIES, OR CAUSES AND THE STATION IS NOT A PRIORITY     | Very Likely | .000                       | 30                       | 18             | 52            | 44                |
|  | Somewhat    |                            | 43                       | 14             | 43            | 42                |
|  | Not at All  |                            | 37                       | 15             | 48            | 14                |
| THEY DON'T LIKE THE INCENTIVES, PRIZES, OR PREMIUMS OFFERED BY THE STATION                   | Very Likely | .000                       | 24                       | 15             | 61            | 10                |
|  | Somewhat    |                            | 33                       | 17             | 51            | 23                |
|  | Not at All  |                            | 41                       | 16             | 43            | 67                |
| THEY THINK STATION IS ALREADY PAID FOR BY TAX DOLLARS, EDUCATIONAL INSTITUTIONS & BUSINESSES | Very Likely | .140                       | 35                       | 14             | 51            | 37                |
|  | Somewhat    |                            | 36                       | 16             | 49            | 39                |
|  | Not at All  |                            | 40                       | 18             | 42            | 24                |
| PEOPLE ARE ANNOYED THAT THE STATION IS ASKING FOR MONEY                                      | Very Likely | .152                       | 37                       | 18             | 45            | 22                |
|  | Somewhat    |                            | 39                       | 14             | 47            | 44                |
|  | Not at All  |                            | 33                       | 17             | 50            | 34                |
| THEY DON'T BELIEVE THE STATION REALLY NEEDS THE MONEY  | Very Likely | .186                       | 33                       | 14             | 53            | 19                |
|  | Somewhat    |                            | 38                       | 18             | 44            | 36                |
|  | Not at All  |                            | 37                       | 15             | 48            | 44                |
| THEY DON'T THINK THE STATION IS WORTH IT   | Very Likely | .374                       | 40                       | 13             | 47            | 12                |
|  | Somewhat    |                            | 37                       | 14             | 49            | 27                |
|  | Not at All  |                            | 35                       | 17             | 48            | 62                |
| PEOPLE ARE ANNOYED THAT THEY ARE NOT HEARING THEIR REGULAR PROGRAMS                          | Very Likely | .429                       | 38                       | 16             | 47            | 24                |
|  | Somewhat    |                            | 39                       | 15             | 46            | 33                |
|  | Not at All  |                            | 34                       | 17             | 50            | 43                |
| THEY ALREADY GIVE MONEY TO THEIR PUBLIC TELEVISION STATION                                   | Very Likely | .721                       | 35                       | 16             | 49            | 28                |
|  | Somewhat    |                            | 38                       | 17             | 45            | 45                |
|  | Not at All  |                            | 38                       | 15             | 48            | 27                |
| THEY THINK THAT SOMEONE ELSE WILL GIVE   | Very Likely | .963                       | 37                       | 16             | 47            | 66                |
|  | Somewhat    |                            | 37                       | 15             | 48            | 30                |
|  | Not at All  |                            | 38                       | 18             | 44            | 4                 |

SOURCE: AUDIENCE RESEARCH ANALYSIS / ARBITRON

## 10.4. What this Means to Public Radio

The demographics of individual listeners are traits over which public radio has no control. Consequently, if a listener's reason for not financially supporting the medium is demographically based, there is little public radio can do about it. This is the case with the income-related "other priority" reason: people most likely to say that they "give to other organizations, charities, or causes, and public radio is not a priority" tend to be non-supporters with lower incomes.

This is not the case, however, with the three other reasons, which distinguish non-members from members:

- People don't have the money.
- People don't know the station is asking for their support.
- People don't like the incentives, prizes, or premiums offered by the station.

What can public radio do with this information? Interpreting these reasons for not supporting public radio as "beliefs," public radio professionals can devise strategies to change these beliefs.

The belief that people don't have the money to support public radio might be changed by promoting longer payment schedules for the highest membership levels. "Twenty, thirty, or forty dollars a month" membership categories subtly demonstrate the fallacy of this belief; when a few dollars are compared with the size of the rent or mortgage, and paid at the same time, public radio support seems more affordable.

The belief that "people don't know the station is asking for their support" is not a function of time spent listening to the station (SLT). This argues that these non-members have probably heard on-air fundraising appeals, and that little can be done to get them to hear more appeals than members have. Perhaps non-supporters are not listening to the station as closely or paying as much attention, or perhaps they need to hear the pledge appeals more often than people who are members. Another strategy is suggested by a shifting of emphasis: people do not know public radio is asking for their support. This may be the basis for designing stronger appeals directed at individuals, at "you." These appeals should point out his personal association with the medium: his use of, his interest in, and his affiliation with the station; they should strive to make the listener feel less like an "eavesdropper" and more like a participant.

The fact that non-members are more likely to dislike the premiums is one on which development directors might work, but it seems to be beyond the point of diminishing returns. Only 13% of all non-members think this a "very likely" reason for not supporting the medium, while 62% believe it is "not at all likely." In comparison, only 20% of the non-members believe that it is "not at all likely" that people do not have the money.

**Table 10-C**  
**The Relationships Between the Opinions About Why People Don't Give Money to Public Radio and Public Radio Support Controlling for Possible Confounding Variables**

| OPINIONS ABOUT WHY PEOPLE DO NOT SUPPORT PUBLIC RADIO<br>----->                           | PEARSON PRODUCT-MOMENT CORRELATIONS AND PARTIAL CORRELATIONS BETWEEN<br><-----<br>CONTROLLING FOR<br>----- |       |        |
|---|--|-------|--------|
|   | ZERO ORDER   | SLT   | INCOME |
| GIVEN OPINIONS<br>-----   |  |       |        |
| PEOPLE DO NOT KNOW THAT THE STATION IS ASKING FOR MONEY                                   | -.125  | -.116 |        |
| THEY DO NOT HAVE THE MONEY  | -.169  |       | -.154  |
| THEY DON'T LIKE THE INCENTIVES, PRIZES, OR PREMIUMS OFFERED BY THE STATION                | -.123  |       | -.098  |
| THEY GIVE TO OTHER ORGANIZATIONS, CHARITIES, OR CAUSES, AND THE STATION IS NOT A PRIORITY | -.072  |       | NS     |

NS if significance of two-tailed t-test is less than .01.

-----  
 SOURCE: AUDIENCE RESEARCH ANALYSIS / ARBITRON  
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This raises an interesting and important question. If public radio could devise strategies to eliminate these three reasons for non-support, which of the three would yield the greatest results? Based on the number of persons believing each of these reasons (displayed on Table 10-A), public radio should find that changing the “don’ t have the money” belief will be more effective than changing the “don’ t know the station is asking for support” belief. Changing either of these should produce more results than altering premiums.

This raises a broader question. Of all the variables found in this study to be positively associated with public radio support, which are the most important? This is the “ultimate” question addressed in the following, final section.



## STRATEGIES AND PAYOFFS: A MODEL OF PUBLIC RADIO SUPPORT

### 11.1. Placing Knowledge into Context: a Conceptual Framework

Sections 1 through 10 of this report have explored the association of a great number of variables with public radio support. Many individual pieces of information have been examined — each useful to public radio in some way. But three questions remain:

- Which of these pieces of information are the most important?
- What strategies can public radio broadcasters adopt which would yield the greatest “payoff” in terms of increased membership?
- In what sequence should these strategies be implemented in order to maximize their yield?

This section presents a conceptual framework which combines a number of seemingly disparate facts into a model of public radio support. Founded on an understanding of listener behavior and supported by statistical analysis of the data gathered by this study, 1/ this model clearly indicates the strategies public broadcasters might adopt to maximize support from the public, and the relative payoffs of these strategies.

### 11.2. A Four Stage Model of Public Radio Support

Creating a model is a complex analytical and mathematical task — the details of which are not presented in this report. Fortunately, this complicated task has yielded a simple model with very clear and direct suggestions for public broadcasters.

In its simplest form, the model suggests that a potential supporter goes through four stages before becoming an actual supporter.

Stage 1:        Actual Public Radio User

People must actually use public radio before they will support it financially.

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1/ This model was created by discriminant analysis, and is available for examination through CPB’s Office of Policy and Planning.

Stage 2:        “Satisfied and Dependent” Public Radio User

People must have radio listening needs “satisfied” by public radio, and must “depend” upon the service it provides (as defined by various listening traits) before they will support it.

Stage 3:        “Perceptually Adjusted” Public Radio User

People must believe certain things about public radio before they will pay for it.

Stage 4:        Asked Public Radio User

People must be asked to support public radio before they will become members.

The strategies that move a person through each of these four stages are strategies to turn non-supporters into supporters. The model’s four stages suggest four levels of strategies:

Strategy 1:     Maximize Potential Audience

Maximize the station’s service to the public by serving as many potential listeners as possible as often as possible. 2/

Strategy 2:     Maximize Listener Service

Maximize the station’s service to the listener by encouraging his use of, dependence on, and satisfaction with the station.

Strategy 3:     Influence Listener Attitudes and Perceptions

Make the listener aware of the “public” nature of public radio.

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2/ Given the demonstrated appeal of public radio and the highly fragmented nature of the radio medium, it is clear that not all Americans are potential public radio users. As discussed throughout this study, public radio’s well-educated audience is a fortuitous yet unintended result of its intelligent information and high quality music programming. People who are interested in listening to this type of programming comprise only a segment of the American public; the size of this segment is currently unknown.

Strategy 4: Ask Listener for Support

Make the listener aware that his support is needed, appreciated, and expected.

An important part of this model is the process of becoming a listener/supporter.

People search their radio dials for programming which appeals to them. Encouraged by programming (what it is and the way it is presented), people find and begin to use their public radio station; over time, they fit the public radio service into their lives and into their overall use of radio. They develop listening preferences and habits. While listening to the public station, they come to perceive it in a particular way; they form an image of the station and attitudes toward its service.

A listener's propensity to support public radio is dependent on his progress through this process, and his resulting uses of and attitudes towards public radio and its programming.

### **11.3. Education and Income**

The public radio support model substantiates the findings of Section 2: only two measured demographics — formal education and household income — have any significant effect in explaining public radio support. Overall, education is much more important than income. This is true at three of the four successive stages:

- A person's education affects his propensity to listen to his public radio station(s) (Section 2). Radio is a demographically segmented medium. While public broadcasters have not purposely chosen to serve better educated persons, the type of programming in which public radio excels — particularly classical music and in-depth news and information programming — attracts and serves persons in better educated demographic groups more than others. While not purposely excluding persons in any demographic segment, public radio can accept, hone, and build upon this appeal to maximize its reach among its most likely listeners.
- Education and income of a listener affect his propensity to support his public radio station(s). While income is related to a listener's ability to support public radio, it is his education that is strongly associated with his listening preferences, his perceptions of, and his attitudes toward public radio. Many of these preferences, perceptions, and attitudes are indicative of his propensity to support public radio (Sections 2 through 10).

The demographics of education and income are critical components of the public radio support model. While public radio cannot control the demographic attributes of any single listener, it can control (through programming) the overall demographic composition of its audience — an important point to bear in mind when adopting the following strategies.

#### **11.4. Step One: Program to Maximize Audience**

This model of public radio support assumes that people must use public radio before they will financially support it. While this study has not tested non-listeners' propensity to support public radio, this assumption is strongly supported by this study's data and other information. For instance, experience shows that certain charities and "causes" can elicit support without direct use by or involvement of the supporter; but public radio does not and cannot do so to any great degree. Public radio is perceived by listeners not as a "cause" but as a product or service, with use of the medium being the major indicator of listener support (Sections 4 through 7).

Programming is public radio's product; it is the service listeners tune in to hear and the product they pay to maintain. Programming is the single most important variable under public broadcasters' direct control that significantly affects people's willingness to listen to and to support public radio.

Indeed, servicing the public with programming people will listen to is the primary strategy for building audience support. All subsequent strategies are secondary; they only affect people who are using their public radio service(s).

The importance of this first strategy is illustrated by likening the public radio support model to a funnel into which four consecutive sieves are built. Many Americans pass by the top of the funnel — but only those who pass through all four sieves (the four stages discussed in Section 11.2) become public radio supporters.

The first sieve separating listeners from non-listeners is the point where the single greatest decrease in potential supporters occurs. Strategies that increase the flow through this first sieve — from non-listeners to listeners — will have the greatest impact on the number of people making it through all subsequent compartments in the funnel.

This strategy of maximizing audience is actually a series of programming techniques designed to make the service more "listenable," or "accessible." The more "listenable" a program service, the more listened to it will be. Maximizing audience size can be interpreted as maximizing public service; the steps taken to serve more listeners need not compromise public radio's mission or its integrity — indeed, maintaining public radio's uniqueness (as mandated by numerous mission statements) is crucial to the success of the following strategies.

## 11.5. Step Two: Program to Maximize Listener Service

The degree to which public radio programming is used by the listener is one measure of his satisfaction with and dependence upon the service. Listener service is measured not only by the amount of time he spends listening to public radio each week, but also by the regularity of his listening, and by the degree to which he chooses a public radio station over other stations (Section 4).

A station can maximize service to its listeners by providing programming that encourages its own use and the use of the station in general.

Given the possibility of choosing from listening to all major programs and formats, the model singles out listening to *Morning Edition* and *All Things Considered* as most indicative of public radio support. These two services are the two most widely available that promote time spent listening to themselves and to the station through their horizontal consistency (Section 5). They are unique in the radio environment and are consequently “important” to the listener (Section 8).

Another listener service variable that the model identifies as important is the listener’s acknowledgement of the public radio station as the one playing the music he likes to listen to the most. Not only does this enrich the strategy of maximizing listener service, but also it echoes the strategy of programming to maximize audience.

The length of time a person has been listening to a public radio station is another measure of his satisfaction with and dependence on the service (Section 4). A person who has been using a station for a few years is more likely to support it than a person who has been listening for a few months. The model indicates that the service to the listener over time is as important as the service to the listener during any particular week. Yet it is important to remember that service to a listener during any particular week will greatly influence service over extended periods of time.

In short, the strategy of maximizing service to the listener has several facets, which include how he is encouraged to use the station’s services at any given time, how he is encouraged to use them over extended periods of time (months and years), and how well they meet his desire to hear unique news and information programming (especially *Morning Edition* and *All Things Considered*) in addition to the music he likes the most.

The strategies that encourage the listener through this sieve are the second most important set of strategies maximizing listener support.

## 11.6. Step Three: Influence Listener Attitudes and Perceptions

A number of listener perceptions of and attitudes toward public radio have been explored in Sections 6 through 10. But the public radio support model finds that once steps have been taken to maximize audience and listener service, the “public” nature of public radio

is the only perception of those measured which significantly increases a listener's propensity to support the medium.

Listener perceptions of the station can be influenced greatly by positioning — both on and off of the station's air. Of course, the most efficient medium is the station's own air — it costs nothing to use. When other media are used (such as advertising, promotion, and direct mail) the station should be positioned as being supported by “the public,” “listeners,” or “you” and not by “the university,” “the government,” or “your tax dollars” (Sections 7.4 and 9.4).

However, no amount of positioning will attract or hold a listener to a station that does not meet his real needs through programming.

### **11.7. Step Four: Ask Listener for Money**

The first three steps indicated by the model of public radio support in effect prepare a person for being asked to support public radio. When done effectively, these steps will maximize the probability that he will accept the invitation to support his public radio service.

To the extent that this study has examined reasons given by listeners for not supporting public radio, it finds that none of them significantly affects a listener's propensity to support his station once he has gotten to this point in the process. In other words, this study concludes that the most direct, efficient, and effective way to persuade an American to support public radio is to serve him with a programming service that he depends on. And, to make sure he understands that his support is as important to the public radio station as its programming is to him.

Many questions remain unanswered by this public radio support model:

- How can effective appeals for support be made on-air without disrupting listener service?
- What are the most effective appeals?
- How can on-air appeals be fine-tuned to be more effective and efficient?
- Can listeners who have been moved through the first three stages, but who have never given money to public radio, be identified and reached through other media (direct mail, telephone, etc.) and persuaded to support public radio?

This line of questioning needs to be followed before public radio professionals are fully knowledgeable about the most effective ways in which to ask listeners for support. It is here that this study stops, and where subsequent research should resume.

## **Appendices**



## Appendix A

# SAMPLING AND WEIGHTING

### A.1. Picking the Sample

This study is based on a sample of 5,420 Arbitron diaries — each one the radio listening log of a person who listened to an NPR member station in Spring 1984. This sample of Arbitron diaries represents listening to 69 stations in 37 markets. It has been demonstrated by NPR to represent its system of member stations across market size, licensee type, and programming emphasis, and is the basis for all program and format audience estimates produced by the Public Radio Audience Profile (PRAP) system for Spring 1984.

Not all of these 69 stations in the PRAP sample had been actively soliciting listener support as of Spring 1984. Nathan Shaw of the Development Exchange identified these stations, and they were removed from the sample. This left a sample base of 5,059 diaries based on listening to 64 NPR member stations (shown in Table A-1).

A listing of unique diary identification information was provided to Arbitron on computer tape. Included with each diary identification was a list of the NPR member station(s) mentioned in the diary. From this listing, Arbitron created a list of names and phone numbers of the 5,059 public radio listeners (this information is confidential and is not released by Arbitron).

Arbitron “scrambled” the 5,059 diaries to ensure random selection and then began the call-back process. Arbitron called 3,552 of these phone numbers to reach the target of 2,000 completions required for this study.

Table A-2 displays the disposition status of these calls at the time the interviewing was stopped. A total of 2,016 interviews were completed. The data for one of these interviews were internally inconsistent and discarded, leaving 2,015 complete call-back responses. This is the sub-sample on which this study is based.

Arbitron’s description of methodology is contained in Appendix B. The questionnaire administered to the respondents comprises Appendix C.

### A.2. Testing for the Representativeness of the Sub-Sample

The first question that must be addressed before analyzing the data is: Is this sample representative of the public radio audience? If it is, then the responses of the people in the sub-sample are representative of, and applicable to, all NPR member station listeners. If it is not, then steps can be taken to “balance” the sub-sample by “weighting” each respondent in certain ways. For instance, were it found that men were significantly underrepre-

Table A-1

**Stations in the PRAP Sample  
Used in this Study**

| STATION | STATION |
|---------|---------|
| KBPS-AM | WCMU-FM |
| KBPS-FM | WDET-FM |
| KCRW-FM | WEBR-AM |
| KERA-FM | WERN-FM |
| KLCC-FM | WETA-FM |
| KLON-FM | WFCR-FM |
| KOAC-AM | WFSU-FM |
| KOAP-FM | WGBH-FM |
| KPBS-FM | WGTE-FM |
| KPLU-FM | WGUC-FM |
| KQED-FM | WHA -AM |
| KSJN-AM | WHYY-FM |
| KSJN-FM | WIAN-FM |
| KUAT-AM | WITF-FM |
| KUAT-FM | WKAR-AM |
| KUNI-FM | WKAR-FM |
| KUOM-AM | WMUK-FM |
| KUOP-FM | WNED-FM |
| KUOW-FM | WNYC-AM |
| KUSC-FM | WNYC-FM |
| KWAX-FM | WOSU-AM |
| KXPR-FM | WOSU-FM |
| WABE-FM | WPKT-FM |
| WAMC-FM | WQED-FM |
| WAMU-FM | WUNC-FM |
| WBEZ-FM | WUOM-FM |
| WBFO-FM | WUSF-FM |
| WBGO-FM | WUWM-FM |
| WBJC-FM | WVGR-FM |
| WBUR-FM | WVXU-FM |
| WCAL-AM | WWNO-FM |
| WCAL-FM | WXXI-FM |

sented in the sub-sample, each man's response could be given a little more weight, and each woman's response a little less weight, with the net result being a balancing of responses overall.

Comparing the distribution of age/gender groups in the PRAP sample with their distribution in the sub-sample of responses checks the representativeness of the sub-sample. A contingency table analysis indicates that the sub-sample of re-interviewed diary-keepers differs significantly across demographic groups. Young persons and older men are under-represented among the respondents, while others, especially older women, are over-represented.

### **A.3. Weighting the Sub-Sample**

A weighting factor is derived for each age/gender group by weighting the actual (sub-sample) frequency of each group to conform with the expected (PRAP sample) frequency of the group. Frequencies and weights for each demographic group are shown on Table A-3.

These weighting factors are applied to the weights already assigned to each diary by Arbitron. Arbitron weights diaries across age, gender, county, and (in some instances) racial variables. This weighting, called the Persons Per Diary Value (PPDV), is used in the production of all of Arbitron's audience estimates. It is retained by NPR in the production of PRAP audience estimates.

The combined sub-sample/PPDV weightings ensure a sample which is representative of the NPR member station listening audience for the critical factors of age and gender. This study employs this combined weighting scheme in three ways:

- All percentages are based on these weightings;
- All projections to national audience are based on this weighting times a projection factor of 4.7;

$$4.7 = \frac{8,211,000}{1,744,922} \quad \begin{array}{l} \text{(Spring 1984 Nationwide Audience)} \\ \text{(Sum of weights in this sub-sample)} \end{array}$$

- All statistical tests are based on this weighting divided by the average weight (866.0) in the sub-sample.

$$866.0 = \frac{1,744,922}{2,015} \quad \begin{array}{l} \text{(Sum of weights in this sub-sample)} \\ \text{(Number of responses in sub-sample)} \end{array}$$

Table A-2

**Call-Back Disposition Report**

---

| DISPOSITION                 | NUMBER | PERCENT |
|-----------------------------|--------|---------|
| COMPLETED                   | 2,016  | 39.8%   |
| RESPONDENT NOT AVAILABLE    | 496    | 9.8     |
| LINE DISCONNECTED           | 368    | 7.3     |
| NO ANSWER                   | 262    | 5.2     |
| REFUSAL                     | 259    | 5.1     |
| BUSY                        | 79     | 1.6     |
| FOREIGN LANGUAGE, DEAF      | 30     | 0.6     |
| TERMINATED DURING INTERVIEW | 27     | 0.5     |
| BUSINESS NUMBER             | 15     | 0.3     |
| NOT ATTEMPTED               | 1,507  | 29.8    |
| TOTAL                       | 5,059  | 100.0%  |

---

Table A-3

**Weights Applied to the Sub-Sample of Respondents**

| GENDER/AGE<br>DEMOGRAPHICS | Percent of<br>Respondents | Percent of<br>PRAP Sample | Weighting<br>Factor |
|----------------------------|---------------------------|---------------------------|---------------------|
| MEN, 12-18                 | 1.3%                      | 1.7%                      | 1.30                |
| MEN, 19-24                 | 1.3                       | 2.4                       | 1.88                |
| MEN, 25-29                 | 4.6                       | 5.4                       | 1.17                |
| MEN, 30-34                 | 7.7                       | 7.6                       | 0.98                |
| MEN, 35-39                 | 7.5                       | 7.1                       | 0.95                |
| MEN, 40-44                 | 5.4                       | 5.2                       | 0.96                |
| MEN, 45-49                 | 4.2                       | 4.1                       | 0.98                |
| MEN, 50-54                 | 4.4                       | 3.9                       | 0.87                |
| MEN, 55-59                 | 3.6                       | 3.6                       | 1.00                |
| MEN, 60-64                 | 3.3                       | 3.4                       | 1.04                |
| MEN, 65-69                 | 2.3                       | 2.3                       | 1.00                |
| MEN, 70-74                 | 1.6                       | 1.9                       | 1.17                |
| MEN, 75+                   | 0.7                       | 1.2                       | 1.62                |
| WOMEN, 12-18               | 1.1                       | 1.6                       | 1.45                |
| WOMEN, 19-24               | 1.5                       | 2.5                       | 1.66                |
| WOMEN, 25-29               | 4.9                       | 5.7                       | 1.17                |
| WOMEN, 30-34               | 7.4                       | 7.3                       | 0.98                |
| WOMEN, 35-39               | 6.6                       | 6.2                       | 0.95                |
| WOMEN, 40-44               | 5.3                       | 4.3                       | 0.81                |
| WOMEN, 45-49               | 4.3                       | 3.8                       | 0.87                |
| WOMEN, 50-54               | 4.8                       | 3.9                       | 0.81                |
| WOMEN, 55-59               | 3.2                       | 3.5                       | 1.11                |
| WOMEN, 60-64               | 3.7                       | 4.1                       | 1.09                |
| WOMEN, 65-69               | 3.3                       | 2.8                       | 0.85                |
| WOMEN, 70-74               | 3.3                       | 2.5                       | 0.76                |
| WOMEN, 75+                 | 2.7                       | 2.1                       | 0.79                |

N = 2,015 respondents in the sub-sample; 5,059 diaries in the PRAP sample.



Appendix B

**ARBITRON'S DESCRIPTION OF METHODOLOGY**

A National Profile of  
Public Radio Listeners:

Description of Methodology

Prepared for:

Audience Research Analysis  
P. O. Box 3333  
Silver Spring, Maryland 20901

Prepared by:

Arbitron Ratings Company  
Marketing Research Services  
The Arbitron Building  
Laurel, Maryland 20707

March, 1985

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## PURPOSE AND BACKGROUND

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The purpose of this special study is to provide data for a national profile of public radio listeners, particularly regarding their behavior and attitudes toward the support of public radio.

## SURVEY METHODOLOGY

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### SURVEY AREA

The survey area was national in scope, with representative markets selected by the client as follows:

|                                       |                          |
|---------------------------------------|--------------------------|
| TSA New York                          | TSA New Orleans          |
| TSA Los Angeles                       | TSA Hartford-New Britain |
| TSA Chicago                           | ADI Sacramento-Stockton  |
| TSA Madison                           | TSA Albany-Schen-Troy    |
| ADI Philadelphia                      | ADI Des Moines           |
| TSA San Francisco                     | TSA Tampa-St. Peters     |
| TSA Boston                            | TSA Raleigh-Durham       |
| ADI Washington, DC                    | ADI Harrisburg           |
| ADI Baltimore                         | ADI Tucson               |
| TSA Pittsburgh                        | ADI Eugene-Springfield   |
| TSA Dallas-Fort Worth                 | TSA Tallahassee          |
| TSA Minneapolis-St. Paul              | ADI Cedar Rapids         |
| TSA Cincinnati                        | ADI Quad Cities          |
| TSA Seattle-Evt-Tacoma                | ADI Toledo               |
| TSA Milwaukee                         | ADI Lansing              |
| TSA Columbus, OH                      | ADI Detroit              |
| TSA Atlanta                           | ADI Flint                |
| TSA Indianapolis                      | ADI Traverse City        |
| TSA Buffalo                           | ADI Portland, OR         |
| ADI Grand RpdS-Kalamazoo-Battle Creek |                          |

### SAMPLE FRAME

The sample frame consisted of a list of public radio listeners, as identified by Arbitron's mechanical diaries, selected and provided by the client. This list of Arbitron diarykeepers was drawn from Arbitron's Spring 1984 Radio Survey.

### SAMPLE METHOD

One person, aged 12 or older, was selected in each household. Only those persons who were listed as having listened to one of the client's targeted stations were selected. Using an interval selection technique, a starting sample of 3,552 respondents was drawn from the client's list. This number was chosen in order to achieve an in-tab objective of 2,000 completed interviews.

## SURVEY METHODOLOGY (Continued)

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### SAMPLE SIZE

A total of 2,015 interviews were completed.

### INTERVIEW TECHNIQUE

A telephone unaided and aided recall method was used as the interviewing technique for this study.

Interviews were conducted from a central interviewing facility, using a computer-aided telephone interviewing system. Up to five attempts at different times of the day and evening were made by trained interviewers to complete an interview with each qualifying respondent. If a qualified respondent was not available during a phone call attempt, interviewers made an appointment to call back. These guidelines ensured that each individual in the sample had the opportunity to participate in the study.

Interviewers were required to follow the questionnaire exactly without assisting the respondent unless the question so specified. Each interviewer was validated and monitored at various points in the survey to verify that an interview was conducted and the questionnaire was completed according to the Arbitron Ratings guidelines.

### QUESTIONNAIRE DESIGN

The questionnaire was provided by the client and finalized by Arbitron Ratings. Because of the nature of the CATI system, the exact coding and format of the questionnaire had to be adapted to the interviewing facility's computer system.

## Appendix C

# THE SURVEY INSTRUMENT AS ADMINISTERED BY ARBITRON

### C.1. Design

The design of this survey instrument took place in November and December 1984. ARA drafted initial versions of the instrument based on consultation with the Development Exchange and the suggestions of many talented people in public radio development. Barbara Schiltges and Ted Coltman of the CPB Policy and Planning staff, and Nathan Shaw of the Development Exchange reviewed all drafts. All suggestions were incorporated into succeeding versions.

As is usually the case, the list of information desired from this study exceeded the means of gathering it reliably. Budget and questionnaire length required cutting several sections that would have provided useful and interesting data, including:

- establishing how the listener discovered the public radio station,
- establishing degree and direction of seven-day recall of listening vs. listening stated in the diary, and
- establishing awareness of on-air solicitation activity.

The study was eventually focused on ascertaining information about the listeners' beliefs, perceptions, and attitudes about public radio, its funding, and its funders. In addition to the usage data available from the diaries that report how people use the radio, information was ascertained about why the listeners choose their radio stations.

Many compromises had to be made to keep the study focused and within budget, but during the design stages the integrity of the instrument's structure remained first priority. All parties consulted agreed that while there is a great deal of information public radio professionals want to know about why people do or don't give money to their public radio station(s), the design of this study provides a good start at gaining intelligence in areas in which public radio professionals need to know more.

### C.2. Administration

Details of how the study was administered are found in Appendix B, *Arbitron's Description of Methodology*.

Time constraints did not allow the pre-testing of the instrument on any but an audience of public radio professionals. However, Arbitron reported no significant problems — either in the administration of the instrument or in respondents’ understanding of the questions (except where noted in Section 9, Perceptions of Public Radio’s Funding).

An average of 14 minutes was required to administer the survey to respondents who still listen to public radio. For respondents who had not listened to public radio during the previous month, administration of the survey took considerably less time: only radio use and demographic information was obtained, as was an open-ended response to why the respondent had not listened to public radio. (These responses are presented and summarized in Appendix D.)

### **C.3. The Instrument**

Following is the questionnaire as administered by Arbitron.

INTRODUCTION: Hello, do I have the (FAMILY NAME) residence? I am calling from the Arbitron Ratings Company. Members of your household took part in a radio survey last spring. We are conducting a follow-up study and would like to speak to the (REFER TO AGE/SEX OF PERSON) that is living in your household.

IF QUALIFIED RESPONDENT IS NOT AVAILABLE, MAKE AN APPOINTMENT TO CALL BACK.

1. We are interested in the radio stations to which you listen. Please tell me what one radio station: (IF MORE THAN ONE, PROBE FOR ONLY ONE. IF NECESSARY, TAKE FIRST MENTION)

|   | <u>Station<br/>in<br/>Diary</u> | <u>Other<br/>Station</u> | <u>Don't Know/<br/>No Answer</u> |
|---|---------------------------------|--------------------------|----------------------------------|
| a. Plays the music you like to listen to most.<br>-----                 | 1                               | 2                        | 0                                |
| b. Keeps you informed about national and international events.<br>----- | 1                               | 2                        | 0                                |
| c. Keeps you informed about events in your community.<br>-----          | 1                               | 2                        | 0                                |
| d. Introduces you to music you haven't heard before.<br>-----           | 1                               | 2                        | 0                                |
| e. Gives you the best news and information.<br>-----                    | 1                               | 2                        | 0                                |
| f. Is the most entertaining.<br>-----                                   | 1                               | 2                        | 0                                |
| g. Is the most thought provoking.<br>-----                              | 1                               | 2                        | 0                                |

IF THE ABOVE CALL LETTERS ARE ALL THE SAME AND IS A STATION LISTED IN DIARY ("SID"), THEN SKIP TO Q.2c. USE THIS STATION FOR REMAINDER OF STUDY.

IF THE ABOVE CALL LETTERS ARE ALL THE SAME BUT IS NOT AN "SID", SKIP TO Q.2a.

IF ANY OF THE ABOVE CALL LETTERS ARE DIFFERENT FROM EACH OTHER, PROCEED WITH Q.1h.

|   | <u>Station<br/>in<br/>Diary</u> | <u>Other<br/>Station</u> | <u>Don't Know/<br/>No Answer</u> |
|---|---------------------------------|--------------------------|----------------------------------|
| h. Of all the stations you mentioned (GO OVER THE RESPONSES) which is your favorite?<br>----- | 1                               | 2                        | 0                                |

IF Q.1h. IS AN "SID", SKIP TO Q2C. IF Q1h. IS NOT AN "SID", THEN:

- IF NONE OF THE ABOVE STATIONS (Q.1a THRU Q.1h) ARE "SID", PROCEED WITH Q.2a.
- IF ONLY ONE "SID" IS MENTIONED, SKIP TO Q.2c. USING THAT STATION FOR THE REMAINDER OF STUDY.
- IF MORE THAN ONE "SID" IS MENTIONED, PROCEED WITH Q.2a; BUT PROMPT WITH STATIONS ABOVE FIRST (IN THE ORDER THEY ARE ON THE TAPE), THEN ANY OTHER REMAINING ON TAPE.

2a. When you kept your diary of radio listening, you mentioned that you listened to \_\_\_\_\_. (REPEAT "STATIONS IN DIARY" UNTIL RESPONDENT ANSWERS "YES" OR NO STATIONS REMAIN). Have you listened to \_\_\_\_\_ within the last month? (IF RESPONDENT IS UNCERTAIN, PROBE).

(SKIP TO Q.2c) ← \_\_\_\_\_ 1- Yes  
 (PROCEED WITH Q.2b) ← \_\_\_\_\_ 2- No (TO ALL STATIONS)  
 (SKIP TO Q.8a) ← \_\_\_\_\_ 0- No Answer

2b. Why not? (PROBE; SKIP TO CALLING SHEET, THEN GO TO Q.8a)

2c. How long ago did you start listening to \_\_\_\_\_?

\_\_\_ years  
 \_\_\_ months

3. Is there anything about \_\_\_\_\_ which makes it different from other radio stations you listen to? (DO NOT READ; CODE CATEGORIES MENTIONED)

|   | <u>Mention</u> |
|---|----------------|
| a. No commercials   | A              |
| b. Educational  | B              |
| c. University station   | C              |
| d. Public radio station   | D              |
| e. "NPR" station ("National Public Radio")  | E              |
| f. News and information programming (general)   | F              |
| g. Mention specifically "All Things Considered" or "Morning Edition" (Susan Stamburg or Bob Edwards) programs | G              |
| h. Mention specifically "Prarie Home Companion" program (Garrison Keiler)                                     | H              |
| i. Classical music  | I              |
| j. Other music  | J              |
| k. Mention personalities (other than Susan Stamburg, Bob Edwards, or Garrison Keiler)                         | K              |
| l. Listener supported (asks listeners for money)  | L              |
| m. Other  | M              |

(PUT IN "0"s IN REMAINING COLUMNS NOT MENTIONED)

4. I am going to read a list of statements which may or may not describe \_\_\_\_\_. After I read each statement, tell me if you

AGREE A LOT  
 AGREE A LITTLE  
 DISAGREE A LOT  
 DISAGREE A LITTLE  
 or if you have NO OPINION ONE WAY OR THE OTHER

|  | <u>Agree</u><br><u>A Lot</u> | <u>Agree</u><br><u>A Little</u> | <u>Disagree</u><br><u>A Lot</u> | <u>Disagree</u><br><u>A Little</u> | <u>No</u><br><u>Opinion</u> |
|--|------------------------------|---------------------------------|---------------------------------|------------------------------------|-----------------------------|
| a. _____ is INFORMATIVE                          | 4                            | 3                               | 2                               | 1                                  | 0                           |
| b. _____ is ENTERTAINING                         | 4                            | 3                               | 2                               | 1                                  | 0                           |
| c. _____ is EDUCATIONAL                          | 4                            | 3                               | 2                               | 1                                  | 0                           |
| d. _____ is HIGH QUALITY                         | 4                            | 3                               | 2                               | 1                                  | 0                           |
| e. _____ is IMPORTANT IN MY LIFE                 | 4                            | 3                               | 2                               | 1                                  | 0                           |
| f. _____ is NON-COMMERCIAL                       | 4                            | 3                               | 2                               | 1                                  | 0                           |
| g. _____ is A STATION I CAN TRUST<br>AND RELY ON | 4                            | 3                               | 2                               | 1                                  | 0                           |

Before I ask the next set of questions I would like to assure you that your name and responses are confidential. The object of this study is to determine people's attitudes about \_\_\_\_\_ and it's support.

5. \_\_\_\_\_ is a public radio station, and does not sell advertising as commercial radio stations do. Instead, it gets its money from four major sources:

GOVERNMENT AGENCIES  
 EDUCATIONAL INSTITUTIONS  
 CORPORATIONS AND BUSINESSES  
 PEOPLE WHO LISTEN TO \_\_\_\_\_

|  | <u>Government Agencies</u> | <u>Educational Institutions</u> | <u>Corporations &amp; Business</u> | <u>People Who Listen</u> | <u>No Answer</u> |
|--|----------------------------|---------------------------------|------------------------------------|--------------------------|------------------|
| a. Of the sources named, which do you think gives the most money to _____?   | 1                          | 2                               | 3                                  | 4                        | 0                |
| b. Which of these sources do you think gives the least money to _____?       | 1                          | 2                               | 3                                  | 4                        | 0                |
| c. Of (THE REMAINING TWO), which do you think gives the most money to _____? | 1                          | 2                               | 3                                  | 4                        | 0                |
| d. (LAST SOURCE)   | 1                          | 2                               | 3                                  | 4                        | 0                |

6. \_\_\_\_\_ sometimes asks its listeners to support the station. Some people give money to \_\_\_\_\_, while other people do not. I'm going to read a list of reasons why people may not support \_\_\_\_\_. Please tell me if you think the reason is very likely, somewhat likely, or not at all likely as to why they do not support \_\_\_\_\_?

|   | <u>Very Likely</u> | <u>Somewhat Likely</u> | <u>Not At All Likely</u> | <u>No Answer</u> |
|---|--------------------|------------------------|--------------------------|------------------|
| a. People don't know that _____ is asking for their support.                                      | 3                  | 2                      | 1                        | 0                |
| b. They do not have the money.  | 3                  | 2                      | 1                        | 0                |
| c. They don't think _____ is worth it.  | 3                  | 2                      | 1                        | 0                |
| d. They give to other organizations, charities, or causes, and _____ is not a priority.           | 3                  | 2                      | 1                        | 0                |
| e. They think _____ is already paid for by tax dollars, educational institutions, and businesses. | 3                  | 2                      | 1                        | 0                |
| f. They don't believe _____ really needs the money.   | 3                  | 2                      | 1                        | 0                |
| g. They already give money to their Public Television station.                                    | 3                  | 2                      | 1                        | 0                |
| h. They don't like the incentives, prizes, or premiums offered by _____.                          | 3                  | 2                      | 1                        | 0                |
| i. People are annoyed that they are not hearing their regular programs.                           | 3                  | 2                      | 1                        | 0                |
| j. People are annoyed that _____ is asking for money.   | 3                  | 2                      | 1                        | 0                |
| k. They think that somebody else will give money.   | 3                  | 2                      | 1                        | 0                |

7a. Have you or anyone in your household ever given money to \_\_\_\_\_?

- (SKIP TO Q.8a) ←
- 1- Yes
  - 2- No
  - 0- No Answer

7b. IF YES, Was this you or another person in your household?

- 1- Respondent
- 2- Other
- 3- Both
- 4- No Answer

7c. (IF RESPONDENT ONLY) When was the last time you gave money to \_\_\_\_\_?

- READ CATEGORIES:
- (SKIP TO Q.8a) ←
- 1- Within last 12 months
  - 2- Over one year ago
  - 0- No Answer

7d. (IF OTHER HOUSEHOLD MEMBER ONLY) When was the last time he or she gave money to \_\_\_\_\_.

- READ CATEGORIES:
- (SKIP TO Q.8a) ←
- 1- Within last 12 months
  - 2- Over one year ago
  - 0- No Answer

7e. IF BOTH, When was the last time you gave money to \_\_\_\_\_.

- READ CATEGORIES:
- 1- Within last 12 months
  - 2- Over one year ago
  - 0- No Answer

7f. IF BOTH, When was the last time the other household member gave money to \_\_\_\_\_.

- READ CATEGORIES:
- 1- Within last 12 months
  - 2- Over one year ago
  - 0- No Answer

8a. We are almost done. I have just a few more questions. Let me remind you that your answers to all of these questions will be kept absolutely confidential.

Including yourself, how many people live in your household?

- DO NOT READ:
- 0- No Answer
  - 1- One
  - 2- Two
  - 3- Three
  - 4- Four
  - 5- Five
  - 6- Six
  - 7- Seven
  - 8- Eight
  - 9- Nine or More

8b. How many of these people are 17 years old or younger?

- DO NOT READ:
- 0- None
  - 1- One
  - 2- Two
  - 3- Three
  - 4- Four
  - 5- Five
  - 6- Six
  - 7- Seven
  - 8- Eight or More
  - 9- No Answer

9. Which of the following describes the last grade of school you completed?

- READ CATEGORIES:
- 1- Did not attend high school
  - 2- Attended high school, did not graduate
  - 3- Graduated high school
  - 4- Attended college
  - 5- Graduated college or more
  - 6- Post-graduate degree (Masters, PhD)
  - 0- No Answer

10. Which of the following best describes the total combined annual income of your household?

- READ CATEGORIES:
- 1- Under \$10,000
  - 2- \$10,000 but less than \$15,000
  - 3- \$15,000 but less than \$20,000
  - 4- \$20,000 but less than \$30,000
  - 5- \$30,000 but less than \$40,000
  - 6- \$40,000 but less than \$50,000
  - 7- \$50,000 or More
  - 0- No Answer

11. Arbitron surveys are designed to measure all segments of the population. Would you please tell me how you describe your household?

- READ:
- 1- White
  - 2- Black
  - 3- Hispanic
  - 4- Other
  - 5- No Answer

Thank you for your time in helping us with this survey.



## Appendix D

# REASONS GIVEN BY SPRING 1984 PUBLIC RADIO LISTENERS FOR NOT LISTENING TO PUBLIC RADIO IN THE LAST MONTH

### D.1. Extent and Causes of Audience Turnover

This study is focused on beliefs, attitudes, and perceptions of public radio listeners. For its purpose, listeners are defined as people who mention that they still listen to the NPR member station(s) logged in their diaries for at least one of a list of reasons. Or, if they do not mention the station(s), they must reply that they have listened to the station(s) within the last month.

Because of this screening question, an added benefit of this study is the identification of a group of persons who listened to at least one public radio station in the Spring of 1984, but who have not done so within the last month.

It is not within the scope of this study to inquire into who these ex-listeners are, or to examine how they reported listening to the radio in general, or to their public radio station(s) in particular. However, the reasons they gave for not listening were recorded by the interviewers, and are reported here with some synthesis.

Of the 2,015 public radio listeners re-interviewed by Arbitron for this study, 389 indicated that they had not listened during the previous month to the public radio station(s) logged in their Spring 1984 diary. These “ex-listeners” represent approximately 22% of the weighted sub-sample. Projecting this to the Spring 1984 national audience estimate for NPR members, the estimate is that approximately 1.75 million persons out of the estimated 8.11 million weekly cume listeners to public radio stations are no longer in public radio’s weekly cume audience.

Is this to be expected? Unfortunately, there is no available study suggesting normative standards for “churn” among the audience for radio stations. But a certain amount of audience churn is to be expected for at least three reasons.

- The weekly cume audience measurement does not capture or re- port all listening to public radio: specifically, people who use public radio infrequently (less than once a week). PRAP studies consistently show that one-third of all listeners use their public radio station once each week; it is certainly true that a great number of listeners tune in fewer days than that.
- The weekly cume audience measurement captures listening to public radio by people who do not know they are listening to public radio. Through the use of an elaborate and extensive diary editing process, Arbitron attributes as much radio

listening noted in the diaries as possible to individual stations, even though the diary keeper does not specifically note the call letters of the stations. Arbitron employs a “slogan file” for this purpose — a list of slogans, phrases, and programming descriptions that all stations are asked to submit before each sweep. In this way, listening recorded only as *Morning Edition* could be attributed to a member station, as would “FM 91,” “JazzRadio,” etc., without the listener knowing the call letters of the station or being aware of the fact that it is a “public” radio station.

- People listen to public radio for some reason (programming, happenstance, circumstance) and then decide there is something they like to do better. Chosen options are limitless and often include listening to other radio stations, using other media, and doing nothing at all.

Regardless of the comparative degree of churn, it appears to be significant among public radio’s audience.

## **D.2. Reasons Given for No Longer Listening**

What reasons do people give for not listening to public radio? More importantly, what can be learned from them?

Following is a list of verbatim responses to this question, as provided by Arbitron in this study’s data tape. No effort is made to edit or rigorously quantify these results; however, some observations are offered based on their loose grouping into seven broad categories:

- 85 reasons -- Scheduling or Lifestyle Conflicts;
- 55 reasons -- Problems in Receiving Signal (poor reception, AM or FM radio only, broken radio, station not local, etc.);
- 55 reasons -- Switched to or Prefer Another Station;
- 40 reasons -- Don’t Know; No Real Reason Given;
- 35 reasons -- Minimal Commitment (don’t remember call letters, other family members listen, etc.);
- 30 reasons -- Stopped Listening To Radio; Switched To Other Media (tapes, television, books, etc.).

Perhaps most reassuring to public radio professionals is that they do not have themselves to blame for “losing” most of these listeners. Most of the reasons for no longer listening have little or nothing to do with the content of the station.

The unavailability of FM radio and the poor quality of the signal — at home, in the car, and at work — are significant deterrents to listening.

And even given availability, the comments of many listeners indicate that the public station just has not fit into their lifestyle well enough, or has not provided the type of background to their activities that they are looking for.

Indeed, the single most important theme is that the radio station has to fit in with the listener's lifestyle. The decision to listen to radio, voiced by many of these listeners, is a secondary one; the user is driving to work, or is at work, and then turns on the radio.

Perhaps a 33-year-old former WXXU listener sums it up when he says, "It's a real listening station and I haven't had time to sit and listen." While identifying a trait that, to him, makes public radio unique; he also tells why he doesn't listen.

While this person thinks public radio is demanding of the listener, there are many listeners who are not hearing something that they like well enough to commit listening to. They only listen occasionally, or when their children are around, or they keep the radio set at a certain station and the public radio station is doing little to motivate them to tune it in.

Those that don't like the format or content, or who switched to another station, usually say they don't like classical or jazz, or simply like the music better elsewhere. It is usually the content, not the packaging, which these listeners note.

The significant number of listeners who do not know or who do not have a real reason for not listening is quite telling — these are, after all, merely radio stations they are talking about here. And while it may be different for people who still listen and give the station money, these listeners do not "identify" with the public station and perhaps they never did.

Yet the comments of those who switched to another station indicate some sense of identification and satisfaction with the new station: "I like my other station," "I listen to the station that I know is best — 95 FM," and "WRCH plays nice soft music." The association of radio to life-style and self-perception is evident, even among those who have not identified with public radio.

A number of listeners have switched to other media. The car cassette player has taken some toll on public radio listening, but there is no indication that this is a huge factor.

**VERBATIM RESPONSES AS RECEIVED FROM ARBITRON AS TO WHY PEOPLE HAVE NOT LISTENED IN THE LAST MONTH TO THE PUBLIC RADIO STATION(S) MENTIONED IN THEIR SPRING RADIO LISTENING DIARY.**

SCHEDULING/LIFESTYLE CONFLICTS

13-YEAR-OLD MAN: I WAS ON VACATION -- WMUK-FM  
23-YEAR-OLD MAN: I'VE BEEN TAKING THE BUS, HAVEN'T HAD OPPORTUNITY TO LISTEN TO CA -- KPLU-FM  
24-YEAR-OLD MAN: I HAVEN'T HAD TIME, I DON'T KNOW IF THEY'RE PLAYING THE SAME MUSI -- WBEZ-FM  
24-YEAR-OLD MAN: I HAVEN'T BEEN HOME MUCH. -- WIAN-FM  
26-YEAR-OLD MAN: I WAS IN EUROPE FOR 2 WEEKS AND HAVEN'T BEEN IN THE MOOD FOR JAZZ -- WBGO-FM  
29-YEAR-OLD MAN: VERY BUSY WK 16 HRS A DAY -- WPKT-FM  
30-YEAR-OLD MAN: DIFFERENT TIMINGS -- WGBH-FM  
31-YEAR-OLD MAN: THE PROGRAM THAT I LISTEN TO IS EITHER NOT, OR I'M NOT AROUND WHE -- KUOM-AM  
31-YEAR-OLD MAN: I'VE BEEN AWAY THE PAST MONTH AND HAVEN'T LISTENED ANYMORE -- KBPS-AM  
32-YEAR-OLD MAN: I WORK AT A DIFFERENT TIME NOW, SO MY LISTENING HABITS CHANGED, -- WBEZ-FM  
32-YEAR-OLD MAN: BECAUSE I STOPPED COMMUTING TO BOSTON. -- WBUR-FM  
34-YEAR-OLD MAN: CHANGE IN LISTENING HABITS, CHANGE IN TIMING WHEN I'M DRIVING. -- KLCC-FM  
42-YEAR-OLD MAN: I'VE BEEN VERY BUSY LAST MONTH AND ONLY LISTEN TO THE NEWS. -- KUSC-FM  
45-YEAR-OLD MAN: NOT ENOUGH TIME -- WBEZ-FM  
46-YEAR-OLD MAN: I HAVEN'T BEEN IN TOWN THAT MUCH AND I DON'T LISTEN TO RADIO TOO OFT -- WAMU-FM  
48-YEAR-OLD MAN: WORK SCHEDULE DIDN'T COINCIDE -- KLCC-FM  
54-YEAR-OLD MAN: MY SCHEDULE DOESN'T PERMIT IT. -- WKAR-FM  
57-YEAR-OLD MAN: I ONLY LISTEN TO THESE STATIONS WHEN IM TRAVELING WHEN I GET OF -- WNYC-FM  
57-YEAR-OLD MAN: I WORK TOO MUCH TO LISTEN IN THE EVENINGS -- WEBR-AM  
57-YEAR-OLD MAN: ONLY WHEN I TRAVEL -- WUNC-FM  
58-YEAR-OLD MAN: WORKING TOO MANY HOURS -- WKAR-FM  
60-YEAR-OLD MAN: BECAUSE I HAVE NOT BEEN IN MY CAR -- WGUC-FM  
60-YEAR-OLD MAN: IT IS IN THE CAR, I DON'T DRIVE MUCH NOW -- WGTE-FM  
60-YEAR-OLD MAN: ON THE ROAD A LOT NO TIME -- WGBH-FM  
62-YEAR-OLD MAN: I ALWAYS BUSY AT MY RETIREMENT CENTER AND DON'T HAVE TO LISTEN TO -- KBPS-FM  
62-YEAR-OLD MAN: NO TIME TO LISTEN. -- WGBH-FM  
63-YEAR-OLD MAN: IM TOO BUSY TO LISTEN TO THE RADIO AND WHEN I DO ITS WECK-AM. -- WNED-FM  
68-YEAR-OLD MAN: I DON'T RECALL - UNLESS WE HEARD IT ON A TRIP. -- WOSU-FM  
75-YEAR-OLD MAN: ONLY LISTEN TO IT DURING THE SUMMER WHEN I DRIVE TO MY SUMMER COT -- WKAR-FM  
77-YEAR-OLD MAN: MY SISTER HAD BEEN ILL THIS PAST MONTH, SO RADIO WAS NOT A PRIORI -- KPBS-FM  
80-YEAR-OLD MAN: HAVEN'T BEEN HOME MUCH, BEEN IN CALIFORNIA -- WUSF-FM  
13-YEAR-OLD WOMAN: I'VE BEEN TOO BUSY TO LISTEN TO THE RADIO. I ONLY LISTEN TO THAT -- KLON-FM  
13-YEAR-OLD WOMAN: I HAVEN'T BEEN AT MY DAD'S OFFICE -- WFSU-FM  
14-YEAR-OLD WOMAN: LAST YEAR I PLAYED AN INSTUMENT AND AS A HOMEWORK ASSIGNMENT -- KSJN-FM  
28-YEAR-OLD WOMAN: THEY CHANGED THE STATION AT WORK. -- WGBH-FM  
30-YEAR-OLD WOMAN: I HAVE BEEN TOO BUSY. -- WGUC-FM  
31-YEAR-OLD WOMAN: NOT HOME MUCH LATELY -- WDET-FM  
31-YEAR-OLD WOMAN: I'VE BEEN PRETTY BUSY AROUND THE HOUSE SO I DON'T HAVE TIME TO LI -- KUOP-FM  
32-YEAR-OLD WOMAN: HAVEN'T BEEN HOME -- WBFO-FM  
32-YEAR-OLD WOMAN: THE ONLY RADIO TUNED TO WCAL-FM IS THE RADIO IN MY CAR AND I REAL -- WCAL-FM  
33-YEAR-OLD WOMAN: THIS IS THE STATION I LISTEN TO IN THE CAR AND MY CAR RADIO IS NO -- KSJN-FM  
35-YEAR-OLD WOMAN: I'VE CHANGED THE TIME I'VE BEEN COMING HOME AND DON'T LIKE PROGRAM -- WIAN-FM  
35-YEAR-OLD WOMAN: I HAVEN'T BEEN AT HOME TOO MUCH IN THE PAST MONTH. I'VE BEEN WORKI -- WUNC-FM  
35-YEAR-OLD WOMAN: LACK OF TIME -- WNYC-FM  
36-YEAR-OLD WOMAN: I HAVEN'T BEEN HOME THAT MUCH. -- WKAR-AM  
36-YEAR-OLD WOMAN: THE STEREO IN THE LIVINGROOM IS TUNED TO THAT STATION AND I HAVEN -- WKAR-FM  
37-YEAR-OLD WOMAN: HAVEN'T BEEN AT HOME ENOUGH -- WQED-FM  
37-YEAR-OLD WOMAN: I ONLY LISTENED TO IT IN THE CAR -- WBEZ-FM  
38-YEAR-OLD WOMAN: I HAVE FM RADIO IN MY CAR NOW. -- KUAT-AM  
38-YEAR-OLD WOMAN: I HAVE BEEN WORKING -- WKAR-FM  
38-YEAR-OLD WOMAN: IM NOT IN THE MOOD IM NOT HOME THAT MUCH -- WNED-FM  
39-YEAR-OLD WOMAN: DO NOT HAVE ENOUGH TIME -- WGBH-FM  
40-YEAR-OLD WOMAN: BEEN IN AND OUT -- WBGO-FM  
41-YEAR-OLD WOMAN: I DON'T HAVE THE OPPORTUNITY. -- KUNI-FM  
41-YEAR-OLD WOMAN: I DRIVE A TRUCK FOR A LIVING AND I JUST GOT ANOTHER RADIO IN IT A -- KUOM-AM  
41-YEAR-OLD WOMAN: I ONLY LISTEN TO THE RADIO IN THE CAR AND IT REMAINS ON THE SAME -- KBPS-AM  
41-YEAR-OLD WOMAN: LISTENED TO IT ONLY WHEN ON VACATION -- WCAL-FM  
41-YEAR-OLD WOMAN: DON'T GET IT IN CAR NOW, CHANGED LOCATION OF JOB -- KUSC-FM  
47-YEAR-OLD WOMAN: BECAUSE I'M TOO BUSY WITH MY CHILDREN -- WFSU-FM  
52-YEAR-OLD WOMAN: I HAVEN'T HAD TIME I'VE BEEN VERY BUSY -- KBPS-FM

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SCHEDULING/LIFESTYLE CONFLICTS (CONTINUED)

53-YEAR-OLD WOMAN: I USUALLY LISTEN TO IT IN THE CAR AND I HAVEN'T USED THE CAR LATE -- WWNO-FM  
54-YEAR-OLD WOMAN: HAVE NOT BEEN HOME -- KSJN-FM  
56-YEAR-OLD WOMAN: I HAVE BEEN TOO BUSY TO LISTEN TO THAT STATION. -- WKAR-FM  
56-YEAR-OLD WOMAN: MY BEDROOM RADIO DOES NOT HAVE FM. I ONLY PLAY RADIO IN THE BEDRO -- KUAT-FM  
57-YEAR-OLD WOMAN: I LISTEN TO THE RADIO WHEN I'M DRIVING IN THE CAR AND ITS ONLY AM -- WAMC-FM  
57-YEAR-OLD WOMAN: MY HUSBAND IS IN THE HOSPITAL SO I HAVE BEEN TAKING THE BUS TO TH -- WOSU-FM  
58-YEAR-OLD WOMAN: I ONLY LISTEN TO THE RADION WHILE I'M IN THE CAR AND I HAVE BEEN -- WNYC-FM  
WNYC-AM  
59-YEAR-OLD WOMAN: IN AND OUT ALOT SO I DON'T LISTEN TO IT -- WHY-FM  
59-YEAR-OLD WOMAN: I HAVE NOT BEEN HOME TO LISTEN TO THE PROGRAMS. -- WCAL-FM  
60-YEAR-OLD WOMAN: I CANT GET THAT STATION IN MY CAR I DON'T TURN THE RADIO ON IN THE -- WWNO-FM  
61-YEAR-OLD WOMAN: BEEN IN HOSPITAL -- WDET-FM  
61-YEAR-OLD WOMAN: I DON'T DRIVE TO WORK ANY MORE -- WGTE-FM  
62-YEAR-OLD WOMAN: I RETIRED AND I USED TO LISTEN TO KXPR-FM AT WORK. -- KXPR-FM  
62-YEAR-OLD WOMAN: I'VE BEEN IN AND OUT A LOT, AND I'VE BEEN LISTENING TO 95 FM -- KBPS-FM  
63-YEAR-OLD WOMAN: I GO AWAY A LOT, I HAVEN'T LISTENED TO THE RADIO MUCH. -- WUSF-FM  
63-YEAR-OLD WOMAN: I WAS OUT OF TOWN -- WKAR-AM  
66-YEAR-OLD WOMAN: I DON'T LISTEN TO KSJN-FM BECAUSE I HAVENT HAD ANYTIME AND WHEN I -- KSJN-FM  
66-YEAR-OLD WOMAN: I DON'T HAVE TIME -- WOSU-AM  
67-YEAR-OLD WOMAN: I AM TOO BUSY. -- WAMU-FM  
67-YEAR-OLD WOMAN: I HAVEN'T HAD THE TIME TO LISTEN TO THAT STATION. -- WWNO-FM  
67-YEAR-OLD WOMAN: I WAS SICK SO I DIDN'T LISTEN TO RADIO. -- WEBR-AM  
67-YEAR-OLD WOMAN: I HAVE NOT BEEN ABLE TO USE FM. -- KXPR-FM  
69-YEAR-OLD WOMAN: BECAUSE I WAS AWAY -- WNYC-FM WNYC-AM  
71-YEAR-OLD WOMAN: I'M HARD OF HEARING AND DON'T LISTEN TO ANY STATIONS -- WQED FM  
73-YEAR-OLD WOMAN: I'M TOO BUSY WITH OTHER THINGS -- WGBH-FM

PROBLEMS IN RECEIVING SIGNAL

(INCLUDES POOR RECEPTION, NPR STATION NOT IN LOCAL AREA, BROKEN RADIO, OR AM/FM ONLY RADIO)

17-YEAR-OLD MAN: IT DOESN'T COME IN GOOD, THERE IS TOO MUCH STATIC. -- WGBH-FM  
29-YEAR-OLD MAN: RECEPTION -- WABE-FM  
31-YEAR-OLD MAN: BECAUSE THE FM RADIO IN MY CAR IS NOT WORKING AT THIS TIME, AND -- WDET-FM  
31-YEAR-OLD MAN: HAVEN'T HEARD IT IN A LONG TIME, WANTED SOMETHING CLOSER TO HOME. -- WABE-FM  
41-YEAR-OLD MAN: BECAUSE WE GOT ANOTHER RADIO AND IT DOESNT GET FM -- WGBH-FM  
41-YEAR-OLD MAN: DON'T LISTEN TO IT ANYMORE CAUSE IT DOESNT COME IN WELL IN MY CAR. -- WNYC-FM  
49-YEAR-OLD MAN: THE RECEPTION IS BAD -- WBUR-FM  
50-YEAR-OLD MAN: BECAUSE I MOVED AND IT DOESN'T COME IN WHERE I LIVE ANYMORE -- WNYC-FM  
52-YEAR-OLD MAN: CANNOT RECEIVE WELL -- WHY-FM  
53-YEAR-OLD MAN: ITS NOT LOCAL -- WGBH-FM  
53-YEAR-OLD MAN: I ONLY HAVE AN AM RADIO IN MY CAR. -- KPLU-FM  
54-YEAR-OLD MAN: RECEPTION -- KUOW-FM  
56-YEAR-OLD MAN: HAVE NOT HAD A GOOD RADIO IN MY CAR TO LISTEN TO THAT STATION -- WBUR-FM  
61-YEAR-OLD MAN: RECEPTION -- WFCR-FM  
65-YEAR-OLD MAN: THE STEREO BROKEDOWN THAT'S THE ONLY REASON WHY I DO NOT LISTEN T -- WBEZ-FM  
75-YEAR-OLD MAN: I HAVEN T BEEN GETTING GOOD RECEPTION ON THAT STATION SO I DON T -- KOAP-FM  
75-YEAR-OLD MAN: I CAN'T GET IT OUT HERE, I DON'T LISTEN TO MUCH RADIO. -- WAMC-FM  
14-YEAR-OLD WOMAN: NOT IN MY TOWN -- WUOM-FM  
21-YEAR-OLD WOMAN: RECEPTION -- WKAR-FM  
22-YEAR-OLD WOMAN: BECAUSE WHEN I AM AT WORK THE RADIO CANNOT GET WETA. -- WETA-FM  
22-YEAR-OLD WOMAN: THE RECEPTION IS BAD -- WUOM-FM  
24-YEAR-OLD WOMAN: UNABLE TO PICK THEM UP SO I DON'T LISTEN TO THEM. -- KLON-FM  
25-YEAR-OLD WOMAN: NO RADIO THIS MONTH -- KUNI-FM  
27-YEAR-OLD WOMAN: BAD RECEPTION -- WUSF-FM  
28-YEAR-OLD WOMAN: RECEPTION -- KERA-FM  
29-YEAR-OLD WOMAN: BECAUSE MY ANTENNA BROKE ON RADIO AND I CAN'T LISTEN TO IT. -- WVXU-FM  
30-YEAR-OLD WOMAN: I HAVE PROBLEMS TUNING IN TO IT SO IVE STOPPED LISTENING TO IT. -- WGUC-FM  
30-YEAR-OLD WOMAN: DOESNT COME IN CLEAR IN THE CAR, I JUST PLAY NEW MUSIC NOT OLD -- KUOP-FM  
33-YEAR-OLD WOMAN: THE RECEPTION IS BAD -- WUWM-FM

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PROBLEMS IN RECEIVING SIGNAL (CONTINUED)

(INCLUDES POOR RECEPTION, NPR STATION NOT IN LOCAL AREA, BROKEN RADIO, OR AM/FM ONLY RADIO)

34-YEAR-OLD WOMAN: THE RECEPTION IS BAD -- WETA-FM  
34-YEAR-OLD WOMAN: IT DOES NOT COME IN CLEAR ON THE RADIO -- WBUR-FM  
37-YEAR-OLD WOMAN: BECAUSE I CAN'T FIND THE RADIO RIGHT NOW. -- WITF-FM  
38-YEAR-OLD WOMAN: I HAVE FM RADIO IN MY CAR NOW. -- KUAT-AM  
39-YEAR-OLD WOMAN: IT IS IN NJ AND MY CABLE WON'T PICK IT UP NOW. -- WBGO-FM  
41-YEAR-OLD WOMAN: THE RECEPTION ISN'T AS GOOD AS IT USED TO BE. -- KUOW-FM  
41-YEAR-OLD WOMAN: I CAN'T PICK UP THE FREQUENCY ANY MORE -- WHY-FM  
41-YEAR-OLD WOMAN: DON'T GET IT IN CAR NOW, CHANGED LOCATION OF JOB -- KUSC-FM  
42-YEAR-OLD WOMAN: RECEPTION IS POOR -- KUSC-FM  
44-YEAR-OLD WOMAN: MY RADIO IS BROKEN. -- WITF-FM  
44-YEAR-OLD WOMAN: HARD TO TUNE IN, IN MY AREA. WRSC IS BETTER NOW. -- WETA-FM  
49-YEAR-OLD WOMAN: CAN NOT GET ON RADIO ANYMORE -- WAMU-FM  
50-YEAR-OLD WOMAN: THE RECEPTION IS BAD -- WPKT-FM  
50-YEAR-OLD WOMAN: BECAUSE THE RADIO IS BROKEN -- WUWM-FM  
52-YEAR-OLD WOMAN: RADIO WAS NOT WORKING PROPERLY. -- KUAT-FM  
52-YEAR-OLD WOMAN: THE RECEPTION IS BAD -- WNYC-AM  
53-YEAR-OLD WOMAN: I COULDN'T FIND IT. I FORGOT WHERE IT WAS. THE RADIO DOESN'T CATC -- WBEZ-FM  
53-YEAR-OLD WOMAN: ONLY HAVE A AM RADIO IN THE CAR -- WABE-FM  
54-YEAR-OLD WOMAN: RECEPTION IS HORRIBLE -- KSJN-AM KSJN-FM  
55-YEAR-OLD WOMAN: THE RECEPTION -- WXXI-FM  
59-YEAR-OLD WOMAN: POOR RECEPTION OTHERWISE I WOULD LISTEN TO IT -- WNYC-AM  
67-YEAR-OLD WOMAN: I DON'T GET GOOD RECEPTION AT HOME -- WCMU-FM  
78-YEAR-OLD WOMAN: I DON'T LISTEN TO THE RADIO ANYMORE BECAUSE BROKE DOWN. -- WBJC-FM  
88-YEAR-OLD WOMAN: IT DOESN'T COME IN AS WELL AS WMT-AM. -- KUNI-FM

SWITCHED TO/PREFER OTHER STATION

13-YEAR-OLD MAN: I'M NOT LISTENING TO IT CAUSE IT DOESN'T PLAY MUSIC LIKE 104 FM A -- KUOP-FM  
16-YEAR-OLD MAN: I LISTEN MOSTLY TO Y99 CAUSE THEY PLAY BETTER SONGS -- KERA-FM  
19-YEAR-OLD MAN: I DON'T LISTEN TO RADIO MUCH ANYMORE I PREFER WHTT MORE NOW I -- WBUR-FM  
21-YEAR-OLD MAN: LIKE IBA BETTER -- WERN-FM  
28-YEAR-OLD MAN: THE ONLY STATION I LISTEN TO IS KTCZ-FM, IT PLAYS THE MUSIC I LIK -- KSJN-AM  
29-YEAR-OLD MAN: WGBH-FM IS MY STATION NOW -- WBUR-FM  
29-YEAR-OLD MAN: I HAVE OTHER STATIONS I PREFER -- WUNC-FM  
33-YEAR-OLD MAN: BECAUSE I LIKE KSAN BETTER. NO OTHER REASON. -- KQED-FM  
33-YEAR-OLD MAN: I USED TO LISTEN TO THEM CAUSE OF THEIR FORMAT, NOW DJO HAS IT -- WVXU-FM  
41-YEAR-OLD MAN: I LIKE 101-FM BETTER -- WWNO-FM  
45-YEAR-OLD MAN: WRCH PLAYS NICE SOFT MUSIC BUT WFCR-FM PLAYS TOO MUCH ROCK. I HATE -- WFCR-FM  
49-YEAR-OLD MAN: I ONLY LISTEN TO WLQR -- WGTE-FM  
50-YEAR-OLD MAN: CHANGE TO ANOTHER STATION BECAUSE I NOW LIKE DIFFERENT MUSIC. -- WQED-FM  
55-YEAR-OLD MAN: I HAVE BEEN LISTENING TO WTVG-FM INSTEAD -- WGTE-FM  
55-YEAR-OLD MAN: I JUST DECIDED TO CHANGE MY STATION BECAUSE I HAD A DESIRE FOR AN -- WHY-FM  
57-YEAR-OLD MAN: I LISTEN TO OTHER ONES -- WETA-FM  
59-YEAR-OLD MAN: FOUND ANOTHER STATION THAT I LIKE BETTER -- WFCR-FM  
63-YEAR-OLD MAN: IM TO BUSY TO LISTEN TO THE RADIO AND WHEN I DO ITS WECK-AM. -- WNED-FM  
68-YEAR-OLD MAN: I LIKE MY OTHER STATIONS BETTER. -- WUNC-FM  
13-YEAR-OLD WOMAN: I LIKE WMGQ-FM MUCH BETTER. -- WAMU-FM  
16-YEAR-OLD WOMAN: BECAUSE I JUST LIKE THE OTHER STATIONS I LISTEN TO BETTER. -- KOAP-FM  
20-YEAR-OLD WOMAN: MY RADIO IS SET TO WBEN. -- WEBR-AM  
25-YEAR-OLD WOMAN: I LISTEN TO OTHER STATIONS -- WGTE-FM  
25-YEAR-OLD WOMAN: I LISTEN TO 2 STATIONS, TRAFFIC REPORT AND MUSIC. -- WAMU-FM  
26-YEAR-OLD WOMAN: BECAUSE WHEN I GET TIRED OF ONE STATION I SWITCH TO ANOTHER. -- WMUK-FM  
29-YEAR-OLD WOMAN: NO PARTICULAR REASON. I LISTEN TO WTIC MORE NOW. -- WNYC-FM  
33-YEAR-OLD WOMAN: I PREFER TALK RADIO WBBS FM -- WXXI-FM  
33-YEAR-OLD WOMAN: I LISTEN KODL-AM -- KOAP-FM  
34-YEAR-OLD WOMAN: I LIKE 93 FM BECUASE IT PLAYS ROCK N ROLL AND WDET DON'T. -- WDET-FM  
35-YEAR-OLD WOMAN: I LISTEN TO THEIR FM STATION WERN -- WHA -AM

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SWITCHED TO/PREFER OTHER STATION (CONTINUED)

35-YEAR-OLD WOMAN: I LIKE THE NEWS AND DOCUMENTARIES ON KLSE. -- KSJN-FM  
36-YEAR-OLD WOMAN: I HAVE OTHER STATIONS I PREFER. -- WGBH-FM WBUR-FM  
38-YEAR-OLD WOMAN: BECAUSE I LOST INTEREST. I FOUND OTHER STATIONS THAT ARE MORE COM -- WPKT-FM  
39-YEAR-OLD WOMAN: WOULD JUST RATHER LISTEN TO ANOTHER STATION. -- WQED-FM  
39-YEAR-OLD WOMAN: I LIKE MY OTHER STATION BETTER. -- KSJN-FM  
44-YEAR-OLD WOMAN: HARD TO TUNE IN, IN MY AREA. WRSC IS BETTER NOW. -- WETA-FM  
44-YEAR-OLD WOMAN: BECAUSE I SWITCHED OVER TO A LOCAL NESW STATION -- KERA-FM  
45-YEAR-OLD WOMAN: I PREFER THE OTHER STATIONS -- KOAP-FM  
45-YEAR-OLD WOMAN: I LISTEN TO THE OTHER STATIONS -- KUAT-FM KUAT-AM  
50-YEAR-OLD WOMAN: I LISTEN TO ANOTHER STATION -- WPKT-FM  
52-YEAR-OLD WOMAN: I FOUND A BETTER STATION FOR THE MUSIC I LIKE -- WGUC-FM  
60-YEAR-OLD WOMAN: I ONLY LISTEN TO KBIG NOW FOR MUSIC BECAUSE I GET BETTER RECEPTIO -- KUSC-FM  
62-YEAR-OLD WOMAN: I'VE BEEN IN AND OUT A LOT,AND I'VE BEEN LISTENING TO 95 FM -- KBPS-FM  
63-YEAR-OLD WOMAN: I PREFER 100 FM. -- WHYY-FM  
66-YEAR-OLD WOMAN: I LIKE WKBW-AM AND IT KEEPS ME INFORMED. -- WEBR-AM  
69-YEAR-OLD WOMAN: I NOW ONLY LISTEN TO WGER-FM -- WKAR-AM  
69-YEAR-OLD WOMAN: I LIKE MY OTHER STATIONS BETTER. -- WBEZ-FM  
69-YEAR-OLD WOMAN: I ONLY LISTEN TO WERU -- WERN-FM  
70-YEAR-OLD WOMAN: I ONLY LISTEN TO KJOY-FM AT NIGHT FOR SOFT MUSIC. -- KLON-FM  
71-YEAR-OLD WOMAN: I LIKE WPCM-FM ONLY -- WUNC-FM  
77-YEAR-OLD WOMAN: I AM TOO USED TO WITL I DON'T LIKE CHANGING STATIONS. -- WKAR-FM WKAR-AM  
77-YEAR-OLD WOMAN: I LISTEN TO THE STATION THAT I KNOW IS BEST 96-FM. -- WWNO-FM  
79-YEAR-OLD WOMAN: I LIKE THE STATIONS I LISTEN TO . I DON'T LISTEN TO ANY OTHER. -- WUWM-FM  
80-YEAR-OLD WOMAN: MY DIAL IS SET FOR WIBA-FM AND I NEVER CHANGE IT IM 80 YEARS OLD. -- WHA -AM

DISSATISFIED WITH CONTENT/FORMAT OF PUBLIC STATION

13-YEAR-OLD MAN: I ONLY LISTEN TO CLASSICAL WHEN IM IN THE RIGHT MOOD AND I HAVENT -- WCMU-FM  
20-YEAR-OLD MAN: DON'T LIKE THE MUSIC -- WBUR-FM  
23-YEAR-OLD MAN: MUSICAL HAS CHANGED NOW LISTENING TO JAZZ AND NEW MUSIC -- WXXI-FM  
25-YEAR-OLD MAN: BECAUSE WE HAVE BEEN INTO MORE NEW WAVE NOW. -- WITF-FM  
26-YEAR-OLD MAN: I WAS IN EUROPE FOR 2 WEEKS AND HAVEN'T BEEN IN THE MOOD FOR JAZZ -- WBGO-FM  
26-YEAR-OLD MAN: IT IS JAZZ I DON'T ENJOY IT ANYMORE -- WBGO-FM  
32-YEAR-OLD MAN: THEY CHANGED THEIR FORMAT TO ONE I DON'T LIKE -- WUSF-FM  
32-YEAR-OLD MAN: THE PROGRAMS THAT I LISTENED TO SUCH AS BOB AND RAY, AND BLUES I -- WGBH-FM  
33-YEAR-OLD MAN: I DON'T LISTEN TO FM STATIONS -- KSJN-FM  
34-YEAR-OLD MAN: TOO MUCH TALK, LESS MUSIC ON WCAL-FM -- WCAL-FM  
35-YEAR-OLD MAN: SINCE THE AM STATION CAME THE FM STATION CHANGED THEIR FORMAT AND -- WXXI-FM  
37-YEAR-OLD MAN: THEY DON'T HAVE SIMLE CAST THAT THEY BROADCAST ON A REGULAR BASIS, -- KQED-FM  
37-YEAR-OLD MAN: IVE BEEN GOING THU A GRADUAL CHANGE IN MY LISTENING HABITS -- WAMU-FM WETA-FM  
37-YEAR-OLD MAN: JUST DECIDED TO CHANGE MY STYLE OF MUSIC. -- WCAL-FM  
38-YEAR-OLD MAN: LISTEN TO ANOTHER STATION, I NO LONGER LIKE FORMAT OF WETA-FM -- WETA-FM  
39-YEAR-OLD MAN: NEWS AND TALK RADIO MORE -- WWNO-FM  
40-YEAR-OLD MAN: CHANGE PERSONEL TO WORSE -- WETA-FM  
42-YEAR-OLD MAN: JUST HAVEN'T FELT LIKE CLASSICAL MUSIC IN THE PAST FEW MONTHS SO -- KUOW-FM  
43-YEAR-OLD MAN: THEY HAVE JAZZ AND I DON'T -- WWNO-FM  
44-YEAR-OLD MAN: I NO LONGER HAVE AN INTEREST FOR THE PUBLIC STATION -- WETA-FM  
56-YEAR-OLD MAN: I JUST DON'T LIKE TO LISTEN TO THEM AND I DON'T HAVE THE TIME -- KOAP-FM  
61-YEAR-OLD MAN: I LISTEN TO MOSTLY NEWS. I KNOW WHAT I LISTEN TO AND I TUNE IT ON -- WPKT-FM  
70-YEAR-OLD MAN: THEY ARE NOT MUCH UP TO DATE ON NATIONAL AND INTERNATIONAL EVENTS -- WNYC-AM  
13-YEAR-OLD WOMAN: I LISTEN TO ROCK MUSIC NOW -- WVXU-FM  
15-YEAR-OLD WOMAN: I LISTENED FOR SOUL MUSIC ON FRIDAYS AND THEY DON'T HAVE IT ANYMOR -- KLCC-FM  
16-YEAR-OLD WOMAN: THE STATION GOT BORING. -- WDET-FM  
20-YEAR-OLD WOMAN: I DON'T LIKE TALK SHOWS -- WETA-FM  
22-YEAR-OLD WOMAN: I REALLY DON'T LIKE THE MUSIC THEY PLAY AND I LIKE MY STATION. -- WDET-FM  
25-YEAR-OLD WOMAN: I WAS NOT IN THE MOOD -- WXXI-FM  
25-YEAR-OLD WOMAN: THEY DON'T PLAY MY TYPE OF MUSIC. -- WBGO-FM  
25-YEAR-OLD WOMAN: I LISTEN TO 2 STATIONS, TRAFFIC REPORT AND MUSIC. -- WAMU-FM

**VERBATIM RESPONSES AS RECEIVED FROM ARBITRON AS TO WHY PEOPLE HAVE NOT LISTENED IN THE LAST MONTH TO THE PUBLIC RADIO STATION(S) MENTIONED IN THEIR SPRING RADIO LISTENING DIARY.**

DISSATISFIED WITH CONTENT/FORMAT OF PUBLIC STATION (CONTINUED)

26-YEAR-OLD WOMAN: BECAUSE WHEN I GET TIRED OF ONE STATION I SWITCH TO ANOTHER. -- WMUK-FM  
33-YEAR-OLD WOMAN: WASN'T HAPPY WITH IT -- WGBH-FM  
33-YEAR-OLD WOMAN: ITS A REAL LISTENING STATION AND I HAVENT HAD TIME TO SIT AND LIS -- WVXU-FM  
34-YEAR-OLD WOMAN: DECIDED TO LISTEN TO ANOTHER TYPE MUSIC FOR A PERIOD OF TIME. -- KSJN-FM  
35-YEAR-OLD WOMAN: I LIKE THE NEWS AND DOCUMENTARIES ON KLSE. -- KSJN-FM  
35-YEAR-OLD WOMAN: I DON'T LIKE JAZZ MUSIC. MY HUSBAND LISTENS TO IT. -- WVXU-FM  
37-YEAR-OLD WOMAN: DEVELOPED A LIKING FOR A DIFFERANT KIND OF MUSIC AND THEY DO NOT -- KUSC-FM  
43-YEAR-OLD WOMAN: I DON'T LIKE ROCK. -- KOAP-FM  
45-YEAR-OLD WOMAN: CHANGED FOM MUSIC TO NEWS -- WQED-FM  
47-YEAR-OLD WOMAN: NO LONGER ENJOY THE DAILY PRGRAMS -- WETA-FM  
50-YEAR-OLD WOMAN: GOT INTO THE HABIT OF LISTENING TO ONE THAT PLAYS MUSIC I LIKE AN -- WCAL-AM  
51-YEAR-OLD WOMAN: JUST LIKE TO LISTEN TO RELIGIOUS MUSIC, AND WHA AM DOES NOT PLAY -- WHA -AM  
54-YEAR-OLD WOMAN: I DON'T REALLY CARE FOR IT -- WFSU-FM  
57-YEAR-OLD WOMAN: I DON'T LIKE THAT STATION -- WXXI-FM  
57-YEAR-OLD WOMAN: THEY CHANGED THE FORMAT, THEY PLAY MORE MODERN MUSIC THAN THEY US -- WPKT-FM  
58-YEAR-OLD WOMAN: I DON'T HAVE THE TIME, I LIKE SOMETHING CLASSICAL ONLY -- KERA-FM  
70-YEAR-OLD WOMAN: I SWITCHED AWAY FROM THEM WHEN THE AUTO SHOW BEGAN. -- WDET-FM  
74-YEAR-OLD WOMAN: I DON'T LIKE IT ANYMORE IT ISNT SUITED TO MY TASTE -- WERN-FM  
76-YEAR-OLD WOMAN: IF I DON'T LIKE WHAT I'M LISTENING TO I'LL TUNE TO ANOTHER STATIO -- WBEZ-FM  
86-YEAR-OLD WOMAN: I HARDLY LISTEN TO THE RADIO ANYMORE, THEY PLAY TO MUCH GARBAGE M -- WCAL-FM

DON'T KNOW/NO REAL REASON GIVEN

13-YEAR-OLD MAN: NO PARTICULAR REASON -- KWAX-FM  
14-YEAR-OLD MAN: DON'T LISTEN TO IT ANYMORE -- WHY-FM  
28-YEAR-OLD MAN: JUST HAVE NOT TURNED TO THAT STATION -- KQED-FM  
30-YEAR-OLD MAN: I HAVE NO REASON -- WVXU-FM  
33-YEAR-OLD MAN: I DON'T LISTEN TO IT ANYMORE. -- WMUK-FM  
41-YEAR-OLD MAN: DON'T KNOW -- WGUC-FM  
44-YEAR-OLD MAN: THERE IS NO REASON I JUST HAVENT LISTEN TO IT -- WABE-FM  
46-YEAR-OLD MAN: I HAVEN'T, I LISTEN TO IT RARELY THERE'S NO OTHER REASON -- WAMU-FM  
49-YEAR-OLD MAN: CAN'T ANSWER THAT -- WNYC-FM  
51-YEAR-OLD MAN: DON'T KNOW -- KLON-FM KUSC-FM  
58-YEAR-OLD MAN: NO REASON. -- WPKT-FM  
61-YEAR-OLD MAN: JUST DID NOT TURN IT TO THAT STATION -- WEBR-AM  
70-YEAR-OLD MAN: I DON'T KNOW. -- WPKT-FM  
86-YEAR-OLD MAN: I DON'T KNOW. -- KUSC-FM  
16-YEAR-OLD WOMAN: DON'T KNOW -- WKAR-FM  
20-YEAR-OLD WOMAN: I JUST DON'T LISTEN TO THAT STATION -- WUWM-FM  
25-YEAR-OLD WOMAN: NO ANSWER -- WUWM-FM  
28-YEAR-OLD WOMAN: I DON'T KNOW. -- WBGO-FM  
33-YEAR-OLD WOMAN: DON'T KNOW -- KUNI-FM  
33-YEAR-OLD WOMAN: DON'T KNOW -- KSJN-FM  
35-YEAR-OLD WOMAN: NO PARTICULAR REASON -- WAMU-FM  
36-YEAR-OLD WOMAN: I NO LONGER LISTEN TO IT -- WERN-FM  
41-YEAR-OLD WOMAN: I DON'T KNOW -- WNYC-AM  
42-YEAR-OLD WOMAN: I DON'T KNOW -- WHY-FM  
44-YEAR-OLD WOMAN: I DON'T KNOW. -- WUSF-FM  
44-YEAR-OLD WOMAN: I DON'T HAVE ANY REASON WHY. -- KQED-FM  
50-YEAR-OLD WOMAN: NO PARTICULAR REASON -- WUSF-FM  
54-YEAR-OLD WOMAN: DON'T KNOW -- WEBR-AM  
55-YEAR-OLD WOMAN: I DON'T KNOW -- KUSC-FM  
62-YEAR-OLD WOMAN: NO REASON -- KLON-FM  
63-YEAR-OLD WOMAN: I DON'T HAVE ANY REASON FOR NOT LISTENING TO WMUK-FM MY DIAL IS SE -- WMUK-FM  
63-YEAR-OLD WOMAN: NO REASON -- WKAR-AM  
64-YEAR-OLD WOMAN: NO PARTICULAR REASON -- WVXU-FM  
65-YEAR-OLD WOMAN: THERE'S NO REASON WHY I HAVEN'T LISTENED TO IT -- WOSU-AM  
67-YEAR-OLD WOMAN: NO I DON'T KNOW WHY NOT -- KQED-FM

**VERBATIM RESPONSES AS RECEIVED FROM ARBITRON AS TO WHY PEOPLE HAVE NOT LISTENED IN THE LAST MONTH TO THE PUBLIC RADIO STATION(S) MENTIONED IN THEIR SPRING RADIO LISTENING DIARY.**

DON'T KNOW/NO REAL REASON GIVEN (CONTINUED)

70-YEAR-OLD WOMAN: I DON'T HAVE A REASON. -- WKAR-FM WUOM-FM  
75-YEAR-OLD WOMAN: NO REASON -- WBGO-FM  
75-YEAR-OLD WOMAN: THERE'S NO REAL REASON WHY I HAVEN'T LISTENED TO IT. I'VE BEEN -- KUSC-FM  
77-YEAR-OLD WOMAN: I JUST HAVEN'T LISTENED, THERE IS NO PATICULAR REASON. -- WWNO-FM  
81-YEAR-OLD WOMAN: NEVER THOUGHT ABOUT IT -- WHA -AM  
84-YEAR-OLD WOMAN: JUST HAVENT TUNED IN -- WOSU-FM

MINIMAL COMMITMENT

(INCLUDES THOSE WHO DON'T REMEMBER HEARING STATION AND THOSE WHO SAY OTHER FAMILY MEMBERS LISTEN)

17-YEAR-OLD MAN: SISTER IS THE ONLY ONE WHO LISTENS. -- WBEZ-FM  
24-YEAR-OLD MAN: I HAVE NEVER HEARD OF IT. -- WHYY-FM  
30-YEAR-OLD MAN: I HAD A DIFFERENT CAR THEN AND DIDN'T HAVE MUCH CHOICE IN STATION -- WGBH-FM  
33-YEAR-OLD MAN: MY WIFE LISTENS TO IT MORE THAN ME. -- WMUK-FM  
34-YEAR-OLD MAN: HAVE NOT HAD THE TIME, LEAVE THE RADIO ON ONE STATION. -- KSJN-AM WCAL-FM KSJN-FM  
36-YEAR-OLD MAN: I DID NOT MENTION IT -- WPKT-FM  
37-YEAR-OLD MAN: I DO NOT RECALL EVER LISTENING TO IT -- WPKT-FM  
43-YEAR-OLD MAN: I LISTEN TO THE STATIONS MY RADIO IS SET TO THERE IS NO OTHER REA -- WBUR-FM  
46-YEAR-OLD MAN: I HAVE NEVER LISTENED TO IT BEFORE. -- WHYY-FM  
50-YEAR-OLD MAN: I ONLY LISTEN WHEN SOMETHING SPECIAL IS AIRED. -- WBEZ-FM  
52-YEAR-OLD MAN: I LISTENED BECAUSE OF MY CHILDREN AND THEY ARE GONE NOW. -- WFCR-FM  
52-YEAR-OLD MAN: I ONLY LISTEN DURING BASEBASLL SEASON -- WAMU-FM  
56-YEAR-OLD MAN: I ONLY LISTEN FOR MAJOR HAPPENINGS IN THE AREA OR WEATHER BRIEFIN -- WEBR-AM  
57-YEAR-OLD MAN: I JUST FORGOT ABOUT IT. I JUST FORGOT THAT IT WAS ON THE AIR. -- WBEZ-FM  
59-YEAR-OLD MAN: I DON'T LISTEN TO A CERTAIN STATION, I TURN THE DIAL TIL I FIND WH -- WVGR-FM  
72-YEAR-OLD MAN: I FORGOT ABOUT IT -- WOSU-AM  
23-YEAR-OLD WOMAN: I JUST DON'T BOTHER CHANGING THE STATION -- WGBH-FM  
26-YEAR-OLD WOMAN: RADIO ARE ON SET STATION, AND I DON'T CHANGE THEM. -- WQED-FM  
33-YEAR-OLD WOMAN: MY RADIO HAS BEEN SET ON ONE STATION FOR THE LAST MONTH OR SO AND -- KOAP-FM  
34-YEAR-OLD WOMAN: I ONLY LISTEN RARELY. -- WDET-FM  
35-YEAR-OLD WOMAN: MY DAUGHTER LISTENS TO IT. I DON'T. -- KXPR-FM  
36-YEAR-OLD WOMAN: I HAVE TWO TEENAGERS AND THEY KEEP THE RADIO SET AT 93.5 -- WITF-FM  
37-YEAR-OLD WOMAN: BECAUSE IT WAS MAINLY FOR THE KIDS -- WNYC-AM  
37-YEAR-OLD WOMAN: IVE BEEN LAZY IN KEEPING IT ON THE SAME CHANNEL -- WBUR-FM  
39-YEAR-OLD WOMAN: I DON'T EVEN KNOW WHAT IT IS. -- WPKT-FM  
42-YEAR-OLD WOMAN: I DON'T KNOW. IT DEPENDS ON IF THE KIDS ARE WITH US. -- WBUR-FM  
46-YEAR-OLD WOMAN: I SAID WCPR-FM I MEANT WPKT-FM BECAUSE I'M CONFUSED -- WPKT-FM  
48-YEAR-OLD WOMAN: MY HUSBAND LISTENS TO WAMU, NOT REALLY ME -- WAMU-FM  
53-YEAR-OLD WOMAN: I COULDN'T FIND IT. I FORGOT WHERE IT WAS. THE RADIO DOESN'T CATC -- WBEZ-FM  
54-YEAR-OLD WOMAN: I DO NOT KNOW WHERE IT IS ON THE DIAL. SOMEONE CHANGED THE SETTIN -- WBUR-FM  
57-YEAR-OLD WOMAN: I JUST DON T LIKE TO HAVE TO LOOK ALL OVER THED DIAL FOR A STATIO -- WFCR-FM  
65-YEAR-OLD WOMAN: BECAUSE I DON'T CHANGE MY RADIO STATION. -- KQED-FM  
70-YEAR-OLD WOMAN: DON'T HAVE TIME TO LISTEN TO DIFFERENT STATIONS, I KEEP IT ON ONE -- WAMU-FM  
79-YEAR-OLD WOMAN: I LIKE THE STATIONS I LISTEN TO. I DON'T LISTEN TO ANY OTHER. -- WUWM-FM  
80-YEAR-OLD WOMAN: ONLY SOMETIMES WHEN CHANGING THE STATIONS I HEAR IT -- WXXI-FM

STOPPED LISTENING TO RADIO, SWITCHED TO OTHER MEDIA (TAPES,TV,BOOKS)

25-YEAR-OLD MAN: LISTEN TO RECORDS INSTEAD -- WBUR-FM  
32-YEAR-OLD MAN: BECAUSE IVE BEEN LISTENING TO CASSETTES -- WDET-FM  
37-YEAR-OLD MAN: BECAUSE I DON'T LISTEN TO THE RADIO THAT MUCH. I GET MY INFO FROM -- KERA-FM  
37-YEAR-OLD MAN: I ONLY LISTEN TO TAPES FOR MUSIC IN MY WORK TRUCK WHICH IM IN 80 -- WHYY-FM  
42-YEAR-OLD MAN: IVE GOT A TV AT WORK AND WATCH THAT INSTEAD OF LISTENING TO WITF. -- WITF-FM  
69-YEAR-OLD MAN: I LISTEN TO THEIR TV STATION, I LISTEN TO WDUV MORE OFTEN. -- WUSF-FM  
71-YEAR-OLD MAN: I HAVE BEEN WATCHING THE TELEVISION INSTEAD. -- WUNC-FM

**VERBATIM RESPONSES AS RECEIVED FROM ARBITRON AS TO WHY PEOPLE HAVE NOT LISTENED IN THE  
LAST MONTH TO THE PUBLIC RADIO STATION(S) MENTIONED IN THEIR SPRING RADIO LISTENING DIARY.**

STOPPED LISTENING TO RADIO, SWITCHED TO OTHER MEDIA (TAPES,TV,BOOKS) (CONTINUED)

73-YEAR-OLD MAN: WE HAVEN'T LISTENED TO THE RADIO FOR A LONG TIME NOW WE JUST WATC -- WHA -AM  
75-YEAR-OLD MAN: I CAN'T GET IT OUT HERE, I DON'T LISTEN TO MUCH RADIO. -- WAMC-FM  
29-YEAR-OLD WOMAN: I HAVENT BEEN LISTENING TO THE RADIO THAT MUCH LATELY -- WXXI-FM  
30-YEAR-OLD WOMAN: BECAUSE I AM NOT AN AVID RADIO FAN -- WGUC-FM  
31-YEAR-OLD WOMAN: I RARELY IF EVER TURN ON MY RADIO IF I WANT LISTEN TO MUSIC I PLA -- WQED-FM  
31-YEAR-OLD WOMAN: I HAVENT LISTENED TO THE RADIO VERY MUCH THIS YEAR -- KOAP-FM  
32-YEAR-OLD WOMAN: THE ONLY REASON IS THAT WE JUST DON'T LISTEN TO THE RADIO AS MUCH -- WGBH-FM  
33-YEAR-OLD WOMAN: I DIDN'T LISTEN TO THE RADIO A LOT. -- WCAL-FM  
34-YEAR-OLD WOMAN: I DON'T LISTEN TO RADIO THAT MUCH -- WGBH-FM WBUR-FM  
42-YEAR-OLD WOMAN: I HAVE BEEN WORKING AND WATCHING TV MOSTLY -- WNYC-AM  
43-YEAR-OLD WOMAN: HAVEN'T LISTENED TO RADIO MUCH ANY MORE -- WNYC-AM  
43-YEAR-OLD WOMAN: ONLY THING I REALY DO IS READ AND I DON'T LISTEN TO ANY RADIO -- KSJN-FM WCAL-FM  
52-YEAR-OLD WOMAN: I MOSTLY WATCH TV -- WGUC-FM WVXU-FM  
56-YEAR-OLD WOMAN: BECAUSE WE'VE WATCHED PBS ON TV ONLY. -- KPBS-FM  
66-YEAR-OLD WOMAN: I DON'T LISTEN TO THE RADIO MUCH. -- KQED-FM  
67-YEAR-OLD WOMAN: I REALLY HARDLY EVER LISTEN TO THE RADIO WE WATCH TV AND PLAY TAP -- WVGR-FM  
74-YEAR-OLD WOMAN: BEEN WATCHING TV ALOT NOW -- KUSC-FM  
77-YEAR-OLD WOMAN: I DON'T LISTEN TO MUCH RADIO THESE DAYS I SPEND MY TIME READING. -- WQED-FM  
79-YEAR-OLD WOMAN: I'VE HAD THE TELEVISION ON A LOT INSTEAD OF THE RADIO -- WERN-FM  
86-YEAR-OLD WOMAN: I HARDLY LISTEN TO THE RADIO ANYMORE THEY PLAY TO MUCH GARBAGE M -- WCAL-FM

## Appendix E

### LEVELS OF MEASUREMENT

The levels of measurement for variables analyzed in this report are readily apparent from the tables. For correlation and discriminant analyses, however, the levels of measurement for some variables may be ambiguous or unclear. Following is a listing of the values for these variables. Missing values are excluded from all analyses.

#### PUBLIC RADIO SUPPORT (Sections 3 through 11)

##### Current Household Membership Status

- (1) Never given money (Non-Member)
- (2) Gave over one year ago (Lapsed Member)
- (3) Gave within last 12 months (Current Member)

#### DEMOGRAPHICS (Sections 5 through 11)

##### People in Household

- (1-5) Number of persons
- (6) 6 or more persons

##### Persons in HH 17 or Younger

- (0) None
- (1-3) Number of persons
- (4) 4 or more persons

##### Last Grade of School Completed

- (1) No high school
- (2) High school, did not graduate
- (3) Graduated high school
- (4) Attended college
- (5) Graduated college
- (6) Post-graduate

##### Annual Household Income

- (1) Under \$10,000
- (2) \$10,000-\$14,999
- (3) \$15,000-\$19,999
- (4) \$20,000-\$29,999
- (5) \$30,000-\$39,999
- (6) \$40,000-\$49,999
- (7) \$50,000 or more

RADIO UTILIGRAPHIC VARIABLES (Section 11)

Number of Stations Used

- (1-10) Stations/week
- (12) 11+ Stations/week

PUBLIC RADIO STATION UTILIGRAPHIC VARIABLES (Sections 4 through 11)

Number of NPR Member Stations Used

- (1) One NPR station used
- (2) 2+ NPR members used

Dominant Focus Station Use

- (1) Not dominant; some other station used more
- (2) Dominant; used more than any other station

Exclusive Focus Station Use

- (1) Not exclusive
- (2) Focus station used exclusively

FORMAT AND PROGRAM USAGE VARIABLES (Sections 5 & 11)

- (0) No listening to program/format
- (1-672) TSL (in QHs) to program/format

Number of Formats Used

- (0-7) Based on the number of the following listened to: Classical Music, News/Info, Jazz, Drama/Literature, Opera, Specialized Audience, *A Prairie Home Companion*.

REASONS FOR LISTENING TO PUBLIC RADIO (Sections 6 & 11)

- (3) Public radio not used for this purpose
- (4) Public radio station the one used for this purpose

WHAT MAKES FOCUS STATION DIFFERENT FROM OTHER RADIO STATIONS (Sections 7 & 11)

- (0) Not mentioned
- (1-9) Rank order of mention

DESCRIPTIVE STATEMENTS (Sections 8 & 11)

- (1) Disagree a lot
- (2) Disagree a little
- (3) Agree a little
- (4) Agree a lot

PERCEPTIONS OF FUNDING FOR FOCUS STATION (Sections 9 & 11)

- (4) Gives the most
- (3) Gives the second most
- (2) Gives the third most
- (1) Gives the least

REASONS GIVEN FOR NON-SUPPORT (Sections 10 & 11)

- (1) Not at all likely
- (2) Somewhat likely
- (3) Very likely



## Appendix F

### NOTES ON THE EXTENT OF PUBLIC RADIO MEMBERSHIP

The best estimates available indicate that public radio is being supported by approximately 1,500,000 current memberships. This number is about 18% (1,500,000/8,300,000) of the national weekly cumulative audience for the system of CPB-qualified stations.

Yet 36% of the respondents in this study claim that they are (or someone else in their household is) a current member. While it is not the purpose of this study to estimate the number of listeners supporting public radio, this apparent discrepancy is addressed here to assess its potential effect on the results of this study.

Four factors combine to make this estimate larger than expected.

First, people who had not listened to their public radio station during the month prior to being re-contacted were excluded from this analysis. These people numbered 435 out of the total 2,015 interviewed. Based on information and calculations presented in Appendix A, the proportion of respondents who claim that they or someone else in their household is a current member can be reduced by a factor of  $(2015-435-57)/2015$ .<sup>1/</sup>

Second, this 27.6% is inflated because it is the percentage of the respondents who are themselves current members, or who live with someone who is a current member. Although not exactly a household estimate, this is akin to it. Table F-1 shows the status of responses and the calculation of percentages.

A third factor which inflates the estimated percentage of the number of people supporting public radio is this: as discussed in Appendix A, only stations which had been actively soliciting listener support as of Spring 1984 were included in the sample. Based on the number of diaries removed from the original sample, this would account for an inflation factor of  $(5420/5059)$ , or approximately 7%.

The remaining discrepancy between the most reliable estimate of public radio support and the extent of support reported in this study can be attributed to over-reporting — respondents are much more willing to say that they support the views/cause of the interviewer than not. The key question is this: Is this over-reporting high enough to compromise the validity of the findings presented in this study?

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<sup>1/</sup> In this way, the percentage of the sample — the baseline percentage against which other sources should be compared — is reduced to 27.6%.

Table F-1

**Current Household Membership Status of Respondents**

| MEMBERSHIP STATUS          | Number of Respondents | Percent of all Respondent | Percent of Base Respondents |
|----------------------------|-----------------------|---------------------------|-----------------------------|
| HAS NEVER GIVEN MONEY      | 730                   | 36.2%                     | 47.9%                       |
| GAVE OVER ONE YEAR AGO     | 238                   | 11.8                      | 15.6                        |
| GAVE WITHIN LAST 12 MONTHS | 555                   | 27.6                      | 36.5                        |
|                            | (1,523)               |                           | 100.0%                      |
| DON' T KNOW OR NO ANSWER   | 57                    |                           | 2.8                         |
| NO LISTENING IN LAST MONTH | 435                   |                           | 21.6                        |
|                            | 2,015                 |                           | 100.0%                      |

Note: The average number of persons per household for members is 2.54.

Taking the other three factors into account, it is clear that over-reporting is not as rampant as suggested by the inflated estimate — at worst, it can be held accountable for only a few percentage points. Even with this misrepresentation, this study discerns substantial and statistically significant differences between current members and non-supporters of public radio. Only in cases where these differences were not great to begin with would they be masked by the misrepresentation caused by over-reporting. Since this study focuses only on the largest differences between groups, it is probably quite safe to assume that the over-reporting problem does not significantly compromise the validity of the findings.