



A1 Visitor Study Interview

Summer 2024

Overarching Research Questions:

1. What are the demographics and psychographics of current visitors?
2. What is the image that visitors have of the National Archives ?
3. What are their motivations and goals for their visit?
4. What are their perceptions of their visit?

Context: The National Archives staff are aware that most visitors currently visit for a short period of time relative to museums in the area. As there will be several changes to the National Archives in the next few years– new exhibitions will open in 2025 in spaces that have been closed for some time, timed ticketing will be introduced– getting a baseline of visitor demographics beforehand will offer an opportunity to see how these changes affect visitation.

Methodology: In-person interviews with random sampling intercept. Responses noted via touchscreen tablet.

Timing: In-person intercepts 3 times a year to capture data from each of the main tourist/museum seasons in DC.

Incentive: None.

Screening Questions

Q#	Question	Response Options	Objective/ Notes
S1	Hello! The National Archives would like to know a little more about visitors. Would you be willing to tell us a little bit about your visit? It should take about 10 minutes to complete.	1. Yes 2. No [Move to SX]	Expiration Date: December 31, 2020 Individual prompts may vary slightly depending on the data collector and the location.
S2	Are you part of an organized group?	1. Yes 2. No [Move to S3]	The probe here is to check whether the visitor's group is included within the sample or not. Externally organized tour groups are not included, such as third-party tour operators, but informally organized family and friend groups, alumni groups, military spouses, and others are. Chaperones are to be included. Groups would get different questions- understanding the organizer's level of knowledge, why they chose NARA, etc. Very useful information from them for the Ed team.
S2a	[If yes] What type of group?	Open-ended. [Move to S3 or SX] [Data collector will need to probe until it is clear whether or not the individual is eligible for the survey.]	
S3	Are you 18 years or older?	1. Yes 2. No [Move to SX]	According to the OMB approval we're seeking, we cannot survey anybody younger than 18 years old.
S4	Have you ever worked with the National Archives of National Archives Foundation as staff, volunteer, intern, or contractor?	1. Yes [Move to SX] 2. No [Move to CORE INTRO]	This prevents surveying people that might have more knowledge on NARA than the average visitor.

SX	Refusal/ Ineligible: Thank you so much for your consideration! Have a great rest of your day.		
<i>Core Survey Questions</i>			
Q#	Question	Response Options	Objective/ Notes
CORE INTRO: Thank you so much for talking with me! As you might know, the National Archives and Records Administration (NARA) features exhibits of their archival holdings. The National Archives is a non-partisan federal agency, and they are interested in learning more about their visitors. For this interview, we want to know more about you as a visitor and your experiences here.			
Q1	Is this your first in-person visit to the National Archives?	1. Yes [Move to Q2] 2. No [Move to Q1a] 3. I'm not sure. [Move to Q1a]	Determines repeat visitorship. During initial interviews, assess whether the visitor understands "National Archives" to mean the whole of NARA or the current building with exhibitions.
Q1a	<i>[If No]</i> How many times have you been here before?	1. 1 or 2 times 2. 3 to 5 times 3. More than 5 times 4. I'm not sure.	Identifies regular visitors.
Q2	Were you under a time constraint during your visit today?	1. Yes [Move to Q2a] 2. No [Move to Q3] 3. I'm not sure [Move to Q2a]	Determines how much time visitors are dedicating to their NARA visit. This question might be especially useful if we choose to survey tour groups.

Q2a	How much time did you have for your visit?	<i>[Open-ended]</i>	
Q2b	Thinking about the amount of time you've spent here today, was it...	<ol style="list-style-type: none"> 1. Not long enough 2. Just about right 3. Too long 4. I'm not sure 	
Q3	When you were planning this visit, were you the person that decided you should come here?	<ol style="list-style-type: none"> 1. I was the sole decision maker [Move to Q4] 2. I made the decision, with input from someone else [Move to Q4] 3. It was a group decision, with my input [Move to Q4] 4. I was not involved in the decision at all [Move to Q6] 	<p>Archives Exhibits staff perceive that many visitors do not know why they ended up at the building.</p> <p>This question gauges perception– if they know <i>why</i> they are here.</p>
Q4	<p><u>When you were planning, what was your main goal for today's visit?</u></p> <p><i>(Check 1 or 2 that fit best.)</i></p> <p><i>All options read aloud by the data collector.</i></p>	<ol style="list-style-type: none"> 1. Learn something new. 2. Spend time with friends, family, or colleagues. 3. To see one of DC's major attractions. 4. Share an experience with out-of-town visitors. 5. To further my children's interest or learning. 6. Pass the time (before another activity) 7. To see the Constitution, Declaration of Independence, 	<p>Determines visitor goals for their visit.</p> <p>(Note on Emancipation Proclamation: It is not currently on public display even as a facsimile.)</p>

		<p>and/or Bill of Rights.</p> <p>8. To see the Emancipation Proclamation.</p> <p>9. To do research in the Archives.</p> <p>10. To see <i>[specific exhibits or documents here]</i></p> <p>11. Other: _____</p> <p><i>[Answer order randomized to eliminate order bias]</i></p>	
Q5	<p>What sources of information contributed to planning your visit here today? For example...</p> <p><i>This question is asked as open-ended, but the interviewer should probe in order to be able to categorize the answer more clearly.</i></p> <p><i>For example: Do you remember where online you saw information about the NARA?</i></p> <p><i>So it was mainly the guidebook and your friend's recommendation?</i></p> <p><i>Up to 2 answers.</i></p>	<p>1. It was recommended by a friend or family.</p> <p>2. It was a suggestion from a tour guide or book.</p> <p>3. Social media</p> <p>4. NARA website</p> <p>5. School visit when young</p> <p>6. User review websites (Yelp, Trip Advisor, etc.)</p> <p>7. Banners or Metro ads</p> <p>8. Prior visit to the National Archives</p> <p>9. Other: _____</p> <p><i>[Answer order randomized to eliminate order bias]</i></p>	<p>Outlines sources of information and touchpoints visitors consulted before their visit.</p>
Q6	<p>Are you currently living in the greater DC metropolitan area?</p>	<p>1. Yes [Move to Q6a]</p> <p>2. No [Move to Q6b]</p> <p><i>[If needed: clarify that this includes nearby Maryland and Virginia areas]</i></p>	<p>To identify visitation numbers for local populations versus tourist populations.</p>

Q6a	<p><i>[If Yes]</i> Complete the sentence with one that fits best:</p> <p>Visiting the National Archives was...</p>	<ol style="list-style-type: none"> 1. The primary reason why I came to this part of DC today. 2. One of several things I definitely planned to see or do today. 3. Something I was considering before I came, but hadn't decided on for sure. 4. I was in the area for another reason and decided to visit while I was here. 	<p>This allows us to assess pre-planning and decision-making for visitors, but not in terms of time. Some people plan a detailed trip but only a week in advance, others plan a trip far in advance but not the specifics. This gives a sense of how central the exhibits at the National Archives were to their visit.</p>
Q6b	<p><i>[If No]</i> Complete the sentence with one that fits best:</p> <p>Visiting the National Archives was...</p>	<ol style="list-style-type: none"> 1. The primary reason why I came to DC today. 2. One of several things I definitely planned to see or do while here. 3. Something I was considering before I came, but hadn't decided on for sure. 4. Something I only planned to do once I arrived in the DC area. 	
Q7	<p>Before your visit today, how much did you know about the National Archives?</p> <p><i>(Select one that fits best.)</i></p>	<ol style="list-style-type: none"> 1. I didn't know anything about the National Archives. 2. I'd heard of the National Archives, but knew nothing else. 3. I was a little bit familiar with the National Archives. 4. I knew a moderate amount about the National Archives. 5. I knew the National Archives pretty well. 	<p>Self-assessment whether the visitor feels they know the Archives Museum or not.</p>

Q8	<p>Did you have any particular expectations for your visit here today?</p> <p><i>[Follow-up question]</i> Can you tell me more about those expectations?</p>	<i>[Open-ended]</i>	Identifies visitors pre-visit expectations.
Q9	<p>Did visiting here add or change anything to what you know about the <u>National Archives</u>?</p>	1. Yes 2. No 3. I'm not sure	Gauges how their visit changed their knowledge and perception of the National Archives.
Q10	<p>On a scale from 1 to 7, thinking <u>beyond the exhibits and more about the National Archives and Records Administration(NARA) in general</u>, how much do you feel you know about what the Archives is and does?</p>	<p><i>[Likert Scale]</i></p> <p>1- I don't know anything about the National Archives —to— 7- I'm very familiar with what the National Archives is and does</p>	<p>Differentiates the exhibits galleries from NARA. This assesses how much visitors know about NARA in general.</p> <p>We use a 7-point Likert Scale here to allow an unforced neutral choice and a range of 3 options for both the upper and lower end of the scale.</p>
Q11	<p>Did visiting here add or change anything to what you know about the <u>National Archives</u>?</p>	1. Yes 2. No 3. I'm not sure	Gauges how their visit changed their knowledge and perception of NARA.
Q12	<p>Preserving and providing access to federal records is at the heart of what the National Archives does. In your opinion, how important is this?</p>	<i>[Open-ended]</i>	<p>Measures visitors' understanding of NARA's mission .</p> <p>It does not gauge if visitors developed this opinion during their visit or beforehand.</p>

	<i>[Follow-up question]</i> Why or why not is it important?		PILOT
Q13	What parts of the exhibits here at National Archives did you visit today? <i>(Select all that apply.)</i>	<ol style="list-style-type: none"> 1. The Rotunda 2. Records of Rights Exhibit 3. [Exhibit in East Rotunda Gallery] 4. [Exhibit in West Rotunda Gallery] 5. [Exhibit in the O'Brien Gallery] 6. The gift shop 7. Other: _____ 8. I'm not sure <i>[Answer order randomized to eliminate order bias]</i>	<p>This question seeks to understand which exhibits were the most frequented and how viewing these exhibits affected the visitor's experience.</p>
Q14	Now that you have visited the National Archives, which of these words would you use to describe it? <i>(Select up to three that fit best.)</i>	<ol style="list-style-type: none"> 1. Dimly lit 2. Welcoming 3. Inclusive 4. Interesting 5. Intimidating 6. Boring 7. Easy to navigate 8. Fun 9. Serious 10. Family-friendly 11. Confusing 12. Awe-inspiring <i>[Answer order randomized to eliminate order bias]</i>	<p>We're interested in suggestions of what other words we might use to explore visitor perceptions of NARA.</p> <p>We want to include darkly lit even though we know little can be done to change that, as otherwise visitors will seek that out, as we know it to be a most frequent comment.</p>

Q15	On a scale from 1 to 7, How satisfied would you say you are with your visit here?	<i>[Likert Scale]</i> 1-Not at all satisfied —to— 7-Extremely Satisfied	A basic satisfaction rating is helpful to cross-tab with other responses, like where they visited and how long they spent. This is especially helpful when analyzed with the expectation rating, Q15 below.
Q16	Was there anything that surprised you about your visit here today?	1. Yes [Move to Q16a] 2. No [Move to Q17] 3. I'm not sure [Move to Q16a]	Identifies any experiences that went against their pre-visit expectations. Allows visitors to explain what they found surprising.
Q16a	<i>[If Yes or Not Sure]</i> What surprised you?	<i>[Open-ended]</i>	
Q17	Complete the sentence with one that fits best: Compared with my expectations, my experience here today was...	1. Not as good as I expected. 2. Pretty much as I expected. 3. A little bit better than I expected. 4. Much better than I expected. 5. I hadn't really thought about what to expect beforehand.	Measures expectations against the experience. Asking visitors to compare against their pre-visit expectations, avoiding a ceiling effect that ratings can generate. We can combine this score with the overall satisfaction score to have a more nuanced read. An individual who says the experience is much better than expected and rates it '6' is different from a visitor who says pretty much as they expected and rates the experience '10'.
Q18	Of the following options, what do you feel like you got most out of today's visit to the National Archives?	1. I spent quality social time with friends and family. 2. I appreciated seeing documents that are important to the	This is the primary outcome question, looking at what goals visitors feel they achieved during their visit to the National Archives.

	<i>(Select 1 to 3 that fit best.)</i>	<p>formation of the United States.</p> <ol style="list-style-type: none"> 3. I learned new things. 4. I learned about the National Archives. 5. My child(ren) learned something. 6. I felt a personal connection to some of the things I saw here. 7. An interest in here. 8. The visit was for the friends/family who I came with, more than me. 9. I didn't really get much out of my visit here. 10. Other: _____ <p><i>[Answer order randomized to eliminate order bias]</i></p>	<p>This question relates to Q4, where visitors stated their goals for their visit.</p> <p>PILOT</p>
Q19	What was the best part of your visit for you personally?	<i>[Open-ended]</i>	This gives the visitor a space to talk about their experience and what objects or other elements they appreciated the most in their own words. This question tends to produce useful quotes to consider.
Q20	Is there anything that would have <u>improved</u> your visit to the National Archives?	<i>[Open-ended]</i>	This gives the visitor a space to talk about their experience and where they felt it was lacking in their own words.

Demographic Questions

We will turn these questions over to the visitor by handing them the tablet. This increases comfort and reliability in the answers.
All questions are optional.

D1	Who are you visiting with today?	<ol style="list-style-type: none"> 1. Alone [Move to D2] 2. Spouse/Partner [Move to D1a] 3. Adult child(ren) [Move to D1a] 4. Child(ren) under age 18 [Move to D1a] 5. Other family members [Move to D1a] 6. Friends [Move to D1a] 7. Tour group [Move to D2] 	<p>This question helps understand visitation patterns- groups, pairs, or solo trends; as well as which groups have children with them- and comparing them to other data.</p> <p>We do not use a “Prefer not to say” option for this category because it is not considered personal information.</p>
D1a	How many people are in your party (including yourself)?	<ol style="list-style-type: none"> 1. 2 2. 3-5 3. 6-8 4. 9 or more 	
D1b	Are you visiting with any children aged 17 or under?	<ol style="list-style-type: none"> 1. Yes 2. No 	
D2	Do you live in the United States?	<ol style="list-style-type: none"> 1. Yes [Move to D2a] 2. No [Move to D2b] 	<p>Data collectors will be trained to clarify that “where you live” means where you currently receive mail. For example, this will help audiences like DC-based students know to reference their DMV address rather than that of their parents’ home.</p>

D2a	<i>[If Yes]</i> What is your ZIP code?	(Fill in Zip Code) [Move to D3]	ZIP code is a quicker response option for visitors than selecting a state/city from a drop-down menu, plus it will be more specific while lessening burden on respondents.
D2b	<i>[If No]</i> In which country do you live?	(Type in country, autofill suggestion)	A type-in response with autofill suggestion will be a quicker response option than a drop-down menu of countries.
D3	In what year were you born?	(Fill in year)	<p>This common demographic question will help NARA understand which ages are using which offerings, as well as support for tailoring PR, marketing, and future services.</p> <p>We find that more visitors respond when asked the year of their birth, as opposed to their age. This question is also more precise than asking the respondent to select an age range.</p>
D4	What is the highest degree, or level of school, you have completed? Select one that fits best.	1. No schooling completed 2. Some high school 3. High school diploma or GED 4. Some college, no degree 5. Associate's degree 6. Bachelor's degree 7. Master's degree 8. Professional or Doctorate degree	<p>Helpful in understanding education level, especially when matched with other demographics like age and location, when presenting written information and programs to NARA audiences.</p> <p>Data collectors will know to clarify that, if currently enrolled, they should mark the previous grade or highest degree received.</p> <p>Compare this data with the Presidential Libraries study.</p>

D5	<p>Which of the following best describes you?</p> <p><i>(Select all that apply.)</i></p> <p><i>[Optional follow-up]</i> The National Archives wants to know more about who is visiting so they can better tailor experiences to people like you.</p>	<ol style="list-style-type: none"> 1. Female 2. Male 3. Non-binary or Two Spirit 4. Trans 5. Another gender not listed: _____ 	<p>A gender identity question is part of baseline studies when attempting to understand a fuller diversity of audiences and can help with PR, marketing, and programming. In US-based research, pre-filling genders beyond Man and Woman can increase the sense of “being seen,” or being welcomed,¹ which may lead to a more trusting relationship to the organization. We know from research that asking about a third gender option does not seem to alienate respondents, and that asking about one’s sex (in addition to gender) isn’t helpful for studies like these.² While this question can feel personal to some respondents, data collectors will be trained to remind them that they may select “Prefer not to say,” or write in their own gender identity.</p> <p>Response Option #3: The most common response chosen other than Woman and Man is “non-binary.” HG&Co has been told on multiple occasions that, even when the respondent isn’t non-binary, they are pleased with this option when they have a non-binary person in their life. As “non-binary” is an identity for some but also an opting-out of Man or Woman, we do not offer any of the myriad of other similar options (genderqueer, genderfluid, agender) except Two Spirit, which is a common non-binary term for Indigenous people in the US.³</p> <p>Response Option #4: “Trans” can imply transgender, transsexual, transman or transwoman, or be an identity in and of itself. We shorten it here to provide flexibility. As some respondents incorporate “trans” into their gender identities, we offer it as an option that can be paired with another response (ie “trans” and “man” selections would signify that the respondent does not identify as a cis-man).</p>
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¹ National Alliance on Mental Illness. “Core Demographic Questions Explained.” 2022. <<https://www.nami.org/getmedia/5adbaa46-26ff-4704-b9ac-f5c01ad3f8ed/Core-Demographic-Questions-Explainer-Field>>.

² Amaya, A.; Vogels, E. A.; and Brown, A. “Adapting how we ask about the gender of our survey respondents.” PewResearch.org. 11 Sept., 2020. <<https://www.pewresearch.org/decoded/2020/09/11/adapting-how-we-ask-about-the-gender-of-our-survey-respondents/>>

³ Hughes, J., et al. “Guidance for Researchers When Using Inclusive Demographic Questions for Surveys: Improved and Updated Questions.” Psi Chi Journal of Psychological Research, Winter 2022. <<https://research.usu.edu/irb/files/InclusiveDemographics.pdf>>. Page 235.

D6	<p>Which of the following best describes you?</p> <p><i>(Select all that apply.)</i></p> <p><i>[Optional follow-up]</i> We are asking (this question) to better understand the diversity of people who visit the National Archives .</p>	<ol style="list-style-type: none"> 1. Arab or Arab American, Middle Eastern, or North African 2. Asian or Asian American 3. Black or African American 4. Hispanic or Latino/a/x 5. Indigenous, Native, American Indian, or First Nation 6. Pacific Islander 7. White 8. Another race or ethnicity not listed: _____ 	<p>An ethnicity/race question is important for NARA to understand who is visiting NARA, especially when compared with other data about location, motivations, and awareness. While this question can feel personal to some respondents, data collectors will be trained to remind them that they may select “Prefer not to say,” or write in their own racial or ethnic identity.</p> <p>Race and ethnicity are grouped into one question, despite disparate meanings, because common understandings of the two words differ, and definitions are often conflated.⁴ It is best practice to include the term “race” while sampling in the United States as a way to reduce confusion and eliminate the possibility of asking for more detail than will be useful to the client. For example, “Some racial groups have significant social ties to a collective racial identity (e.g., Black), that may not always mirror or capture nuances that exist in ethnic or national identities (e.g., Nigerian or African American).”⁵</p> <p>These pre-filled options are mostly the common racial/ethnic identifiers in the United States according to a peer-reviewed 2022 report from the International Honor Society in Psychology.⁶ Census data is not referenced here as it is commonly understood as limited for race and ethnicity when working with the public.⁷ In US-based research, pre-filling common ethnic identities can increase the sense of “being seen” or being welcomed by the organization. Variations to this list are explained below.</p> <p>Response Option #1: When HG&Co ran community focus groups in Queens, New York in 2018, Arab Americans were frustrated with the standard race/ethnicity categories on demographic surveys. Individuals explained they identified as a person of color and were</p>
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⁴ Balestra, C. and Fleischer, L. “Diversity statistics in the OECD.” Organization for Economic Co-operation and Development. 8 November 2018. <[https://one.oecd.org/document/SDD/DOC\(2018\)9/En/pdf](https://one.oecd.org/document/SDD/DOC(2018)9/En/pdf)>. Pages 4-5.

⁵ Hughes, J., et al. “Guidance for Researchers When Using Inclusive Demographic Questions for Surveys: Improved and Updated Questions.” Psi Chi Journal of Psychological Research, Winter 2022. <<https://research.usu.edu/irb/files/InclusiveDemographics.pdf>>. Page 237.

⁶ Hughes, J., et al. “Guidance for Researchers When Using Inclusive Demographic Questions for Surveys: Improved and Updated Questions.” Psi Chi Journal of Psychological Research, Winter 2022. <<https://research.usu.edu/irb/files/InclusiveDemographics.pdf>>. Page 237.

⁷ Balestra, C. and Fleischer, L. “Diversity statistics in the OECD.” Organization for Economic Co-operation and Development. 8 November 2018. <[https://one.oecd.org/document/SDD/DOC\(2018\)9/En/pdf](https://one.oecd.org/document/SDD/DOC(2018)9/En/pdf)>. Page 26.

			<p>treated as such, but neither “White” or “Black” or “Asian American” were truly appropriate. This is a common response, based on contemporary research.⁸ As our practice has evolved, we have continued to adjust categories to better reflect current feedback and research.</p> <p>Response Option #4: In the United States, the most common self-identifiers for Spanish-speakers and people with Spanish heritage are Hispanic and Latino.⁹ We include Latina and Latinx options here as this ethnic category denotes gender, and these terms have become a common way to recognize women and non-binary participants in largely Spanish-speaking countries.¹⁰</p> <p>Response Option #5: Indigenous people in the United States and beyond have a diversity of cultural self-identifiers. In the United States alone, there are strong preferences for “Native,” “Indigenous,” and “American Indian.”¹¹ Since the audience for this survey is international, we include the term “First Nation,” which is the common usage for an Indigenous person living in Canada,¹² as we expect some Canadians to respond.</p> <p>Response Option #5, #6: The common response options of “American Indian or Alaska Native” and “Native Hawaiian” are removed here in order to simplify for an international audience. The respondents who fall into those categories may select “Indigenous, Native, or First-Nation” and any other racial/ethnic identifier (ie, “Pacific Islander”).</p>
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⁸ Hughes, J., et al. “Guidance for Researchers When Using Inclusive Demographic Questions for Surveys: Improved and Updated Questions.” Psi Chi Journal of Psychological Research, Winter 2022. <<https://research.usu.edu/irb/files/InclusiveDemographics.pdf>>. Page 237.

⁹ Funk, C. and Lopez, M.H. “A brief statistical portrait of U.S. Hispanics.” PewResearch.org. 14 June 2022. <<https://www.pewresearch.org/science/2022/06/14/a-brief-statistical-portrait-of-u-s-hispanics/>>.

¹⁰ Noe-Bustamante, L., Mora, L., and Lopez, M.H. “Views on Latinx as a pan-ethnic term for U.S. Hispanics.” PewResearch.org. 11 August 2020. <<https://www.pewresearch.org/hispanic/2020/08/11/views-on-latinx-as-a-pan-ethnic-term-for-u-s-hispanics/>>.

¹¹ “Native American and Indigenous Peoples FAQs.” UCLA's Office of Equity, Diversity and Inclusion. Last updated 14 April 2020. <<https://equity.ucla.edu/know/resources-on-native-american-and-indigenous-affairs/native-american-and-indigenous-peoples-faqs/#term>>.

¹² Balestra, C. and Fleischer, L. “Diversity statistics in the OECD.” Organization for Economic Co-operation and Development. 8 November 2018. <[https://one.oecd.org/document/SDD/DOC\(2018\)9/En/pdf](https://one.oecd.org/document/SDD/DOC(2018)9/En/pdf)>. Page 18.

D7	<p><u>Only if you live in the United States:</u> What is your total approximate household income?</p> <p><i>[Optional follow-up]</i> We are asking this question to better understand the diversity of visitors.</p>	<ol style="list-style-type: none"> 1. Under \$35,000 2. \$35,000 - \$59,999 3. \$60,000 - \$99,999 4. \$100,000 - \$199,999 5. \$200,000 - \$399,999 6. \$400,000 and up 	<p>Knowing a visitor's income would help NARA understand visitor's social mobility, access to travel, and other SES-related aspects.</p>
<i>Wrap Up Question</i>			
W1	<p>Is there anything else you wanted to share with the staff here?</p>	<i>[Open-ended answer]</i>	<p>Wraps up the interview and welcomes feedback not covered by the interview questions.</p>



Presidential Library Visitor Study Interview Instrument

Summer 2024

Overarching Research Questions:

1. What are the demographics and psychographics of current visitors?
2. What is the image that visitors have of the PL as a destination?
3. What are their motivations and goals for their visit?
4. What are their perceptions of their visit?

Location:

Data to be collected at the following Presidential Libraries: Franklin Roosevelt, George H.W. Bush, Harry Truman, and Richard Nixon.

Methodology: Semi-structured in-person interviews with HG&Co data collectors. Random sampling in entrance/exit pathways, if at all possible, with a table and chairs. Longer interviews are viable because the pace at PLs is different from A1. One data collector working at a time.

Sample: Strongest preference for (a) visitors under 35, (b) families (people with children under 18), and next strongest preference for (c) visitors under 45.

Timing: Data gathered 3 times a year at each site to reflect differing types of visitors and tourist seasons. Slow season data likely collected in February, taking advantage of long weekends and holidays.

Incentive: None

Expiration Date: 12/31/2026 (to be included on all survey documents)

Screening Questions			
Q#	Question	Response Options	Objective/ Notes
S1	Hello! This Presidential Library would like to know a little more about its visitors with this OMB-cleared survey. Would you be willing to tell us a little bit about your visit? It should take about 12 minutes to complete.	1. Yes 2. No [Move to S5]	Individual prompts may vary slightly depending on the data collector and the location. Short form option (S5): We will invite those who decline the longer survey to consider answering 3 quick questions that take 1 minute or less. This will capture basics of the visit (satisfaction, expectations met or not, and whether they're a repeat visitor to Presidential Libraries), and also be offered to those who come with 3 rd party-run tour groups.
S2	Are you part of an organized group?	1. Yes 2. No [Move to S3]	The probe here is to check whether the visitor's group is included within the sample or not. Informally organized family and friend groups, alumni groups, military spouses, and others receive the full survey. Chaperones and venue renters are to be included. Short form option (S5): We will invite those on a tour with a 3 rd party tour group to consider answering three quick questions.
S2a	<i>[If yes]</i> What type of group?	<i>Open-ended.</i> [Move to S3 if eligible for full survey, S5 if group is in a third-party tour]	
S3	Are you 18 years or older?	1. Yes 2. No [Move to SX]	According to the OMB approval we're seeking, we cannot survey anybody younger than 18 years old.

S4	<p><i>[Data collectors will ask slightly different questions here based on site]</i></p> <p>AT FDR: Have you ever worked with the National Archives, Roosevelt Institute, or NPS as staff, volunteer, intern, or contractor?</p> <p>AT Truman: Have you ever worked with the National Archives or Truman Library Institute as staff, volunteer, intern, or contractor?</p> <p>AT Nixon: Have you ever worked with the National Archives, Nixon Foundation, or Docent Guild as staff, volunteer, intern, or contractor?</p> <p>AT Bush 41: Have you ever worked with the National Archives or the Bush Foundation as staff, volunteer, intern, or contractor, or attended or taught at The Bush School of Public Service?</p>	<p>1. Yes [Move to SX] 2. No [Move to CORE INTRO]</p>	<p>This prevents surveying people that might have more knowledge on NARA than the average visitor.</p> <p>Depending on the site, we will also list the close associates, such as NPS at the FDR site, or foundation staff when they share a building.</p>
S5	I understand! Could I ask you three quick questions instead?	<p>1. Yes 2. No [Move to SX]</p>	

S5a	Have you visited any other Presidential Libraries before today?	1. Yes 2. No 3. Not Sure	Determines pattern of visitation.
S5b	On a scale from 1 to 7, how satisfied would you say you are with your visit here?	1 =Not at all satisfied ... 7=Very Satisfied	
S5c	Complete the sentence with the one that fits best: Compared with my expectations, my experience here today was...	1. Not as good as I expected. 2. Pretty much as I expected. 3. A little bit better than I expected. 4. Much better than I expected. 5. I hadn't really thought about what to expect beforehand.	
SX	Refusal/ Ineligible: Thank you so much for your consideration! Have a great rest of your day.		

Core Survey Questions			
Q#	Question	Response Options	Objective/ Notes
CORE INTRO: Thank you so much for talking with me! As you might know, the Museum/Library here are run by the National Archives, a non-partisan federal agency, and they are interested in learning more about their visitors. For this interview, we want to know more about you as a visitor and your experiences here.			
1	Do you live in the local area?	1. Yes 2. No [SKIP to Q1b]	Used as a conversational entry point, a warm-up question that also gives data. Needs to come at the beginning in order to ask how central visiting the PL was in their trip planning further down in the interview.
1a	How far away from here is that?	1. 30 minutes or less 2. 30 minutes to two hours 3. About two hours 4. More than two hours	
1b	[If not local] Are you from the US?	1. Yes 2. No	Zip code (if domestic) and country (if international tourist) asked in Demographic questions.
2	Who are you visiting with today? (Select all that apply.)	1. Alone [SKIP to Q3] 2. Spouse/Partner 3. Adult child(ren) 4. Child(ren) under age 18 5. Other family members 6. Friends 7. Tour group	Determines social grouping. More conversational entry than starting with the number of people.

2a	How many people are in your party (including yourself)?	<ol style="list-style-type: none"> 2 3-5 6-8 9 or more 	Determines social grouping.
2b	Are you visiting with any children aged 17 or under?	<ol style="list-style-type: none"> Yes No 	Determines if it's a family visit.
3	Is today your first visit to <u>this</u> Presidential Library?	<ol style="list-style-type: none"> Yes No [SKIP to Q4] Not Sure 	Gauges repeat visitation.
3a	<i>[If visited previously]</i> How long ago was your last visit to <u>this</u> Library?	<ol style="list-style-type: none"> Within the last 6 months 6 months - 1 year 1-3 years 3-5 years 5-10 years More than 10 years 	Gauges regularity of repeat visitation.
4	Have you visited any other Presidential Libraries before today?	<ol style="list-style-type: none"> Yes No [SKIP to Q4b] Not Sure 	Determines pattern of visitation.
4a	<i>[If Yes]</i> Which ones?	<ol style="list-style-type: none"> Hoover (Iowa) Roosevelt/FDR (New York state) Truman (Missouri) Eisenhower (Kansas) Kennedy (Boston, Massachusetts) Johnson/LBJ (Austin, Texas) Nixon (Yorba Linda, California) Ford (Ann Arbor, Michigan) Carter (Atlanta, Georgia) 	<p>Determines pattern of visitation. List will be alphabetized.</p> <p>Added an “Other” response to track which institutions are lumped in with PLs and associated with NARA.</p>

		10. Reagan (Simi Valley, California) 11. H. W. Bush (College Station, Texas) 12. Clinton (Little Rock, Arkansas) 13. George W. Bush (Dallas, Texas) 14. Other (non-NARA) Library/Site_____	
4aa	Do you have a Presidential Library Passport?	1. Yes 2. No 3. I used to but no longer do 4. I'm not sure	
4b	<i>[If no]</i> Prior to coming to this Presidential Library, what did you think a Presidential Library would be like?	<i>[Open-ended]</i>	This question seeks to understand visitor's impressions of Presidential Libraries prior to visiting.
5	Is this particular Library similar to or different from your idea of what it would be like?	<i>[Open-ended]</i>	Matches how visitors pre-visit perception of PL matches reality.
6	How likely is it that you would make the time to come back to visit <u>this</u> Presidential Library again?	1. Definitely will not visit again 2. Probably will not visit again 3. Somewhat likely I'll visit again 4. Highly likely I'll visit again 5. Definitely will visit again	Determines likelihood of repeat visitation. Also gauges how interested they are to repeat their visit.
7	Do you have a professional interest in the presidency or in Presidential Libraries? <i>(Select all that apply.)</i>	1. I'm an educator 2. I'm a researcher / scholar / student 3. I'm a librarian 4. I'm a historian or related academic 5. No, I don't have a professional interest in the Presidential Libraries 6. Other: _____	Data collectors can clarify what professional interests mean to prevent under-reporting.

8	How often would you say you go to history museums or historical sites?	<ol style="list-style-type: none"> 1. Several times a year 2. Once a year 3. Less than once a year 4. This is my first visit 	Determines frequency of visits to other historical sites. This question will separate those more inclined to participate in historical tourism.
9	<p>We're curious to hear about your interest in a couple of topics, starting with history.</p> <p>On a scale of 1 to 7, where 1 is <i>Not at All Interested in History</i> and 7 is <i>Extremely Interested in History</i>, where would you say your interest is?</p>	Scale: 1=Not at All Interested..... 7=Highly Interested	Gauges visitor's level of interest in related topics.
10	<p>How about in politics or current affairs?</p> <p>Probe: On a scale of 1 to 7, where 1 is <i>Not at all interested in Politics</i> and 7 is <i>Extremely Interested in Politics</i>:</p>	Scale: 1=Not at All Interested..... 7=Highly Interested	Gauges visitor's level of interest in related topics.
11	<p><i>[Skip if visiting alone]</i></p> <p>When you were planning this visit, were you the person that decided you should come here?</p>	<ol style="list-style-type: none"> 1. I was the sole decision maker 2. I made the decision, with input from someone else 3. Someone else made the decision, with input from me 4. It was a group decision, with my input 5. I was not involved in the decision at all 	This question helps categorize the decision-making choices that were made when planning their visit.
12	<i>[If visitor not local]</i> Visiting the Library was....	<ol style="list-style-type: none"> 1. The primary reason why I came to the area today. 2. One of several things I definitely planned to see 	This question determines the priority the PL had in non-local tourist itineraries. It separates PL pilgrims from opportunists or casual visitors.

		<p>or do while in the area.</p> <p>3. Something I was considering before I came, but hadn't decided on for sure.</p> <p>4. Something I only planned to do once I arrived in the area.</p>	
13	<p>What sources of information contributed to planning your visit here today? For example...</p> <p><i>This question is asked as open-ended, but the interviewer should probe in order to be able to categorize the answer more clearly.</i></p> <p><i>For example: Do you remember where online you saw information about the Library?</i></p> <p><i>Or: So, it was mainly the guidebook and your friend's recommendation?</i></p> <p><i>Up to 3 answers.</i></p>	<ol style="list-style-type: none"> 1. Billboards or road signs 2. NARA website 3. School visit when you were young 4. Visits to other Presidential Libraries 5. Guidebooks 6. Newspapers, books, or magazines 7. TV or radio 8. Hotel concierge or similar staff 9. Postal mailings from specific organizations 10. Emails from organizations 11. Email newsletter from this Presidential Library 12. Websites of organizations 13. Social media posts by organizations 14. Direct recommendations from others 15. General word-of-mouth or "buzz" 16. Social media posts by friends or family 17. Websites/blogs with listings or calendars of activities 18. User review websites (Yelp, Trip Advisor, etc.) 19. Rack cards at rest stops or tourist stops 20. Public or private events 21. Other: _____ <p><i>[Answer order randomized to eliminate order bias in case respondents want examples.]</i></p>	<p>Outlines sources of information and touchpoints visitors consulted before their visit.</p>

14	<p><u>When you were planning, what was your main goal for today's visit?</u></p> <p><i>(Check 1 or 2 that fit best.)</i></p> <p><i>All options read aloud by the data collector.</i></p>	<ol style="list-style-type: none"> 1. Learn something new. 2. Spend time with friends, family, or colleagues. 3. Experience an important American site. 4. Share an experience with out-of-town visitors. 5. Have a relaxing time. 6. Have a fun and energizing time. 7. Have a nostalgic experience. 8. Pass the time (before another activity). 9. To do research. 10. For a specific program or event (including Foundation events) 11. To further my children's interest or learning. 12. Other: _____ <p><i>[Answer order randomized to eliminate order bias]</i></p>	<p>Determines visitor goals for their visit.</p>
15	<p>For you personally, which of the following types of content are you most interested in? I have some options...</p> <p><i>(Check 2 or 3 that fit best.)</i></p> <p><i>All options read aloud by the data collector.</i></p>	<ol style="list-style-type: none"> 1. The President as a person 2. The First Lady 3. That time period in history 4. Democracy and civics 5. The Archives and how they work 6. [List topic of temporary exhibit(s)] 7. The President's or First Lady's gravesite 8. I did not come here to see content specifically. 9. Other: _____ <p><i>[Answer order 1-7 randomized to eliminate order bias]</i></p>	<p>Understanding what content area visitors are interested in seeing could inform marketing for the PLS.</p>
16	<p>Were there any parts of the exhibitions (or other areas) that you personally connected with?</p>	<ol style="list-style-type: none"> 1. Yes 2. No 3. Sort of 	<p>Determines personal connections to the content or other exhibition components.</p>
16a	<p><i>[If Yes or Sort of]</i> Which areas? And how so?</p>	<p><i>[Open-ended]</i></p>	<p>Gives visitors a space to explain what they personally connected to in the</p>

			exhibitions.
17	On a scale from 1 to 7, how satisfied would you say you are with your visit here?	Scale: 1 =Not at all satisfied 7=Very Satisfied	
18	Complete the sentence with the one that fits best: Compared with my expectations, my experience here today was...	<ol style="list-style-type: none"> 1. Not as good as I expected. 2. Pretty much as I expected. 3. A little bit better than I expected. 4. Much better than I expected. 5. I hadn't really thought about what to expect beforehand. 	
19	<p>I'm going to read some statements, and I'd like you to give me a rating from 1 to 7 on how much you agree with the statement. 1 means you <i>Don't Agree at All</i> with the statement, and 7 means you <i>Completely Agree</i>. You can choose any number between 1 and 7.</p> <p>I learned something new during my visit.</p>	Scale: 1= I don't agree at all..... 7= I completely agree	<p>Part of the Experience Economy Framework: Education.</p> <p>The Experience Economy Framework is used for understanding the overall balance of the visit, the experiences a visitor is seeking, and for better target marketing.</p> <p>Introduced by Pine and Gilmore in 1999, categorizes economic offerings into four realms of experience: entertainment, education, esthetics, and escapism. The framework is built upon balancing passive and active, as well as level of immersion. When applied to heritage tourism, this framework helps create and enhance visitor experiences at historical sites and attractions by addressing different aspects of engagement.</p> <p>Originally Pine and Gilmore posited that an ideal experience has a balance of all four realms (the Es) but subsequent research has shown museum visitors find meaning when an experience balances education and escapism, however only 'esthetics' is predictive of a visitor returning to a site.</p>

20	It stimulated my curiosity to learn new things.	Scale: 1= I don't agree at all..... 7= I completely agree	Part of the Experience Economy Framework: Education.
21	I felt I was drawn into a different world.	Scale: 1= I don't agree at all..... 7= I completely agree	Part of the Experience Economy Framework: Escapism.
22	The overall surroundings here contributed to my experience.	Scale: 1= I don't agree at all..... 7= I completely agree	Part of the Experience Economy Framework: Esthetics.
23	Just being here was very pleasant.	Scale: 1= I don't agree at all..... 7= I completely agree	Part of the Experience Economy Framework: Esthetics.
24	The setting really showed attention to design.	Scale: 1= I don't agree at all..... 7= I completely agree	Part of the Experience Economy Framework: Esthetics. "Setting" here could mean exhibition design, landscape/cityscape, interiors, or architectural design. This will be open to visitor interpretation.
25	The visit was fun.	Scale: 1= I don't agree at all..... 7= I completely agree	Part of the Experience Economy Framework: Entertainment.
26	The visit was entertaining.	Scale is 1 to 7 1 =I don't agree at all 7= I completely agree I don't agree at all..... I completely agree	Part of the Experience Economy Framework: Entertainment.
27	I like to feel that I return to an era that's no longer there when visiting historic sites and museums. 1 means you <i>Strongly Disagree</i> with the statement, and 7 means you <i>Strongly Agree</i> . You can choose any number between 1 and 7.	Scale: 1= Strongly disagree..... 7= Strongly agree	This series of questions is based on the research that visitors no longer come with as much, or sometimes with any, historical knowledge (Alderson and Low 1996), prompting research into the more affective components of motivations to visit historic sites. These questions are also based on the Seeking Numinous Experiences in the Unremembered Past (Cameron and Gatewood 2003) Framework. One aspect of our study is to better understand individuals who are not

			<p>dedicated researchers or enthusiasts, and to know who they are, their motivations, and in what ways they connect to the exhibitions and other areas. Digging further into the affective beyond relaxation and social allows better insight into these visitors.</p> <p>In the field of public history, Maines and Glynn (1993) use the term numinous to refer to personal objects or places (such as battlefields) which have strong associations. These associations can be real or imagined. Although the objects' places are usually esoteric to the individual, the authors allow that sometimes they are collective associations. Numen can endow places and objects with sociocultural magic" and inspire reactions of reverence and awe (Maines and Glynn 1993:10).</p>
28	I often feel I am able to connect deeply with the objects and documents displayed in museum exhibits.	Scale: 1= Strongly disagree..... 7= Strongly agree	Part of the Numinous Experiences Framework: Authenticity
29	I enjoy remembering or imagining the day-to-day life of people who lived in the past.	Scale: 1= Strongly disagree..... 7= Strongly agree	Part of the Numinous Experiences Framework: Connection
30	Was there anything that surprised you about your visit here?	1. Yes 2. No [SKIP to Q32] 3. I'm not sure	Identifies any experiences that went against their pre-visit expectations. Allows visitors to explain what they found surprising
30a	<i>[If Yes or Not Sure]</i> What surprised you?	<i>[Open-ended]</i>	
31	Is there anything that would have improved your visit to the Library/Museum?		This final "insurance" question allows visitors to reflect on the interview conversation and add actionable insight that might not have been discussed or highlighted yet.
<i>Site-specific questions</i>			

Three of the 4 Presidential Libraries have questions specific to their sites. They are listed below but will be incorporated into the survey in a logical order once approved and piloted.			
FDR-A	Which area was your top priority to see? (Select one)	<ol style="list-style-type: none"> 1. Museum 2. Presidential Home 3. Educational/public program 4. Grounds in general, outdoors 5. Research appointments 6. Room or event rental 7. No priority / All of the site 8. Other: _____ 	<p><i>Site-specific questions will be incorporated into the survey in a logical order once approved and piloted.</i></p> <p>Are people coming primarily for the NPS site and staying for the museum? Is it the opposite?</p>
FDR-B	[If local] What is your preferred way to be reached regarding events in the community?	<ol style="list-style-type: none"> 1. Emailed newsletters directly from organization 2. Social media from the organization 3. Social media from other individuals & organizations 4. Flyers, newspapers, or other physical media 5. Websites that list local events 6. Billboards 7. Local radio 8. Other: _____ 	<p><i>Site-specific questions will be incorporated into the survey in a logical order once approved and piloted.</i></p>
FDR-C	Are you here today on a second-day ticket?	<ol style="list-style-type: none"> 1. Yes 2. No 3. I'm not sure / didn't buy the tickets 	<p><i>Site-specific questions will be incorporated into the survey in a logical order once approved and piloted.</i></p>
Nixon-A	What parts of the site did you visit today?	<ol style="list-style-type: none"> 1. Permanent gallery 2. Temporary exhibits 3. Loker Hallway 4. East Room 5. Theater 37 6. Orientation Film Theater 7. Nixon's Birthplace Home 8. Gravesites 	<p><i>Site-specific questions will be incorporated into the survey in a logical order once approved and piloted.</i></p>

		9. Helicopter 4. Gardens	
Nixon-B 	What type of content would you return to see?	1. Background of the President's Life 2. Historical events 3. Contemporary events and issues connected to the President 4. More about the First Lady 5. Other: _____	<i>Site-specific questions will be incorporated into the survey in a logical order once approved and piloted.</i>
Bush-A	HOLD for SITE-SPECIFIC QUESTION Which area was your top priority to see? <i>(Select one)</i>	1. Museum 2. Temporary exhibits 3. 4141/Marine One Pavilion 4. Educational/public program 5. Grounds in general, including the gardens and pond 6. Bush Family Gravesite 7. Research appointments 8. Room or event rental 9. No priority / All of the site 10. Other: _____	<i>Site-specific questions will be incorporated into the survey in a logical order once approved and piloted.</i>
Bush-B	HOLD for SITE-SPECIFIC QUESTION What type of content would you be most interested in returning to see?	1. Background of the President's Life 2. Historical events 3. Contemporary events and issues connected to the President 4. More about the First Lady 5. Other: _____	<i>Site-specific questions will be incorporated into the survey in a logical order once approved and piloted.</i>

Demographic Questions			
We will turn these questions over to the visitor by handing them the tablet. This increases comfort and reliability in the answers. All questions are optional.			
D1	<p><i>[If from US]</i> What is your zip code?</p> <p><i>[If not from the US]</i> What country are you from?</p>	<p><i>[5-digit numeric answer]</i></p> <p><i>[Open ended]</i></p>	<p>ZIP code is a quicker response option for visitors than selecting a state/city from a drop-down menu, plus it will be more specific while lessening burden on respondents.</p> <p>A type-in response with autofill suggestion will be a quicker response option than a drop-down menu of countries.</p>
D2	In what year were you born?	(Fill in year)	<p>We find that more visitors respond when asked the year of their birth, as opposed to their age. This question is also more precise than asking the respondent to select an age range.</p>
D3	<p>What is the highest degree, or level of school, you have completed?</p> <p><i>(Select one that fits best.)</i></p>	<p>1. No schooling completed</p> <p>2. Some high school</p> <p>3. High school diploma or GED</p> <p>4. Some college, no degree</p> <p>5. Associate’s degree</p> <p>6. Bachelor’s degree</p> <p>7. Master’s degree</p> <p>8. Professional or Doctorate degree</p>	<p>Understanding education level, especially when matched with other demographics like age and location, is useful when presenting written information and programs to NARA audiences.</p> <p>Interviewers will know to clarify that, if currently enrolled, they should mark the previous grade or highest degree received.</p>
D4	<p>Which of the following best describes you?</p> <p><i>(Select all that apply.)</i></p> <p><i>[Optional follow-up]</i> We are asking this question to better understand the diversity of visitors.</p>	<p>1. Female</p> <p>2. Male</p> <p>3. Non-binary or Two Spirit</p> <p>4. Trans</p> <p>5. Another gender not listed: _____</p>	<p>A gender identity question is part of baseline studies when attempting to understand a fuller diversity of audiences and can help with PR, marketing, and programming. In US-based research, pre-filling genders beyond Man and Woman can increase the sense of “being seen,” or being welcomed,ⁱ which may lead to a more trusting relationship to the organization. We know from research that asking about a third gender option does not seem to alienate respondents, and that asking about one’s sex (in addition to gender) isn’t helpful for studies like these.ⁱⁱ While this question can feel personal to some respondents, data collectors will be trained to remind them that they may select “Prefer not to say,” or write in their own gender identity.</p>

			<p>Response Option #3: The most common response chosen other than Woman and Man is “non-binary.” HG&Co has been told on multiple occasions that, even when the respondent isn’t non-binary, they are pleased with this option when they have a non-binary person in their life. As “non-binary” is an identity for some but also an opting-out of Man or Woman, we do not offer any of the myriads of other similar options (genderqueer, genderfluid, agender) except Two Spirit, which is a common non-binary term for Indigenous people in the US.ⁱⁱⁱ</p> <p>Response Option #4: “Trans” can imply transgender, transsexual, transman or transwoman, or be an identity in and of itself. We shorten it here to provide flexibility. As some respondents incorporate “trans” into their gender identities, we offer it as an option that can be paired with another response (ie “trans” and “man” selections would signify that the respondent does not identify as a cis-man).</p>
D5	<p>Which of the following best describes you?</p> <p><i>(Select all that apply.)</i></p> <p><i>[Optional follow-up]</i> We are asking this question to better understand the diversity of visitors.</p>	<ol style="list-style-type: none"> 1. Arab or Arab American, Middle Eastern, or North African 2. Asian or Asian American 3. Black or African American 4. Hispanic or Latino/a/x 5. Indigenous, Native, American Indian, or First Nation 6. Pacific Islander 7. White 8. Another race or ethnicity not listed: _____ 	<p>An ethnicity/race question is important for NARA to understand who is visiting PLs, especially when compared with other data about location, motivations, and awareness. While this question can feel personal to some respondents, data collectors will be trained to remind them that they may select “Prefer not to say,” or write in their own racial or ethnic identity.</p> <p>Race and ethnicity are grouped into one question, despite disparate meanings, because common understandings of the two words differ, and definitions are often conflated.^{iv} It is best practice to include the term “race” while sampling in the United States as a way to reduce confusion and eliminate the possibility of asking for more detail than will be useful to the client. For example, “Some racial groups have significant social ties to a collective racial identity (e.g., Black), that may not always mirror or capture nuances that exist in ethnic or national identities (e.g., Nigerian or African American).”^v</p> <p>These pre-filled options are mostly the common racial/ethnic identifiers in the United States according to a peer-reviewed 2022 report from the International Honor Society in Psychology.^{vi} Census data is not referenced here as it is commonly understood as limited for race and ethnicity when working with the public.^{vii} In US-based research, pre-filling common ethnic identities can increase the sense of “being seen” or being welcomed by the organization. Variations to this list are explained below.</p> <p>Response Option #1: When HG&Co ran community focus groups in Queens, New York in 2018, Arab Americans were frustrated with the standard race/ethnicity categories on demographic surveys. Individuals explained they identified as a person of color and were treated as such, but neither “White” or “Black” or “Asian American” were truly appropriate. This is a common response, based on contemporary research.^{viii} As our practice has evolved, we have continued to adjust categories to better reflect current feedback and research.</p>

			<p>Response Option #4: In the United States, the most common self-identifiers for Spanish-speakers and people with Spanish heritage are Hispanic and Latino.^{ix} We include Latina and Latinx options here as this ethnic category denotes gender, and these terms have become a common way to recognize women and non-binary participants in largely Spanish-speaking countries.^x</p> <p>Response Option #5: Indigenous people in the United States and beyond have a diversity of cultural self-identifiers. In the United States alone, there are strong preferences for “Native,” “Indigenous,” and “American Indian.”^{xi} Since the audience for this survey is international, we include the term “First Nation,” which is the common usage for an Indigenous person living in Canada,^{xii} as we expect some Canadians to respond.</p> <p>Response Option #5, #6: The common response options of “American Indian or Alaska Native” and “Native Hawaiian” are removed here in order to simplify for an international audience. The respondents who fall into those categories may select “Indigenous, Native, or First-Nation” and any other racial/ethnic identifier (ie, “Pacific Islander”).</p>
D6	<p>Only if you live in the United States: What is your total approximate household income?</p> <p><i>[Optional follow-up]</i> We are asking this question to better understand the diversity of visitors.</p>	<ol style="list-style-type: none"> 1. Under \$35,000 2. \$35,000 - \$59,999 3. \$60,000 - \$99,999 4. \$100,000 - \$199,999 5. \$200,000 - \$399,999 6. \$400,000 and up 	<p>Knowing a visitor's income would help NARA understand visitor's social mobility, access to travel, and other SES-related aspects.</p>
D7	<p>Was [FDR/Truman/Nixon/Bush]’s political party a factor in the decision to visit?</p> <p>If the interviewer is asked why we are asking this question, they should say, “This Museum and Archives is run by the National Archives, which is apolitical (or non-partisan). It seems some visitors are influenced in their decision to</p>	<p><i>[Open-ended]</i></p>	<p>This question replaces explicitly asking visitor’s political party affiliation and focuses on the President’s political party.</p>

	visit by the President’s political party, and we’re curious to know if this is true here at FDR.”		
	<i>[Follow-up question]</i> Can you tell me more about that?		

Wrap Up			
W1	Anything else you wanted to share with the Library?	[Open-ended answer]	Wraps up the interview and welcomes feedback not covered by the interview questions.

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- ⁱ National Alliance on Mental Illness. “Core Demographic Questions Explained.” 2022. <<https://www.nami.org/getmedia/5adb446-26ff-4704-b9ac-f5c01ad3f8ed/Core-Demographic-Questions-Explainer-Field>>.
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