

UnderStandingAmericaStudy

UAS 147: AUGUST 2018 MONTHLY SURVEY - UNIVERSITY RESEARCH, AND
EXPERIENCES WITH PAIN



Survey author(s): UAS

Fielded August 16, 2018 - September 17, 2018

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1 INTRODUCTION

This UAS panel survey, titled "UAS 147: August 2018 Monthly Survey - University research, and experiences with pain" is the UAS free monthly survey, August 2018. It has modules that focus on attitudes toward university research, and on experiences with pain. This survey is no longer in the field. Respondents were paid \$5 to complete the survey.

The section of this survey on attitudes toward university research are part of a series that focuses on measuring changes in public attitudes by repeating historical survey questions indexed in the Roper Center archive (Cornell University Roper Center for Public Opinion Research, 2019). The second survey in the series is UAS 172.

1.1 Topics

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

1.2 Experiments

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

1.3 Citation

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 6572 UAS participants. Of those 6572 participants, 5089 completed the survey and are counted as respondents. Of those who are not counted as respondents, 19 started the survey without completing and 1464 did not start the survey. The overall response rate was 77.43%.

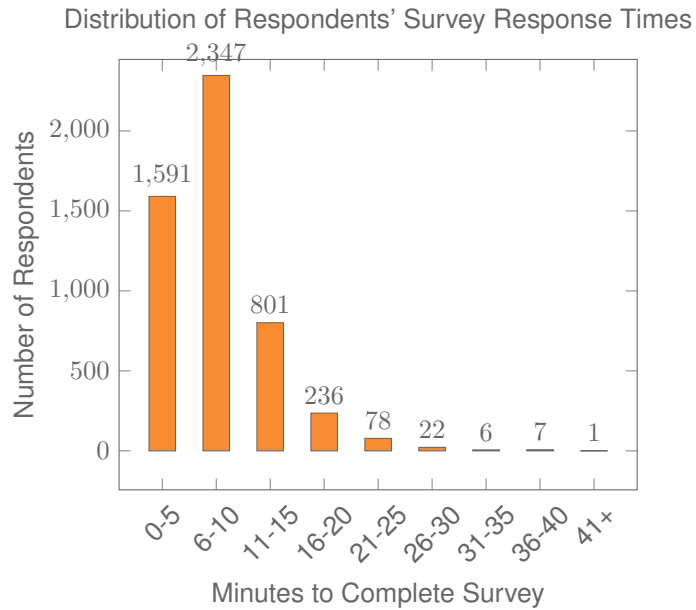
Note: We are unable to provide sample weights for a small number of UAS members (see the Sample weighting section below for details). If they completed the survey, these members are included in the data set with a weight of zero, but accounted for in the computation of total sample size and survey response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

The detailed survey response rate is as follows:

UAS147 - Response Overview	
Size of selected sample	6572
Completed the survey	5089
Started but did not complete the survey	19
Did not start the survey	1464
Response rate	77.43%

2.2 Timings

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



2.3 Sample & Weighting

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

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 is the survey is kept in the field for a prolonged time), it may be possible that, within the same data set, the primary respondent of a household has a value of '0', whereas the second UAS household respondent has a value of '1'. Therefore 'uasmembers' should be interpreted as the

number of household and UAS panel members at the time the respondent answers the survey. Note: in the My Household survey 'uasmembers' is set to unknown (.u) for respondents who last participated in the My Household survey prior to January 21, 2015.

- **sampleframe**: indicates the sampling frame from which the household of the respondent was recruited. All UAS recruitment is done through address based sampling (ABS) in which samples are acquired based on postal records. Currently, the variable 'sampleframe' takes on four values reflecting four distinct sample frames used by the UAS over the year (in future data sets the number of sample frames used for recruitment may increase if additional specific populations are targeted in future recruitment batches):
 1. U.S. National Territory: recruited through ABS within the entire U.S.
 2. Areas high concentration Nat Ame: recruited through ABS in areas with a high concentration of Native Americans in the zip-code. Within these batches, individuals who are not Native Americans are not invited to join the UAS.
 3. Los Angeles County: recruited through ABS within Los Angeles County.
 4. California: recruited through ABS within California.

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

1. Nationally Representative Sample: recruited through ABS within the entire U.S.
 2. Native Americans: recruited through ABS in areas with a high concentration of Native Americans. Within these batches, individuals who are not Native Americans are not invited to join the UAS.
 3. LA County: recruited through ABS within Los Angeles County.
 4. California: recruited through ABS within California.
- **batch**: indicates the batch from which the respondent was recruited. Currently, this variable takes the following values (in future data sets the number of batches may increase as new recruitment batches are added to the UAS):
 1. ASDE 2014/01
 2. ASDE 2014/01
 3. ASDE 2014/01
 4. Public records 2015/05
 5. MSG 2015/07
 6. MSG 2016/01
 7. MSG 2016/01
 8. MSG 2016/01
 9. MSG 2016/02

10. MSG 2016/03
11. MSG 2016/04
12. MSG 2016/05
13. MSG 2016/08
14. MSG 2017/03
15. MSG 2017/11
16. MSG 2018/02
17. MSG 2018/08
18. MSG 2019/04
19. MSG 2019/05
20. MSG 2019/11
21. MSG 2020/08
22. MSG 2020/10
23. MSG 2021/02
24. MSG 2021/08
25. MSG 2021/08
26. MSG 2022/02
27. MSG 2022/02
28. MSG 2022/08
29. MSG 2022/11
30. MSG 2022/11
31. MSG 2023/01
32. MSG 2023/06
33. MSG 2023/09
34. MSG 2023/10

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

- **employmenttype**: indicates the employment type of the respondent (employed by the government, by a private company, a nonprofit organization, or self-employed). This is set to missing (.) if the respondent is not currently working or currently on sick or other leave.
- **workfullpart**: indicates whether the respondent works full or part-time. This is set to missing (.) if the respondent is not currently working or currently on sick or other leave.
- **hourswork**: indicates the number of hours the respondent works per week. This is set to missing (.) if the respondent is not currently working or currently on sick or other leave.
- **hhincome**: is the total combined income of all members of the respondent's household (living in their household) during the past 12 months.
- **anyhhmember**: indicates whether there were any members in the respondent's household at the time he/she answered the survey as reported by the respondent.
- **hhmembervnumber**: 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 'hhmembervnumber' 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.

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 **Preload**

/* The behavior of the survey that respondents receive is dependent on the value of the following randomizers:

- `surveyversion`: indicates the version respondents received. It appears at various stages in the routing to reflect when a certain type of question is asked.
- `section_order`: indicates the order in which the sections are asked. If it is '1', then the Pain questions are asked last. If it is '2', then the Pain questions are asked first.
- `positivenegativeorder`: indicates the order of answer options for all surveys questions using the negative to positive scale. If it is '1', then the scale presented runs from entirely negative to entirely positive. Otherwise, it runs from entirely positive to entirely negative.
- `agreedisagreeorder`: indicates the order of answer options for all surveys questions using the disagree to agree scale. It follows the order of the negative to positive scale. If it is '1', then the scale presented runs from disagree strongly to agree strongly. Otherwise, it runs from agree strongly to disagree strongly.
- `importantunimportantorder`: indicates the order of answer options for all surveys questions using the unimportant to important scale. It follows the order of the negative to positive scale. If it is '1', then the scale presented runs from not at all important to extremely important. Otherwise, it runs from extremely important to not at all important. This randomizer also controls the order of a second importance scale in the same fashion ranging from very unimportant to very important.

*/

```
IF surveyversion = EMPTY THEN
```

```
  surveyversion := mt_rand(1,2)  
  section_order := mt_rand(1,2)  
  positivenegativeorder := mt_rand(1,2)  
  agreedisagreeorder := positivenegativeorder  
  importantunimportantorder := positivenegativeorder
```

```
END OF IF
```

Questions in this section are based on items asked in the past by various survey organizations. Contact CESR for specific references.

intro1 (intro in section Base)

This survey asks about universities and university research, and any experiences you may have had with bothersome persistent pain.

IF positivenegativeorder = 1 THEN

| positive_order := array(1 →1, 2 →2, 3 →3, 4 →4, 5 →5)

ELSE

| positive_order := array(1 →5, 2 →4, 3 →3, 4 →2, 5 →1)

END OF IF

IF agreedisagreeorder = 1 THEN

| agree_order := array(1 →1, 2 →2, 3 →3, 4 →4, 5 →5)

ELSE

| agree_order := array(1 →5, 2 →4, 3 →3, 4 →2, 5 →1)

END OF IF

IF importantunimportantorder = 1 THEN

| important_order := array(1 →1, 2 →2, 3 →3, 4 →4)

| important_order2 := array(1 →1, 2 →2, 3 →3, 4 →4)

| important_order2(5) := 5

ELSE

| important_order := array(1 →4, 2 →3, 3 →2, 4 →1)

| important_order2 := array(1 →4, 2 →3, 3 →2, 4 →1)

| important_order2(5) := 5

END OF IF

End of section **Preload**

IF section_order = 1 THEN

| Start of section **Section1**

univ_feel (Feel about U.S. Universities in section Section1)

The next questions ask about research and other activities that are associated with universities in the United States.

In general, how do you feel about Universities in the United States?

1 Entirely negative

2 Mostly negative

3 Neither positive nor negative

4 Mostly positive

5 Entirely positive

univ_elite (Universities Elitist in section Section1)

Specifically, to what extent do you agree or disagree with the following statement?

Universities are elitist institutions that are out of touch with the rest of society.

- 1 Disagree strongly
- 2 Disagree somewhat
- 3 Neither agree nor disagree
- 4 Agree somewhat
- 5 Agree strongly

worldchange (Scientific Res changing the world too fast- trend in section Section1)

To what extent do you agree or disagree with the following statement?

Scientific research is causing the world to change too fast.

- 1 Disagree strongly
- 2 Disagree somewhat
- 3 Neither agree nor disagree
- 4 Agree somewhat
- 5 Agree strongly

End of section **Section1**

Start of section **Section2**

IF surveyversion = 1 THEN

solveprobs (Univ research only way to solve problems - trend V1 in section Section2)

Do you agree or disagree with the following statement?

The research going on at colleges and universities is the only thing that will enable America to solve problems like energy and the environment.

- 1 Disagree strongly
- 2 Disagree somewhat
- 3 Neither agree nor disagree
- 4 Agree somewhat
- 5 Agree strongly

ELSE

solveprobs2 (Univ research only way to solve problems - new V2 in section Section2)

Do you agree or disagree with the following statement?

The research going on at our universities helps the United States to solve major problems facing the country.

- 1 Disagree strongly
- 2 Disagree somewhat

3 Neither agree nor disagree
4 Agree somewhat
5 Agree strongly

END OF IF

End of section **Section2**

Start of section **Section3**

/* Respondents were asked in random order about how much the world depends on the United States for certain things. The order is captured in the q5q9order variables whose values correspond as follows:

- o 1 Scientific research
- o 2 Food supplies
- o 3 Technology
- o 4 Money for investment and construction
- o 5 Military defense

*/

IF sizeof(q5q9order) = 0 THEN

q5q9order := shuffleArray(array(1 →1, 2 →2, 3 →3, 4 →4, 5 →5))

END OF IF

LOOP FROM 1 TO 5

Q5Q9 (World depends on US for SERIES in section Section3)

Does the rest of the world depend on the United States a lot, a little, or not at all for
(order questions **Q5 Q9(q5q9cnt)**)?

- 1 A lot
- 2 A little
- 3 Not at all
- 4 Not sure

END OF LOOP

End of section **Section3**

Start of section **Section4**

IF surveyversion = 1 THEN

newmeds1 (Most research on new medicines - trend - v1 in section Section4)
Who would you say does the most research developing new medicines in the United States?

- 1 The federal government
- 2 The drug companies
- 3 Independent laboratories
- 4 Universities
- 5 Other
- 6 Don't know

ELSE

/* Respondents were asked how important certain organizations are in their view for developing new medicines in the United states. The order of the organizations is captured in the Q10ra_order variables whose values correspond as follows:

- o 1 The federal government
- o 2 US drug companies
- o 3 Independent laboratories in the United States
- o 4 U.S. Universities

*/

IF sizeof(Q10ra_order) = 0 THEN

 | Q10ra_order := shuffleArray(array(1 →1, 2 →2, 3 →3, 4 →4))

END OF IF

GROUP OF QUESTIONS PRESENTED ON THE SAME SCREEN

Q10ra_intro (intro Most research on new medicines in section Section4)

For each of the following organizations, please indicate how important a role that organization plays, if any, in developing new medicines in the United States. Just your best guess will do.

SUBGROUP OF QUESTIONS

LOOP FROM 1 TO 4

Q10ra (Most research on new medicine series in section Section4)

(Q10ra series order(Q10ra_cnt))

- 1 Not at all important
- 2 Somewhat important
- 3 Very important
- 4 Extremely important

```

| | END OF LOOP
| | END OF SUBGROUP
| | END OF GROUP
| END OF IF

End of section Section4

Start of section Section5

Fill code of question FLSection5.intro executed

/* Respondents were asked to rate the importance of teaching and research by
universities. The order in which this was done is captured in variable section5order:

    o 1 Teaching, then research
    o 2 Research, then teaching
*/

IF section5order = EMPTY THEN
| section5order := mt_rand(1,2)
END OF IF

IF section5order = 1 THEN
imp_teach (Importance of purpose of universities: teaching- trend in section Section5)
(Teaching and research are two reasons why colleges and universities exist. For
each of the following questions, please indicate if you feel it is a very important,
somewhat important, somewhat unimportant, or very unimportant purpose of colleges
and universities.

)How important or unimportant is teaching, as a purpose of colleges and univer-
sities?
1 Very unimportant
2 Somewhat unimportant
3 Somewhat important
4 Very important
5 Don't know/No opinion

FLSection5_intro := "

imp_research (Importance of purpose of universities: research- trend in section
Section5)

```

(Teaching and research are two reasons why colleges and universities exist. For each of the following questions, please indicate if you feel it is a very important, somewhat important, somewhat unimportant, or very unimportant purpose of colleges and universities.

)How important or unimportant is **research**, as a purpose of colleges and universities?

- 1 Very unimportant
- 2 Somewhat unimportant
- 3 Somewhat important
- 4 Very important
- 5 Don't know/No opinion

ELSE

imp_research (Importance of purpose of universities: research- trend in section Section5)

(Teaching and research are two reasons why colleges and universities exist. For each of the following questions, please indicate if you feel it is a very important, somewhat important, somewhat unimportant, or very unimportant purpose of colleges and universities.

)How important or unimportant is **research**, as a purpose of colleges and universities?

- 1 Very unimportant
- 2 Somewhat unimportant
- 3 Somewhat important
- 4 Very important
- 5 Don't know/No opinion

FLSection5_intro := "

imp_teach (Importance of purpose of universities: teaching- trend in section Section5)

(Teaching and research are two reasons why colleges and universities exist. For each of the following questions, please indicate if you feel it is a very important, somewhat important, somewhat unimportant, or very unimportant purpose of colleges and universities.

)How important or unimportant is **teaching**, as a purpose of colleges and universities?

- 1 Very unimportant
- 2 Somewhat unimportant
- 3 Somewhat important
- 4 Very important
- 5 Don't know/No opinion

END OF IF

IF grade_random = EMPTY THEN

 grade_random := mt_rand(1,6)

END OF IF

grade_intro (Section Section5)

For the next set of questions, you will use an A through F grading scale - where A represents the best possible grade you can give and F represents the worst possible grade - to rate the job colleges and universities are doing in each described area.

/* Respondents were asked to grade universities on different areas: conducting scientific research, preparing students to be productive members of the work force, and providing all Americans with equal opportunity to succeed. The order in which this was done is captured in variable grade_random:

- o 1 Research/students/equal opportunity
- o 2 Research/equal opportunity/students
- o 3 Students/research/equal opportunity
- o 4 Students/equal opportunity/research
- o 5 Equal opportunity/research/students
- o 6 Equal opportunity/students/research

*/

IF grade_random = 1 THEN

grade_research (Grad universities on conducting research- trend in section Section5)

What grade would you give to colleges and universities for the job they are doing in **conducting scientific research**?

- 1 A
- 2 B
- 3 C
- 4 D
- 5 Fail
- 6 Don't know

grade_students (Grad universities on preparing students- trend in section Section5)

What grade would you give to colleges and universities for the job they are doing in **preparing students to be productive members of the work-force**?

- 1 A
- 2 B

- 3 C
- 4 D
- 5 Fail
- 6 Don't know

grade_equalop (Grad universities on equal opportunities- trend in section Section5)

What grade would you give to colleges and universities for the job they are doing in **providing all Americans with equal opportunity to succeed?**

- 1 A
- 2 B
- 3 C
- 4 D
- 5 Fail
- 6 Don't know

ELSEIF grade_random = 2 THEN

grade_research (Grad universities on conducting research- trend in section Section5)

What grade would you give to colleges and universities for the job they are doing in **conducting scientific research?**

- 1 A
- 2 B
- 3 C
- 4 D
- 5 Fail
- 6 Don't know

grade_equalop (Grad universities on equal opportunities- trend in section Section5)

What grade would you give to colleges and universities for the job they are doing in **providing all Americans with equal opportunity to succeed?**

- 1 A
- 2 B
- 3 C
- 4 D
- 5 Fail
- 6 Don't know

grade_students (Grad universities on preparing students- trend in section Section5)

What grade would you give to colleges and universities for the job they are doing in **preparing students to be productive members of the work-force?**

- 1 A
- 2 B
- 3 C

- 4 D
- 5 Fail
- 6 Don't know

ELSEIF grade_random = 3 THEN

grade_students (Grad universities on preparing students- trend in section Section5)
What grade would you give to colleges and universities for the job they are doing in **preparing students to be productive members of the work-force?**

- 1 A
- 2 B
- 3 C
- 4 D
- 5 Fail
- 6 Don't know

grade_research (Grad universities on conducting research- trend in section Section5)

What grade would you give to colleges and universities for the job they are doing in **conducting scientific research?**

- 1 A
- 2 B
- 3 C
- 4 D
- 5 Fail
- 6 Don't know

grade_equalop (Grad universities on equal opportunities- trend in section Section5)

What grade would you give to colleges and universities for the job they are doing in **providing all Americans with equal opportunity to succeed?**

- 1 A
- 2 B
- 3 C
- 4 D
- 5 Fail
- 6 Don't know

ELSEIF grade_random = 4 THEN

grade_students (Grad universities on preparing students- trend in section Section5)
What grade would you give to colleges and universities for the job they are doing in **preparing students to be productive members of the work-force?**

- 1 A
- 2 B
- 3 C
- 4 D
- 5 Fail

6 Don't know

grade_equalop (Grad universities on equal opportunities- trend in section Section5)

What grade would you give to colleges and universities for the job they are doing in **providing all Americans with equal opportunity to succeed?**

1 A

2 B

3 C

4 D

5 Fail

6 Don't know

grade_research (Grad universities on conducting research- trend in section Section5)

What grade would you give to colleges and universities for the job they are doing in **conducting scientific research?**

1 A

2 B

3 C

4 D

5 Fail

6 Don't know

ELSEIF grade_random = 5 THEN

grade_equalop (Grad universities on equal opportunities- trend in section Section5)

What grade would you give to colleges and universities for the job they are doing in **providing all Americans with equal opportunity to succeed?**

1 A

2 B

3 C

4 D

5 Fail

6 Don't know

grade_research (Grad universities on conducting research- trend in section Section5)

What grade would you give to colleges and universities for the job they are doing in **conducting scientific research?**

1 A

2 B

3 C

4 D

5 Fail

6 Don't know

grade_students (Grad universities on preparing students- trend in section Section5)

What grade would you give to colleges and universities for the job they are doing in **preparing students to be productive members of the work-force?**

- 1 A
- 2 B
- 3 C
- 4 D
- 5 Fail
- 6 Don't know

ELSEIF grade_random = 6 THEN

grade_equalop (Grad universities on equal opportunities- trend in section Section5)

What grade would you give to colleges and universities for the job they are doing in **providing all Americans with equal opportunity to succeed?**

- 1 A
- 2 B
- 3 C
- 4 D
- 5 Fail
- 6 Don't know

grade_students (Grad universities on preparing students- trend in section Section5)

What grade would you give to colleges and universities for the job they are doing in **preparing students to be productive members of the work-force?**

- 1 A
- 2 B
- 3 C
- 4 D
- 5 Fail
- 6 Don't know

grade_research (Grad universities on conducting research- trend in section Section5)

What grade would you give to colleges and universities for the job they are doing in **conducting scientific research?**

- 1 A
- 2 B
- 3 C
- 4 D
- 5 Fail
- 6 Don't know

END OF IF

conf_res (Confidence in objectivity of university research - new in section Section5)

What level of confidence do you have in the objectivity of university research?

- 1 Extremely confident
- 2 Very confident
- 3 Somewhat confident
- 4 Not too confident
- 5 Not confident at all
- 6 Don't know

q17_intro (Section Section5)

The next questions ask you to think about various things that may have contributed to making American society better. For each question, please indicate if it made a major contribution to making American society better, a minor contribution or hardly contributed at all.

IF sizeof(q17q26_order) = 0 THEN

q17q26_order := shuffleArray(array(1 →1, 2 →2, 3 →3, 4 →4, 5 →5, 6 →6, 7 →7, 8 →8, 9 →9, 10 →10))

END OF IF

LOOP FROM 1 TO 10

Q17Q26 (contribution to better US - series in section Section5)

How much (**Q17 Q26 order series(q17q26_cnt)**) contributed to making American Society better?

- 1 Major contribution
- 2 Minor contribution
- 3 Hardly any contribution
- 4 Not sure

END OF LOOP

End of section **Section5**

Start of section **Section6**

sec6_intro (Section Section6)

Some of the questions in the next section may seem similar to questions we have asked before. Please just answer them to the best of your ability, regardless of how you may have answered previous questions.

IF surveyversion = 1 THEN

Q4rb (Univ research only way to solve problems - new V1 in section Section6)

Do you agree or disagree with the following statement?

The research going on at our universities helps the United States to solve major problems facing the country.

- 1 Disagree strongly
- 2 Disagree somewhat
- 3 Neither agree nor disagree
- 4 Agree somewhat
- 5 Agree strongly

ELSE

Q4tb (Univ research only way to solve problems - trend V2 in section Section6)

Do you agree or disagree with the following statement?

The research going on at colleges and universities is the only thing that will enable America to solve problems like energy and the environment.

- 1 Disagree strongly
- 2 Disagree somewhat
- 3 Neither agree nor disagree
- 4 Agree somewhat
- 5 Agree strongly

END OF IF

IF surveyversion = 1 THEN

/ Respondents were asked how important certain organizations are in their view for developing new medicines in the United states. The order of the organizations is captured in the Q10rb_order variables whose values correspond as follows:*

- o 1 The federal government*
- o 2 US drug companies*
- o 3 Independent laboratories in the United States*
- o 4 U.S. Universities*

**/*

IF sizeof(Q10rb_order) = 0 THEN

Q10rb_order := shuffleArray(array(1 →1, 2 →2, 3 →3, 4 →4))

END OF IF

GROUP OF QUESTIONS PRESENTED ON THE SAME SCREEN

Q10rb_intro (Most research on new medicines intro in section Section6)

For each of the following organizations, please indicate how important a role that organization plays, if any, in developing new medicines in the United States. Just your best guess will do.

SUBGROUP OF QUESTIONS

LOOP FROM 1 TO 4

Q10rb (Most research on new medicines Series in section Section6)
(Q10rb question order(Q10rb_cnt))

- 1 Major contribution
- 2 Minor contribution
- 3 Hardly any contribution
- 4 Not sure

END OF LOOP

END OF SUBGROUP

END OF GROUP

ELSE

Q10tb (Most research on new medicines - trend v2 in section Section6)

Who would you say does the most research developing new medicines in the United States?

- 1 The federal government
- 2 The drug companies
- 3 Independent laboratories
- 4 Universities
- 5 Other
- 6 Don't know

END OF IF

Q27 (Cause of Global Warming in section Section6)

Recently, you may have noticed that global warming has been getting some attention in the news.

Global warming refers to the idea that the world's average temperature has been increasing over the past 150 years, may be increasing more in the future, and that the world's climate may change as a result. Which of the following comes closest to your view about global warming.

- 1 Caused mostly by human activities
- 2 Caused mostly by natural changes in the environment
- 3 Neither: global warming isn't happening

4 None of these

```
uas117_me1 := getUAS117Preload("poll_Q15_ME1")
uas117_me2 := getUAS117Preload("poll_Q16_ME2")
uas117_me3 := getUAS117Preload("poll_Q17_ME3")
```

IF uas117_me1 = EMPTY OR uas117_me2 = EMPTY OR uas117_me3 = EMPTY THEN

q28_intro (Section Section6)

For the next set of questions, please indicate how much you agree or disagree with each statement.

IF uas117_me1 = EMPTY THEN

Q28 (me1. Trust wisdom of ordinary ppl over experts in section Section6)

I'd rather put my trust in the wisdom of ordinary people than the opinions of experts and intellectuals.

- 1 Disagree strongly
- 2 Disagree somewhat
- 3 Neither agree nor disagree
- 4 Agree somewhat
- 5 Agree strongly

END OF IF

IF uas117_me2 = EMPTY THEN

Q29 (me2. Scientific facts don't help with really import questions in section Section6)

When it comes to really important questions, scientific facts don't help very much.

- 1 Disagree strongly
- 2 Disagree somewhat
- 3 Neither agree nor disagree
- 4 Agree somewhat
- 5 Agree strongly

END OF IF

IF uas117_me3 = EMPTY THEN

Q30 (me3. Ordinary ppl need experts for science/health in section Section6)

Ordinary people can really use the help of experts to understand complicated things like science and health.

- 1 Disagree strongly
- 2 Disagree somewhat
- 3 Neither agree nor disagree
- 4 Agree somewhat
- 5 Agree strongly

END OF IF

END OF IF

End of section **Section6**

Start of section **Section8**

Idj_intro (Section Section8)

The next questions ask about any experiences you may have had with persistent bothersome pain.

Idj001 (currently experience persistent pain in section Section8)

Do you currently experience persistent pain (i.e., pain that has lasted at least three months) that is bothersome to you?

1 Yes

2 No

IF **Idj001 = 1 THEN**

Idj002 (average pain in last 3 months in section Section8)

Please rate your pain by selecting the one number that best describes your pain **on average in the past three months.**

0 0 No pain

1 1

2 2

3 3

4 4

5 5

6 6

7 7

8 8

9 9

10 10 Pain as bad as you can imagine

Fill code of question FLCurrent executed

Fill code of question FLPast executed

Fill code of question FLNever executed

Idj003 (currently receiving medical care for persistent pain in section Section8)

Are you currently receiving medical care for your persistent pain from a healthcare provider?

1 Yes, I am (**currently/currently**) receiving medical care for my persistent pain from a healthcare provider

2 No, I received medical care for my persistent pain from a healthcare provider (**only in the past/only in the past**)

3 No, I have (**never/never**) received medical care for my persistent pain from a

healthcare provider

IF Idj003 = 2 OR Idj003 = 3 THEN

GROUP OF QUESTIONS PRESENTED ON THE SAME SCREEN

Idj004_intro (Section Section8)

For each of the following reasons that someone might not be receiving medical care for their persistent pain from a healthcare provider, please indicate if that reason applies to you or not.

SUBGROUP OF QUESTIONS

Idj004a (manage my persistent pain without medical care from a healthcare provider in section Section8)

I can manage my persistent pain without medical care from a healthcare provider

1 Applies

2 Does not apply

Idj004b (do not have access to a healthcare provider in section Section8)

I do not have access to a healthcare provider

1 Applies

2 Does not apply

Idj004c (do not like talking to a healthcare provider about persistent pain in section Section8)

I do not like talking to a healthcare provider about my persistent pain

1 Applies

2 Does not apply

Idj004d (have other things going on in section Section8)

I have other things going on (e.g., health or personal issues) that are more important than receiving medical care for my persistent pain

1 Applies

2 Does not apply

Idj004e (medical care received from a healthcare provider did not help persistent pain in section Section8)

The medical care that I previously received from a healthcare provider did not help my persistent pain

1 Applies

2 Does not apply

Idj004f (other reason in section Section8)

Some other reason

1 Applies

2 Does not apply

END OF SUBGROUP

END OF GROUP

IF Idj004f = 1 THEN

Idj004f_other (specify other reason in section Section8)

Please describe the other reason(s):

STRING

END OF IF

ELSEIF Idj003 = 1 THEN

Idj007 (how satisfied with current medical care in section Section8)

How satisfied are you with the medical care that you are currently receiving for your persistent pain?

1 Not at all satisfied

2 A little bit satisfied

3 Somewhat satisfied

4 Quite a bit satisfied

5 Very much satisfied

END OF IF

IF Idj001 = 1 THEN

GROUP OF QUESTIONS PRESENTED ON THE SAME SCREEN

Idj005_intro (Section Section8)

This question asks about the difficulty some people may experience in describing their pain to others. **For each of the following groups of people in your life**, please indicate whether or not you find it difficult to describe to them how much pain you are experiencing. If you don't try to describe your pain to some groups of people, you can indicate that too by checking the "Does not apply" box.

SUBGROUP OF QUESTIONS

Idj005a (difficult to describe pain to family in section Section8)

It is difficult to describe my pain to my family

1 Yes

2 No

3 Does not apply

Idj005b (difficult to describe pain to close friends in section Section8)

It is difficult to describe my pain to my close friends

1 Yes

2 No

3 Does not apply

Idj005c (difficult to describe pain to health care providers in section Section8)

It is difficult to describe my pain to my health care providers

1 Yes

2 No

3 Does not apply

Idj005d (difficult to describe pain to other people (e.g., co-workers) in section Section8)

It is difficult to describe my pain to other people (e.g., co-workers)

1 Yes

2 No

3 Does not apply

END OF SUBGROUP

END OF GROUP

Idj006 (minimize intensity of persistent pain in section Section8)

When you are around other people, do you ever minimize or downplay the intensity of your persistent pain? (these can be your family, friends, healthcare provider, and/or co-workers)?

1 Never

2 Rarely

3 Sometimes

4 Often

5 Always

END OF IF

END OF IF

End of section **Section8**

ELSE

/* Pain questions are asked followed by the other sections. */

END OF IF

Start of section **Closing**

CS_001 (HOW PLEASANT INTERVIEW in section Closing)

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

1 Very interesting

2 Interesting

3 Neither interesting nor uninteresting

4 Uninteresting
5 Very uninteresting

CS_003 (comments in section Closing)

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

STRING

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. */*