

Center for Economic and Social Research



**Understanding America Study
Center for Applied Research in Education (CARE)**

**Education Tracking Survey
Methodology and Topline Results**

UAS 658

October 16, 2024 – December 8, 2024

February 10, 2025 Release

Methodology

The USC Center for Economic and Social Research (CESR) Understanding America Study (UAS) internet panel includes participants with and without household members in K-12 schools. This document describes the methodology used to 1) identify households with members who were eligible to receive questions for this wave of the UAS and 2) administer this wave of survey questions to them.

The following methodology and topline is associated with participants of a UAS survey administered from October 16, 2024, to December 8, 2024. Using demographic information from previous survey administrations and from the UAS MyHousehold survey (for households new to the UAS panel), we invited to participate 2393 households who had previously reported at least one K-12 child in their household and participated in prior “controversial topics in the curriculum” surveys or education surveys. We also selected 2807 UAS panel members without a K-12 child in their household to participate. For both groups, invitation priority was given to respondents who had responded to the se004 series of items in UAS344, which were repeated in this survey, then invitees beyond those were selected randomly. Of those 5200 invitees, 4247 (82%) opened the survey and 4200 (99% of starters) returned the survey. Of those who returned the survey, 1857 (44%) indicated they had one or more K-12 children in the household and 2343 (56%) indicated they had none.

Sample Information

A total of 4200 adult US residents with and without K-12 children in the household participated in this wave and are included in the final UAS658 data file.

The margin of sampling error for the full sample is +/- 2 percentage points. For questions with smaller sample sizes than the full sample, margins of sampling error are wider. We provide all margins of sampling error by question in the topline and crosstab results.

Note we only report topline and crosstab results for items with at least 100 responses. If certain items are missing (especially for particular subgroups from the crosstab document), it is likely that there were fewer than 100 responses to that item from that group in UAS658.

Table 1. Education Sample Size Across Waves (unduplicated where applicable)

Wave	Dates in the field	Sample size (Households with school-aged children)
UAS235	April 1 – April 28, 2020	1296
UAS240	April 15 – May 12, 2020	1505
UAS242	April 29 – May 26, 2020	1533
UAS250	June 24 – July 21, 2020	1411
UAS264	September 30 – October 27, 2020	1334
UAS270	November 11 – December 8, 2020	1432
UAS272	November 25 – December 22, 2020	1404
UAS274	December 9, 2020 – January 5, 2021	1449
UAS276	December 23, 2020 – January 19, 2021	1475
UAS278	January 6 – February 2, 2021	1510
UAS280	January 20 – February 16, 2021	1526
UAS282	February 3 – March 2, 2021	1556
UAS340	February 17 – March 30, 2021	1542
UAS342	March 17 – April 27, 2021	1507
UAS344	April 14 – May 25, 2021	1510
UAS346	May 12 - June 22, 2021	1473

UAS348	June 9 - July 19, 2021	1448
UAS414	September 30 - November 7, 2021	1582
UAS436	December 17, 2021 – February 6, 2022	1668
UAS351	February 1 – March 30, 2022	1696
UAS461	April 13– May 12, 2022	1572
UAS475	July 21 – August 28, 2022	1527
UAS479	August 15 – September 12, 2022	1653 (Plus 2098 additional respondents with no school-aged children in the HH)
UAS502	December 7, 2022 – January 15, 2023	1719
UAS559	May 24 – July 9, 2023	2043
UAS567	September 19 – October 29, 2023	2005 (Plus 1900 additional respondents with no school-aged children in the HH)
UAS584	December 6, 2023 – February 4, 2024	2479
UAS658	October 16, 2024 – December 8, 2024	1857 (Plus 2343 additional respondents with no school-aged children in the HH)

Multiple Responses within a Household

In most UAS education waves, our questions focus on the experiences of a single, randomly-selected child within a household. Some households in the UAS sample have multiple respondents, which could result in overrepresentation of characteristics of children in such households. (E.g., for cases where a child's mother and father both report that their household's randomly-selected child is in third grade, we want to count that as one third grader, not two.) However, UAS658 does not ask questions about a randomly-selected child. Instead, the questions in this survey focus on the respondent's own knowledge and opinions about K-12 schooling and not their own children, so multiple responses within a household are not duplicated in the way they would be if respondents were answering about the experiences of the same randomly-selected K12 child. Therefore, we did not unduplicate UAS658 responses.

Tracking Survey Design

Our survey administration window spanned October to November 2024, including the Harris-Trump Presidential election on November 5. Since our administration took place in fall 2024, and addressed politically salient topics, we were concerned that election-related content, coverage, and salience of civics- and education-related topics could conceivably affect how participants answered survey questions. Whether or not the election affected respondents' attitudes towards our content was not a primary research question, rather we were concerned about a potential threat to the reliability of our results.

To allow our team to field the survey as planned in fall 2024, while controlling for this potential election-related validity threat, we randomly split our 5,200 sample into pre-election and post-election administration halves. Both halves (n=2,600 each) were equally representative of households with and without a K-12 child. We also ensured both halves had the same proportion of respondents who had also responded to our spring 2021 survey asking about which topics students should be learning about in their civics classes (about 70%).¹

This design allowed us to examine whether the election affected a participants' likelihood of endorsing survey items in a particular way. If pre- and post- election average responses did not differ, we planned to average across sample halves. If pre- and post-election averages did differ systematically across the two halves, we planned to examine how the election affected responses prior to making analytic decisions. Analytic options included reporting results separately by sample (pre- versus post- election) or making statistical adjustments for the influence of the election when reporting overall averages.

¹ Among households with a K-12 child in 2024, 51% of the 2024 sample also completed the survey in 2021. Among those without children in the home in 2024, 90% of the 2024 sample also completed the 2021 survey. Each year's sample is representative of the U.S. national adult population. We share sample demographics in Appendix A.

There were no additional incentives to complete the survey on any particular day. This policy has been in place since summer 2021. See UAS methodology documents from before summer 2021 for details on earlier policies.

Questionnaire

Survey wording and question text are provided in this topline release, but for full wording including context, please refer to the associated codebook and questionnaire here <http://uasdata.usc.edu/education>. For most questions, we randomized the order of response options, and/or questions to minimize potential bias introduced by question order effects. Respondents participated via computer, mobile device or tablet, at any time of day or night during the field period. When households selected as UAS panel members through address-based sampling did not have a tablet and/or internet access, we provided them. We conducted the survey in the respondents' choice of English or Spanish. For notes on survey questions that experienced slight changes or had any other abnormalities across UAS education administration waves, see Table 2 (not applicable to UAS658).

Table 2. Changes to Questions Across Waves

Question	Changes starting in	Description of Change
cl006b, cl010aa, cl010bb, cl011b, cl013	UAS242	New answer option added: “[NAME]’s institution does not plan for in-person enrollment in the fall.”
sl012, sl014	UAS250	New answer option added: “A national service program (e.g., Americorps, City Year)”
sl045, sl046	UAS250	In UAS250, a coding error affected data for these questions (description and recommendations for how to proceed are below)
ed015 / sl038	UAS250	This question asks about support for cancelling all standardized tests for the 2020-2021 school year. When asked prior to UAS250 (as part of sl038), respondents answered on a 5-point scale, with a neutral midpoint option. When asked in UAS250 and beyond (as part of ed015), respondents answered on a 4-point scale, with no neutral midpoint option.
cl005ddd	UAS250	Prior to UAS250, respondents were instructed to pick one way their employment status had changed. Starting in UAS250, they were instructed to check all options that apply. (The set of options does not change across waves.)

sl076, sl077	UAS264	“Other” is not an answer option for these, but was an answer option for the analogous questions in school year 2019- 2020, sl012 and sl014.
cl005	UAS264	“Unsure” answer option is new as of UAS264.
sl111	UAS436, UAS461	In UAS436, when this question was first asked, “prefer not to say” was coded as 8 but in UAS461, “prefer not to say” was coded as 9. We recommend recoding “prefer not to say” to 8 in all waves because starting in UAS475, “don’t know or nor applicable” (a new response option in that wave) is coded as 9.
sl111, sl112	UAS436, UAS461	In UAS436, sl112 contains the information that sl111 contains in UAS461 and onward, a parent estimate of selected child’s current overall grades. We recommend moving the data contained in sl111 in UAS436 (parent estimate of selected child’s pre-covid grades) to a new variable named sl111_pre, then moving the data in sl112 in UAS436 to sl111. This leaves sl112-sl115 to denote subject-specific grades, starting in UAS475.

sl057a	UAS461	This item mistakenly referred to the 2020-2021 school year instead of the current (2021-2022) school year. Because all surrounding questions were about the current year, we suspect respondents responded to this item as if it also referred to 2021-2022, but recommend caution when interpreting responses to this item.
sl120, sc026	UAS475	Prior to UAS475, sl120 indicated the respondent's relationship to the randomly-selected child. Starting in UAS475, sl120 indicates academic areas the selected child was identified for extra support and sc026 indicates the respondent's relationship to the selected child. We recommend moving the data from sl120 prior to UAS475 to sc026, so sc026 denotes respondent's relationship to selected child and sl120 denotes academic areas for additional support.
cv001	UAS479	The items named cv001a, cv001b, cv001c, and cv001d in UAS479 were also asked in UAS250, but were named cv001d, cv001e, cv001f, and cv001g, respectively. We suggest moving the data from cv001a-d in UAS479 into cv001d-g to support comparison over time.
se007a, se007l	UAS559	As children's mental health becomes a more commonly-discussed construct

		<p>in the wake of the Covid-19 pandemic, we decided to see whether asking about children’s “mental health” (se007l) was approximately equivalent to asking about their “psychological wellbeing” (se007a). In UAS559, we asked both, and responses to the items were similar enough that we will be using se007l instead of se007a in future “caregiver concerns” batteries.</p>
pu002	UAS567	<p>For approximately the first 24 hours of survey administration, pu002 (asking which 3 of a list of possible purposes of education from the previous item were the most important) was missing one of the purposes from the previous item and included a purpose in its place that did not appear in the previous item. The pu002_flag variable indicates whether a respondent saw the correct or incorrect list of purposes when they responded to pu002. The variable pu002s9 (indicating whether “creating a strong community” was selected as a top-3 purpose of education) is missing for anyone who completed the survey in the first ~24 hours, and the variable pu002s13 contains responses for the purpose that subset of respondents saw instead.</p>

pu001d	UAS567	pu001d is labeled “Helping children have a better life than their parents” but should be labeled “Teaching children about government, the constitution, laws, civil rights, and other civics topics.” This is a labeling error – the data contained in pu001d correspond to the correct item.
lg002s	UAS567	lg002s is labeled “K-5 A teacher asking all students to share their preferred pronouns” but should be labeled “9-12 A teacher asking all students to share their preferred pronouns.” This is a labeling error – the data contained in lg002s correspond to the correct item.
lg series, rc series, sx series	UAS567	See paragraph 2 in “questionnaire” section of UAS567 methodology for detail.
civ003	UAS658	The “I don’t know” response option did not appear in items civ003a-d for 49 respondents (1% of the sample). The civ003_flag variable flags these 49 respondents.

Weights

The method for creating sample weights for the tracking survey follows the general procedure for UAS surveys described in CESR's [online methodology documentation](#). Sample weights are constructed in two steps. First, we calculate a base weight that corrects for unequal probabilities of selection of different households into the UAS. Second, we generate poststratification weights, which align sample distributions of key demographics, namely gender, race/ethnicity, age, education, and geographic location, with their population counterparts. Population benchmarks are derived from the Basic Monthly Current Population Survey (CPS). The sample weights bring the sample in line with the U.S. adult population (see Table 3).

Table 3: UAS sample respondent characteristics (n=4200), administration October 16, 2024 – December 8, 2024

	Unweighted (%)	Weighted (%)
Female	62	51
Male	38	49
Age 18-34	11	18
Age 35-54	47	43
Age 55-64	18	16
Age 65+	24	23
Education (HS degree or less)	20	38
Education (some college)	34	26
Education (BA or more)	46	36
HH income (\$24,999 or less)	17	20
HH income (\$25,000-\$49,999)	18	20
HH income (\$50,000-\$74,999)	16	17
HH income (\$75,000-\$149,999)	31	29
HH income (\$150,000 or more)	18	14
Non-Hispanic White	63	61
Non-Hispanic Black	9	12
Non-Hispanic Asian	6	6
Non-Hispanic Other	5	4
Hispanic/Latino	16	17

About the UAS Internet Panel

The Understanding America Study (UAS) is an ongoing national research panel that started in 2014. We recruit panel members in waves from Marketing Systems Group frames of all household addresses in the United States. To ensure full coverage of the U.S. population, we provide internet-connected tablets to households that were not already online. Our panel includes U.S. residents who have cell phones, landlines, or no phone at all. It also includes a small number of respondents recruited from a listed sample, these participants are not included in weighted samples. Panel members are compensated for their participation.

For more information about the UAS panel, including weighting details; panel sampling procedures; recruitment protocols, survey and recruitment response rates; panel attrition rates; panel management protocols; and microdata files (including nonresponse and paradata), please visit the Understanding America Study panel website at <https://uasdata.usc.edu/index.php>.

About CESR

The Center for Economic and Social Research (CESR), part of the USC Dornsife College of Letters, Arts and Sciences, conducts basic and applied research in economics, psychology, demography, education, and sociology. The center's name signifies the breadth of the research, which encompasses numerous disciplines, topics and methodologies. The Center's multi-disciplinary philosophy fosters a productive and innovative research environment focused on understanding and informing important societal issues.

Survey Team

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Survey Introduction

Education Survey Items: Toplines

civ001: How much, if anything, do you know about what civics education is?

	1 Nothing at all	2 I know a little	3 I know a lot	Obs	MOSE
civ001: how much know about civics education	48.5	44.6	6.8	4238	+/- 2

civ003: Using a traditional grading scale (A, B, C, D, F), how well do you think America's public schools are preparing students to...

	1 A	2 B	3 C	4 D	5 F	6 I dont know	Obs	MOSE
civ003a: grade Be good workers	8.8	18.0	39.7	18.2	10.1	5.2	4231	+/- 2
civ003b: grade Be good citizens	7.5	20.8	35.6	20.3	12.1	3.8	4230	+/- 2
civ003c: grade Succeed in college	8.6	29.8	36.7	13.0	7.0	5.0	4230	+/- 2
civ003d: grade Be prepared for adult life	4.6	10.5	28.7	25.4	26.2	4.6	4230	+/- 2

civ004: How important is it for American schools to prepare students to...

	1 Not at all important	2 Slightly important	3 Important	4 Very important	Obs	MOSE
civ004a: how important Be good workers	1.7	9.0	33.9	55.4	4227	+/- 2
civ004b: how important Be good citizens	0.8	4.2	23.1	71.9	4229	+/- 2
civ004c: how important Succeed in college	1.6	17.9	38.9	41.6	4230	+/- 2
civ004d: how important Be prepared for adult life	0.8	3.9	16.3	79.0	4229	+/- 2

se004: How important do you think it is for students to learn about these topics in school?

	1 Not at all important	2 Slightly important	3 Important	4 Very important	Obs	MOSE
se004a: importance Political issues like immigration or gun control	7.0	22.9	40.9	29.2	4223	+/- 2
se004b: importance How the U.S. government system works (e.g. the three branches of the	1.0	7.1	32.3	59.6	4224	+/- 2
se004c: importance Racism in the United States	8.0	16.7	36.4	38.9	4225	+/- 2
se004d: importance Requirements for voting	2.5	12.1	40.9	44.4	4224	+/- 2
se004e: importance Income inequality in the United States	10.0	19.9	38.9	31.2	4218	+/- 2
se004f: importance The United States leadership role in the world	2.5	15.9	44.8	36.8	4220	+/- 2
se004g: importance The federal governments influence over state and local affairs	3.0	14.5	46.5	36.0	4221	+/- 2
se004h: importance Benefits and challenges of social programs like Medicare and Social S	4.8	19.6	42.2	33.3	4218	+/- 2
se004i: importance How students can get involved in local government or politics	3.3	19.7	43.6	33.4	4225	+/- 2
se004j: importance The contributions of historical figures who are racial and/or ethnic	5.3	21.1	41.3	32.2	4226	+/- 2
se004k: importance The contributions of historical figures who are	4.4	21.0	41.0	33.6	4226	+/- 2

women

civ005s: Which three topics from the list you just answered about are the most important to learn about in school?

	not in top 3	in top 3	Obs	MOSE
civ005s1: Political issues like immigration or gun control	79.1	20.9	4224	+/- 2
civ005s2: How the U.S. government system works (e.g. the three branches of the federal gov	29.3	70.7	4223	+/- 2
civ005s3: Racism in the United States	71.5	28.5	4224	+/- 2
civ005s4: Requirements for voting	80.8	19.2	4224	+/- 2
civ005s5: Income inequality in the United States	79.9	20.1	4223	+/- 2
civ005s6: The United States leadership role in the world	71.1	28.9	4224	+/- 2
civ005s7: The federal governments influence over state and local affairs	68.8	31.2	4224	+/- 2
civ005s8: Benefits and challenges of social programs like Medicare and Social Security	79.9	20.1	4224	+/- 2
civ005s9: How students can get involved in local government or politics	73.2	26.8	4224	+/- 2
civ005s10: The contributions of historical figures who are racial and/or ethnic minorities	85.7	14.3	4224	+/- 2
civ005s11: The contributions of historical figures who are women	90.6	9.4	4224	+/- 2

civ006: How important is it for students to do these activities in school?

	1 Not at all important	2 Slightly important	3 Important	4 Very important	Obs	MOSE
civ006a: importance Do community service as part of classwork	5.7	19.4	42.7	32.2	4213	+/- 2
civ006b: importance Research solutions to community problems	2.5	14.8	48.1	34.7	4213	+/- 2
civ006c: importance Debate a topic from the opposite view of their own	3.8	17.3	44.2	34.7	4215	+/- 2
civ006d: importance Learn about the U.S. Constitution	1.2	6.7	33.1	59.0	4216	+/- 2
civ006e: importance Honor veterans and military service	3.5	13.1	34.0	49.4	4209	+/- 2
civ006f: importance Learn to detect false information online	2.6	8.1	30.2	59.1	4213	+/- 2
civ006g: importance Participate in a mock trial	9.8	33.4	40.4	16.4	4212	+/- 2
civ006h: importance Evaluate different arguments on a topic	2.4	13.6	44.6	39.4	4210	+/- 2
civ006i: importance Write letters to a newspaper about issues they care about	11.5	34.6	37.8	16.0	4210	+/- 2
civ006j: importance Join school voting campaigns (e.g., for class president)	9.2	34.3	39.5	17.0	4213	+/- 2
civ006k: importance Learn reasons to vote in local, state, or federal elections	2.6	10.1	41.7	45.6	4210	+/- 2
civ006l: importance Join a local protest during school time	49.3	30.2	13.2	7.3	4213	+/- 2
civ006m: importance Recite the pledge of allegiance	17.7	19.2	27.9	35.2	4213	+/- 2
civ006n: importance Vote in school elections (e.g., student council)	4.7	24.3	43.0	28.0	4210	+/- 2
civ006o: importance Learn importance of registering to vote	2.1	12.8	41.4	43.6	4212	+/- 2
civ006p: importance Register to vote when students turn 18	3.6	12.8	34.5	49.1	4211	+/- 2

civ007s: Which three activities from the list you just answered about are the most important for students to do in school?

	not in top 3	in top 3	Obs	MOSE
civ007s1: Do community service as part of classwork	76.8	23.2	4215	+/- 2
civ007s2: Research solutions to community problems	77.8	22.2	4215	+/- 2
civ007s3: Debate a topic from the opposite view of their own	77.8	22.2	4216	+/- 2
civ007s4: Learn about the U.S. Constitution	50.5	49.5	4216	+/- 2
civ007s5: Honor veterans and military service	76.2	23.8	4215	+/- 2
civ007s6: Learn to detect false information online	58.1	41.9	4216	+/- 2
civ007s7: Participate in a mock trial	95.5	4.5	4215	+/- 2
civ007s8: Evaluate different arguments on a topic	74.5	25.5	4215	+/- 2
civ007s9: Write letters to a newspaper about issues they care about	95.7	4.3	4215	+/- 2
civ007s10: Join school voting campaigns (e.g., for class president)	97.1	2.9	4215	+/- 2
civ007s11: Learn reasons to vote in local, state, or federal elections	78.0	22.0	4215	+/- 2
civ007s12: Join a local protest during school time	99.3	0.7	4216	+/- 2
civ007s13: Recite the pledge of allegiance	85.5	14.5	4215	+/- 2
civ007s14: Vote in school elections (e.g., student council)	96.3	3.7	4215	+/- 2
civ007s15: Learn importance of registering to vote	85.8	14.2	4215	+/- 2
civ007s16: Register to vote when students turn 18	81.3	18.7	4214	+/- 2

cm001: Do you support or oppose these ways of handling disagreements about education?

	1 Support	2 Oppose	3 Dont know	Obs	MOSE
cm001a: Interest groups supporting school board candidates focused on certain issues	35.2	35.3	29.5	4208	+/- 2
cm001b: Parents protesting at school board meetings	55.5	21.7	22.8	4207	+/- 2
cm001c: School boards making decisions in public meetings with public input	82.2	7.0	10.8	4205	+/- 2
cm001d: District leaders (e.g., superintendent) making decisions privately and then shar	14.2	67.9	18.0	4208	+/- 2
cm001e: School boards forming committees with community members to make decisions	76.9	8.5	14.6	4203	+/- 2
cm001f: Principals deciding what is best for their own school	33.7	40.0	26.3	4207	+/- 2
cm001g: Town residents voting on a resolution	75.5	8.1	16.3	4206	+/- 2
cm001h: Other way handling disagreement	12.6	5.9	81.5	1877	+/- 2

cm002: 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	Obs	MOSE
cm002:	3.2	4.5	39.4	2.7	30.2	5.9	11.8	2.3	4208	+/- 2

greatest
potential
to
improve
schools

fr001: For each of the following, do you think it is appropriate for colleges/universities to:

	1 Never appropriate	2 Sometimes appropriate	3 Always appropriate	4 Dont know	Obs	MOSE
fr001a: Shut down student protests for safety reasons	5.4	49.4	37.5	7.7	4203	+/- 2
fr001b: Shut down student protests if they interfere with learning	8.8	41.0	41.1	9.1	4201	+/- 2
fr001c: Call the police to break up student protests	11.8	62.0	17.0	9.2	4202	+/- 2
fr001d: Take an official position on current political issues (e.g., by email)	27.8	38.0	15.0	19.3	4199	+/- 2
fr001e: Have police arrest students who break laws during protests	6.3	33.0	52.9	7.8	4201	+/- 2
fr001f: Move classes online to avoid protests	27.6	47.2	10.5	14.8	4204	+/- 2
fr001g: Cancel speakers for safety reasons related to student protests	14.8	49.8	23.0	12.3	4204	+/- 2
fr001h: Create free speech zones and limit protests to those areas	10.1	43.2	31.7	15.0	4204	+/- 2

fr002: For each of the following, do you think it is appropriate for college/university students to:

	1 Never appropriate	2 Sometimes appropriate	3 Always appropriate	4 Dont know	Obs	MOSE
fr002a: Protest world events by walking out of class.	44.1	35.8	8.2	11.9	4200	+/- 2
fr002b: Set up camps or sleep out on campus to protest	40.5	40.7	6.8	12.0	4200	+/- 2
fr002c: Occupy school buildings	56.2	22.7	7.5	13.6	4195	+/- 2
fr002d: Shout down invited speakers they disagree with.	67.3	17.8	3.6	11.3	4200	+/- 2
fr002e: Disrupt graduation ceremonies to protest.	79.5	9.7	3.0	7.8	4199	+/- 2
fr002f: Criticize college/university leaders on social media	37.7	38.4	12.9	11.0	4196	+/- 2
fr002g: Write or draw protest messages on college/university property	76.0	11.9	3.7	8.4	4200	+/- 2
fr002h: Stop going to classes as a form of protest	46.2	33.6	8.0	12.2	4200	+/- 2
fr002i: Demand college/university leadership not make certain financial investments	28.9	41.7	9.9	19.6	4196	+/- 2

dv001: For each of the following actions, please indicate if you think it is appropriate for colleges/universities to:

	1 Never appropriate	2 Sometimes appropriate	3 Always appropriate	4 Dont know	Obs	MOSE
dv001a: Require adults applying for college/university jobs to write about their commitm	37.3	25.9	13.8	23.0	4197	+/- 2
dv001b: Require college/university students to take courses about DEI	26.3	32.6	20.9	20.2	4201	+/- 2
dv001c: Create college/university positions with responsibility for supporting campus DE	22.9	30.5	24.8	21.8	4201	+/- 2
dv001d: Require college/university staff and faculty to be trained about DEI	18.3	26.0	37.6	18.1	4201	+/- 2