

# UnderStandingAmericaStudy

UAS 210: ADMISSION PROCEDURES



Survey author(s): Parag Pathak, Alex Rees-Jones, and Tayfun Sönmez

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# 1 INTRODUCTION

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This UAS panel survey, titled "UAS 210: Admission Procedures", asks respondents some questions about admission procedures for schools or work visas and presents them with several simulated policy choices. This survey is no longer in the field. Respondents were paid \$5 to complete the survey.

## 1.1 Topics

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This survey contains questions (among others) on the following topics: Social Attitudes And Values. A complete survey topic categorization for the UAS can be found [here](#).

## 1.2 Experiments

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This survey includes experiment(s) of the following type(s): Auxiliary Randomization, Information Experiments, Monetary Incentive Experiments. Please refer to explanatory comments in the Routing section for detailed information. A complete survey experiment categorization for the UAS can be found [here](#).

## 1.3 Citation

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Each publication, press release or other document that cites results from this survey must include an acknowledgment of UAS as the data source and a disclaimer such as, 'The project described in this paper relies on data from survey(s) administered by the Understanding America Study, which is maintained by the Center for Economic and Social Research (CESR) at the University of Southern California. The content of this paper is solely the responsibility of the authors and does not necessarily represent the official views of USC or UAS.' For any questions or more information about the UAS, contact Tania Gutsche, Project and Panel Manager, Center for Economic and Social Research, University of Southern California, at [tgutsche@usc.edu](mailto:tgutsche@usc.edu).

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## 2 SURVEY RESPONSE AND DATA

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### 2.1 Sample selection and response rate

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The sample selection for this survey was:

A random selection of 1500 active respondents.

As such, this survey was made available to 1500 UAS participants. Of those 1500 participants, 1015 completed the survey and are counted as respondents. Of those who are not counted as respondents, 55 started the survey without completing and 430 did not start the survey. The overall response rate was 67.67%.

Note: We are unable to provide sample weights for a small number of UAS members (see the Sample and weighting section below for details). If they completed the survey, these members are included in the data set with a weight of zero, but accounted for in the computation of total sample size and survey response rate.%.

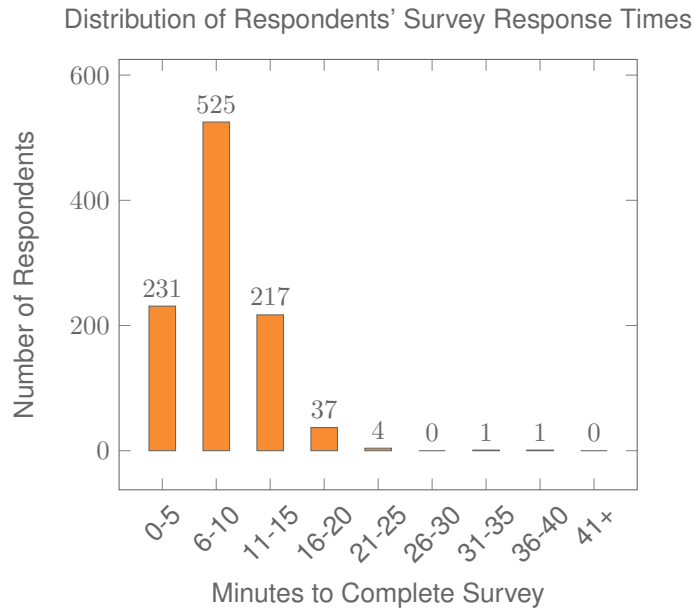
The detailed survey response rate is as follows:

UAS210 - Response Overview	
Size of selected sample	1500
Completed the survey	1015
Started but did not complete the survey	55
Did not start the survey	430
Response rate	67.67%

### 2.2 Timings

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The survey took respondents an average of 9 minutes, and the full distribution of survey response times is available in the figure below. Times per question are available upon request.



## 2.3 Sample & Weighting

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Weights are included in the data set for this survey. This survey dataset may contain respondents with a weight of zero. These respondents belong to a small group of UAS members for whom sample weights cannot be computed due to non-probability recruitment for special projects. Hence, while they are accounted for in the total number of survey respondents, they do not contribute to any statistics using sample weights. For more details on the UAS weighing procedures please refer to the UAS Weighting Procedures V1. Please contact UAS staff with any questions.

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### 3 STANDARD VARIABLES

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Each Understanding America Study data contains a series of standard variables, consisting of individual, household and sample identifiers, language indicator, time stamps and a rating by the respondent of how much he or she liked the survey:

- **uasid**: the identifier of the respondent. This identifier is assigned to a respondent at recruitment and stays with the respondent throughout each and every survey he/she participates in. When analyzing data from multiple surveys, the 'uasid' can be used to merge data sets.
- **uashhid**: the household identifier of the respondent. Every member is assigned a household identifier, stored in the variable  $j_{em_i}uashhid_i/em_i$ . For the primary respondent this identifier is his or her 'uasid'. All other eligible members of the primary respondent's household (everyone who is 18 or older in the household) who become UAS respondents receive the uasid of the primary respondent as their household identifier. The uashhid remains constant over time for all respondents. Thus it is always possible to find the original UAS household of an UAS panel member (even after they, for example, have moved out to form another household).
- **uashhid<sub>current</sub>**: the current household identifier of the respondent. Uniquely identifies the household a UAS panel member belongs to in a given survey INDEPENDENT of the exact composition of the household in terms of who else in the household are UAS members. Missing (.n) for respondents who are in a single-UAS member household. Available on request in data sets prior to September 3, 2025.
- **survhhid**: uniquely identifies the household a UAS panel member belongs to in a given survey DEPENDENT on the exact composition of the household in terms of who else in the household are UAS members. Is set to missing (.n) if no other household members are UAS panel members at the time of the survey. Is set to unknown (.u) for respondents who last participated in the My Household survey prior to January 21, 2015.
- **uasmembers**: is the number of other household members who are also UAS panel members at the time of the survey. Since individuals can answer the same survey at different points in time (which can be relatively far apart is the survey is kept in the field for a prolonged time), it may be possible that, within the same data set, the primary respondent of a household has a value of '0', whereas the second UAS household respondent has a value of '1'. Therefore 'uasmembers' should be interpreted as the number of household and UAS panel members at the time the respondent answers the survey. Note: in the My Household survey 'uasmembers' is set to unknown (.u) for respondents who last participated in the My Household survey prior to January 21, 2015.
- **sampleframe**: indicates the sampling frame from which the household of the respondent was recruited. All UAS recruitment is done through address based sampling

(ABS) in which samples are acquired based on postal records. Currently, the variable 'sampleframe' takes on four values reflecting four distinct sample frames used by the UAS over the year (in future data sets the number of sample frames used for recruitment may increase if additional specific populations are targeted in future recruitment batches):

1. U.S. National Territory: recruited through ABS within the entire U.S.
2. Areas high concentration Nat Ame: recruited through ABS in areas with a high concentration of Native Americans in the zip-code. Within these batches, individuals who are not Native Americans are not invited to join the UAS.
3. Los Angeles County: recruited through ABS within Los Angeles County.
4. California: recruited through ABS within California.

Note: prior to March 6, 2024 this variable was called sampletype and had the following value labels for the above list in UAS data sets:

1. Nationally Representative Sample: recruited through ABS within the entire U.S.
2. Native Americans: recruited through ABS in areas with a high concentration of Native Americans. Within these batches, individuals who are not Native Americans are not invited to join the UAS.
3. LA County: recruited through ABS within Los Angeles County.
4. California: recruited through ABS within California.

○ **batch:** indicates the batch from which the respondent was recruited. Currently, this variable takes the following values (in future data sets the number of batches may increase as new recruitment batches are added to the UAS):

1. ASDE 2014/01
2. ASDE 2014/01
3. ASDE 2014/01
4. Public records 2015/05
5. MSG 2015/07
6. MSG 2016/01
7. MSG 2016/01
8. MSG 2016/01
9. MSG 2016/02
10. MSG 2016/03
11. MSG 2016/04
12. MSG 2016/05
13. MSG 2016/08
14. MSG 2017/03

15. MSG 2017/11
16. MSG 2018/02
17. MSG 2018/08
18. MSG 2019/04
19. MSG 2019/05
20. MSG 2019/11
21. MSG 2020/08
22. MSG 2020/10
23. MSG 2021/02
24. MSG 2021/08
25. MSG 2021/08
26. MSG 2022/02
27. MSG 2022/02
28. MSG 2022/08
29. MSG 2022/11
30. MSG 2022/11
31. MSG 2023/01
32. MSG 2023/06
33. MSG 2023/09
34. MSG 2023/10
35. MSG 2025/02

Note: prior to March 6, 2024 this variable had the following value labels for the above list in UAS data sets:

1. ASDE 2014/01 Nat.Rep.
2. ASDE 2014/01 Native Am.
3. ASDE 2014/11 Native Am.
4. LA County 2015/05 List Sample
5. MSG 2015/07 Nat.Rep.
6. MSG 2016/01 Nat.Rep. Batch 2
7. MSG 2016/01 Nat.Rep. Batch 3
8. MSG 2016/01 Nat.Rep. Batch 4
9. MSG 2016/02 Nat.Rep. Batch 5
10. MSG 2016/03 Nat.Rep. Batch 6
11. MSG 2016/04 Nat.Rep. Batch 7



12. MSG 2016/05 Nat.Rep. Batch 8
13. MSG 2016/08 LA County Batch 2
14. MSG 2017/03 LA County Batch 3
15. MSG 2017/11 California Batch 1
16. MSG 2018/02 California Batch 2
17. MSG 2018/08 Nat.Rep. Batch 9
18. MSG 2019/04 LA County Batch 4
19. MSG 2019/05 LA County Batch 5
20. MSG 2019/11 Nat. Rep. Batch 10
21. MSG 2020/08 Nat. Rep. Batch 11
22. MSG 2020/10 Nat. Rep. Batch 12
23. MSG 2021/02 Nat. Rep. Batch 13
24. MSG 2021/08 Nat. Rep. Batch 15
25. MSG 2021/08 Nat. Rep. Batch 16
26. MSG 2022/02 Nat. Rep. Batch 17 (priority)
27. MSG 2022/02 Nat. Rep. Batch 17 (regular)
28. MSG 2022/08 Nat. Rep. Batch 18
29. MSG 2022/11 LA County Batch 6
30. MSG 2022/11 Nat. Rep. Batch 20
31. MSG 2023/01 Nat. Rep. Batch 21
32. MSG 2023/06 Nat. Rep. Batch 22
33. MSG 2023-09 Native Am. Batch 3
34. MSG 2023-10 Nat. Rep. Batch 23

- **primary\_respondent**: indicates if the respondent was the first person within the household (i.e. to become a member or whether s/he was added as a subsequent member. A household in this regard is broadly defined as anyone living together with the primary respondent. That is, a household comprises individuals who live together, e.g. as part of a family relationship (like a spouse/child/parent) or in context of some other relationship (like a roommate or tenant).
- **hardware**: indicates whether the respondent ever received hardware or not. Note: this variable should not be used to determine whether a respondent received hardware at a given point in time and/or whether s/he used the hardware to participate in a survey. Rather, it indicates whether hardware was ever provided:
  1. None
  2. Tablet (includes Internet)

- **language**: the language in which the survey was conducted. This variable takes a value of 1 for English and a value of 2 for Spanish.
- **start\_date (start\_year, start\_month, start\_day, start\_hour, start\_min, start\_sec)**: indicates the time at which the respondent started the survey.
- **end\_date (end\_year, end\_month, end\_day, end\_hour, end\_min, end\_sec)**: indicates the time at which the respondent completed the survey.
- **cs\_001**: indicates how interesting the respondent found the survey.

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## 4 BACKGROUND DEMOGRAPHICS

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Every UAS survey data set includes demographic variables, which provide background information about the respondent and his/her household. Demographic information such as age, ethnicity, education, marital status, work status, state of residence, family structure is elicited every quarter through the “My Household” survey. The demographic variables provided with each survey are taken from the most recent ‘MyHousehold’ survey answered by the respondent. If at the time of a survey, the information in “My Household” is more than three months old, a respondent is required to check and update his or her information before being able to take the survey.

The following variables are available in each survey data set:

- **gender**: the gender of the respondent.
- **dateofbirth\_year**: the year of birth of the respondent.
- **age**: the age of the respondent at the start of the survey.
- **agerange**: if the respondent’s age cannot be calculate due to missing information, ‘agerange’ indicates the approximate age. Should a value for both the ‘age’ and ‘agerange’ be present, then ‘age’ takes precedence over ‘agerange’.
- **citizenus**: indicates whether the respondent is a U.S. citizen.
- **bornus**: indicates whether the respondent was born in the U.S.
- **stateborn**: indicates the state in which the respondent was born. This is set to missing (.) if the respondent was not born in the U.S.
- **countryborn**: indicates the country in which the respondent was born. This is set to missing (.) if the respondent was born in the U.S.
- **countryborn\_other**: indicates the country of birth if that country is not on the drop down list of countries shown to the respondent’.
- **statereside**: the state in which the respondent is living.
- **immigration\_status**: indicates whether the respondent is an immigrant. It takes one of the following values: 0 Non-immigrant, 1 First generation immigrant (immigrant who migrated to the U.S), 2 Second generation immigrant (U.S.-born children of at least one foreign-born parent), 3 Third generation immigrant (U.S.-born children of at least one U.S.-born parent, where at least one grandparent is foreign-born), or 4 Unknown immigrant status.
- **maritalstatus**: the marital status of the respondent.
- **livewithpartner**: indicates whether the respondent lives with a partner.

- **education**: the highest level of education attained by the respondent.
- **hisplativo**: indicates whether the respondent identifies him or herself as being Hispanic or Latino. This variable is asked separately from race.
- **hisplatinogroup**: indicates which Hispanic or Latino group a respondent identifies him or herself with. This is set to missing (.) if the respondent does not identify him or herself as being Hispanic or Latino.
- **white**: indicates whether the respondent identifies him or herself as white (Caucasian).
- **black**: indicates whether the respondent identifies him or herself as black (African-American).
- **nativeamer**: indicates whether the respondent identifies him or herself as Native American (American Indian or Alaska Native).
- **asian**: indicates whether the respondent identifies him or herself as Asian (Asian-American).
- **pacific**: indicates whether the respondent identifies him or herself as Native Hawaiian or Other Pacific Islander.
- **race**: indicates the race of the respondent as singular (e.g., '1 White' or '2 Black') or as mixed (in case the respondent identifies with two or more races). The value '6 Mixed' that the respondent answered 'Yes' to at least two of the single race categories. This variable is generated based on the values of the different race variables (white, black, nativeamer, asian, pacific). This composite measure is not conditional on hisplativo, so an individual may identify as Hispanic or Latino, and also as a member of one or more racial groups.
- **working**: indicates whether the respondent is working for pay.
- **sick\_leave**: indicates whether the respondent is not working because sick or on leave.
- **unemp\_layoff**: indicates whether the respondent is unemployed or on lay off.
- **unemp\_look**: indicates whether the respondent is unemployed and looking for a job.
- **retired**: indicates whether the respondent is retired.
- **disabled**: indicates whether the respondent has a disability.
- **If\_other**: specifies other labor force status.
- **laborstatus**: indicates the labor force status of the respondent as singular (e.g., '1 Working for pay' or '2 On sick or other leave') or as mixed (in case the respondent selects two or more labor statuses). The value '8 Mixed' indicates that the respondent answered 'Yes' to at least two of the single labor force status variables. This variable is generated based on the values of the different labor status variables (working, sick\_leave, unempl\_layoff, unempl\_look, retired, disabled, If\_other).

- **employmenttype**: indicates the employment type of the respondent (employed by the government, by a private company, a nonprofit organization, or self-employed). This is set to missing (.) if the respondent is not currently working or currently on sick or other leave.
- **workfullpart**: indicates whether the respondent works full or part-time. This is set to missing (.) if the respondent is not currently working or currently on sick or other leave.
- **hourswork**: indicates the number of hours the respondent works per week. This is set to missing (.) if the respondent is not currently working or currently on sick or other leave.
- **hhincome**: is the total combined income of all members of the respondent's household (living in their household) during the past 12 months.
- **anyhhmember**: indicates whether there were any members in the respondent's household at the time he/she answered the survey as reported by the respondent.
- **hhmembernumber**: indicates the number of household members in the respondent's household at the time of the survey as reported by the respondent. It may be that 'anyhhmember' is 'Yes', but 'hhmembernumber' is missing if the respondent did not provide the number of household members at the time of the survey.
- **hhmemberin\_#**: indicates whether a household member is currently in the household as reported by the respondent. Household members are never removed from the stored household roster and their information is always included in survey data sets. The order of the roster is the same order in which household members were specified by the respondent in the 'MyHousehold' survey. The order is identified by the suffix \_# (e.g., \_1 indicates the first household member, \_2 the second household member, etc.).

As an example, if the first household member is in the household at the time of the survey, 'hhmemberin\_1' is set to '1 HH Member 1 is in the HH'; if he/she has moved out, 'hhmemberin\_1' is set to '0 HH member 1 is no longer in the HH'. Since information of other household members (stored in the variables listed below) is always included in survey data sets, information about 'hhmemberin\_1' is available whether this person is still in the household or has moved out.

- **hhmembergen\_#**: indicates the gender of another household member as reported by the respondent.
- **hhmemberage\_#**: indicates the age of another household member. The age is derived from the month and year of birth of the household member as reported by the respondent.
- **hhmemberrel\_#**: indicates the relationship of the respondent to the other household member as reported by the respondent.

- **hhmemberuasid\_#**: is the 'uasid' of the other household member if this person is also a UAS panel member. It is set to missing (.) if this person is not a UAS panel member at the time of the survey. Since this identifier is directly reported by the respondent (chosen from a preloaded list), it may differ from the actual (correct) 'uasid' of the UAS member it refers to because of reporting error. Also, this variable should not be used to identify UAS members in a given household at the time of the survey. This is because the variables 'hhmemberuasid\_#' are taken from the most recent 'My Household' and changes in household composition involving UAS members may have occurred between the time of the respondent answered 'My Household' and the time the respondent answers the survey. To follow UAS members of a given household, it is advised to use the identifiers 'uashhid' and 'survhhid'.
- **lastmyhh\_date**: the date on which the demographics variables were collected through the 'My Household' survey.

In addition, data sets created after May 8, 2025 include an urbanicity variable. It is based on panel members' current census tract of residence and the 2010 Rural-Urban Commuting Area (RUCA) codes released by the US Department of Agriculture's Economic Research Service. To preserve confidentiality, the UAS collapses the 10 primary RUCA codes to 4 levels: Metropolitan, Micropolitan, Small/Rural, and Unknown. The Metropolitan level corresponds to primary RUCA codes 1-3, the Micropolitan level corresponds to RUCA codes 4-6, and the Small/Rural UAS classification corresponds to RUCA codes 7-10.

For detailed information and definitions of the 10 primary RUCA codes, please visit the USDA ERS Rural-Urban Commuting Area Codes site. Surveys conducted completely prior to May 8, 2025 will have an urbanicity data set available on request.

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## 5 MISSING DATA CONVENTIONS

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Data files provide so-called clean data, that is, answers given to questions that are not applicable anymore at survey completion (for example because a respondent went back in the survey and skipped over a previously answered question) are treated as if the questions were never asked. In the data files all questions that were asked, but not answered by the respondent are marked with (.e). All questions never seen by the respondent (or any dirty data) are marked with (.a). The latter may mean that a respondent did not view the question because s/he skipped over it; or alternatively that s/he never reached that question due to a break off. If a respondent did not complete a survey, the variables representing survey end date and time are marked with (.c). Household member variables are marked with (.m) if the respondent has less household members (e.g. if the number of household members is 2, any variables for household member 3 and up are marked with (.m)).

UAS provides data in STATA and CSV format. Stata data sets come with include variable labels that are not available in the CSV files. Value labels are provided for single-response answer option. In STATA these labels will include the labels 'Not asked' and 'Not answered' for (.a) and (.e), and will show in tabulations such as 'tab q1, missing'. For multiple-response questions a binary variable is created for each answer option indicating whether the option was selected or not. A summary variable is also provided in string format reflecting which options were selected and in which order. For example, if a question asked about favorite animals with options cat, dog, and horse, then if a respondent selected horse and then cat, the binary variables for horse and cat will be set to yes, while the overall variable would have a string value of '3-1'. If no answer was given, all binary variables and the summary variable will be marked with '.e'.

Questions that are asked multiple times are often implemented as so-called array questions. Supposing the name of such question was Q1 and it was asked in 6 different instances, your data set would contain the variables Q1\_1\_ to Q1\_6\_. To illustrate, if a survey asked the names of all children, then child\_1\_ would contain the name of the first child the respondent named and so on.

More information about the UAS data in general can be found on the UAS Data Pages web site.

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## 6 ROUTING SYNTAX

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The survey with routing presented in the next section includes all of the questions that make up this survey, the question answers when choices were provided, and the question routing. The routing includes descriptions of when questions are grouped, conditional logic that determines when questions are presented to the respondent, randomization of questions and answers, and fills of answers from one question to another.

If you are unfamiliar with conditional logic statements, they are typically formatted so that **if** the respondent fulfills some condition (e.g. they have a cellphone or a checking account), **then** they are presented with some other question or the value of some variable is changed. If the respondent does not fulfill the condition (e.g. they are not a cellphone adopter or they do not have a checking account), something **else** happens such as skipping the next question or changing the variable to some other value. Some of the logic involved in the randomization of questions or answers being presented to the respondent is quite complex, and in these instances there is documentation to clarify the process being represented by the routing.

Because logic syntax standards vary, here is a brief introduction to our syntax standards. The syntax used in the conditional statements is as follows: '=' is equal to, '<' is less than, '>' is greater than, and '!= ' is used for does not equal. When a variable is set to some number N, the statement looks like 'variable := N'.

The formatting of the questions and routing are designed to make it easier to interpret what is occurring at any given point in the survey. Question ID is the bold text at the top of a question block, followed by the question text and the answer selections. When a question or variable has associated data, the name links to the appropriate data page, so you can easily get directly to the data. Text color is used to indicate the routing: **red** is conditional logic, **gold** is question grouping, **green** is looping, and **orange** is used to document randomization and other complex conditional logic processes. The routing is written for a computer to parse rather than a human to read, so when the routing diverges significantly from what is displayed to the respondent, a screenshot of what the respondent saw is included.

The name of the randomization variables are defined in proximity to where they are put into play, and like the question ID the names of the randomization variables can be used to link directly to the associated data page.



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## 7 SURVEY WITH ROUTING

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Start of section **Affirmative**

/\* In this survey respondents are asked to make hypothetical decisions about one of two topics per variable `af_randomizer` with values:

- o 1 School admission
- o 2 Visa allocation

These decisions involve two different approaches for admission/allocation:

- o 1 Save the first number of seats/visas for a preferred group.
- o 2 Save the last number of seats/visas for a preferred group.

To define the preferred group respondents are presented to be part of a group of a certain color per variable `af_color` with values:

- o 1 Blue
- o 2 Green

First, respondents are presented with information on what kind of policies they will be considering and a series of comprehension questions are asked (variables `q35`, `q36`, `q37` and `q38`). If they answer all four questions correctly, they receive a \$1 reward (in addition to the fixed compensation for survey participation).

After that, respondents are presented with six decisions in which each decision entails a choice between a "Save first" and "Save last" policy. The order in which the policies are presented is per variable `sim_randomizer` with values:

- o 1 Save first, then save last
- o 2 Save last, then save first

Also, the number of seats/visas to be saved is randomly set per decision defined in the following variables:

- o `y_1_` to `y_6_`: Define the number of seats/visas to be saved in the "Save last" policy. These variables take one of the following values: 40, 44, 48, 52, 56 and 60. The `_1_` denotes the n-th decision being presented to respondents, here decision 1.
- o `x_1_` to `x_6_`: Define the number of seats/visas to be saved in the "Save first" policy. These variables take a random value drawn from a limited set of values; where a set is associated with each y value:

- y=40: x is a random value from (35, 37, 39, 41, 43, 45, 55, 65, 67, 69, 71, 73, 75)
- y=44: x is a random value from (39, 41, 43, 45, 47, 49, 57, 67, 69, 71, 73, 75, 77)
- y=48: x is a random value from (43, 45, 47, 49, 51, 53, 61, 69, 71, 73, 75, 77, 79)
- y=52: x is a random value from (47, 49, 51, 53, 55, 57, 63, 71, 73, 75, 77, 79, 81)
- y=56: x is a random value from (51, 53, 55, 57, 59, 61, 67, 73, 75, 77, 79, 81, 83)
- y=60: x is a random value from (55, 57, 59, 61, 63, 65, 69, 75, 77, 79, 81, 83, 85)

Lastly, respondents are informed that one of the decisions will be selected as "the one that counts" and a simulated process is conducted to see if the respondent is admitted to the school/assigned a visa. If the respondent "wins", they receive \$5 as a reward. The simulation process is as follows:

- 1 A decision is randomly selected per variable selected\_choice.
- 2 A random number is generated between 0 and 99 to use in the simulation per variable selected\_number.
- 2 If the respondent made a choice in the selected decision, the simulation continues. Otherwise, it stops.
- 3 If the respondent chose the "Save first" policy, the procedure follows these steps:
  - a) An X is determined to compare against the random number (selected\_number). This is done by taking the X from the selected decision per variable selected\_policy\_X.
  - b) If this X is greater than 50, the X is set to 50.
  - c) The resulting X is captured in variable selected\_x\_compare.
  - d) If the random number (selected\_number) is smaller than the comparison number (selected\_x\_compare), the respondent is "wins" and receives the \$5 (in addition to the fixed compensation for survey participation). Otherwise, s/he loses and does not receive anything (nothing beyond the fixed compensation for survey participation).
- 4 If the respondent chose the "Save last" policy, the procedure follows these steps:
  - a) An Y is determined to compare against the random number (selected\_number). This is done by taking the Y from the selected decision per variable selected\_policy\_Y.
  - c) This Y is then used to determine the comparison Y per formula  $(50 + (0.5 \times \text{selected\_policy\_y}))$ , and is captured in variable selected\_y\_compare.

- d) If the random number (selected\_number) is smaller than the comparison number (selected\_y\_compare), the respondent is "wins" and receives the \$5 (in addition to the fixed compensation for survey participation). Otherwise, s/he loses and does not receive anything (nothing beyond the fixed compensation for survey participation).

\*/

IF af\_randomizer = EMPTY THEN

| af\_randomizer := mt\_rand(1,2)

END OF IF

IF af\_color = EMPTY THEN

| af\_color := mt\_rand(1,2)

END OF IF

Fill code of question FL\_Type executed

Fill code of question FL\_color executed

Fill code of question FL\_opp\_color executed

Fill code of question FLStudents executed

Fill code of question FLStudent executed

Fill code of question FLSchool executed

**af\_intro** (Section Affirmative)

In this study, we are interested in understanding how you think about (school admissions/immigration) policies. Your bonus payment for taking this study will be affected by a simulation of such policies. You will have the opportunity to choose some features of the policy.

extra\_reward := 0

IF af\_randomizer = 1 THEN

**af\_school\_intro** (Section Affirmative)

To begin, we will explain the type of school admissions policies we will be considering.

Imagine you are applying for a position at an elite high school. Only 100 students will be admitted. The school considers two factors when deciding whom to admit. First, it considers a randomly generated lottery number. Second, it considers group composition.

There are two groups of people, the (**Blue/Green**) students and the (**Blue/Green**) students. Due to their historical underrepresentation, the school particularly values admitting (**Blue/Green**) students.

ELSE

**af.im.intro** (Section Affirmative)

To begin, we will explain the type of immigration policies we will be considering.

Imagine you are applying for a work visa. Only 100 work visas will be granted. The country considers two factors when deciding whom to grant visas. First, it considers a randomly generated lottery number. Second, it considers group composition.

There are two groups of people, the **(Blue/Green)** workers and the **(Blue/Green)** workers. Due to their unique skills, the country particularly values granting visas to **(Blue/Green)** workers.

END OF IF

IF **sim.randomizer** = **EMPTY** THEN

| **sim.randomizer** := **mt.rand**(1,2)

END OF IF

Fill code of question FLCheckPolicy executed

GROUP OF QUESTIONS PRESENTED ON THE SAME SCREEN

IF **af.randomizer** = 1 THEN

| IF **sim.randomizer** = 1 THEN

| **af.school.intro2** (Section Affirmative)

| In order to meet its goal of admitting **(Blue/Green)** students, the school is considering two policies. In this example, both policies will involve reserving 30 seats for the **(Blue/Green)** students. When applying either policy, students will be admitted one at a time.

| Admissions will happen in two stages.

| In one stage, seats are available to both **(Blue/Green)** and **(Blue/Green)** students. When each seat is assigned, it will be given to the student with the highest lottery number who has not yet been admitted. Color will not be considered.

| In the other stage, seats are reserved for **(Blue/Green)** students only. When each seat is assigned, it will be given to the **(Blue/Green)** student with the highest lottery number who has not yet been admitted.

| The policies that the school is considering differ in the order of these stages.

| **Policy 1: Save the first 30 seats for the (Blue/Green) students.** Stage 1: The first 30 seats will be assigned to the 30 **(Blue/Green)** students who have the highest lottery numbers. Stage 2: The remaining 70 seats will be assigned to the

70 students who have the highest lottery numbers of all students not yet admitted, regardless of color. **Policy 2: Save the last 30 seats for the (Blue/Green) students.** Stage 1: The first 70 seats will be assigned to the 70 students who have the highest lottery numbers, regardless of color. Stage 2: The remaining 30 seats will be assigned to the 30 **(Blue/Green)** students who have the highest lottery numbers of all **(Blue/Green)** students not yet admitted.

ELSE

**af.school.intro2.reverse** (Section Affirmative)

In order to meet its goal of admitting **(Blue/Green)** students, the school is considering two policies. In this example, both policies will involve reserving 30 seats for the **(Blue/Green)** students. When applying either policy, students will be admitted one at a time.

Admissions will happen in two stages.

In one stage, seats are available to both **(Blue/Green)** and **(Blue/Green)** students. When each seat is assigned, it will be given to the student with the highest lottery number who has not yet been admitted. Color will not be considered.

In the other stage, seats are reserved for **(Blue/Green)** students only. When each seat is assigned, it will be given to the **(Blue/Green)** student with the highest lottery number who has not yet been admitted.

The policies that the school is considering differ in the order of these stages.

**Policy 1: Save the last 30 seats for the (Blue/Green) students.** Stage 1: The first 70 seats will be assigned to the 70 students who have the highest lottery numbers, regardless of color. Stage 2: The remaining 30 seats will be assigned to the 30 **(Blue/Green)** students who have the highest lottery numbers of all **(Blue/Green)** students not yet admitted.**Policy 2: Save the first 30 seats for the (Blue/Green) students.**Stage 1: The first 30 seats will be assigned to the 30 **(Blue/Green)** students who have the highest lottery numbers.Stage 2: The remaining 70 seats will be assigned to the 70 students who have the highest lottery numbers of all students not yet admitted, regardless of color.

END OF IF

ELSE

IF sim.randomizer = 1 THEN

**af\_im\_intro2** (Section Affirmative)

In order to meet its goal of granting visas to **(Blue/Green)** workers, the country is considering two policies. In this example, both policies will involve reserving 30 visas for the **(Blue/Green)** workers. When applying either policy, visas will be granted one at a time.

Visa assignment will happen in two stages.

In one stage, visas are available to both **(Blue/Green)** and **(Blue/Green)** workers. When each visa is assigned, it will be given to the worker with the highest lottery number who has not yet been given a visa. Color will not be considered.

In the other stage, visas are reserved for **(Blue/Green)** workers only. When each visa is assigned, it will be given to the **(Blue/Green)** worker with the highest lottery number who has not yet been given a visa.

The policies that the country is considering differ in the order of these stages.

**Policy 1: Save the first 30 visas for the (Blue/Green) workers.** Stage 1: The first 30 visas will be assigned to the 30 **(Blue/Green)** workers who have the highest lottery numbers. Stage 2: The remaining 70 visas will be assigned to the 70 workers who have the highest lottery numbers of all workers not yet admitted, regardless of color. **Policy 2: Save the last 30 visas for the (Blue/Green) workers.** Stage 1: The first 70 visas will be assigned to the 70 workers who have the highest lottery numbers, regardless of color. Stage 2: The remaining 30 visas will be assigned to the 30 **(Blue/Green)** workers who have the highest lottery numbers of all **(Blue/Green)** workers not yet admitted.

**ELSE**

**af\_im\_intro2\_reverse** (Section Affirmative)

In order to meet its goal of granting visas to **(Blue/Green)** workers, the country is considering two policies. In this example, both policies will involve reserving 30 visas for the **(Blue/Green)** workers. When applying either policy, visas will be granted one at a time.

Visa assignment will happen in two stages.

In one stage, visas are available to both **(Blue/Green)** and **(Blue/Green)** workers. When each visa is assigned, it will be given to the worker with the highest lottery number who has not yet been given a visa. Color will not be considered.

In the other stage, visas are reserved for **(Blue/Green)** workers only. When each visa is assigned, it will be given to the **(Blue/Green)** worker with the highest

lottery number who has not yet been given a visa.

The policies that the country is considering differ in the order of these stages.

**Policy 1: Save the last 30 visas for the (Blue/Green) workers.** Stage 1: The first 70 visas will be assigned to the 70 workers who have the highest lottery numbers, regardless of color. Stage 2: The remaining 30 visas will be assigned to the 30 **(Blue/Green)** workers who have the highest lottery numbers of all **(Blue/Green)** workers not yet admitted.**Policy 2: Save the first 30 visas for the (Blue/Green) workers.** Stage 1: The first 30 visas will be assigned to the 30 **(Blue/Green)** workers who have the highest lottery numbers. Stage 2: The remaining 70 visas will be assigned to the 70 workers who have the highest lottery numbers of all workers not yet admitted, regardless of color.

END OF IF

END OF IF

**q35.intro** (Section Affirmative)

In a moment, we will ask you questions about these types of policies. But first, we wish to ensure that you understand them. Please tell us how (students/workers) would be assigned in the four situations below. If you need a reminder of the policies, you may click on the bolded words **Policy 1** or **Policy 2** to see their description in a pop-up window.

To help motivate careful choice, you will be given an additional \$1 bonus if you answer all four questions correctly.

**As a reminder, a higher lottery number is better. A (student/worker) with a lottery number of 99 would be admitted before a (student/worker) with a lottery number of 1.**

**q35** (consistency check one in section Affirmative)

Say (the school/the country) adopted **(Policy 1)**. If only the four (students/workers) below applied, which one would be the first (student/worker) admitted?

- 1 A **(Blue/Green)** (student/worker) with a lottery number of 57
- 2 A **(Blue/Green)** (student/worker) with a lottery number of 42
- 3 A **(Blue/Green)** (student/worker) with a lottery number of 88
- 4 A **(Blue/Green)** (student/worker) with a lottery number of 39

**q37** (consistency check two in section Affirmative)

Say (the school/the country) adopted **(Policy 2)**. If only the four (students/workers) below applied, which one would be the first (student/worker) admitted?

- 1 A **(Blue/Green)** (student/worker) with a lottery number of 85
- 2 A **(Blue/Green)** (student/worker) with a lottery number of 54
- 3 A **(Blue/Green)** (student/worker) with a lottery number of 89

4 A (**Blue/Green**) (student/worker) with a lottery number of 38

**q36** (consistency check three in section Affirmative)

Say (the school/the country) adopted (**Policy 1**) and has already admitted 99 (students/workers). If the four (students/workers) below were the only remaining applicants, which one would be the 100th (and hence the final) (student/worker) admitted?

1 A (**Blue/Green**) (student/worker) with a lottery number of 52

2 A (**Blue/Green**) (student/worker) with a lottery number of 49

3 A (**Blue/Green**) (student/worker) with a lottery number of 53

4 A (**Blue/Green**) (student/worker) with a lottery number of 47

**q38** (consistency check four in section Affirmative)

Say (the school/the country) adopted (**Policy 2**) and has already admitted 99 (students/workers). If the four (students/workers) below were the only remaining applicants, which one would be the 100th (and hence the final) (student/worker) admitted?

1 A (**Blue/Green**) (student/worker) with a lottery number of 34

2 A (**Blue/Green**) (student/worker) with a lottery number of 37

3 A (**Blue/Green**) (student/worker) with a lottery number of 64

4 A (**Blue/Green**) (student/worker) with a lottery number of 66

*Figure 1: Example*



In order to meet its goal of admitting **Green** students, the school is considering two policies. In this example, both policies will involve reserving 30 seats for the **Green** students. When applying either policy, students will be admitted one at a time.

Admissions will happen in two stages.

In one stage, seats are available to both **Green** and **Blue** students. When each seat is assigned, it will be given to the student with the highest lottery number who has not yet been admitted. Color will not be considered.

In the other stage, seats are reserved for **Green** students only. When each seat is assigned, it will be given to the **Green** student with the highest lottery number who has not yet been admitted.

The policies that the school is considering differ in the order of these stages.

**Policy 1: Save the first 30 seats for the Green students.**

- Stage 1: The first 30 seats will be assigned to the 30 **Green** students who have the highest lottery numbers.
- Stage 2: The remaining 70 seats will be assigned to the 70 students who have the highest lottery numbers of all students not yet admitted, regardless of color.

**Policy 2: Save the last 30 seats for the Green students.**

- Stage 1: The first 70 seats will be assigned to the 70 students who have the highest lottery numbers, regardless of color.
- Stage 2: The remaining 30 seats will be assigned to the 30 **Green** students who have the highest lottery numbers of all **Green** students not yet admitted.

In a moment, we will ask you questions about these types of policies. But first, we wish to ensure that you understand them. Please tell us how students would be assigned in the four situations below. If you need a reminder of the policies, you may click on the bolded words **Policy 1** or **Policy 2** to see their description in a pop-up window.

To help motivate careful choice, you will be given an additional \$1 bonus if you answer all four questions correctly.

**As a reminder, a higher lottery number is better. A student with a lottery number of 99 would be admitted before a student with a lottery number of 1.**

Say the school adopted **Policy 1**. If only the four students below applied, which one would be the first student admitted?

- ☐ A **Green** student with a lottery number of 57
- ☐ A **Green** student with a lottery number of 42
- ☐ A **Blue** student with a lottery number of 88
- ☐ A **Blue** student with a lottery number of 39

Say the school adopted **Policy 2**. If only the four students below applied, which one would be the first student admitted?

- ☐ A **Green** student with a lottery number of 85
- ☐ A **Green** student with a lottery number of 54
- ☐ A **Blue** student with a lottery number of 89
- ☐ A **Blue** student with a lottery number of 38

Say the school adopted **Policy 1** and has already admitted 99 students. If the four students below were the only remaining applicants, which one would be the 100th (and hence the final) student admitted?

- ☐ A **Green** student with a lottery number of 52
- ☐ A **Green** student with a lottery number of 49
- ☐ A **Blue** student with a lottery number of 53
- ☐ A **Blue** student with a lottery number of 47

Say the school adopted **Policy 2** and has already admitted 99 students. If the four students below were the only remaining applicants, which one would be the 100th (and hence the final) student admitted?

- ☐ A **Green** student with a lottery number of 34
- ☐ A **Green** student with a lottery number of 37
- ☐ A **Blue** student with a lottery number of 64
- ☐ A **Blue** student with a lottery number of 66

,

## END OF GROUP

numbercorrect := 0

IF q35 = 1 THEN

| numbercorrect := numbercorrect + 1

END OF IF

IF q37 = 3 THEN

| numbercorrect := numbercorrect + 1

END OF IF

IF q36 = 3 THEN

| numbercorrect := numbercorrect + 1

END OF IF

IF q38 = 2 THEN

| numbercorrect := numbercorrect + 1

END OF IF

IF numbercorrect = 4 THEN

extra\_reward := extra\_reward + 1

**correct** (Section Affirmative)

You correctly answered the test questions and have earned a \$1 bonus. You may now continue with the study.

ELSE

q35\_dummy := q35

q37\_dummy := q37

q36\_dummy := q36

q38\_dummy := q38

Fill code of question FLWrongQ35 executed

Fill code of question FLWrongQ36 executed

Fill code of question FLWrongQ37 executed

Fill code of question FLWrongQ38 executed

## GROUP OF QUESTIONS PRESENTED ON THE SAME SCREEN

**incorrect** (Section Affirmative)

You answered (number consistency checks correct()) out of 4 of these questions correctly. Please review the correct answers below marked by . Any of your incorrect

answers are marked by .

**q35\_dummy** (consistency check one in section Affirmative)

Say (the school/the country) adopted **policy 1**. If only the four (students/workers) below applied, which one would be the first (student/worker) admitted?

- 1 A (**Blue/Green**) (student/worker) with a lottery number of 57 ( )
- 2 A (**Blue/Green**) (student/worker) with a lottery number of 42 ( )
- 3 A (**Blue/Green**) (student/worker) with a lottery number of 88 ( )
- 4 A (**Blue/Green**) (student/worker) with a lottery number of 39 ( )

**q37\_dummy** (consistency check two in section Affirmative)

Say (the school/the country) adopted **policy 2**. If only the four (students/workers) below applied, which one would be the first (student/worker) admitted?

- 1 A (**Blue/Green**) (student/worker) with a lottery number of 85 ( )
- 2 A (**Blue/Green**) (student/worker) with a lottery number of 54 ( )
- 3 A (**Blue/Green**) (student/worker) with a lottery number of 89 ( )
- 4 A (**Blue/Green**) (student/worker) with a lottery number of 38 ( )

**q36\_dummy** (consistency check three in section Affirmative)

Say (the school/the country) adopted **policy 1** and has already admitted 99 students. If the four (students/workers) below were the only remaining applicants, which one would be the 100th (and hence the final) (student/worker) admitted?



- 1 A (**Blue/Green**) (student/worker) with a lottery number of 52 ( )
- 2 A (**Blue/Green**) (student/worker) with a lottery number of 49 ( )
- 3 A (**Blue/Green**) (student/worker) with a lottery number of 53 ( )
- 4 A (**Blue/Green**) (student/worker) with a lottery number of 47 ( )

**q38\_dummy** (consistency check four in section Affirmative)



Say (the school/the country) adopted **policy 2** and has already admitted 99 students. If the four (students/workers) below were the only remaining applicants, which one would be the 100th (and hence the final) (student/worker) admitted?

- 1 A (**Blue/Green**) (student/worker) with a lottery number of 34 ( )
- 2 A (**Blue/Green**) (student/worker) with a lottery number of 37 ( )
- 3 A (**Blue/Green**) (student/worker) with a lottery number of 64 ( )
- 4 A (**Blue/Green**) (student/worker) with a lottery number of 66 ( )


**Figure 2: Example**

You answered 1 out of 4 of these questions correctly. Please review the correct answers below marked by . Any of your incorrect answers are marked by .



Say the school adopted **policy 1**. If only the four students below applied, which one would be the first student admitted?

- ☐ A **Green** student with a lottery number of 57 
- ☒ A **Green** student with a lottery number of 42 
- ☐ A **Blue** student with a lottery number of 88
- ☐ A **Blue** student with a lottery number of 39

Say the school adopted **policy 2**. If only the four students below applied, which one would be the first student admitted?



- ☐ A **Green** student with a lottery number of 85
- ☐ A **Green** student with a lottery number of 54
- ☒ A **Blue** student with a lottery number of 89 
- ☐ A **Blue** student with a lottery number of 38

Say the school adopted **policy 1** and has already admitted 99 students. If the four students below were the only remaining applicants, which one would be the 100th (and hence the final) student admitted?

- ☒ A **Green** student with a lottery number of 52 
- ☐ A **Green** student with a lottery number of 49
- ☐ A **Blue** student with a lottery number of 53 
- ☐ A **Blue** student with a lottery number of 47

Say the school adopted **policy 2** and has already admitted 99 students. If the four students below were the only remaining applicants, which one would be the 100th (and hence the final) student admitted?

Say the school adopted **policy 2** and has already admitted 99 students. If the four students below were the only remaining applicants, which one would be the 100th (and hence the final) student admitted?

- ☒ A **Green** student with a lottery number of 34 
- ☐ A **Green** student with a lottery number of 37 
- ☐ A **Blue** student with a lottery number of 64
- ☐ A **Blue** student with a lottery number of 66

END OF GROUP

END OF IF

End of section **Affirmative**

Start of section **Simulation**

IF `af_randomizer = 1` THEN

**sim\_intro** (Section Simulation)

To better understand how you think about these policies, we will now present you with a series of choices. Your choices will affect the bonus you earn in this study.

In each choice, you will face a simulated (school admissions/immigration) process like the one that we have been considering. You must choose between two policies describing different ways of assisting the (**Blue/Green**) (students/workers). In the

simulation, you are one of the **(Blue/Green)** (students/workers), so you will benefit if you choose the policy that is most favorable for this group.

Across these policies, we will vary both the order in which reserve seats are processed and the number of seats that are reserved.

#### **sim\_intro2a** (Section Simulation)

##### **Simulation Details:**

All six of the choices you face will have the same basic set-up.

Consider a setting where 200 students are applying to the school. 100 students are **(Blue/Green)** and 100 students are **(Blue/Green)**. You are one of the **(Blue/Green)** students.

As before, only 100 students can be admitted. Admissions decisions are still made based on lottery numbers and on diversity considerations. Lottery numbers will be simulated by assigning each student a random number between 1 and 100. All students' numbers, regardless of color, are randomly drawn from the same uniform distribution, so there are no differences across groups in lottery numbers. If two students have the same lottery number, ties will be broken randomly.

##### **Compensation Details:**

One of the six choices you make will be randomly selected to be the choice that "counts." After you answer all six questions, we will reveal the question that "counts" and simulate the admissions decision in the scenario you chose. If you are admitted based on this simulation, an additional \$5 will be added to your bonus.

Since you do not know which of the six choices will be chosen to "count," it is in your best interest to answer all six carefully.

**Figure 3: Example**

##### **Simulation Details:**

All six of the choices you face will have the same basic set-up.

Consider a setting where 200 students are applying to the school. 100 students are **Green** and 100 students are **Blue**. You are one of the **Green** students.

As before, only 100 students can be admitted. Admissions decisions are still made based on lottery numbers and on diversity considerations. Lottery numbers will be simulated by assigning each student a random number between 1 and 100. All students' numbers, regardless of color, are randomly drawn from the same uniform distribution, so there are no differences across groups in lottery numbers. If two students have the same lottery number, ties will be broken randomly.

##### **Compensation Details:**

One of the six choices you make will be randomly selected to be the choice that "counts." After you answer all six questions, we will reveal the question that "counts" and simulate the admissions decision in the scenario you chose. If you are admitted based on this simulation, an additional \$5 will be added to your bonus.

Since you do not know which of the six choices will be chosen to "count," it is in your best interest to answer all six carefully.

## ELSE

### **sim\_intro\_visa** (Section Simulation)

To better understand how you think about these policies, we will now present you with a series of choices. Your choices will affect the bonus you earn in this study.

In each choice, you will face a simulated (school admissions/immigration) process like the one that we have been considering. You must choose between two policies describing different ways of assisting the (**Blue/Green**) (students/workers). In the simulation, you are one of the (**Blue/Green**) (students/workers), so you will benefit if you choose the policy that is most favorable for this group.

Across these policies, we will vary both the order in which reserve visas are processed and the number of visas that are reserved.

### **sim\_intro2b** (Section Simulation)

#### **Simulation Details:**

All six of the choices you face will have the same basic set-up.

Consider a setting where 200 workers are applying for visas. 100 workers are (**Blue/Green**) and 100 workers are (**Blue/Green**). You are one of the (**Blue/Green**) workers.

As before, only 100 visas can be granted. Visa decisions are still made based on lottery numbers and on consideration of color. Lottery numbers will be simulated by assigning each worker a random number between 1 and 100. All workers' numbers, regardless of color, are randomly drawn from the same uniform distribution, so there are no differences across groups in lottery numbers. If two workers have the same lottery number, ties will be broken randomly.

#### **Compensation Details:**

One of the six choices you make will be randomly selected to be the choice that "counts." After you answer all six questions, we will reveal the question that "counts" and simulate the visa assignment in the scenario you chose. If you are granted a visa based on this simulation, an additional \$5 will be added to your bonus.

Since you do not know which of the six choices will be chosen to "count," it is in your best interest to answer all six carefully.

## END OF IF

### IF sizeof(Y) = 0 THEN

```
Y := shuffleArray(array(1 →40, 2 →44, 3 →48, 4 →52, 5 →56, 6 →60))
```

```

LOOP FROM 1 TO 6
| Y_remainder(cnt1) := 100 - Y(cnt1)
| X(cnt1) := getX(Y(cnt1))

END OF LOOP

LOOP FROM 1 TO 6
| X_remainder(cnt2) := 100 - X(cnt2)

END OF LOOP
END OF IF

IF sim_randomizer = 1 THEN
| sim_option_order(1) := 1
| sim_option_order(2) := 2
ELSE
| sim_option_order(1) := 2
| sim_option_order(2) := 1
END OF IF

```

Fill code of question FLPolicy executed

```

LOOP FROM 1 TO 6

```

```

GROUP OF QUESTIONS PRESENTED ON THE SAME SCREEN

```

```

IF af_randomizer = 1 THEN
| IF sim_randomizer = 1 THEN
| | sim001_intro1 (Section Simulation)
| | Consider the following two ways in which the school could implement its admissions
| | policy.
| |
| | Policy 1: Save the first (x saved seats(cnt)) seats for the (Blue/Green)
| | students.Stage 1: The first (x saved seats(cnt)) seats will be assigned to the
| | (x saved seats(cnt)) (Blue/Green) students who have the highest lottery num-
| | bers.Stage 2: The remaining (x remainder seats(cnt)) seats will be assigned to
| | the (x remainder seats(cnt)) students who have the highest lottery numbers of all
| | students not yet admitted, regardless of color.Policy 2: Save the last (y saved
| | seats(cnt)) seats for the (Blue/Green) students.Stage 1: The first (y remainder
| | seats(cnt)) seats will be assigned to the (y remainder seats(cnt)) students who

```

have the highest lottery numbers, regardless of color. Stage 2: The remaining (y saved seats(cnt)) seats will be assigned to the (y saved seats(cnt)) (Blue/Green) students who have the highest lottery numbers of all (Blue/Green) students not yet admitted.

#### Figure 4: Example

Consider the following two ways in which the school could implement its admissions policy.

**Policy 1: Save the first 71 seats for the Green students.**

- Stage 1: The first 71 seats will be assigned to the 71 Green students who have the highest lottery numbers.
- Stage 2: The remaining 29 seats will be assigned to the 29 students who have the highest lottery numbers of all students not yet admitted, regardless of color.

**Policy 2: Save the last 48 seats for the Green students.**

- Stage 1: The first 52 seats will be assigned to the 52 students who have the highest lottery numbers, regardless of color.
- Stage 2: The remaining 48 seats will be assigned to the 48 Green students who have the highest lottery numbers of all Green students not yet admitted.

As a Green student, which policy would you prefer?

- ☐ Policy 1
- ☐ Policy 2

ELSE

#### sim001\_intro1\_reverse (Section Simulation)

Consider the following two ways in which the school could implement its admissions policy.

**Policy 1: Save the last (y saved seats(cnt)) seats for the (Blue/Green) students.** Stage 1: The first (y remainder seats(cnt)) seats will be assigned to the (y remainder seats(cnt)) students who have the highest lottery numbers, regardless of color. Stage 2: The remaining (y saved seats(cnt)) seats will be assigned to the (y saved seats(cnt)) (Blue/Green) students who have the highest lottery numbers of all (Blue/Green) students not yet admitted. **Policy 2: Save the first (x saved seats(cnt)) seats for the (Blue/Green) students.** Stage 1: The first (x saved seats(cnt)) seats will be assigned to the (x saved seats(cnt)) (Blue/Green) students who have the highest lottery numbers. Stage 2: The remaining (x remainder seats(cnt)) seats will be assigned to the (x remainder seats(cnt)) students who have the highest lottery numbers of all students not yet admitted, regardless of color.

END OF IF

ELSE

IF sim\_randomizer = 1 THEN



**sim001\_intro2** (Section Simulation)

Consider the following two ways in which the country could implement its visa policy.

**Policy 1: Save the first (x saved seats(cnt)) visas for the (Blue/Green) workers.** Stage 1: The first (x saved seats(cnt)) visas will be assigned to the (x saved seats(cnt)) (Blue/Green) workers who have the highest lottery numbers. Stage 2: The remaining (x remainder seats(cnt)) visas will be assigned to the (x remainder seats(cnt)) workers who have the highest lottery numbers of all workers not yet admitted, regardless of color. **Policy 2: Save the last (y saved seats(cnt)) visas for the (Blue/Green) workers.** Stage 1: The first (y remainder seats(cnt)) visas will be assigned to the (y remainder seats(cnt)) workers who have the highest lottery numbers, regardless of color. Stage 2: The remaining (y saved seats(cnt)) visas will be assigned to the (y saved seats(cnt)) (Blue/Green) workers who have the highest lottery numbers of all (Blue/Green) workers not yet admitted.

ELSE

**sim001\_intro2\_reverse** (Section Simulation)

Consider the following two ways in which the country could implement its visa policy.

**Policy 1: Save the last (y saved seats(cnt)) visas for the (Blue/Green) workers.** Stage 1: The first (y remainder seats(cnt)) visas will be assigned to the (y remainder seats(cnt)) workers who have the highest lottery numbers, regardless of color. Stage 2: The remaining (y saved seats(cnt)) visas will be assigned to the (y saved seats(cnt)) (Blue/Green) workers who have the highest lottery numbers of all (Blue/Green) workers not yet admitted. **Policy 2: Save the first (x saved seats(cnt)) visas for the (Blue/Green) workers.** Stage 1: The first (x saved seats(cnt)) visas will be assigned to the (x saved seats(cnt)) (Blue/Green) workers who have the highest lottery numbers. Stage 2: The remaining (x remainder seats(cnt)) visas will be assigned to the (x remainder seats(cnt)) workers who have the highest lottery numbers of all workers not yet admitted, regardless of color.

END OF IF

END OF IF

IF sim\_randomizer = 1 THEN

**q020\_first** (policy preference in section Simulation)

As a (Blue/Green) (student/worker), which policy would you prefer?

1 Policy (1)

2 Policy (2)

ELSE

```

    q020_last (policy preference in section Simulation)
    As a (Blue/Green) (student/worker), which policy would you prefer?
    1 Policy (1)
    2 Policy (2)

  END OF IF

END OF GROUP

IF sim_randomizer = 1 THEN
  | q020(cnt) := q020_first(cnt)
ELSE
  | IF q020_last(cnt) = 1 THEN
    | q020(cnt) := 1
  ELSEIF q020_last(cnt) = 2 THEN
    | q020(cnt) := 2
  END OF IF
END OF IF

END OF LOOP

IF selected_choice = EMPTY THEN
  | selected_choice := mt_rand(1,6)
END OF IF

IF selected_number = EMPTY THEN
  | selected_number := mt_rand(0,99)
END OF IF

selected_policy := q020(selected_choice)

IF selected_policy = RESPONSE THEN
  | selected_policy_X := X(selected_choice)
  | selected_policy_Y := Y(selected_choice)
  | IF selected_policy = 1 THEN

```

```

IF selected_policy_X > 50 THEN
| selected_x_compare := selected_policy_X
ELSE
| selected_x_compare := 50
END OF IF

IF selected_number < selected_x_compare THEN
| selected := 1
| extra_reward := extra_reward + 5
ELSE
| selected := 2
END OF IF

ELSEIF selected_policy = 2 THEN
selected_y_compare := (50 + (0.5 * selected_policy_Y))

IF selected_number < selected_y_compare THEN
| selected := 1
| extra_reward := extra_reward + 5
ELSE
| selected := 2
END OF IF
END OF IF

```

Fill code of question FLSelectedPolicy executed

```

IF af_randomizer = 1 THEN
GROUP OF QUESTIONS PRESENTED ON THE SAME SCREEN

```

```

IF sim_randomizer = 1 THEN

```

**sim\_result\_school** (Section Simulation)

The following choice was selected as the choice that "counts":

Policy 1: *Save the first (x saved seats(selected.choice)) seats for the (Blue/Green) students.* Stage 1: The first (x saved seats(selected.choice)) seats will be assigned to the (x saved seats(selected.choice)) **(Blue/Green)** students who have the highest lottery numbers. Stage 2: The remaining (x remainder seats(selected.choice)) seats will be assigned to the (x remainder seats(selected.choice)) students who have the highest lottery numbers of all students not yet admitted, regardless of color. Policy 2: *Save the last (y saved seats(selected.choice)) seats for the (Blue/Green) students.* Stage 1: The first (y remainder seats(selected.choice)) seats will be assigned to the (y remainder seats(selected.choice)) students who have the highest lottery numbers, regardless of color. Stage 2: The re-

maintaining (y saved seats(selected.choice)) seats will be assigned to the (y saved seats(selected.choice)) (Blue/Green) students who have the highest lottery numbers of all (Blue/Green) students not yet admitted.

### Figure 5: Example

The following choice was selected as the choice that "counts":

Policy 1: Save the first 51 seats for the Green students.

- Stage 1: The first 51 seats will be assigned to the 51 Green students who have the highest lottery numbers.
- Stage 2: The remaining 49 seats will be assigned to the 49 students who have the highest lottery numbers of all students not yet admitted, regardless of color.

Policy 2: Save the last 56 seats for the Green students.

- Stage 1: The first 44 seats will be assigned to the 44 students who have the highest lottery numbers, regardless of color.
- Stage 2: The remaining 56 seats will be assigned to the 56 Green students who have the highest lottery numbers of all Green students not yet admitted.

You selected policy 1. Based on the simulation, you were admitted to the high school. You therefore receive the \$5 bonus for admission.

## ELSE

**sim\_result\_school\_reverse** (Section Simulation)

The following choice was selected as the choice that "counts":

Policy 1: Save the last (y saved seats(selected.choice)) seats for the (Blue/Green) students. Stage 1: The first (y remainder seats(selected.choice)) seats will be assigned to the (y remainder seats(selected.choice)) students who have the highest lottery numbers, regardless of color. Stage 2: The remaining (y saved seats(selected.choice)) seats will be assigned to the (y saved seats(selected.choice)) (Blue/Green) students who have the highest lottery numbers of all (Blue/Green) students not yet admitted. Policy 2: Save the first (x saved seats(selected.choice)) seats for the (Blue/Green) students. Stage 1: The first (x saved seats(selected.choice)) seats will be assigned to the (x saved seats(selected.choice)) (Blue/Green) students who have the highest lottery numbers. Stage 2: The remaining (x remainder seats(selected.choice)) seats will be assigned to the (x remainder seats(selected.choice)) students who have the highest lottery numbers of all students not yet admitted, regardless of color.

## END OF IF

## IF selected = 1 THEN

**sim\_result\_yes** (Section Simulation)

You selected policy (1/2). Based on the simulation, you were admitted to the high school. You therefore receive the \$5 bonus for admission.

## ELSE

**sim\_result\_no** (Section Simulation)

You selected policy (1/2). Based on the simulation, you were not admitted to the high school. You therefore do not receive the \$5 bonus for admission.

END OF IF

END OF GROUP

ELSE

GROUP OF QUESTIONS PRESENTED ON THE SAME SCREEN

IF **sim\_randomizer** = 1 THEN

**sim\_result\_visa** (Section Simulation)

The following choice was selected as the choice that "counts":

Policy 1: *Save the first (x saved seats(selected\_choice)) visas for the (Blue/Green) workers.* Stage 1: The first (x saved seats(selected\_choice)) visas will be assigned to the (x saved seats(selected\_choice)) (Blue/Green) workers who have the highest lottery numbers. Stage 2: The remaining (x remainder seats(selected\_choice)) visas will be assigned to the (x remainder seats(selected\_choice)) workers who have the highest lottery numbers of all workers not yet admitted, regardless of color. Policy 2: *Save the last (y saved seats(selected\_choice)) visas for the (Blue/Green) workers.* Stage 1: The first (y remainder seats(selected\_choice)) visas will be assigned to the (y remainder seats(selected\_choice)) workers who have the highest lottery numbers, regardless of color. Stage 2: The remaining (y saved seats(selected\_choice)) visas will be assigned to the (y saved seats(selected\_choice)) (Blue/Green) workers who have the highest lottery numbers of all (Blue/Green) workers not yet admitted.

ELSE

**sim\_result\_visa\_reverse** (Section Simulation)

The following choice was selected as the choice that "counts":

Policy 1: *Save the last (y saved seats(selected\_choice)) visas for the (Blue/Green) workers.* Stage 1: The first (y remainder seats(selected\_choice)) visas will be assigned to the (y remainder seats(selected\_choice)) workers who have the highest lottery numbers, regardless of color. Stage 2: The remaining (y saved seats(selected\_choice)) visas will be assigned to the (y saved seats(selected\_choice)) (Blue/Green) workers who have the highest lottery numbers of all (Blue/Green) workers not yet admitted. Policy 2: *Save the first (x saved seats(selected\_choice)) visas for the (Blue/Green) workers.* Stage 1: The first (x saved seats(selected\_choice)) visas will be assigned to the (x saved seats(selected\_choice)) (Blue/Green) workers who have the highest lottery numbers. Stage 2: The remaining (x remainder seats(selected\_choice)) visas will be assigned to the (x remainder seats(selected\_choice)) workers who have the highest

```

| lottery numbers of all workers not yet admitted, regardless of color.
|
| END OF IF
|
| IF selected = 1 THEN
|
|   sim_result_yes_visa (Section Simulation)
|   You selected policy (1/2). Based on the simulation, you were granted a work visa.
|   You therefore receive the $5 bonus for admission.
|
| ELSE
|
|   sim_result_no_visa (Section Simulation)
|   You selected policy (1/2). Based on the simulation, you were not granted a work
|   visa. You therefore do not receive the $5 bonus for admission.
|
| END OF IF
|
| END OF GROUP
| END OF IF
END OF IF

```

End of section **Simulation**

Start of section **Closing**

**CS\_001** (HOW PLEASANT INTERVIEW in section Closing)

Could you tell us how interesting or uninteresting you found the questions in this interview?

- 1 Very interesting
- 2 Interesting
- 3 Neither interesting nor uninteresting
- 4 Uninteresting
- 5 Very uninteresting

**CS\_003** (comments in section Closing)

Do you have any other comments on the interview? Please type these in the box below.(If you have no comments, please click next to complete this survey.)

STRING

```

IF extra_reward > 0 THEN

```

```

| dummy := doPayout(extra_reward)

```

```

END OF IF

```

End of section **Closing**

/\* Please note that although question CS\_003 is listed in the routing, the answers are not included in the microdata in the event identifiable information is captured. Cleaned responses are available by request. \*/