

UnderStandingAmericaStudy

UAS 607: ARTIFICIAL INTELLIGENCE WAVE 2



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1 INTRODUCTION

This UAS panel survey, titled "UAS 607: Artificial Intelligence Wave 2", asks about how much people are exposed to and use Artificial Intelligence these days, and how they feel about it. This survey is no longer in the field. Respondents were paid \$5 to complete the survey.

1.1 Topics

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

1.2 Experiments

This survey did not include any experiments. A complete survey experiment categorization for the UAS can be found [here](#).

1.3 Citation

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.

2 SURVEY RESPONSE AND DATA

2.1 Sample selection and response rate

The sample selection for this survey was:

All active respondents.

As such, this survey was made available to 14560 UAS participants. Of those 14560 participants, 11117 completed the survey and are counted as respondents. Of those who are not counted as respondents, 45 started the survey without completing and 3398 did not start the survey. The overall response rate was 76.35%.

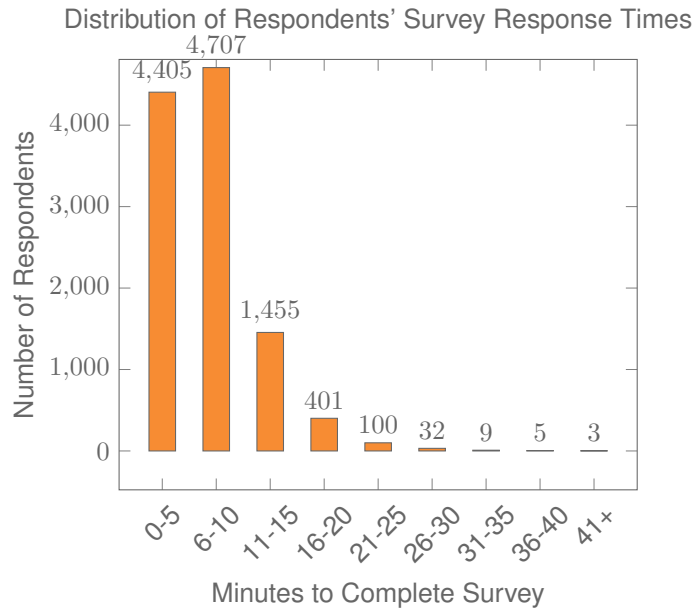
Note: We are unable to provide sample weights for a small number of UAS members (see the Sample and weighting section below for details). If they completed the survey, these members are included in the data set with a weight of zero, but accounted for in the computation of total sample size and survey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

The detailed survey response rate is as follows:

UAS607 - Response Overview	
Size of selected sample	14560
Completed the survey	11117
Started but did not complete the survey	45
Did not start the survey	3398
Response rate	76.35%

2.2 Timings

The survey took respondents an average of 8 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

Sample weights for this survey are computed following the general UAS Weighting Procedure. Specifically, we use a two-step process where we first compute base weights, which correct for unequal probabilities of sampling UAS members, and then generate final, post-stratification weights, which align the sample to the reference population along certain socio-economic dimensions. These are gender (male/female), race and ethnicity (White/Black/Other/Hispanic/Native American), age (18-39/40-49/50/59/60+), education (High school or less/Some college/Bachelor or more), Census regions (Northeast/Midwest/West, excl. CA/CA, excl. LAC, LAC). Benchmark distributions for these variables are derived from the 6 most recent available Current Population Survey (CPS) Basic Monthly Survey with respect to the survey's completion date. The reference population considered for the weights is the U.S. population of adults age 18 and older.

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. More information is available from the UAS Weighting Procedure. Please contact UAS staff with any questions.

3 STANDARD VARIABLES

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 'uashhid'. For the primary respondent this identifier equals 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 identifier '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).
- **survhhid**: uniquely identifies the household a UAS panel member belongs to in a given survey. For instance, if the primary respondent and his/her spouse are both UAS members at the time of a given survey, they both receive the same 'survhhid' identifier for that survey. If they subsequently split, they receive two different 'survhhid' in subsequent surveys. They, however, always share the same 'uashhid'. The identifier 'survhhid' is set to missing (.) if no other household members are 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 if the survey is kept in the field for a prolonged time), it may be possible that, within the same data set, household members have different 'survhhid' reflecting different household compositions at the time they answered the survey. For instance, suppose that the primary respondent and his/her spouse are both UAS members. If the primary respondent answers the survey when he/she is living with the spouse, but the spouse answers the survey when the couple has split, they receive different 'survhhid'. Hence, the variable 'survhhid' identifies household membership of UAS panel members, at the time the respondent answers the survey. Note: in the My Household survey 'survhhid' 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 if 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.

4 BACKGROUND DEMOGRAPHICS

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.
- **hisplatin**: 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 hisplatin, 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.

5 MISSING DATA CONVENTIONS

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.

6 ROUTING SYNTAX

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.

7 SURVEY WITH ROUTING

Start of section **General**

/* This survey asks respondents about artificial intelligence (AI). A subset of respondents is also participating in a separate project tracking opinions about AI. Those respondents are not asked some questions in this survey, since they answer them in the other project. This is indicated per variable `isAITrackerRespondent` in the routing with value of 1 meaning the respondent is participating in the other project. */

`isAITrackerRespondent := isAITrackerRespondent()`

ai.intro (Section General)

Artificial Intelligence (AI) refers to the ability of a computer or machine to perform tasks that typically require human intelligence, such as learning from experience, solving problems, and making decisions.

ai001 (heard about or used AI-assisted self-driving cars or trucks in section General)

Have you heard about or used AI-assisted self-driving cars or trucks?

- 1 I have never heard about them
- 2 I have heard about them but I have never used one
- 3 I have used them
- 4 I don't know

IF ai001 = 3 THEN

ai001b (used AI-assisted self-driving cars or trucks in the past 4 weeks in section General)

Have you used AI-assisted self-driving cars or trucks in the **(past 4 weeks)**?

- 1 Yes
- 2 No

END OF IF

ai002 (heard about or used AI applications that create human-like text or code in section General)

Have you heard about or used AI applications that create human-like text or code, such as ChatGPT, Google Bard/Gemini, or Bing Chat?

- 1 I have never heard about them
- 2 I have heard about them but I have never used one
- 3 I have used them
- 4 I don't know

IF ai002 = 3 AND isAITrackerRespondent = 2 THEN

ai002b (used AI applications that create human-like text or code in the past 4 weeks in section General)

Have you used AI applications that create human-like text or code, such as ChatGPT, Google Bard/Gemini, or Bing Chat, in the **(past 4 weeks)**?

1 Yes

2 No

IF ai002b = 1 THEN

ai002c (version used AI applications that create human-like text or code in the past 4 weeks in section General)

Have you used a free or paid version of AI applications that create human-like text or code, such as ChatGPT, Google Bard/Gemini, or Bing Chat?

1 Free version

2 Paid version

3 I don't know

END OF IF

END OF IF

ai003 (heard about or used AI applications that create images from a text description in section General)

Have you heard about or used AI applications that create images from a text description, such as Midjourney, DALL-E, or Stable Diffusion?

1 I have never heard about them

2 I have heard about them but I have never used one

3 I have used them

4 I don't know

IF ai003 = 3 AND isAITrackerRespondent = 2 THEN

ai003b (used AI applications that create images from a text description in the past 4 weeks in section General)

Have you used AI applications that create images from a text description, such as Midjourney, DALL-E, or Stable Diffusion, in the **(past 4 weeks)**?

1 Yes

2 No

END OF IF

ai008 (heard about or used AI applications that create videos from a text description in section General)

Have you heard about or used AI applications that create videos from a text description, such as InVideo, Synthesia, Fliki, or Sora?

1 I have never heard about them

2 I have heard about them but I have never used one

3 I have used them

4 I don't know

IF ai008 = 3 THEN

ai008b (used AI applications that create videos from a text description in the past 4 weeks in section General)

Have you used AI applications that create videos from a text description, such as InVideo, Synthesia, Fliki, or Sora, in the **(past 4 weeks)**?

1 Yes

2 No

END OF IF

ai004 (heard about, used, or interacted with AI-assisted robots that perform manual tasks in section General)

Have you heard about, used, or interacted with AI-assisted robots that perform manual tasks like sorting, packing, moving goods, or cleaning in a warehouse or factory setting?

1 I have never heard about them

2 I have heard about them but I have never used or interacted with one

3 I have used or interacted with them

4 I don't know

IF ai004 = 3 THEN

ai004b (used or interacted with AI-assisted robots that perform manual tasks in the past 4 weeks in section General)

Have you used or interacted with AI-assisted robots that perform manual tasks like sorting, packing, moving goods, or cleaning in a warehouse or factory setting, in the **(past 4 weeks)**?

1 Yes

2 No

END OF IF

ai005 (heard about or used AI-assisted household devices in section General)

Have you heard about or used AI-assisted household devices, such as voice-controlled assistants (like Google Assistant, Siri, or Alexa), robot vacuum cleaners (like Roomba or Ecovacs), or smart appliances (like a smart fridge or oven)?

1 I have never heard about them

2 I have heard about them but I have never used one

3 I have used them

4 I don't know

IF ai005 = 3 THEN

ai005b (used AI-assisted household devices in the past 4 weeks in section General)

Have you used AI-assisted household devices, such as voice-controlled assistants (like Google Assistant, Siri, or Alexa), robot vacuum cleaners (like Roomba or Ecovacs), or smart appliances (like a smart fridge or oven), in the **(past 4 weeks)**?

1 Yes

| 2 No

END OF IF

ai006 (heard about or used AI applications that automate organizational decision processes in section General)

Have you heard about or used AI applications that automate organizational decision processes, such as job interviews, scheduling, or hiring/firing?

1 I have never heard about them

2 I have heard about them but I have never used one

3 I have used them

4 I don't know

IF ai006 = 3 AND isAITrackerRespondent = 2 THEN

ai006b (used AI applications that automate organizational decision processes in the past 4 weeks in section General)

Have you used AI applications that automate organizational decision processes, such as job interviews, scheduling, or hiring/firing, in the (**past 4 weeks**)?

1 Yes

2 No

END OF IF

ai007 (ever used any other types of AI technologies in section General)

Have you ever used any other types of AI technologies beyond those we have already mentioned?

1 Yes

2 No

IF ai007 = 1 THEN

ai007_other (other ever used any other types of AI technologies in section General)

What other types of AI technologies (beyond those we have already mentioned) have you used?

STRING

END OF IF

End of section **General**

Start of section **Usage**

IF ai002 = 3 THEN

us001 (how often use AI applications such as ChatGPT, Google Bard/Gemini, or Bing Chat in section Usage)

You said earlier that you have used AI applications such as ChatGPT, Google Bard/Gemini, or Bing Chat. How often do you use them?

1 Rarely

- 2 Less than once a month
- 3 Once or a few times per month
- 4 Once or a few times per week
- 5 Every day

IF isAITrackerRespondent = 2 THEN

GROUP OF QUESTIONS PRESENTED ON THE SAME SCREEN

us002 (what use AI applications such as ChatGPT, Google Bard/Gemini, or Bing Chat for in section Usage)

What do you use AI applications such as ChatGPT, Google Bard/Gemini, or Bing Chat for? Please select all that apply.

- 1 Out of curiosity
- 2 For entertainment
- 3 For social connection
- 4 To learn something new about the world
- 5 For work-related tasks
- 6 For school-related tasks
- 7 To generate additional income (other than your regular work)
- 8 To gather information or explore details about a specific health condition or treatment
- 9 To create content for social media
- 10 To assist in personal tasks, such as planning activities, trips, getting ideas for gifts, etc.
- 11 To improve communications (for instance, help in writing emails, letters, etc.)
- 12 As a tool for mental health, such as working through thoughts or emotions
- 13 To help with creative pursuits, like writing stories, scripts, music, etc.
- 14 Other, please specify:

us002_other (other what use AI applications such as ChatGPT, Google Bard/Gemini, or Bing Chat for in section Usage)

STRING

END OF GROUP

us003 (how useful AI applications such as ChatGPT, Google Bard/Gemini, or Bing Chat in section Usage)

How useful do you find AI applications such as ChatGPT, Google Bard/Gemini, or Bing Chat?

- 1 Not at all useful
- 2 Not very useful
- 3 Somewhat useful
- 4 Very useful
- 5 Extremely useful

us004 (how harmful AI applications such as ChatGPT, Google Bard/Gemini, or Bing Chat in section Usage)

How harmful do you find AI applications such as ChatGPT, Google Bard/Gemini, or Bing Chat?

- 1 Not at all harmful
- 2 Not very harmful
- 3 Somewhat harmful
- 4 Very harmful
- 5 Extremely harmful

END OF IF

END OF IF

End of section **Usage**

Start of section **Trust**

GROUP OF QUESTIONS PRESENTED ON THE SAME SCREEN

tr_intro (Section Trust)

How much would you trust AI in the following daily life activities?

SUBGROUP OF QUESTIONS

tr001a (Giving a health diagnosis in section Trust)

Giving a health diagnosis

- 1 Less than a human professional or expert
- 2 As much as a human professional or expert
- 3 More than a human professional or expert
- 4 Not sure

tr001b (Providing financial advice in section Trust)

Providing financial advice

- 1 Less than a human professional or expert
- 2 As much as a human professional or expert
- 3 More than a human professional or expert
- 4 Not sure

tr001c (Designing a diet and exercise program in section Trust)

Designing a diet and exercise program

- 1 Less than a human professional or expert
- 2 As much as a human professional or expert
- 3 More than a human professional or expert
- 4 Not sure

tr001d (Making travel reservations in section Trust)

Making travel reservations

- 1 Less than a human professional or expert
- 2 As much as a human professional or expert
- 3 More than a human professional or expert
- 4 Not sure

tr001e (Driving a taxicab in section Trust)

Driving a taxicab

- 1 Less than a human professional or expert
- 2 As much as a human professional or expert
- 3 More than a human professional or expert
- 4 Not sure

END OF SUBGROUP

END OF GROUP

End of section **Trust**

Start of section **Work**

wk001 (current work status in section Work)

What is your labor force status? Please choose all that apply.

- 1 Employed (working for an employer)
- 2 Self-employed (working for yourself/business owner)
- 3 On sick or other leave
- 4 Temporarily laid off
- 5 Unemployed - looking for work
- 6 Retired
- 7 Disabled
- 8 Homemaker
- 9 Student
- 10 Not working - not looking for work
- 11 Other

IF 1 IN wk001 OR 2 IN wk001 OR 3 IN wk001 OR 4 IN wk001 THEN

wk_intro (Section Work)

Next, we will ask you about the impact AI technologies will have on the workplace. If you aren't sure about the answer to a question, please use your best guess.

wk002 (how think AI technologies might affect number of jobs over next 5 years in section Work)

Thinking of the type of job you do, how do you think AI technologies might affect the number of jobs like yours over the next 5 years?

- 1 AI will create more jobs like mine than it will eliminate

- 2 AI will eliminate more jobs like mine than it will create
- 3 AI will not change the number of jobs like mine

wk003 (how think AI technologies change how much can accomplish in typical workday over next 5 years in section Work)

Thinking of your current job, how do you think AI technologies might change how much you can accomplish in a typical workday over the next 5 years?

- 1 AI will increase how much I can accomplish in a workday
- 2 AI will decrease how much I can accomplish in a workday
- 3 AI will not change how much I can accomplish in a workday

wk004 (how think AI technologies change how much enjoy job in next 5 years in section Work)

Thinking of your current job, how do you think AI technologies might change how much you enjoy your job in the next 5 years?

- 1 AI will increase the enjoyment I get from my job
- 2 AI will decrease the enjoyment I get from my job
- 3 AI will not change the enjoyment I get from my job

wk005 (how think AI technologies influence how much you get paid over over next 5 years in section Work)

Thinking of your current job, how do you think AI technologies might influence how much you get paid over the next 5 years?

- 1 AI will increase my pay
- 2 AI will decrease my pay
- 3 AI will not change my pay

wk006 (what portion of tasks think could be performed either partially or entirely by AI over next 5 years in section Work)

Now, think of the tasks that you typically perform as part of your job. On a scale from 0 to 100, where 0 means none and 100 means all of them, what portion of these tasks do you think could be performed either partially or entirely by AI over the next 5 years?

RANGE 0..100

wk007 (what are chances that will lose job because it is replaced by AI in next 5 years in section Work)

On a scale from 0 to 100, where 0 means absolutely no chance and 100 means absolutely certain, what are the chances that you will lose your job because it is replaced by AI in the next 5 years?

RANGE 0..100

wk_intro2 (Section Work)

We will now ask you about steps that you or your employer may have taken to prepare for how AI technologies may impact your job.

wk008 (employer provided any training or resources to help prepare for how AI may impact job in section Work)

Has your employer provided any training or resources to help you prepare for how AI may impact your job?

- 1 Yes
- 2 No
- 3 I don't know
- 4 I don't have an employer

wk010 (considered switching jobs concerned current job may be replaced by AI in section Work)

Have you considered switching jobs because you are concerned your current job may be replaced by AI?

- 1 Yes
- 2 No
- 3 I don't know

wk009 (learning new skills that might help find a new job if current job is replaced by AI in section Work)

Are you learning new skills that might help you find a new job if your current job is replaced by AI?

- 1 Yes
- 2 No
- 3 I don't know

IF wk009 = 1 THEN

wk009_other (other learning new skills that might help find a new job if current job is replaced by AI in section Work)

Which new skills are you learning?

STRING

END OF IF

END OF IF

End of section **Work**

Start of section **School**

sc001 (currently have children in elementary, middle, or high school in section School)

Do you currently have children in elementary, middle, or high school?

- 1 Yes
- 2 No

sc_correct := 1

IF sc001 = 1 AND ai002 IN (2,3) THEN

sc.intro (Section School)

Please think about your oldest school-aged child when you answer the following questions.

sc001b (grade child during 2023-24 school year in section School)

In what grade is this child during the 2023-24 school year?

0 Kindergarten

1 1st grade

2 2nd grade

3 3rd grade

4 4th grade

5 5th grade

6 6th grade

7 7th grade

8 8th grade

9 9th grade

10 10th grade

11 11th grade

12 12th grade

GROUP OF QUESTIONS PRESENTED ON THE SAME SCREEN

sc002.intro (Section School)

Thinking about your child's awareness and use of AI applications like ChatGPT or Google Bard/Gemini, Bing Chat:

SUBGROUP OF QUESTIONS

sc002a (child ever used AI applications to complete a school assignment in section School)

Has your child ever used these AI applications to complete a school assignment?

1 Yes

2 No

3 I don't know

sc002b (child ever used AI applications to help them understand something they are learning in school in section School)

Has your child ever used these AI applications to help them understand something they are learning in school?

1 Yes

2 No

3 I don't know

sc002c (any of child teachers prohibited the use of AI applications for school

work in section School)

Have any of your child's teachers prohibited the use of these AI applications for school work?

- 1 Yes
- 2 No
- 3 I don't know

sc002d (any of child teachers encouraged the use of AI applications for school work in section School)

Have any of your child's teachers encouraged the use of these AI applications for school work?

- 1 Yes
- 2 No
- 3 I don't know

sc002e (child teachers or school sent information home about policies around students using AI applications for schoolwork in section School)

Has your child's teachers or school sent information home about their policies around students using AI applications for schoolwork?

- 1 Yes
- 2 No
- 3 I don't know

END OF SUBGROUP

END OF GROUP

GROUP OF QUESTIONS PRESENTED ON THE SAME SCREEN

sc003.intro (Section School)

To what extent do you agree with the following statements:

SUBGROUP OF QUESTIONS

sc003a (Schools should be teaching students how to use AI applications in section School)

Schools should be teaching students how to use AI applications.

- 1 Strongly disagree
- 2 Somewhat disagree
- 3 Neither agree nor disagree
- 4 Somewhat agree
- 5 Strongly agree

sc003b (Schools should not allow students to use AI applications at all in section School)

Schools should not allow students to use AI applications at all.

- 1 Strongly disagree
- 2 Somewhat disagree
- 3 Neither agree nor disagree
- 4 Somewhat agree
- 5 Strongly agree

sc003c (If students use AI applications to do their schoolwork, they will not learn important basic skills they should be learning in section School)

If students use AI applications to do their schoolwork, they will not learn important basic skills they should be learning.

- 1 Strongly disagree
- 2 Somewhat disagree
- 3 Neither agree nor disagree
- 4 Somewhat agree
- 5 Strongly agree

sc003d (Students who learn to use AI applications effectively will be at an advantage (e.g., in school and in future jobs) compared to students who do not learn to use them in section School)

Students who learn to use AI applications effectively will be at an advantage (e.g., in school and in future jobs) compared to students who do not learn to use them.

- 1 Strongly disagree
- 2 Somewhat disagree
- 3 Neither agree nor disagree
- 4 Somewhat agree
- 5 Strongly agree

sc003e (Students using AI applications to complete schoolwork are cheating unless the teacher has specifically allowed it in section School)

Students using AI applications to complete schoolwork are cheating unless the teacher has specifically allowed it.

- 1 Strongly disagree
- 2 Somewhat disagree
- 3 Neither agree nor disagree
- 4 Somewhat agree
- 5 Strongly agree

sc003f (AI applications can help my child learn in section School)

AI applications can help my child learn.

- 1 Strongly disagree
- 2 Somewhat disagree
- 3 Neither agree nor disagree
- 4 Somewhat agree

```

| | 5 Strongly agree
|
| END OF SUBGROUP
|
| END OF GROUP
|
| sc004 (in last six months, discussed the appropriate use of AI with child in section
| School)
| In the last six months, have you discussed the appropriate use of AI with your child?
| 1 Yes
| 2 No
|
| END OF IF
|
| End of section School
|
| Start of section Policy
|
| /* Questions pl001a to pl001c are asked in random order per variables pl001_order with
| values:
|   o 1 Government
|   o 2 Corporations
|   o 3 Universities
| */
|
| IF sizeof(pl001_order) = 0 THEN
| | pl001_order := shuffleArray(array(1 →1, 2 →2, 3 →3))
|
| END OF IF
|
| GROUP OF QUESTIONS PRESENTED ON THE SAME SCREEN
|
| pl_intro (Section Policy)
| How much do you oppose or support the role of the following in shaping and developing
| AI?
|
| SUBGROUP OF QUESTIONS
|
| LOOP FROM 1 TO 3
|
| | IF pl001_order(cnt) = 1 THEN
| | | pl001a (Government role in section Policy)
| | | Government
| | | 1 Strongly oppose

```

- 2 Somewhat oppose
- 3 Neither support nor oppose
- 4 Somewhat support
- 5 Strongly support

ELSEIF pl001_order(cnt) = 2 THEN

- pl001b** (Corporations role in section Policy)
- Corporations
- 1 Strongly oppose
 - 2 Somewhat oppose
 - 3 Neither support nor oppose
 - 4 Somewhat support
 - 5 Strongly support

ELSEIF pl001_order(cnt) = 3 THEN

- pl001c** (Universities role in section Policy)
- Universities
- 1 Strongly oppose
 - 2 Somewhat oppose
 - 3 Neither support nor oppose
 - 4 Somewhat support
 - 5 Strongly support

END OF IF

END OF LOOP

END OF SUBGROUP

END OF GROUP

GROUP OF QUESTIONS PRESENTED ON THE SAME SCREEN

pl002_intro (Section Policy)

When people interact with AI tools, companies record the interactions and use that data to improve their products and potentially increase profits. If given anonymized access to the data, independent researchers and auditors can test whether companies are using these AI tools responsibly. Please rate how much you agree with the following statements:

SUBGROUP OF QUESTIONS

pl002a (Companies should be free to do whatever they think is best with the data they collect in section Policy)

Companies should be free to do whatever they think is best with the data they collect

- 1 Strongly disagree
- 2 Somewhat disagree
- 3 Neither agree nor disagree
- 4 Somewhat agree
- 5 Strongly agree

pl002b (Companies should be required to make anonymized user data available to independent researchers and auditors in section Policy)

Companies should be required to make anonymized user data available to independent researchers and auditors

- 1 Strongly disagree
- 2 Somewhat disagree
- 3 Neither agree nor disagree
- 4 Somewhat agree
- 5 Strongly agree

END OF SUBGROUP

END OF GROUP

pl003 (Should society invest in the development of new superintelligent AI systems that perform better than humans on almost any task? in section Policy)

How much do you agree with the idea that society should invest in the development of new superintelligent AI systems that perform better than humans on almost any task?

- 1 Strongly disagree
- 2 Somewhat disagree
- 3 Neither agree nor disagree
- 4 Somewhat agree
- 5 Strongly agree

pl004 (how critical processes for all people / the general public to have input into development and potential uses in section Policy)

If companies do develop new superintelligent AI systems that perform better than humans on almost any task, it is critical that there be processes for all people / the general public to have input into the development and potential uses of such systems.

- 1 Strongly disagree
- 2 Somewhat disagree
- 3 Neither agree nor disagree
- 4 Somewhat agree
- 5 Strongly agree

End of section **Policy**

Start of section **Prompts**

/* A subset of respondents are presented with examples of questions one could ask an AI tool like ChatGPT. They are then asked to write two questions they or someone like them might ask an AI tool (for maximizing their work productivity or professional success AND gain support for mental health and well-being) . The type of example is randomly assigned per variables:

- 1 pr001_group: 1 Not in experiment; 2 In experiment
- 2 pr001_randomizer:
 - 0 No ChatGPT images (everyone with pr001_group = 1)
 - 1 T1: Image T0 (ChatGPT's home screen)
 - 2 T2: Image T0 (ChatGPT's home screen) + popcorn example
 - 3 T3: Image T0 (ChatGPT's home screen) + travel example
 - 4 T4: Image T0 (ChatGPT's home screen) + popcorn and travel examples
- pr001_randomizer_flag: indicates if a pre-assigned treatment value was preloaded. For a small subgroup no value was assigned. These respondents have a missing value for the two variables mentioned and as such were not part of the experiment.

Note: some respondents with pr001_group = 0 were asked to provide example questions if they answered the survey prior to 7.16am Pacific Time on April 16, 2024 .

*/

IF pr001_randomizer = EMPTY THEN

```
pr001_group := getExperimentGroup()
pr001_randomizer := getExperimentTreatment()
```

IF pr001_randomizer = EMPTY THEN

```
pr001_randomizer_flag := 2
```

ELSE

```
pr001_randomizer_flag := 1
```

END OF IF

END OF IF

IF pr001_group = 2 AND pr001_randomizer = RESPONSE THEN

IF pr001_randomizer = 1 THEN

pr.intro (Section Prompts)

Many people have begun using AI applications that create human-like text or code, such as ChatGPT, Google Bard/Gemini, or Bing, as conversation tools to seek advice and assistance that might improve their lives. Whether you have used these tools or

not, we are interested in learning what you would ask them, if you could.

Next, we are going to show you what the main page of an AI tool, like ChatGPT, looks like. You will see examples of the kinds of questions you can ask it.

pr001_0 (Section Prompts)
ChatGPT home page

ELSEIF pr001_randomizer = 2 THEN

pr_intro2 (Section Prompts)
Many people have begun using AI applications that create human-like text or code, such as ChatGPT, Google Bard/Gemini, or Bing, as conversation tools to seek advice and assistance that might improve their lives. Whether you have used these tools or not, we are interested in learning what you would ask them, if you could.

Next, we are going to show you what the main page of an AI tool, like ChatGPT, looks like. You will see examples of the kinds of questions you can ask it and answers that it provides.

pr001_1 (Section Prompts)
ChatGPT home page

pr001_1b (Section Prompts)
ChatGPT answer to one of the questions

ELSEIF pr001_randomizer = 3 THEN

pr_intro2 (Section Prompts)
Many people have begun using AI applications that create human-like text or code, such as ChatGPT, Google Bard/Gemini, or Bing, as conversation tools to seek advice and assistance that might improve their lives. Whether you have used these tools or not, we are interested in learning what you would ask them, if you could.

Next, we are going to show you what the main page of an AI tool, like ChatGPT, looks like. You will see examples of the kinds of questions you can ask it and answers that it provides.

pr001_2 (Section Prompts)
ChatGPT home page

pr001_2b (Section Prompts)
ChatGPT answer to one of the questions

ELSEIF pr001_randomizer = 4 THEN

pr_intro2 (Section Prompts)
Many people have begun using AI applications that create human-like text or code, such as ChatGPT, Google Bard/Gemini, or Bing, as conversation tools to seek advice

and assistance that might improve their lives. Whether you have used these tools or not, we are interested in learning what you would ask them, if you could.

Next, we are going to show you what the main page of an AI tool, like ChatGPT, looks like. You will see examples of the kinds of questions you can ask it and answers that it provides.

pr001_3 (Section Prompts)
ChatGPT home page

pr001_3b (Section Prompts)
ChatGPT answer to the first question

pr001_3c (Section Prompts)
ChatGPT answer to the second question

END OF IF

pr002 (question to maximize work productivity or professional success in section Prompts)

Thinking about how to maximize your **work productivity or professional success**, please write a question you or someone like you might ask an AI-based tool that could help you in this area.

STRING

pr003 (question to gain support for mental health and well-being in section Prompts)

Thinking about how to gain support for **your mental health and well-being**, please write a question you or someone like you might ask an AI-based tool that could help you in this area.

STRING

END OF IF

End of section **Prompts**

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 survey?

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

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. */