

UnderStandingAmericaStudy

UAS 658: CIVICS IN EDUCATION; COMMUNITY DISAGREEMENT; FREE SPEECH
AND DIVERSITY IN HIGHER EDUCATION



Survey author(s): Anna Saavedra

Fielded October 16, 2024 - December 8, 2024

Contents

1	Introduction	3
1.1	Topics	3
1.2	Experiments	3
1.3	Citation	3
2	Survey Response And Data	4
2.1	Sample selection and response rate	4
2.2	Timings	4
2.3	Sample & Weighting	5
3	Standard Variables	6
4	Background Demographics	11
5	Missing Data Conventions	15
6	Routing Syntax	16
7	Survey with Routing	17
	civics	17
	communities	33
	freespeech	37
	diversity	42
	Closing	43

1 INTRODUCTION

This UAS panel survey, titled "UAS 658: Civics in Education; Community Disagreement; Free Speech and Diversity in Higher Education", asks about topics being taught in public schools, and events taking place at universities around the country. This survey is no longer in the field. Respondents were paid \$7 to complete the survey.

1.1 Topics

This survey contains questions (among others) on the following topics: Education, 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:

Random selection of active respondents.

As such, this survey was made available to 5200 UAS participants. Of those 5200 participants, 4200 completed the survey and are counted as respondents. Of those who are not counted as respondents, 47 started the survey without completing and 953 did not start the survey. The overall response rate was 80.77%.

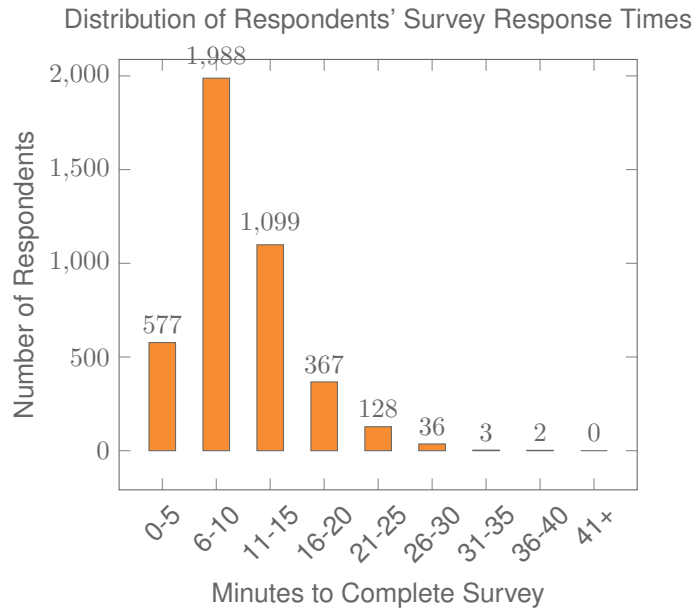
Note: We are unable to provide sample weights for a small number of UAS members (see the Sample and weighting section below for details). If they completed the survey, these members are included in the data set with a weight of zero, but accounted for in the computation of total sample size and survey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

The detailed survey response rate is as follows:

UAS658 - Response Overview	
Size of selected sample	5200
Completed the survey	4200
Started but did not complete the survey	47
Did not start the survey	953
Response rate	80.77%

2.2 Timings

The survey took respondents an average of 11 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 **Civics**

mainintro (Section Civics)

This survey asks questions about your experiences and opinions related to K-12 education. Your input makes a difference! The perspective of UAS adults (those with and without K-12 children in the household) has contributed to shaping public policy in school districts nationwide. We appreciate your contributions to this important research.

civ001 (how much know about civics education in section Civics)

What do you know, if anything, about civics education?

- 1 Nothing at all
- 2 I know a little
- 3 I know a lot

IF **civ001** IN (2,3) THEN

civ002 (what is civics education in section Civics)

In a sentence or less, what is "civics education"? Please briefly write whatever comes to mind without asking or looking it up...if you aren't sure or don't know how to describe it, you can say that too.

STRING

END OF IF

/* Question **civ003** was asked with or without a Don't know option per variable **civ003.flag** with values:

- o 1 Without don't know option
- o 2 With don't know option

*/

civ003.flag := '2'

GROUP OF QUESTIONS PRESENTED ON THE SAME SCREEN

civ003_intro (Section Civics)

Using a traditional grading scale (A, B, C, D, F), how well do you think America's public schools are preparing students to...

SUBGROUP OF QUESTIONS

civ003a (grade Be good workers in section Civics)

Be good workers

- 1 A

- 2 B
- 3 C
- 4 D
- 5 F
- 6 I don't know

civ003b (grade Be good citizens in section Civics)

Be good citizens

- 1 A
- 2 B
- 3 C
- 4 D
- 5 F
- 6 I don't know

civ003c (grade Succeed in college in section Civics)

Succeed in college

- 1 A
- 2 B
- 3 C
- 4 D
- 5 F
- 6 I don't know

civ003d (grade Be prepared for adult life in section Civics)

Be prepared for adult life

- 1 A
- 2 B
- 3 C
- 4 D
- 5 F
- 6 I don't know

END OF SUBGROUP

END OF GROUP

GROUP OF QUESTIONS PRESENTED ON THE SAME SCREEN

civ004_intro (Section Civics)

How important is it for American schools to prepare students to...

SUBGROUP OF QUESTIONS

civ004a (how important Be good workers in section Civics)

Be good workers

- 1 Not at all important
- 2 Slightly important
- 3 Important
- 4 Very important

civ004b (how important Be good citizens in section Civics)

Be good citizens

- 1 Not at all important
- 2 Slightly important
- 3 Important
- 4 Very important

civ004c (how important Succeed in college in section Civics)

Succeed in college

- 1 Not at all important
- 2 Slightly important
- 3 Important
- 4 Very important

civ004d (how important Be prepared for adult life in section Civics)

Be prepared for adult life

- 1 Not at all important
- 2 Slightly important
- 3 Important
- 4 Very important

END OF SUBGROUP

END OF GROUP

GROUP OF QUESTIONS PRESENTED ON THE SAME SCREEN

se004.intro (Section Civics)

How important do you think it is for students to learn about these topics in school?

SUBGROUP OF QUESTIONS

se004a (importance Political issues like immigration or gun control in section Civics)

Political issues like immigration or gun control

- 1 Not at all important
- 2 Slightly important
- 3 Important

4 Very important

se004b (importance How the U.S. government system works (e.g. the three branches of the federal government, the U.S. Constitution) in section Civics)
How the U.S. government system works (e.g. the three branches of the federal government, the U.S. Constitution)

- 1 Not at all important
- 2 Slightly important
- 3 Important
- 4 Very important

se004c (importance Racism in the United States in section Civics)
Racism in the United States

- 1 Not at all important
- 2 Slightly important
- 3 Important
- 4 Very important

se004d (importance Requirements for voting in section Civics)
Requirements for voting

- 1 Not at all important
- 2 Slightly important
- 3 Important
- 4 Very important

se004e (importance Income inequality in the United States in section Civics)
Income inequality in the United States

- 1 Not at all important
- 2 Slightly important
- 3 Important
- 4 Very important

se004f (importance The United States' leadership role in the world in section Civics)
The United States' leadership role in the world

- 1 Not at all important
- 2 Slightly important
- 3 Important
- 4 Very important

se004g (importance The federal government's influence over state and local affairs in section Civics)
The federal government's influence over state and local affairs

- 1 Not at all important
- 2 Slightly important

- 3 Important
- 4 Very important

se004h (importance Benefits and challenges of social programs like Medicare and Social Security in section Civics)

Benefits and challenges of social programs like Medicare and Social Security

- 1 Not at all important
- 2 Slightly important
- 3 Important
- 4 Very important

se004i (importance How students can get involved in local government or politics in section Civics)

How students can get involved in local government or politics

- 1 Not at all important
- 2 Slightly important
- 3 Important
- 4 Very important

se004j (importance The contributions of historical figures who are racial and/or ethnic minorities in section Civics)

The contributions of historical figures who are racial and/or ethnic minorities

- 1 Not at all important
- 2 Slightly important
- 3 Important
- 4 Very important

se004k (importance The contributions of historical figures who are women in section Civics)

The contributions of historical figures who are women

- 1 Not at all important
- 2 Slightly important
- 3 Important
- 4 Very important

END OF SUBGROUP

END OF GROUP

IF se004a IN (3,4) THEN

| civ005_order(1) := 1

ELSE

| civ005_order(1) := empty

END OF IF

```
IF se004b IN (3,4) THEN
| civ005_order(2) := 2
ELSE
| civ005_order(2) := empty
END OF IF
```

```
IF se004c IN (3,4) THEN
| civ005_order(3) := 3
ELSE
| civ005_order(3) := empty
END OF IF
```

```
IF se004d IN (3,4) THEN
| civ005_order(4) := 4
ELSE
| civ005_order(4) := empty
END OF IF
```

```
IF se004e IN (3,4) THEN
| civ005_order(5) := 5
ELSE
| civ005_order(5) := empty
END OF IF
```

```
IF se004f IN (3,4) THEN
| civ005_order(6) := 6
ELSE
| civ005_order(6) := empty
END OF IF
```

```
IF se004g IN (3,4) THEN
| civ005_order(7) := 7
ELSE
| civ005_order(7) := empty
END OF IF
```

```
IF se004h IN (3,4) THEN
| civ005_order(8) := 8
```

```
ELSE
| civ005_order(8) := empty
END OF IF
```

```
IF se004i IN (3,4) THEN
| civ005_order(9) := 9
ELSE
| civ005_order(9) := empty
END OF IF
```

```
IF se004j IN (3,4) THEN
| civ005_order(10) := 10
ELSE
| civ005_order(10) := empty
END OF IF
```

```
IF se004k IN (3,4) THEN
| civ005_order(11) := 11
ELSE
| civ005_order(11) := empty
END OF IF
```

/* Respondents are asked about their three most important topics from a list only showing those topics for which they said those were important or very important to them in se004a to se004k. */

```
IF sizeof(removeEmpties(civ005_order)) > 3 THEN
| civ005 (three most important topics in section Civics)
| Which three topics, from the list below of the topics you chose as important to learn
| about in school, would you say are the most important?
| 1 Political issues like immigration or gun control
| 2 How the U.S. government system works (e.g. the three branches of the federal govern-
| ment, the U.S. Constitution)
| 3 Racism in the United States
| 4 Requirements for voting
| 5 Income inequality in the United States
| 6 The United States' leadership role in the world
| 7 The federal government's influence over state and local affairs
| 8 Benefits and challenges of social programs like Medicare and Social Security
| 9 How students can get involved in local government or politics
| 10 The contributions of historical figures who are racial and/or ethnic minorities
| 11 The contributions of historical figures who are women
```

ELSE

| civ005 := empty

END OF IF

/* The civ006 series is asked in random order per variables civ006_order with values:

- o 1 Do community service as part of classwork
- o 2 Research solutions to community problems
- o 3 Debate a topic from the opposite view of their own
- o 4 Learn about the U.S. Constitution
- o 5 Honor veterans and military service
- o 6 Learn to detect false information online
- o 7 Participate in a mock trial
- o 8 Evaluate different arguments on a topic
- o 9 Write letters to a newspaper about issues they care about
- o 10 Join school voting campaigns (e.g., for class president)
- o 11 Learn reasons to vote in local, state, or federal elections
- o 12 Join a local protest during school time
- o 13 Recite the pledge of allegiance
- o 14 Vote in school elections (e.g., student council)
- o 15 Learn importance of registering to vote
- o 16 Register to vote when students turn 18

*/

IF sizeof(civ006_order) = 0 THEN

| civ006_order := shuffleArray(array(1 →1, 2 →2, 3 →3, 4 →4, 5 →5, 6 →6, 7 →7, 8 →8,
9 →9, 10 →10, 11 →11, 12 →12, 13 →13, 14 →14, 15 →15, 16 →16))

END OF IF

GROUP OF QUESTIONS PRESENTED ON THE SAME SCREEN

civ006_intro (Section Civics)

How important is it for students to do these activities in school?

SUBGROUP OF QUESTIONS

LOOP FROM 1 TO 16

IF civ006_order(cnt) = 1 **THEN**

civ006a (importance Do community service as part of classwork in section Civics)

Do community service as part of classwork

1 Not at all important

2 Slightly important

3 Important

4 Very important

ELSEIF civ006_order(cnt) = 2 **THEN**

civ006b (importance Research solutions to community problems in section Civics)

Research solutions to community problems

1 Not at all important

2 Slightly important

3 Important

4 Very important

ELSEIF civ006_order(cnt) = 3 **THEN**

civ006c (importance Debate a topic from the opposite view of their own in section Civics)

Debate a topic from the opposite view of their own

1 Not at all important

2 Slightly important

3 Important

4 Very important

ELSEIF civ006_order(cnt) = 4 **THEN**

civ006d (importance Learn about the U.S. Constitution in section Civics)

Learn about the U.S. Constitution

1 Not at all important

2 Slightly important

3 Important

4 Very important

ELSEIF civ006_order(cnt) = 5 **THEN**

civ006e (importance Honor veterans and military service in section Civics)

Honor veterans and military service

- 1 Not at all important
- 2 Slightly important
- 3 Important
- 4 Very important

ELSEIF civ006_order(cnt) = 6 THEN

civ006f (importance Learn to detect false information online in section Civics)

Learn to detect false information online

- 1 Not at all important
- 2 Slightly important
- 3 Important
- 4 Very important

ELSEIF civ006_order(cnt) = 7 THEN

civ006g (importance Participate in a mock trial in section Civics)

Participate in a mock trial

- 1 Not at all important
- 2 Slightly important
- 3 Important
- 4 Very important

ELSEIF civ006_order(cnt) = 8 THEN

civ006h (importance Evaluate different arguments on a topic in section Civics)

Evaluate different arguments on a topic

- 1 Not at all important
- 2 Slightly important
- 3 Important
- 4 Very important

ELSEIF civ006_order(cnt) = 9 THEN

civ006i (importance Write letters to a newspaper about issues they care about in section Civics)

Write letters to a newspaper about issues they care about

- 1 Not at all important
- 2 Slightly important
- 3 Important
- 4 Very important

ELSEIF civ006_order(cnt) = 10 THEN

civ006j (importance Join school voting campaigns (e.g., for class president) in section Civics)
Join school voting campaigns (e.g., for class president)
1 Not at all important
2 Slightly important
3 Important
4 Very important

ELSEIF civ006_order(cnt) = 11 THEN

civ006k (importance Learn reasons to vote in local, state, or federal elections in section Civics)
Learn reasons to vote in local, state, or federal elections
1 Not at all important
2 Slightly important
3 Important
4 Very important

ELSEIF civ006_order(cnt) = 12 THEN

civ006l (importance Join a local protest during school time in section Civics)
Join a local protest during school time
1 Not at all important
2 Slightly important
3 Important
4 Very important

ELSEIF civ006_order(cnt) = 13 THEN

civ006m (importance Recite the pledge of allegiance in section Civics)
Recite the pledge of allegiance
1 Not at all important
2 Slightly important
3 Important
4 Very important

ELSEIF civ006_order(cnt) = 14 THEN

civ006n (importance Vote in school elections (e.g., student council) in section Civics)
Vote in school elections (e.g., student council)
1 Not at all important

```

    2 Slightly important
    3 Important
    4 Very important

ELSEIF civ006_order(cnt) = 15 THEN

    civ006o (importance Learn importance of registering to vote in section Civics)
    Learn importance of registering to vote
    1 Not at all important
    2 Slightly important
    3 Important
    4 Very important

ELSEIF civ006_order(cnt) = 16 THEN

    civ006p (importance Register to vote when students turn 18 in section Civics)
    Register to vote when students turn 18
    1 Not at all important
    2 Slightly important
    3 Important
    4 Very important

END OF IF

END OF LOOP

END OF SUBGROUP

END OF GROUP

LOOP FROM 1 TO 16

IF civ006_order(cnt) = 1 THEN

    IF civ006a IN (3,4) THEN

        civ007_order(cnt) := 1

    ELSE

        civ007_order(cnt) := empty

    END OF IF

END OF IF

```

```
ELSEIF civ006_order(cnt) = 2 THEN
```

```
  IF civ006b IN (3,4) THEN
```

```
    civ007_order(cnt) := 2
```

```
  ELSE
```

```
    civ007_order(cnt) := empty
```

```
  END OF IF
```

```
ELSEIF civ006_order(cnt) = 3 THEN
```

```
  IF civ006c IN (3,4) THEN
```

```
    civ007_order(cnt) := 3
```

```
  ELSE
```

```
    civ007_order(cnt) := empty
```

```
  END OF IF
```

```
ELSEIF civ006_order(cnt) = 4 THEN
```

```
  IF civ006d IN (3,4) THEN
```

```
    civ007_order(cnt) := 4
```

```
  ELSE
```

```
    civ007_order(cnt) := empty
```

```
  END OF IF
```

```
ELSEIF civ006_order(cnt) = 5 THEN
```

```
  IF civ006e IN (3,4) THEN
```

```
    civ007_order(cnt) := 5
```

```
  ELSE
```

```

|   | civ007_order(cnt) := empty
|
| END OF IF
|
ELSEIF civ006_order(cnt) = 6 THEN
|   | IF civ006f IN (3,4) THEN
|   |   | civ007_order(cnt) := 6
|   |
|   | ELSE
|   |   | civ007_order(cnt) := empty
|   |
|   | END OF IF
|
ELSEIF civ006_order(cnt) = 7 THEN
|   | IF civ006g IN (3,4) THEN
|   |   | civ007_order(cnt) := 7
|   |
|   | ELSE
|   |   | civ007_order(cnt) := empty
|   |
|   | END OF IF
|
ELSEIF civ006_order(cnt) = 8 THEN
|   | IF civ006h IN (3,4) THEN
|   |   | civ007_order(cnt) := 8
|   |
|   | ELSE
|   |   | civ007_order(cnt) := empty
|   |
|   | END OF IF
|
ELSEIF civ006_order(cnt) = 9 THEN
|   | IF civ006i IN (3,4) THEN

```

```
| civ007_order(cnt) := 9
ELSE
| civ007_order(cnt) := empty
END OF IF
ELSEIF civ006_order(cnt) = 10 THEN
| IF civ006j IN (3,4) THEN
| civ007_order(cnt) := 10
ELSE
| civ007_order(cnt) := empty
END OF IF
ELSEIF civ006_order(cnt) = 11 THEN
| IF civ006k IN (3,4) THEN
| civ007_order(cnt) := 11
ELSE
| civ007_order(cnt) := empty
END OF IF
ELSEIF civ006_order(cnt) = 12 THEN
| IF civ006l IN (3,4) THEN
| civ007_order(cnt) := 12
ELSE
| civ007_order(cnt) := empty
END OF IF
```

```
ELSEIF civ006_order(cnt) = 13 THEN
```

```
  IF civ006m IN (3,4) THEN
```

```
    civ007_order(cnt) := 13
```

```
  ELSE
```

```
    civ007_order(cnt) := empty
```

```
  END OF IF
```

```
ELSEIF civ006_order(cnt) = 14 THEN
```

```
  IF civ006n IN (3,4) THEN
```

```
    civ007_order(cnt) := 14
```

```
  ELSE
```

```
    civ007_order(cnt) := empty
```

```
  END OF IF
```

```
ELSEIF civ006_order(cnt) = 15 THEN
```

```
  IF civ006o IN (3,4) THEN
```

```
    civ007_order(cnt) := 15
```

```
  ELSE
```

```
    civ007_order(cnt) := empty
```

```
  END OF IF
```

```
ELSEIF civ006_order(cnt) = 16 THEN
```

```
  IF civ006p IN (3,4) THEN
```

```
    civ007_order(cnt) := 16
```

```
  ELSE
```



```

| | civ007_order(cnt) := empty
| END OF IF
END OF IF
END OF LOOP

```

/* Respondents are asked about their three most important activities from a list only showing those activities for which they said those were important or very important to them in civ006a to civ006p. */

IF sizeof(removeEmpties(civ007_order)) > 3 THEN

civ007 (three most important activities in section Civics)

Which **three** activities, from the list below of the activities you chose as important for students to do in school, would you say are the most important?

- 1 Do community service as part of classwork
- 2 Research solutions to community problems
- 3 Debate a topic from the opposite view of their own
- 4 Learn about the U.S. Constitution
- 5 Honor veterans and military service
- 6 Learn to detect false information online
- 7 Participate in a mock trial
- 8 Evaluate different arguments on a topic
- 9 Write letters to a newspaper about issues they care about
- 10 Join school voting campaigns (e.g., for class president)
- 11 Learn reasons to vote in local, state, or federal elections
- 12 Join a local protest during school time
- 13 Recite the pledge of allegiance
- 14 Vote in school elections (e.g., student council)
- 15 Learn importance of registering to vote
- 16 Register to vote when students turn 18

ELSE

civ007 := empty

END OF IF

End of section **Civics**

Start of section **Communities**

cm_intro (Section Communities)

Community members often disagree about education issues, for example, about what children should be learning about in school, how tax money should be used in education,

and other issues. When there is disagreement, community members address it in different ways.

The next questions ask your opinions about how communities should address these disagreements.

/* The cm001 series is asked in random order per variables cm001_order with values:

- o 1 Interest groups supporting school board candidates focused on certain issues
- o 2 Parents Protesting protesting at school board meetings
- o 3 School boards making decisions in public meetings with public input
- o 4 District leaders (e.g., superintendent) making decisions privately and then sharing them
- o 5 School boards forming committees with community members to make decisions
- o 6 Principals deciding what is best for their own school
- o 7 Town residents voting on a resolution
- o 8 Other

Note: the 'Other' question is always presented last. */

IF sizeof(cm001_order) = 0 THEN

cm001_order := shuffleArray(array(1 →1, 2 →2, 3 →3, 4 →4, 5 →5, 6 →6, 7 →7))
cm001_order(8) := 8

END OF IF

GROUP OF QUESTIONS PRESENTED ON THE SAME SCREEN

cm001_intro (Section Communities)

Do you support or oppose these ways of handling disagreements about education?

SUBGROUP OF QUESTIONS

LOOP FROM 1 TO 8

IF cm001_order(cnt) = 1 THEN

cm001a (Interest groups supporting school board candidates focused on certain issues in section Communities)

Interest groups supporting school board candidates focused on certain issues

1 Support

2 Oppose

| 3 Don't know

ELSEIF cm001_order(cnt) = 2 THEN

| **cm001b** (Parents protesting at school board meetings in section Communities)

Parents protesting at school board meetings

- 1 Support
- 2 Oppose
- 3 Don't know

ELSEIF cm001_order(cnt) = 3 THEN

| **cm001c** (School boards making decisions in public meetings with public input in section Communities)

School boards making decisions in public meetings with public input

- 1 Support
- 2 Oppose
- 3 Don't know

ELSEIF cm001_order(cnt) = 4 THEN

| **cm001d** (District leaders (e.g., superintendent) making decisions privately and then sharing them in section Communities)

District leaders (e.g., superintendent) making decisions privately and then sharing them

- 1 Support
- 2 Oppose
- 3 Don't know

ELSEIF cm001_order(cnt) = 5 THEN

| **cm001e** (School boards forming committees with community members to make decisions in section Communities)

School boards forming committees with community members to make decisions

- 1 Support
- 2 Oppose
- 3 Don't know

ELSEIF cm001_order(cnt) = 6 THEN

| **cm001f** (Principals deciding what is best for their own school in section Communities)

Principals deciding what is best for their own school

- 1 Support
- 2 Oppose

```

| 3 Don't know

ELSEIF cm001_order(cnt) = 7 THEN

| cm001g (Town residents voting on a resolution in section Communities)
| Town residents voting on a resolution
| 1 Support
| 2 Oppose
| 3 Don't know

ELSEIF cm001_order(cnt) = 8 THEN

| cm001h (Other way handling disagreement in section Communities)
| Other (please describe):
| 1 Support
| 2 Oppose
| 3 Don't know

END OF IF

END OF LOOP

END OF SUBGROUP

cm001h_other (Specify other way handling disagreement in section Communities)
STRING

END OF GROUP

GROUP OF QUESTIONS PRESENTED ON THE SAME SCREEN

| cm002 (greatest potential to improve schools in section Communities)
| Which of the following has the greatest potential to improve schools? Choose one only.
| 1 Interest groups supporting school board candidates focused on certain issues
| 2 Parents protesting at school board meetings
| 3 School boards making decisions in public meetings with public input
| 4 District leaders (e.g., superintendent) making decisions privately and then sharing
|   them.
| 5 School boards forming committees with community members to make decisions.
| 6 Principals deciding what is best for their own school
| 7 Town residents voting on a resolution
| 8 Other (please describe):

| cm002_other (other greatest potential to improve schools in section Communities)
| STRING

```

END OF GROUP

End of section **Communities**

Start of section **Freespeech**

fr_intro (Section Freespeech)

When students in colleges/universities decide to express their right to free speech, they have chosen to do so in numerous ways, for various causes over the decades. We would like to learn what you think are appropriate actions from colleges/universities, students, and professors.

/* The fr001 series is asked in random order per variables fr001_order with values:

- o 1 Shut down student protests for safety reasons
- o 2 Shut down student protests if they interfere with learning
- o 3 Call the police to break up student protests
- o 4 Take an official position on current political issues (e.g., by email)
- o 5 Have police arrest students who break laws during protests
- o 6 Move classes online to avoid protests
- o 7 Cancel speakers for safety reasons related to student protests
- o 8 Create "free speech zones" and limit protests to those areas

Note: the 'Other' question is always presented last. */

IF sizeof(fr001_order) = 0 THEN

| fr001_order := shuffleArray(array(1 →1, 2 →2, 3 →3, 4 →4, 5 →5, 6 →6, 7 →7, 8 →8))

END OF IF

GROUP OF QUESTIONS PRESENTED ON THE SAME SCREEN

fr001_intro (Section Freespeech)

For each of the following, do you think it is appropriate for **colleges/universities** to:

SUBGROUP OF QUESTIONS

LOOP FROM 1 TO 8

IF fr001_order(cnt) = 1 THEN

fr001a (Shut down student protests for safety reasons in section Freespeech)

Shut down student protests for safety reasons

- 1 Never appropriate
- 2 Sometimes appropriate
- 3 Always appropriate
- 4 Don't know

ELSEIF fr001_order(cnt) = 2 THEN

fr001b (Shut down student protests if they interfere with learning in section Freespeech)

Shut down student protests if they interfere with learning

- 1 Never appropriate
- 2 Sometimes appropriate
- 3 Always appropriate
- 4 Don't know

ELSEIF fr001_order(cnt) = 3 THEN

fr001c (Call the police to break up student protests in section Freespeech)

Call the police to break up student protests

- 1 Never appropriate
- 2 Sometimes appropriate
- 3 Always appropriate
- 4 Don't know

ELSEIF fr001_order(cnt) = 4 THEN

fr001d (Take an official position on current political issues (e.g., by email) in section Freespeech)

Take an official position on current political issues (e.g., by email)

- 1 Never appropriate
- 2 Sometimes appropriate
- 3 Always appropriate
- 4 Don't know

ELSEIF fr001_order(cnt) = 5 THEN

fr001e (Have police arrest students who break laws during protests in section Freespeech)

Have police arrest students who break laws during protests

- 1 Never appropriate
- 2 Sometimes appropriate
- 3 Always appropriate

```

| 4 Don't know

ELSEIF fr001_order(cnt) = 6 THEN

| fr001f (Move classes online to avoid protests in section Freespeech)
Move classes online to avoid protests
1 Never appropriate
2 Sometimes appropriate
3 Always appropriate
4 Don't know

ELSEIF fr001_order(cnt) = 7 THEN

| fr001g (Cancel speakers for safety reasons related to student protests in section
Freespeech)
Cancel speakers for safety reasons related to student protests
1 Never appropriate
2 Sometimes appropriate
3 Always appropriate
4 Don't know

ELSEIF fr001_order(cnt) = 8 THEN

| fr001h (Create "free speech zones" and limit protests to those areas in section
Freespeech)
Create "free speech zones" and limit protests to those areas
1 Never appropriate
2 Sometimes appropriate
3 Always appropriate
4 Don't know

END OF IF

END OF LOOP

END OF SUBGROUP

END OF GROUP

```

/* The fr002 series is asked in random order per variables fr002_order with values:

- o 1 Protest world events by walking out of class
- o 2 Set up camps or sleep out on campus to protest

- 3 Occupy school buildings
- 4 Shout down invited speakers they disagree with
- 5 Disrupt graduation ceremonies to protest
- 6 Criticize college/university leaders on social media
- 7 Write or draw protest messages on college/university property
- 8 Stop going to classes as a form of protest
- 9 Demand college/university leadership not make certain financial investments

Note: the 'Other' question is always presented last. */

IF sizeof(fr002_order) = 0 THEN

fr002_order := shuffleArray(array(1 →1, 2 →2, 3 →3, 4 →4, 5 →5, 6 →6, 7 →7, 8 →8, 9 →9))

END OF IF

GROUP OF QUESTIONS PRESENTED ON THE SAME SCREEN

fr002_intro (Section Freespeech)

For each of the following, do you think it is appropriate for **college/university students** to:

SUBGROUP OF QUESTIONS

LOOP FROM 1 TO 9

IF fr002_order(cnt) = 1 THEN

fr002a (Protest world events by walking out of class. in section Freespeech)

Protest world events by walking out of class

- 1 Never appropriate
- 2 Sometimes appropriate
- 3 Always appropriate
- 4 Don't know

ELSEIF fr002_order(cnt) = 2 THEN

fr002b (Set up camps or sleep out on campus to protest in section Freespeech)

Set up camps or sleep out on campus to protest

- 1 Never appropriate
- 2 Sometimes appropriate
- 3 Always appropriate
- 4 Don't know

ELSEIF fr002_order(cnt) = 3 THEN

fr002c (Occupy school buildings in section Freespeech)

Occupy school buildings

- 1 Never appropriate
- 2 Sometimes appropriate
- 3 Always appropriate
- 4 Don't know

ELSEIF fr002_order(cnt) = 4 THEN

fr002d (Shout down invited speakers they disagree with. in section Freespeech)

Shout down invited speakers they disagree with.

- 1 Never appropriate
- 2 Sometimes appropriate
- 3 Always appropriate
- 4 Don't know

ELSEIF fr002_order(cnt) = 5 THEN

fr002e (Disrupt graduation ceremonies to protest. in section Freespeech)

Disrupt graduation ceremonies to protest

- 1 Never appropriate
- 2 Sometimes appropriate
- 3 Always appropriate
- 4 Don't know

ELSEIF fr002_order(cnt) = 6 THEN

fr002f (Criticize college/university leaders on social media in section Freespeech)

Criticize college/university leaders on social media

- 1 Never appropriate
- 2 Sometimes appropriate
- 3 Always appropriate
- 4 Don't know

ELSEIF fr002_order(cnt) = 7 THEN

fr002g (Write or draw protest messages on college/university property in section Freespeech)

Write or draw protest messages on college/university property

- 1 Never appropriate
- 2 Sometimes appropriate
- 3 Always appropriate

| 4 Don't know

ELSEIF fr002_order(cnt) = 8 THEN

| **fr002h** (Stop going to classes as a form of protest in section Freespeech)

Stop going to classes as a form of protest

- 1 Never appropriate
- 2 Sometimes appropriate
- 3 Always appropriate
- 4 Don't know

ELSEIF fr002_order(cnt) = 9 THEN

| **fr002i** (Demand college/university leadership not make certain financial investments in section Freespeech)

Demand college/university leadership not make certain financial investments

- 1 Never appropriate
- 2 Sometimes appropriate
- 3 Always appropriate
- 4 Don't know

END OF IF

END OF LOOP

END OF SUBGROUP

END OF GROUP

End of section **Freespeech**

Start of section **Diversity**

GROUP OF QUESTIONS PRESENTED ON THE SAME SCREEN

| **dv001_intro** (Section Diversity)

Some colleges/universities have been taking action(s) intended to support Diversity, Equity, and Inclusion (DEI). For each of the following actions, please indicate if you think it is appropriate for **colleges** / **universities** to:

SUBGROUP OF QUESTIONS

| **dv001a** (Require adults applying for college/university jobs to write about their commitment to DEI in their job applications in section Diversity)

Require adults applying for college/university jobs to write about their commitment to

DEI in their job applications

- 1 Never appropriate
- 2 Sometimes appropriate
- 3 Always appropriate
- 4 Don't know

dv001b (Require college/university students to take courses about DEI in section Diversity)

Require college/university students to take courses about DEI

- 1 Never appropriate
- 2 Sometimes appropriate
- 3 Always appropriate
- 4 Don't know

dv001c (Create college/university positions with responsibility for supporting campus DEI in section Diversity)

Create college/university positions with responsibility for supporting campus DEI

- 1 Never appropriate
- 2 Sometimes appropriate
- 3 Always appropriate
- 4 Don't know

dv001d (Require college/university staff and faculty to be trained about DEI in section Diversity)

Require college/university staff and faculty to be trained about DEI

- 1 Never appropriate
- 2 Sometimes appropriate
- 3 Always appropriate
- 4 Don't know

END OF SUBGROUP

END OF GROUP

End of section **Diversity**

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. */