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Assessing Millennial Brand Equity for the Minnesota Historical Society

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Executive summary

In spring 2015, the University of Minnesota Tourism Center worked with the Minnesota Historical Society (MNHS) to assess customer-based brand equity among millennials (those born between 1980-1997). This research builds upon work performed in spring 2013, which surveyed Minnesota residents regarding the MNHS brand in four dimensions: Awareness, Image, Loyalty and Quality. Prior research indicates nonprofit organizational performance, longevity, and survival increase substantially when brand orientation is adopted (Napoli, 2006; Ewing & Napoli, 2005). As such, data from this research will inform MNHS of opportunities for increased engagement among millennials and a better, stronger organization long term.

Methods

Following research conducted in 2013, questions related to customer-based brand equity were asked of millennials (n=361) through self-administered online questionnaires during spring 2015. Respondents were selected based on age, education, employment, and Minnesota residency requirements.

Results

In general, millennials had a positive view of the Minnesota Historical Society. MNHS is held in high regard and seen as providing high quality programs, sites, and exhibits. However, many millennials are unfamiliar with all but two of the services provided by MNHS throughout the state.

In order for MNHS to target millennials specifically, authentic and innovative experiences will need to be a priority. Additionally, the value of the services and programs must continue to be worthwhile.

Research Question 1: Awareness of the Minnesota Historical Society

Millennials were most aware of MNHS services provided through sites, museums, and exhibits. Respondents did indicate that MNHS is an important statewide organization for both preservation and education. These results suggest MNHS has a good reputation regarding its most popular services, but awareness of other services must be increased. Awareness itself is a key brand dimension that can lead to increased participation with and membership in MNHS.

When comparing results from the 2013 study to this one on millennials it is apparent that millennial awareness of sites managed by MNHS and services provided is lower. It is expected that donors and regular members would have higher levels of awareness of the organization than non-members. That was clear from the 2013 results; however, when compared to results from this study focused on millennials, it appears that awareness levels are the lowest of any of the segments examined. Millennials are very similar to non-members in their awareness levels, with millennials showing a slightly higher ability to recognize sites managed by MNHS but a low level of awareness for many of the services provided by MNHS.

Research Question 2: Minnesota Historical Society Brand Equity

Brand equity of MNHS was measured along four dimensions: Awareness, Image, Quality, and Loyalty. Analysis among millennials indicates that MNHS maintains a positive brand image, although Awareness and Loyalty were slightly less positive than Image and Quality.

Image

Among millennials, MNHS has a positive image as the premiere organization in Minnesota for history, preservation, and research. However, a lack of awareness about other services MNHS offers hinders its image. For example, MNHS was not often thought of when asked about traveling for educational purposes. By increasing awareness about these services, the image of MNHS as a comprehensive historical and educational organization will also increase.

Millennials differed from any of the segments in the 2013 study on the Image dimension, with the 2013 segments viewing MNHS as a more holistic organization. Again when segments were compared, millennials were much more likely to share the same space as the non-member segment. What was interesting when factors were compared was that none of the same statements emerged in the Image dimension when millennials and the 2013 study respondents were examined side by side. Millennials have a different image than the respondents from 2013 and that image is much more focused on historical preservation

Quality

In general, millennials indicate a high level of perceived quality of the programs and services that MNHS offers. There is high agreement among millennials that MNHS would be their first choice for historical research. Millennials also indicate a high level of trust toward MNHS, which is important in maintaining a favorable brand identity. However, to engage more millennials in MNHS activities and further engage those already engaged with MNHS, this level of trust must continue to grow.

Millennials and members of the 2013 segments agree that MNHS is a quality organization that is trustworthy. However millennials are much less aware of the other services offered by MNHS, and therefore their quality assessment does not extend much beyond a narrowly focused (i.e. historical research/preservation) view whereas the 2013 segments were much more holistic in their view of MNHS quality.

Loyalty

Despite the high level of trust shown toward MNHS by millennials, they are generally not loyal to the organization. Millennials indicate little desire to join MNHS or recommend membership to others. However, they do agree that MNHS deserves state funding. By indicating that MNHS is worthy of state funding, millennials show a sort of informal loyalty to its mission and organization. This sentiment could provide a gateway into a more formal loyalty through membership.

Millennials are very similar to the non-member segment from the 2013 study when the Loyalty dimension is analyzed. They are not connected in any substantial way to MNHS and do not feel they have enough knowledge, as evidenced from the Awareness results, to pursue membership or recommend it in MNHS.

Two other Factors emerged when examining brand equity. They are not brand dimensions but they add to the knowledge base of the other ones. The first was named Inclusiveness and refers to the finding that millennials did not see MNHS as solely focused on Twin Cities activities but rather had a presence throughout the State. The other, Education, consisted of only two statements which both referred to MNHS services. These two Factors relate both to the Awareness dimension with Education also related to the Quality dimension. Awareness comes through in the sense that millennials perceived the value of MNHS educational services to primary education and to its presence as a statewide organization..

Research Question 3: Motivations and constraints to participation in historical programs and services

Enjoyable learning with others presented itself as a key motivation for participating in historical programs or activities. Social connections are key for millennials, and historic programs and activities could be an excellent way for MNHS to make a connection with this specific audience.

Similar to other populations, the greatest constraint that millennials face, overall, is a lack of time. Thus, it is important that MNHS focuses on creating engaging, authentic experiences and exhibits

that will continue to provide millennials with a good value for their time spent and take into account multiple benefits of learning and being with others.

Brand Monitoring

This project is a start to brand monitoring from which changes in MNHS Awareness, Quality, and Loyalty can be assessed. Repeating the project every three years, considering additional qualitative follow-up, and performing a content analysis of social media, are additional ideas to monitor brand equity among millennials and other groups.

Introduction

The University of Minnesota Tourism Center worked with the Minnesota Historical Society (MNHS) to investigate its brand equity with millennials (defined as those born between 1980 and 1993). Specifically, the Tourism Center assessed customer-based brand equity with regards to four dimensions: Awareness, Image, Quality and Loyalty. Results from this research will allow promotions and marketing staff to align perceived brand identity with intended brand identity among millennials. Similarly, development professionals can use the information to better understand how to connect with millennials.

Background

Millennials

Millennials account for roughly one-quarter of the U.S. population. Also referred to as Generation Y and echo-boomers, millennials are those born between 1980 and 1997 (Frady, 2011). Millennials are a broad and dynamic generation. As of 2015, millennials are predominantly Caucasian (61%), although Hispanics (19%) and blacks (14%) are higher than in the general population. This racial profile, however, constantly changes due to significant levels of immigration to the United States among millennials (Fry, 2015). As such, they are and will likely continue to be the most racially and ethnically diverse population to date.

At present, millennials account for the largest share of the work force, with 53.5 million workers (Fry, 2015). Despite the large number of workers, 37% of millennials are unemployed or not working (Pew Research Center, 2010). According to the Pew Research Center, millennials are on track to become the most educated generation: more than half (54%) have some level of college education. Millennials are also less likely to be married (21%) at this stage of their lives than previous generations (Pew Research Center).

Technology is a key distinguishing factor when discussing millennials. One-quarter of millennials name technology as their generation's most unique feature (Pew Research Center, 2010). More than 90% of millennials use the internet frequently and nearly half (41%) have created social networking sites (Pew Research Center). According to Howe and Strauss (2000), millennials are the first generation to consider themselves global citizens from their childhood, in part due to their comfort with technology and their use of social media.

Millennials also differ from other generations in how they spend their leisure time. Travel and activities are planned more quickly than previous generations, and many millennials receive real-time updates and advice from their friends on social media that can influence their decision-making (Mink, n.d.). Millennials prefer activities that offer a good value, while also being entertaining and interactive (Mink, n.d.).

Museums are not a priority for millennial leisure time, as nearly two-thirds of millennials visit museums less than once a quarter (Phillips, 2010). However, in a ranking of their most enjoyable activities, millennials routinely list museums, specifically modern art museums, in their top five enjoyable activities (Phillips). Historical sites or landmarks received 4% of the 'most enjoyable' votes, but history museums only received 2% (Phillips).

In general, millennials are not involved in professional groups. More than half of millennials are neither involved in a young professional group nor interested in joining one (Achieve and JGA, 2011). One of the largest constraints to joining an organization is the cost involved. Furthermore, millennials prefer to be a member of a group composed solely of their peers as opposed to a mixed

demographic (Rampton, 2015). These millennial-focused groups have greater success at directly marketing to and engaging with millennials through specialized events and targeted memberships.

As a demographic, millennials are increasingly interested in financially supporting specific causes as opposed to whole organizations (Hawthorne, n.d.). In 2012, 83% of millennials donated to a charity (Gross, 2015). However, they favor globally-minded charities that tackle issues of social and environmental concern instead of local arts organizations as their parents did (Cohen, 2014). Furthermore, millennial donation habits reflect some of their other unique generational characteristics- they are impulsive, donate via technology, and are often influenced by the decisions of their friends or social media networks (Hawthorne). These traits affect both the manner in which millennials donate and the amount. Lastly, millennials favor organizations that clearly indicate how the financial contribution will be used (American Alliance of Museums, 2013). This outcome-oriented philanthropy is a key aspect of millennial donations. As the buying power of millennials continues to grow, it is crucial that museums and organizations adapt their fundraising techniques to match the personality of the millennial generation.

Brand Equity

Brand dimensions form brand equity, or simply the value of the brand to its owner. While a number of brand equity dimensions exist, four related dimensions are the focus of much research: 1) Awareness, 2) Image, 3) Quality and 4) Loyalty (Konecnik & Gartner, 2007; Aaker; Yoo & Donthu, 2001).

- **Awareness:** “The ability for a customer to recognize or recall that a brand is a member of a certain product category” (Aaker, 1991, p. 61).
- **Image:** Anything linked in memory to a brand in a meaningful way (Aaker).
- **Quality:** The perceived excellence or superiority of a product (You & Donthu, 2001).
- **Loyalty:** “The attachment a customer has to a brand” (Aaker, p.39).

Brand equity, and its integration into an organization’s marketing and development plans, can enhance both site visitation and organizational giving. As with previous research (Gartner et al., 2013), this study provides information for MNHS to influence both leisure behavior and decision-making among millennials.

Methods

Data representing how millennials perceive and evaluate MNHS and its services were obtained by a self-administered email questionnaire in spring 2015. The project sought to answer key research questions related to brand dimensions and engagement with MNHS.

Data collection

A standard survey approach identified millennials’ perceptions of and engagement with MNHS (Dillman, Smyth, & Christian, 2009). A mixture of open-ended and scaled questions allowed a more rigorous image determination than either alone (Echtner & Ritchie, 1993). Similar to that used in the initial MNHS brand work (Gartner et al., 2013), the questionnaire assessed perceptions of MNHS, engagement with MNHS, and constraints to engagement with MNHS.

Questionnaire administration

Data from 361 targeted millennials was collected via online questionnaires. The mailing process followed a modified Dillman et al. (2009) method. Research Now, a for-profit survey panel company, emailed millennials who met the criteria with an invitation to participate in the survey during May

2015. Respondents were targeted as ages 22-35 years old, which is slightly more narrow than the millennial generation in general.

The questionnaire included six sections: (1) MNHS site management awareness, (2) brand dimensions of Awareness, Image, Quality, and Loyalty, (3) motivations for participation in historical programs and services, (4) constraints to participation in historical programs and services, (5) membership and support of other (non-MNHS) organizations, and (6) demographic information. (See Appendix C for questionnaire).

Brand dimensions: Awareness, Image, Quality, and Loyalty

Following the majority of brand research, the four brand dimensions evaluated in the millennials questionnaire were Awareness, Image, Quality and Loyalty. Using previous brand equity research (Konecnik & Gartner, 2007), questions and statements were edited to fit MNHS context.

Awareness of MNHS was measured with several different questions. First, respondents were asked to identify who managed or owned four historical sites in Minnesota. Respondents also indicated their familiarity with a variety of MNHS services on a four-point scale, in which 1 equaled “very familiar” and 4 equaled “very unfamiliar.”

For the other brand dimensions (Image, Quality and Loyalty), most questions were on five-point Likert scales, where respondents indicated their agreement with a variety of related statements.

Engagement with MNHS

Respondents indicated whether or not they had participated in seven different activities or programs affiliated with MNHS by simply responding yes or no to each statement (e.g., volunteering with a program or viewing content on the MNHS website.)

Motivations

Motivation statements were based on long-standing recreation experience preference scales developed by Driver (1977), with a few additions at the request of MNHS personnel. Nine items were measured on a five-point Likert scale in which 1 equaled “very important” and 5 equaled “very unimportant.” Examples included “to test my knowledge” and “to learn about history.”

Constraints

Constraint statements were primarily based on scales developed by Raymore, Godbey, Crawford, and Von Eye (1993) and further evaluated by Jackson (2005), with a few additions at the request of MNHS personnel. Thirteen items were measured on a five-point scale in which 1 equaled “not at all” and 5 equaled “a great deal.” Examples included “too many family obligations,” “do not have enough time,” and “sites are too crowded.”

Respondent background information

Background data included whether respondents had visited seven different Twin Cities attractions in the last 12 months, such as the Como Zoo or Science Museum of Minnesota, as well as their fiscal support of those and other institutions.

Sociodemographic variables were assessed mirroring past research and the U.S. Census. Variables included gender, age (by year of birth), ethnicity, race, employment status, education, income, and number of children under the age of 18 in the household. Zip code of primary residence was also requested.

Questionnaire data analysis

Data analysis was performed in SPSS version 22. First, data were checked for accuracy and usability. Second, descriptive statistics were performed on all questions to provide basic information about the sample and responses.

The first research question focused on awareness of MNHS. Descriptive analysis revealed the number of respondents who correctly identified what sites MNHS manages and had familiarity with the organization's services.

The second research question focused on brand-equity dimensions. Descriptive analysis provided insight on the perceptions of various brand statements beyond awareness. Factor analysis then examined if and how the brand statements or questions related to each other and could be categorized. A typical analysis, principal components factor analysis with oblique rotation, was used to identify factors with loadings of 0.4 or greater. This analysis seeks to find commonalities among the variables and identifies 'factors' as well as allows the factors to be related. Several iterations were performed to reveal the most effective and theoretically supported structure. Statements with higher loadings indicate a stronger relationship to that particular dimension. Reliability analysis using Cronbach's alpha assessed factor reliability.

The third research question focused on motivations for and constraints to history programs overall, a proxy for MNHS engagement. Motivations and constraints were descriptively analyzed, and then factor and reliability analysis on motivations were conducted to assess factor structure.

Results

Analysis of an electronically administered questionnaire to millennials sheds light on perceptions of MNHS. Results of the primary research questions are presented, followed by a descriptive analysis of the sample.

Response rate

Of the sample provided by Research Now of 460 millennials, some did not meet both age and residency requirements, and therefore the final number of usable respondents was 361 (Table 1).

Table 1: Response rate to email questionnaire among millennials, 2015

Item	Number
Surveys completed	460
Usable	361

Research Question 1: Awareness of the Minnesota Historical Society

Familiarity with MNHS Site Management

Perhaps not surprisingly, millennials struggled to identify which organization managed four specific historic sites (Figure 1). Although all sites presented were managed by MNHS, the majority of respondents only answered two correctly- Mill City Museum and the Minnesota History Center (63.4% and 62.0%, respectively). These responses suggest millennials are familiar with sites run by MNHS, although they cannot always attribute their management to MNHS. In regards to both the

Forest History Center and Split Rock Lighthouse, about one-quarter of respondents attributed management to the National Park Service (23.0%, Table B.1; 28.1%, Table B.2). By attributing management to a premiere organization such as the National Park Service, respondents may perceive a high level of quality present at these sites due to its national stature.

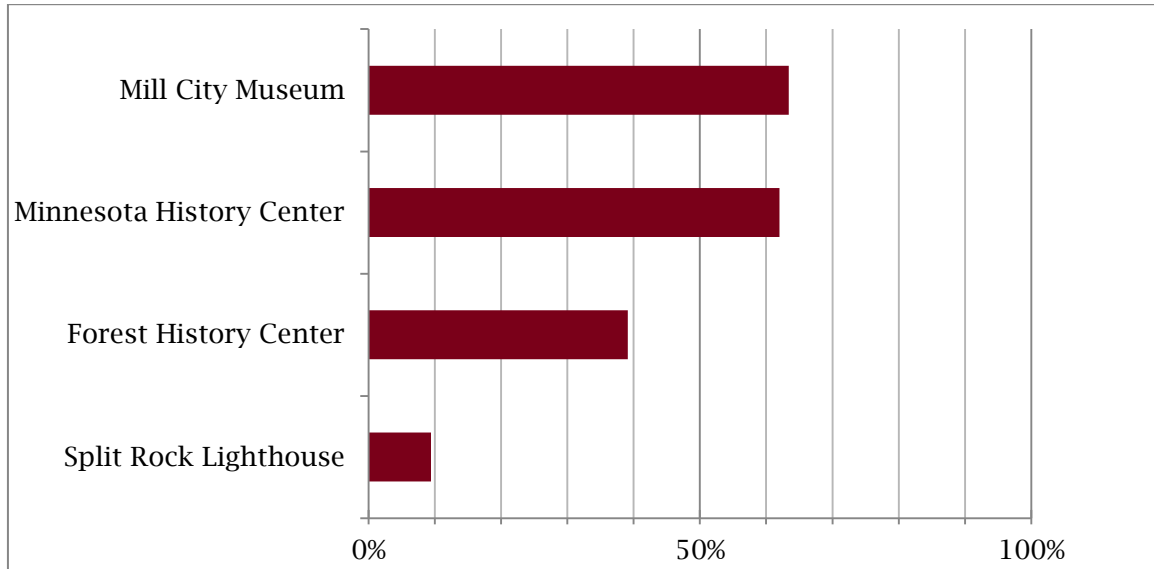


Figure 1: Percentage of respondents who correctly identified specific historic site management, 2015 (n=360-361)

Respondent engagement with MNHS within the past 12 months

Millennials responded overwhelmingly “no” when asked whether they were involved with MNHS in the last 12 months (Figure 2). The most frequent engagement was with the web site but only one-fifth (19.4%) of respondents had done that, and even fewer indicated they had read an email from MNHS or engaged with items presented.

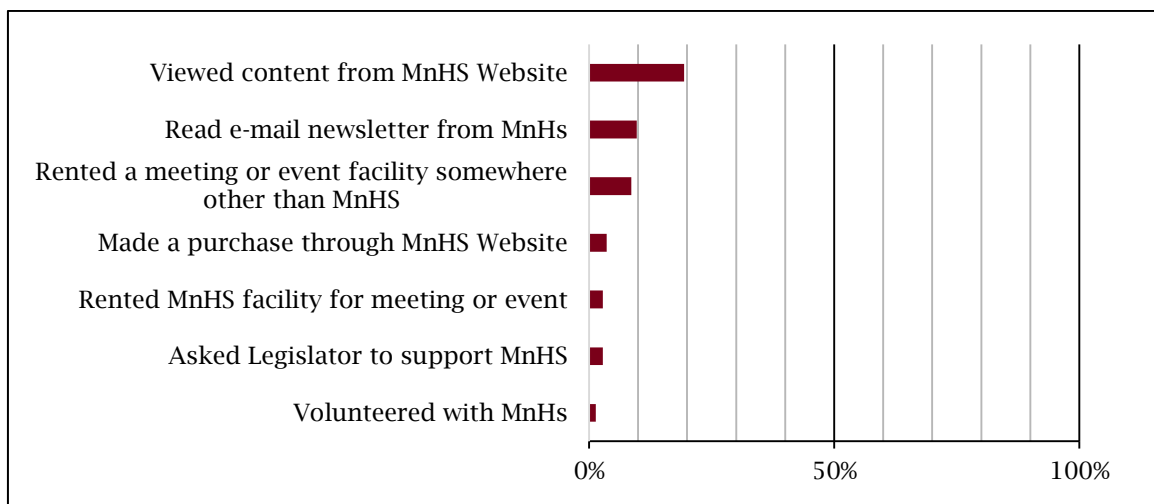


Figure 2: Percentage of respondent engagement directly with Minnesota Historical Society within the past 12 months, 2015 (n=359-361)

Research Question 2: Minnesota Historical Society Brand Equity

The questionnaire featured numerous items assessing the brand equity that MNHS enjoys among millennials. As noted, this study considered brand equity as it relates to Awareness, Image, Quality, and Loyalty.

Millennial Factor analysis

Factor analysis of questionnaire statements revealed six factors in brand equity that accounted for 62.8% percent of the variance in brand equity (Table 2). This means that the majority of brand equity could be explained by the items in these factors. Beyond the four main factors two others emerged: Inclusiveness and Education.

Table 2: Respondent brand equity factor loadings among millennials, 2015

	Factor 1: Awareness	Factor 2: Quality	Factor 3: Loyalty	Factor 4: Image	Factor 5: Inclusiveness	Factor 6: Education
Factor mean	49.18	24.95	19.33	17.81	13.13	4.55
Eigen value	16.43	5.45	3.07	2.33	1.59	1.31
Cronbach's Alpha (α)	0.97	0.92	0.87	0.91	0.70	0.66
Variance accounted for (%)	34.23	11.35	6.39	4.86	3.31	2.72

Factor 1: Awareness. This factor consisted of 17 items, accounting for 34% of the variance in brand equity. This factor highlights the range of services offered by MNHS in which millennials felt they were familiar (Table 3; Table B.6). Statements with higher scores indicate a stronger relationship with the factor.

Table 3: Factor 1 statements and factor loadings among millennial respondents; higher scores indicate stronger relationship with factor, 2015

Factor 1: Awareness	
Statement	Factor Loading
State Historic Preservation Office	0.82
Archaeological services	0.82
Book publishing	0.81
Family history research resources	0.81
State archives	0.80
Preservation efforts	0.79
Field services	0.78
Educational programs for families	0.77
Educational programs for K-12 students	0.76
Grant programs	0.76
Educational programs for adults	0.76
Historic collections	0.74
Research library	0.71
Website	0.68
History Day	0.65
Historic sites	0.59
Museums and exhibits	0.58

Factor 2: Quality. This factor contained 11 statements and accounted for 11% of the variance in brand equity. This factor generally concentrates on the aspect of site management and the quality of MNHS sites and resources (Table 4).

Table 4: Factor 2 statements and factor loadings among millennial respondents; higher scores indicate stronger relationship with factor, 2015

Factor 2: Quality	
Statement	Factor Loading
The sites are clean	0.82
The information provided is accurate	0.81
The sites are safe	0.79
The information provided is unbiased	0.76
The exhibits at the Minnesota History Center are high quality	0.76
MNHS offers a good value for the money	0.64
I believe that these sites contribute to Minnesota's quality of life	0.64
Programs offered at the sites are what the public needs	0.63
I consider MNHS a trustworthy resource for history	0.56
The sites inspire me to learn more about the state's history	0.53
MNHS makes learning about history exciting	0.51

Factor 3: Loyalty. This factor contained six statements, accounting for slightly more than 6% of the variance in brand equity. The key statement that emerged in this factor was “The Minnesota Historical Society would be my first choice when seeking historical services” (Table 5; Table B.13). This statement relates to both Awareness and Loyalty dimensions with an emphasis on Loyalty.

Table 5: Factor 3 statements and factor loadings among millennial respondents; higher scores indicate stronger relationship with factor, 2015

Factor 3: Loyalty	
Statement	Factor Loading
If I could only join one organization, it would be MNHS	0.83
I intend to recommend membership to MNHS to my friends	0.82
I consider myself loyal to MNHS	0.79
MNHS is one of many organizations to which I belong	0.73
I would travel to a MNHS site before traveling to those run by other organizations	0.69
MNHS would be my first choice when seeking historical services	0.52

Factor 4: Image. This factor was composed of six items, accounting for approximately 5% of the variance in brand equity. Statements from this factor relate to how frequently millennials think of the Minnesota Historical Society in regard to certain services (Table 6; Table B.5). As part of the Image dimension, results in this area demonstrate that millennials are aware of the important role MNHS plays in preserving and interpreting the state’s history. The overriding image of MNHS is of a history provider.

Table 6: Factor 4 statements and factor loadings among millennial respondents; higher scores indicate stronger relationship with factor, 2015

Factor 4: Image	
Statement	Factor loading
Researching history	0.87
Visiting history exhibits	0.86
Collecting Minnesota artifacts	0.83
Preserving historic buildings	0.81
Traveling for educational purposes	0.65
Researching family history	0.64

Factor 5: Inclusiveness. This factor contained three statements, accounting for roughly 3% of the variance of brand equity. This factor contains negative statements regarding the Minnesota Historical Society, such as “The Minnesota Historical Society provides services only in the Twin Cities” and “The Minnesota Historical Society only offers programs designed for families and children” (Table 7; Table B.8; Table B.9). Millennials rejected a narrow role for MNHS and feel it had a wider reach than these statements suggested.

Table 7: Factor 5 statements and factor loadings among millennial respondents; higher scores indicate stronger relationship with factor, 2015

Factor 5: Inclusiveness	
Statement	Factor loading
MNHS only manages the Minnesota History Center	0.74
County and local historical societies often have more relevant information for what I need than MNHS	0.71
MNHS provides services only in the Twin Cities	0.71

Factor 6: Education. This factor contained two statements accounting for slightly less than 3% of the variance in the sample. This factor shows a favorable view of MNHS in providing valuable educational services to students and training for teachers (Table 8; Table B.9; Table B.10). This factor is part of both the Awareness and Image dimensions, but it stands out here as its own factor emphasizing the important role MNHS plays in Minnesota’s educational system.

Table 8: Factor 6 statements and factor loadings among millennial respondents; higher scores indicate stronger relationship with factor, 2015

Factor 6: Education	
Statement	Factor loading
MNHS is essential for K-12 history education	0.75
Teachers should count on MNHS for educational resources and training	0.70

Brand-equity dimension: Awareness

Results reveal a moderate level of awareness among millennials regarding MNHS services (Figure 3). The majority of respondents were familiar with only two services—museums and exhibits (familiar= 49.7%; very familiar = 9.4%) and historic sites (familiar= 47.8%; very familiar = 7.0%) All other Awareness items that loaded in the factor were on the “not familiar” end of the scale.

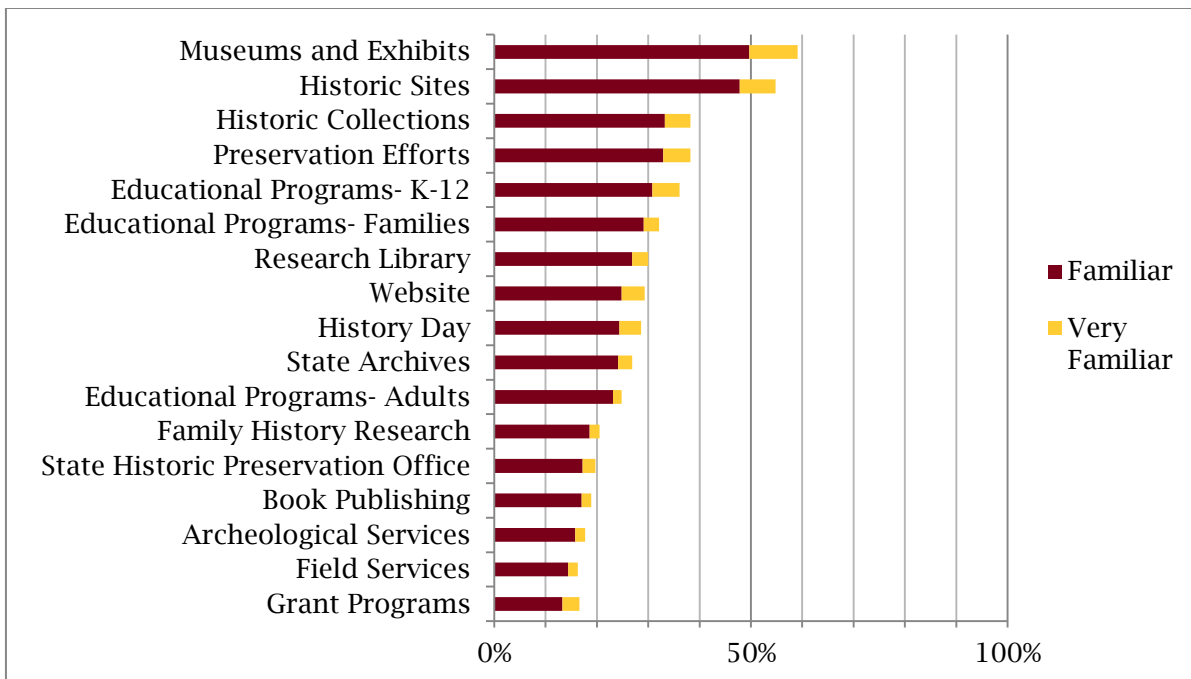


Figure 3: Percentage of MNHS Awareness among millennials, 2015 (n=358-361)

Brand-equity dimension: Quality

In general, the majority of millennials responded favorably to MNHS providing quality services (Figure 4). The most agreed-upon statement among nonmembers was “I consider the Minnesota Historical Society a trustworthy resource for history” (agree = 52.8%; strongly agree = 25.3%), followed by “the sites are safe” (agree = 54.5%; strongly agree = 16.4%). The least agreed upon statement was “MNHS offers a good value for the money” (agree = 39.6%; strongly agree = 8.9%). Whereas in Factor 1 it was determined that millennials were relatively unaware of what services MNHS provides, Factor 2 indicates they believe MNHS to be of high quality, trustworthy, and truthful.

This perceived quality is a strength for MNHS, not only with millennials but also with other nonmembers, as noted in the 2013 report. It is a recognized brand dimension by the majority of people surveyed in both the 2013 and 2015 studies. All MNHS branding activities should feature and emphasize the importance of quality.

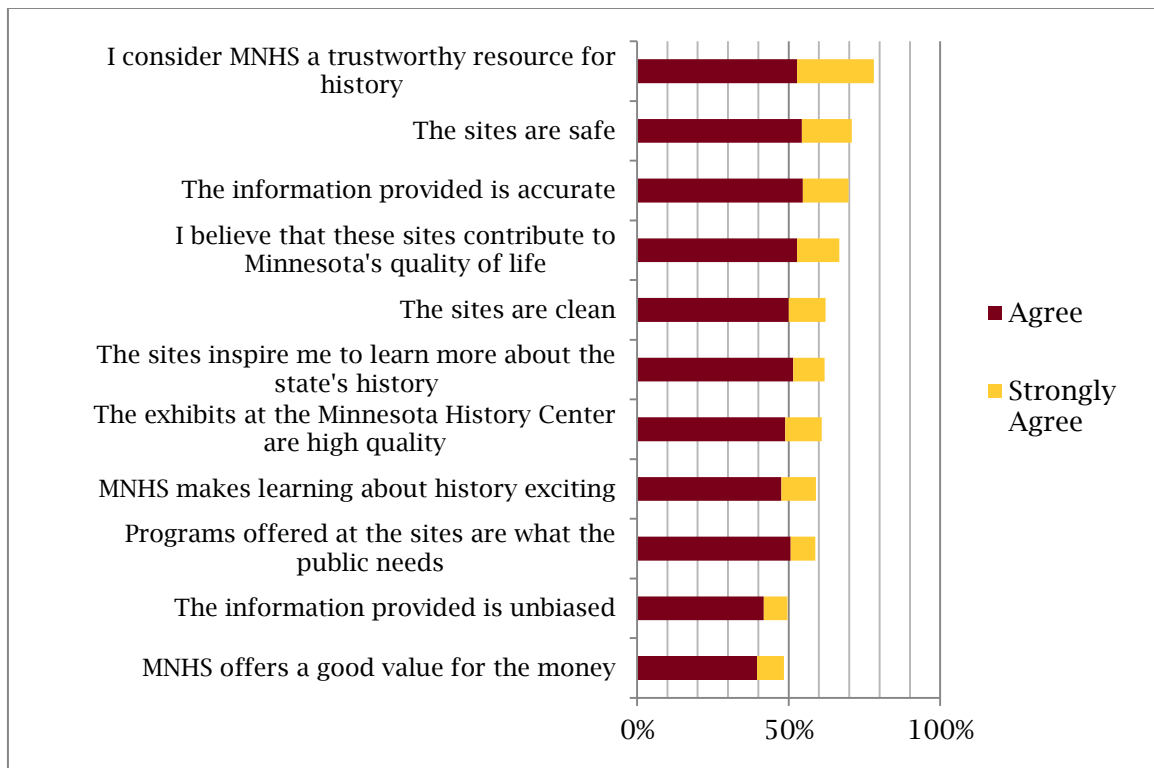


Figure 4: Percentage of agreement with Quality statements among millennials, 2015 (n=358-360)

Brand-equity dimension: *Loyalty*

As might be expected, loyalty toward MNHS is somewhat low among millennials (Figure 5). All statements were in the disagree range, indicating that MNHS has not built a loyal base within the millennial generation. Millennials neither consider themselves loyal to MNHS nor choose MNHS as an organization to join. However, countering this somewhat negative finding is the perception gained from Factor 2 that millennials think highly of MNHS in terms of trustworthiness and quality services. When membership campaigns are directed at millennials, promotional messaging should emphasize trust and quality.

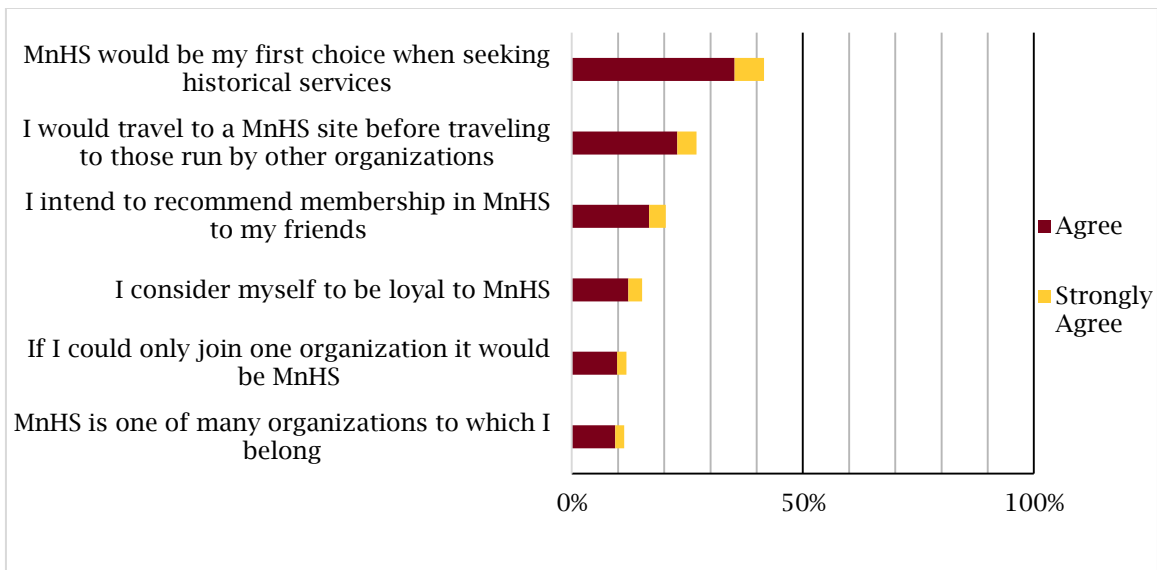


Figure 5: Percentage of respondent agreement with Loyalty statements, 2015 (n=358-361)

Brand-equity dimension: *Image*

Millennials are not connected to MNHS in a significant way, and MNHS is not top of mind when it comes to deciding travel plans or researching history.

Asked how frequently MNHS came to mind when thinking about six different history-related activities in the questionnaire, millennials most often thought of MNHS in association with “preserving historic buildings” (very often =26.9%; always =24.9%) and least frequently in association with “researching family history” (very often =11.7%; always =5.6%; Figure 6).

Among millennials, there seems to be a gap between the most known services MNHS provides and the least known. “Preserving historic buildings” and “visiting historic exhibits” are most often thought of in association with MNHS. Conversely, “traveling for educational purposes” and “researching family history” were thought of much less frequently in association with MNHS. This large gap between services might suggest variances in accessibility and ease of use in regard to millennials.

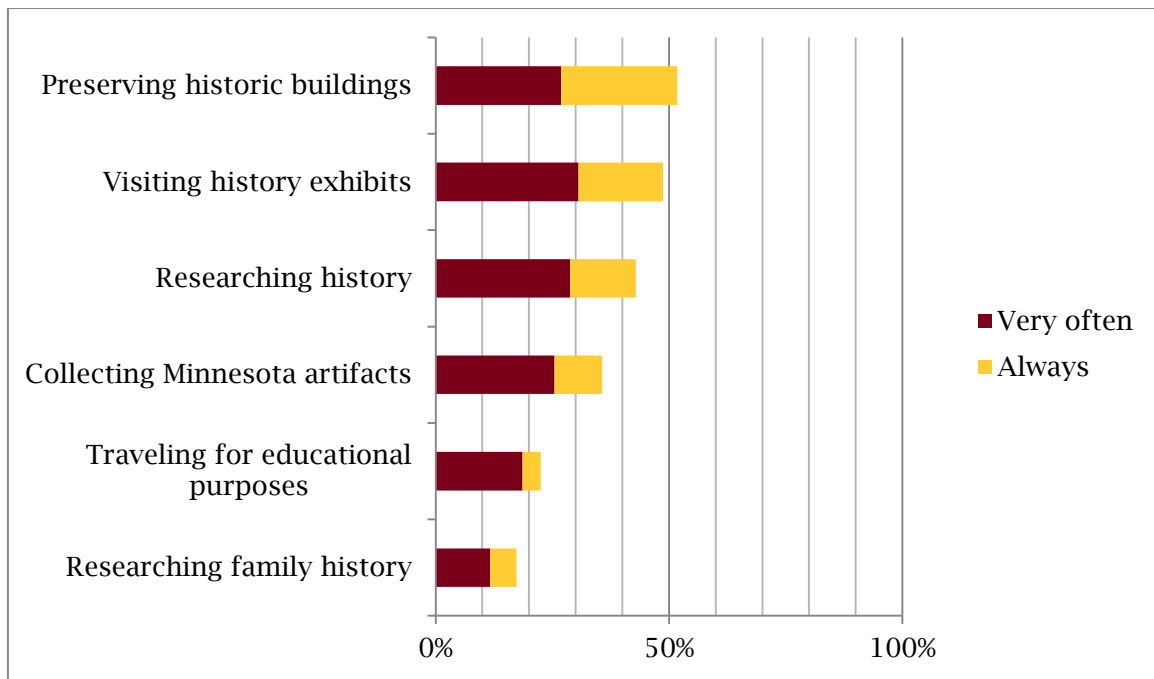


Figure 6: Percentage of millennial association with Image statements, 2015 (n=359-361)

Brand-equity Factor: *Inclusiveness*

Inclusiveness was chosen to represent Factor 5 because it signifies that MNHS operates across the state and has relevant information to share (Figure 7). All three statements were constructed in a negative tone, and respondents rejected each one. Respondents know that MNHS does more than manage the Minnesota History Center (agree = 13.4%, strongly agree = 2.5%) and provides services outside of the Twin Cities (agree = 10.0%, strongly agree = 1.7%). They also do not believe that, in general, local historical societies have more information to share than MNHS. Inclusiveness is not a brand equity dimension but supports other dimensions. Inclusiveness is most related to the Awareness dimension. It reflects the feeling that MNHS is positioned to deliver services across the state.

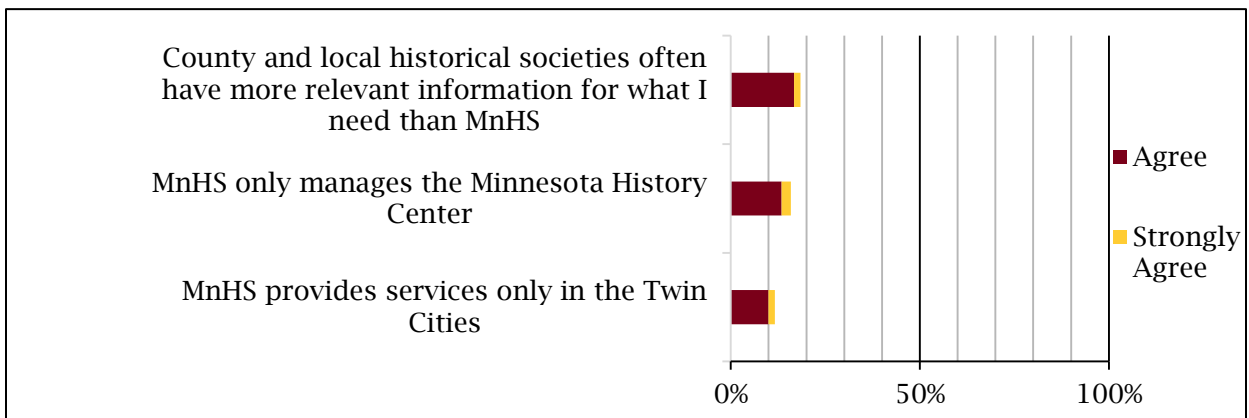


Figure 7: Percentage of agreement with Inclusiveness statements among millennials, 2015 (n=359-360)

Brand-equity Factor: Education

There were only two statements that appeared in Factor 6: “Teachers should count on MNHS for educational resources and training” (agree = 56.7%; strongly agree = 12.5%; Figure 8) and “MNHS is essential for K-12 history education” (agree = 44.6%; strongly agree = 15.0%). Both statements were evaluated in the positive range of the scale indicating the millennial generation does believe MNHS has a significant role to play in education for both teachers and students. This teaching aspect of MNHS aligns with trustworthy and quality services that appeared in Factor 2. Again, this is affirmation that millennials view services they are aware of as high quality.

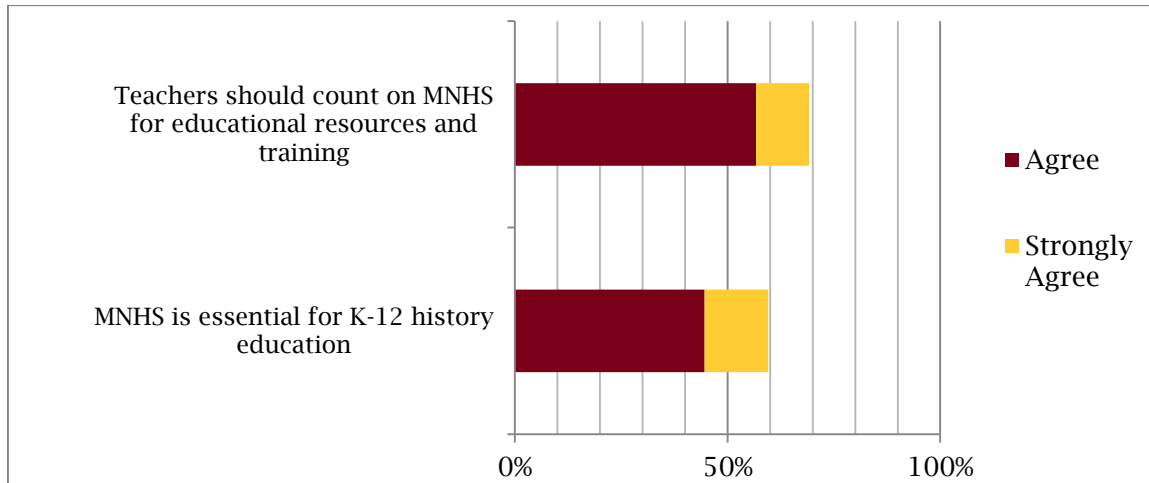


Figure 8: Percentage of agreement with Education statements among millennials, 2015 (n=359-360)

Comparison to 2013 questionnaire results

In 2013, a similar survey was emailed to respondents that included MNHS members, donors, and nonmembers. All surveys included variations of the four main brand-equity dimensions of Awareness, Image, Quality and Loyalty. Member factor analysis included three other related factors: Loyalty & Awareness, Awareness & Image, and Nonquality Rejected. Not surprisingly, members had more complex brand equity perceptions. Donors and nonmembers had similar factor patterns and added just one additional factor of Limited Awareness and Image Rejected. As discussed above, an analysis of the responses from millennials revealed six key factors, adding Inclusiveness and Education (Table 9). The Education items loaded onto other factors for the donors and nonmembers. Clearly, the millennials culled out MNHS educational value in their perceptions of brand equity.

Table 9: Comparisons of respondent brand equity factors, 2015

	Respondent Type (Year data collected)		
	Members (2013)	Nonmembers (2013)	Millennials (2015)
Number of factors	7	5	6
Total variance explained (%)	55.5	37.9	62.8
Factor explaining the most variance	Factor 1: Image (26%)	Factor 1: Awareness & Image (16.1%)	Factor 1: Awareness (16.4%)

Comparison of Site Management

In general millennials were significantly less aware of MNHS site management than 2013 participants (Figure 9). However, they were closest in comparison to non-members. Both groups were only able to correctly identify MNHS as the managing organization for the Minnesota History Center and the Mill City Museum about 60% of the time.

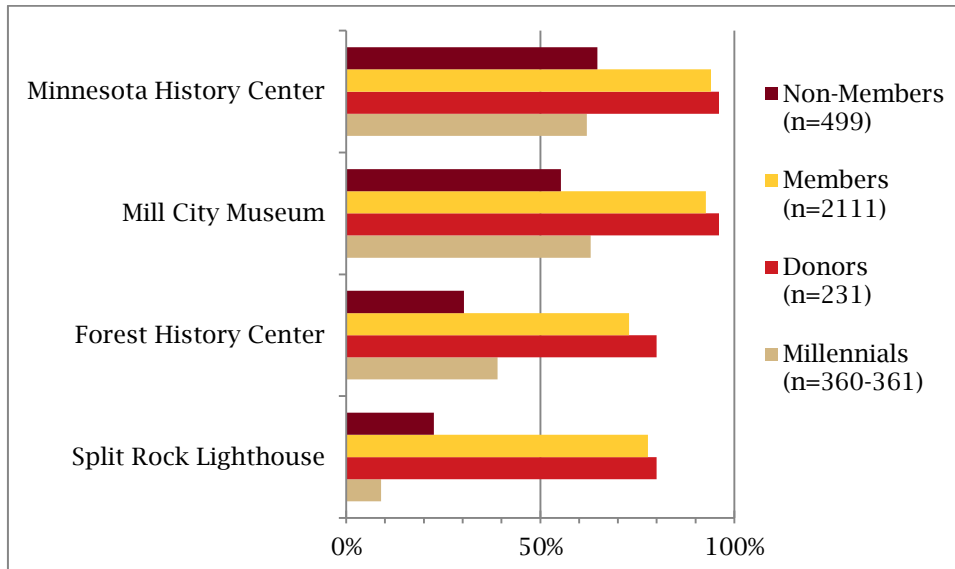


Figure 9: Comparison of MNHS site management between 2013 participants and millennials, 2015

Comparison of Awareness Dimension

Donors and members are, with obvious reason, more aware of MNHS offerings than non-members and millennials (Figure 10). Non-members also indicated more awareness than millennials in all but three areas- field services, grant programs, and the website.

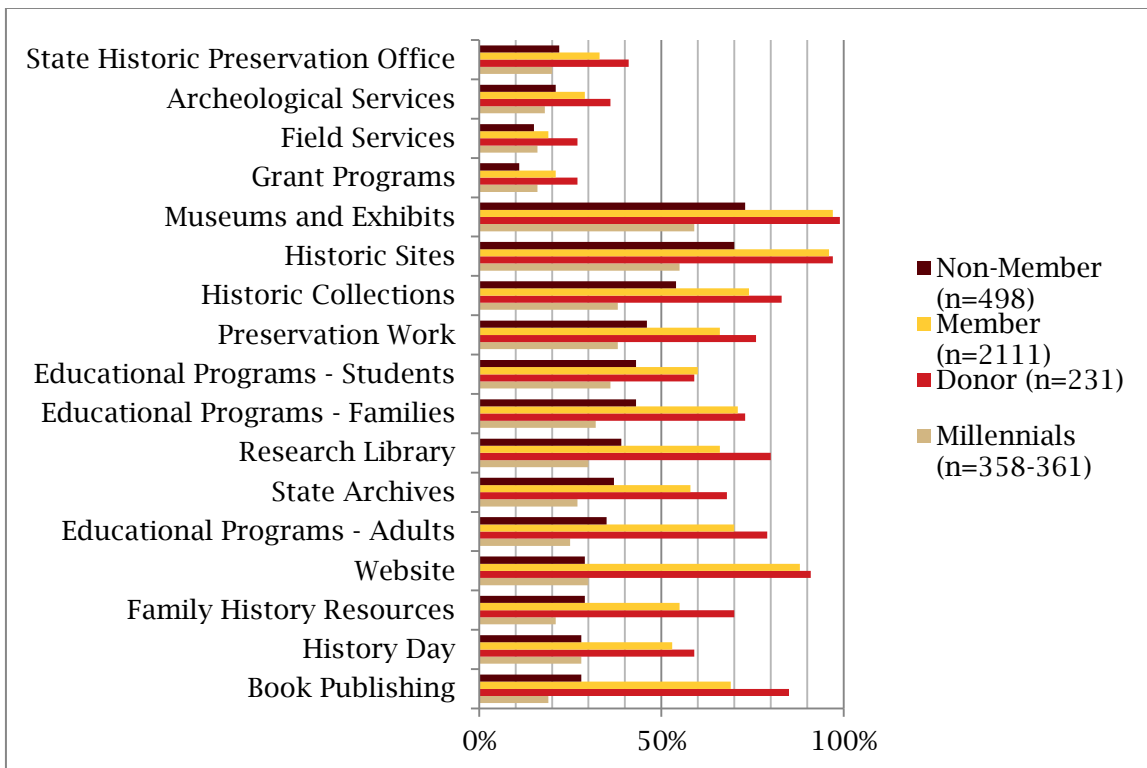


Figure 10: Comparison of Awareness between 2013 participants and millennials, 2015

Comparison of Image Dimension

The Image dimension proved to be the most distinct between the 2013 survey participants and millennials as there was no overlap. For the 2013 participants, Image statements pertained to Minnesota’s quality of life and state image (Figure 11). For millennials, on the other hand, Image statements included MNHS services and offerings (Figure 11). The lack of relationship between the two dimensions indicates an interesting and important difference in how brand image is represented among demographics.

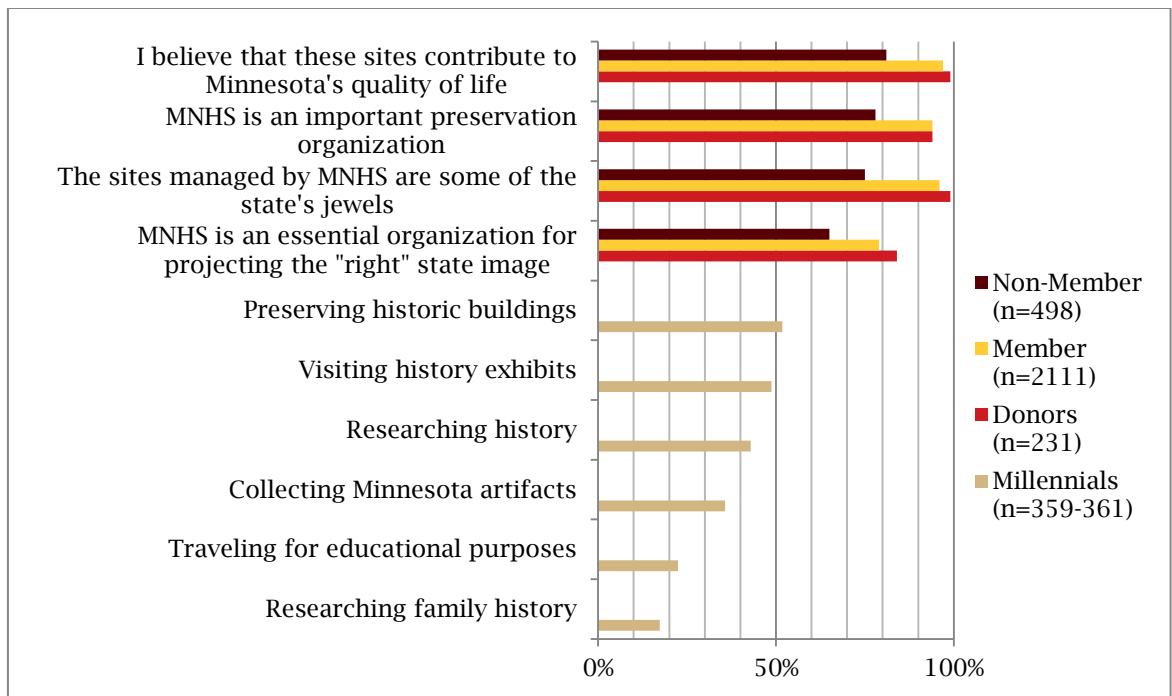


Figure 11: Comparison of Image statements between 2013 participants and millennials, 2015

Comparison of Quality Dimension

As with the Image dimension, there were differences between statements that corresponded with the Quality dimension between 2013 participants and millennials. Only those that loaded in both analyses are shown below (Figure 12). In the 2013 analysis, additional statements included: sites managed by MNHS need to be substantially renovated and people at MNHS need to improve their customer service skills. Among millennials, additional Quality statements included:

- The information provided is accurate
- I believe that these sites contribute to Minnesota’s quality of life
- The sites inspire me to learn more about the state’s history
- MNHS makes learning about history exciting
- Programs offered at the sites are what the public needs
- The information provided is unbiased
- MNHS offers a good value for the money

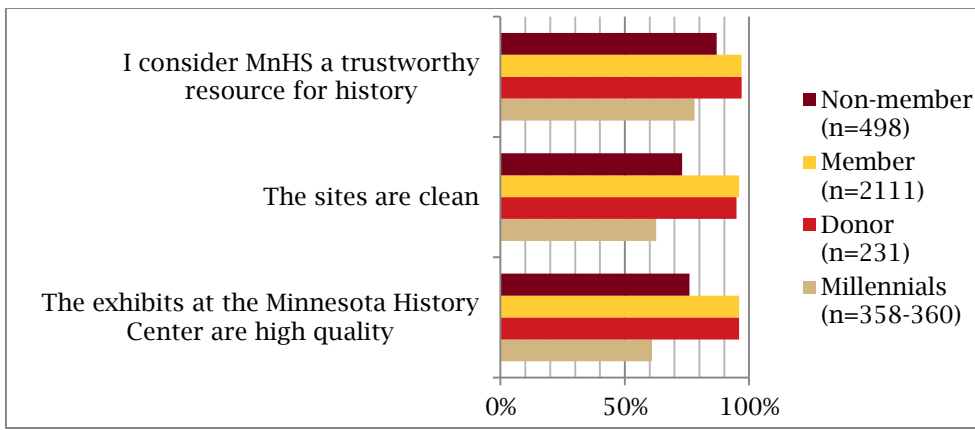


Figure 12: Comparison of Quality statements between 2013 participants and millennials, 2015

Comparison of Loyalty Dimension

Again, the 2013 analysis indicated differences in statements that correspond to brand loyalty. Only those that are present in both analyses are shown below (Figure 13). In the 2013 study, the Loyalty dimension also included “MNHS deserves state funding.” Millennial Loyalty included: MNHS would be my first choice when seeking historical services and MnHS is one of many organizations to which I belong.

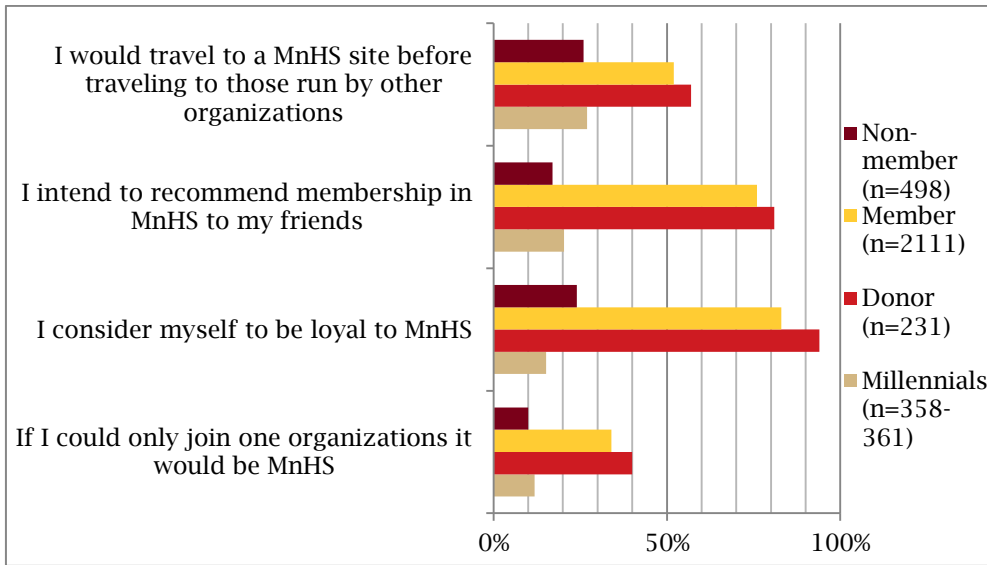


Figure 13: Comparison of Loyalty statements between 2013 participants and millennials, 2015

Admiration of MNHS

The majority of millennial respondents indicated they admire or strongly admire MNHS (53.5%; Figure 14). However, that response is also balanced by a large percentage that remains neutral about MNHS (44.6%).

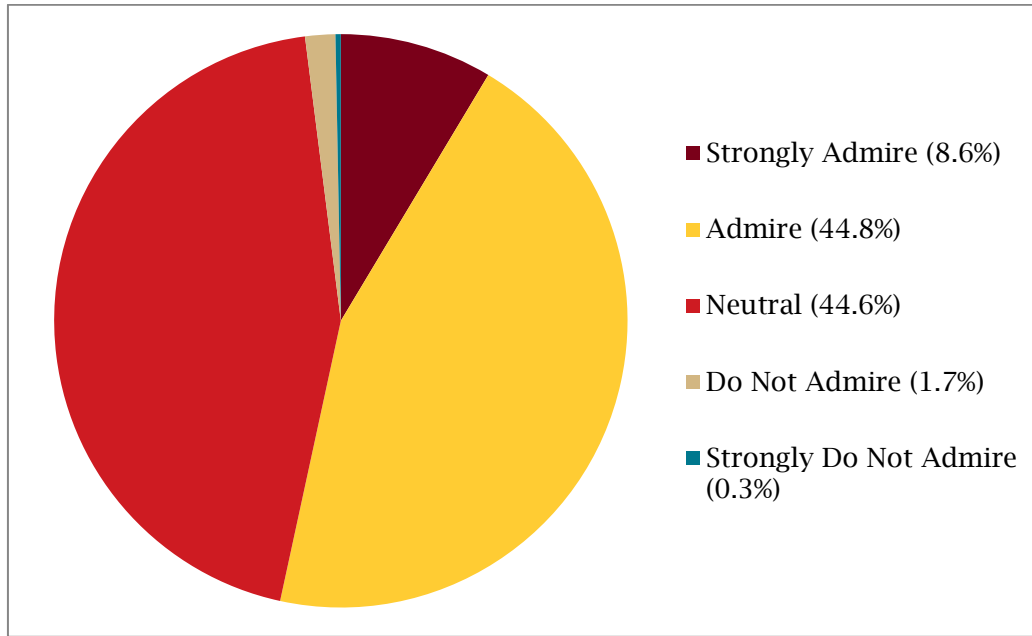


Figure 14: Admiration of MNHS among millennial questionnaire respondents, 2015 (n=359)

Likelihood of recommending MNHS to family and friends

The majority of Millennials were at least somewhat likely to recommend MNHS to friends and family (Figure 15). On a scale with 0 equaling “not at all” and 10 equaling “extremely likely,” the average rating was 6.2.

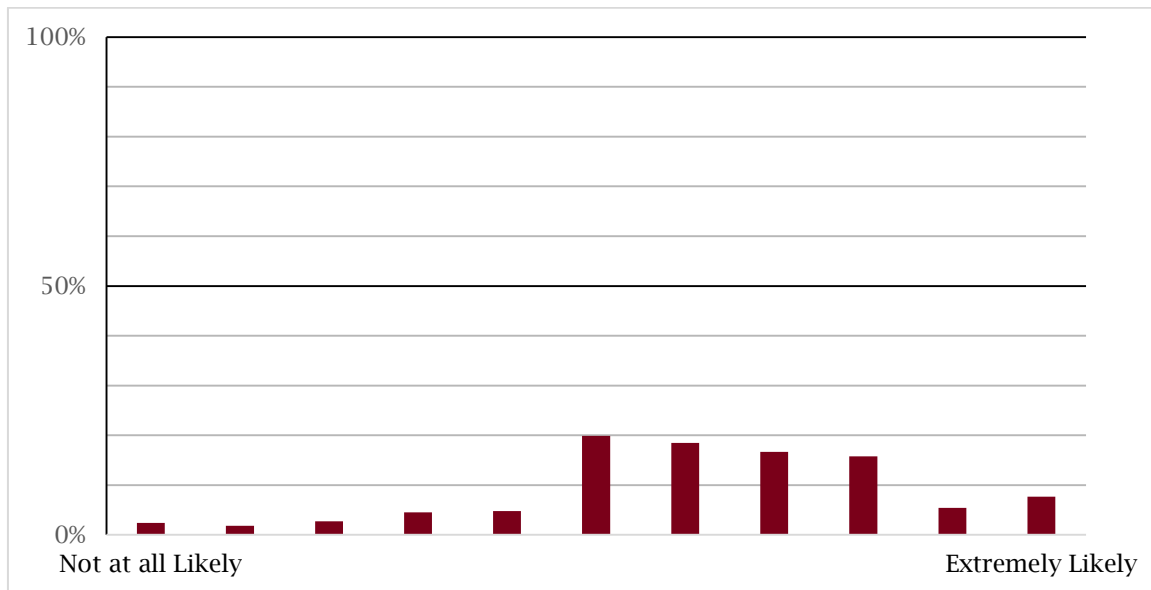


Figure 15: Respondent likelihood to recommend MNHS, 2015 (n=336)
 Rated on a scale 0 = Not at all, 10 = Extremely likely

Comparison of Admiration and Likelihood to Recommend MNHS

Millennials indicate a lower level of admiration for MNHS than non-members, members, and donors (Figure 16). However, their likelihood to recommend MNHS is on par with non-members. As expected, members and donors have the highest admiration and recommendation scores.

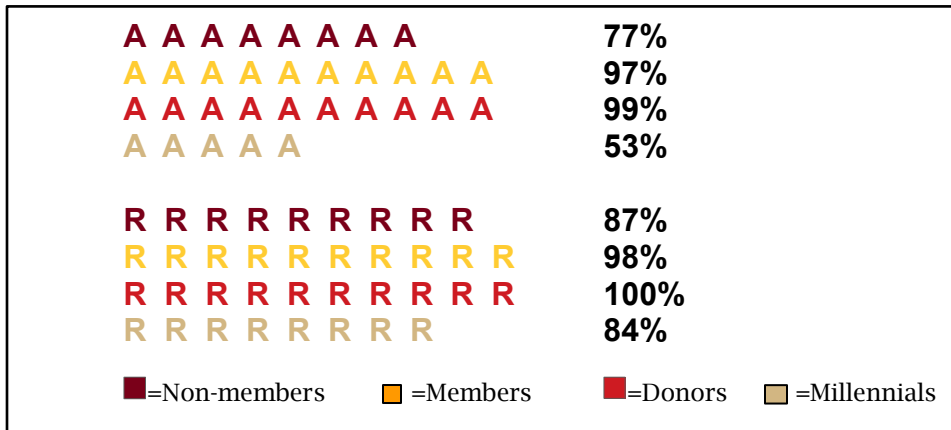


Figure 16: Comparison of admiration and likelihood to recommend MNHS between 2013 participants and millennials, 2015

Research Question 3: Motivations and constraints to engagement with the Minnesota Historical Society

Motivations

Millennials identified all motivations as important for participating in historic programs and services. Respondents ranked “to do something enjoyable” as the most important and “to test my knowledge” as least important (Figure 17). “To learn about history” and “to do something with my family” rounded out the top three most important motivations.

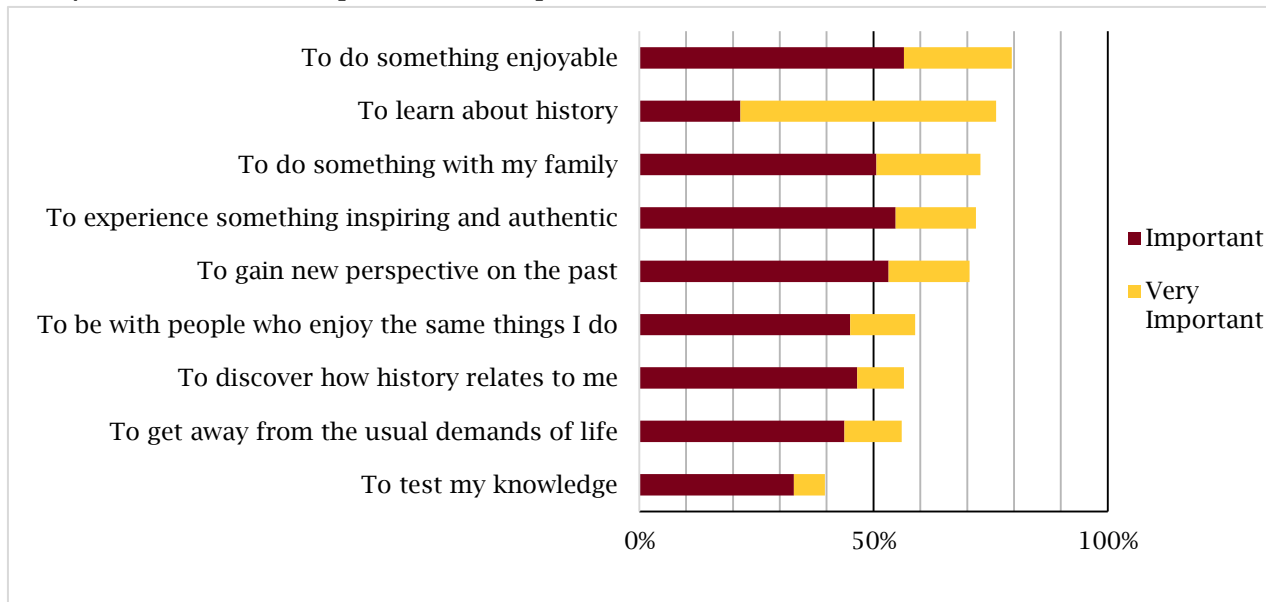


Figure 17: Percentage of respondents identifying motivations for participation in historical programs and activities, 2015 (n=359-361)

When factor analyzed, motivations remained as a single factor and had a high reliability as a single scale (Table 10).

Table 10: Factor analysis for respondent motivation items, 2015

	Factor Score
Participation Reasons	
To experience something inspiring and authentic	.81
To gain a new perspective on the past	.80
To do something enjoyable	.79
To learn about history	.78
To discover how history relates to me	.76
To do something with my family	.70
To be with people who enjoy the same things I do	.70
To get away from usual demands of life	.67
To test my knowledge	.58
Eigen Value	4.87
Cronbach's Alpha (α)	0.89
Variance Explained (%)	54.09

Respondent attendance with others

Millennials often engage in leisure activities with others. Groups of family or partners are the most frequent groups attending historical programs and activities together (Figure 18). In fact, only 6% of respondents indicated they typically go to historical programs or activities alone (Figure 18).

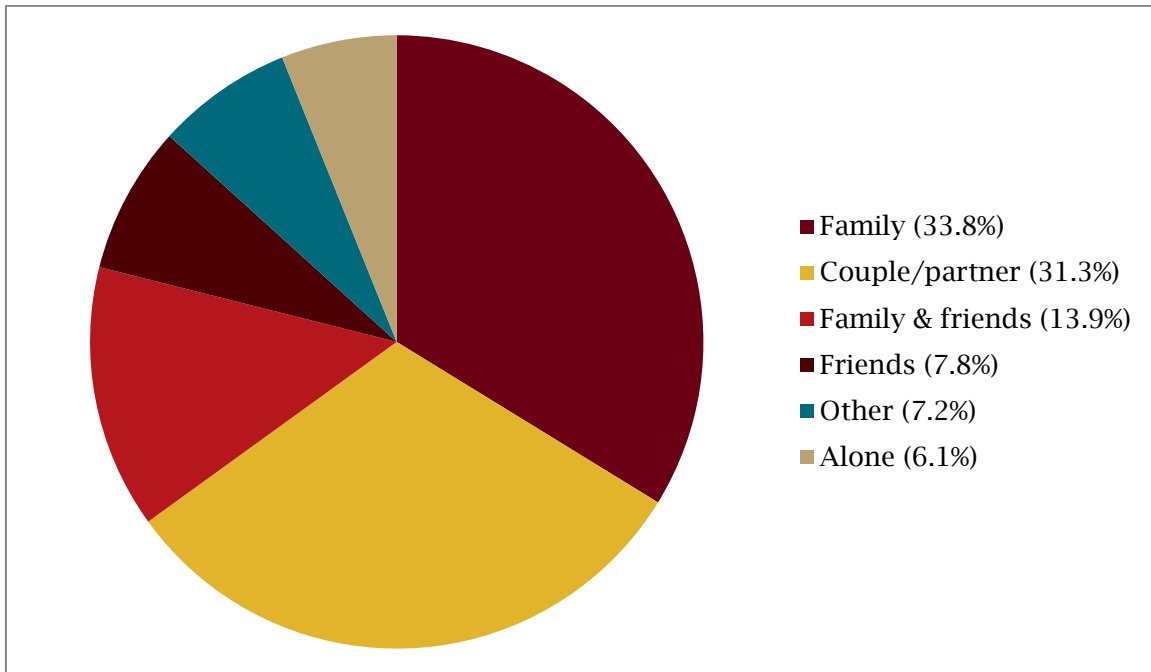


Figure 18: Millennial group attendance at historical programs and activities, 2015 (n=361)

Millennial participation in children's activities

Just over one-third (n=132) of the millennials in the questionnaire sample indicated they have children under the age of 18 living at home. Although many of their children are not yet old enough to participate in activities with MNHS, one-quarter of parents with school-age children (n=33; 25%; Figure 19) volunteered in the classroom within the past 12 months.

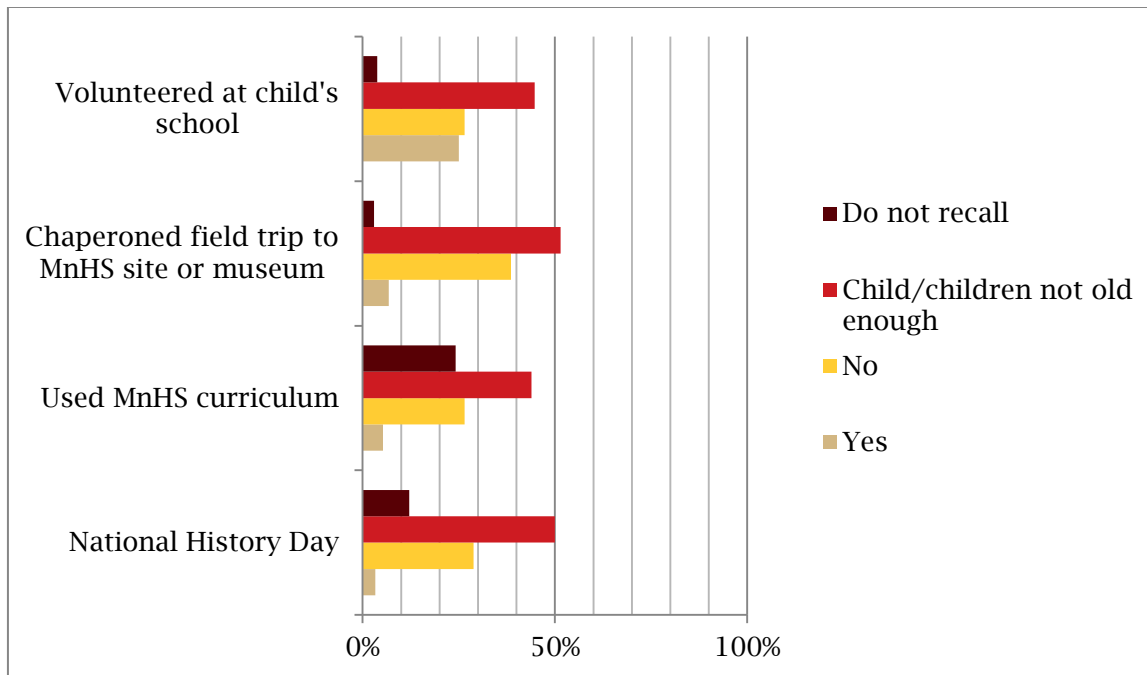


Figure 19: Respondent participation in children's activities within the last 12 months, 2015 (n=132)

Constraints

Millennials most often identified the constraint of “do not have enough time” for participating in historical programs and activities (Figure 20). Distance to sites was the second most frequently identified constraint, followed by friends and family preferring other activities. A lack of information and site activities were moderately constraining for millennials. Fortunately, respondents rated “history is boring,” “do not feel welcome,” and “fear of prejudice” as the three lowest constraints for participating in historical programs or services.

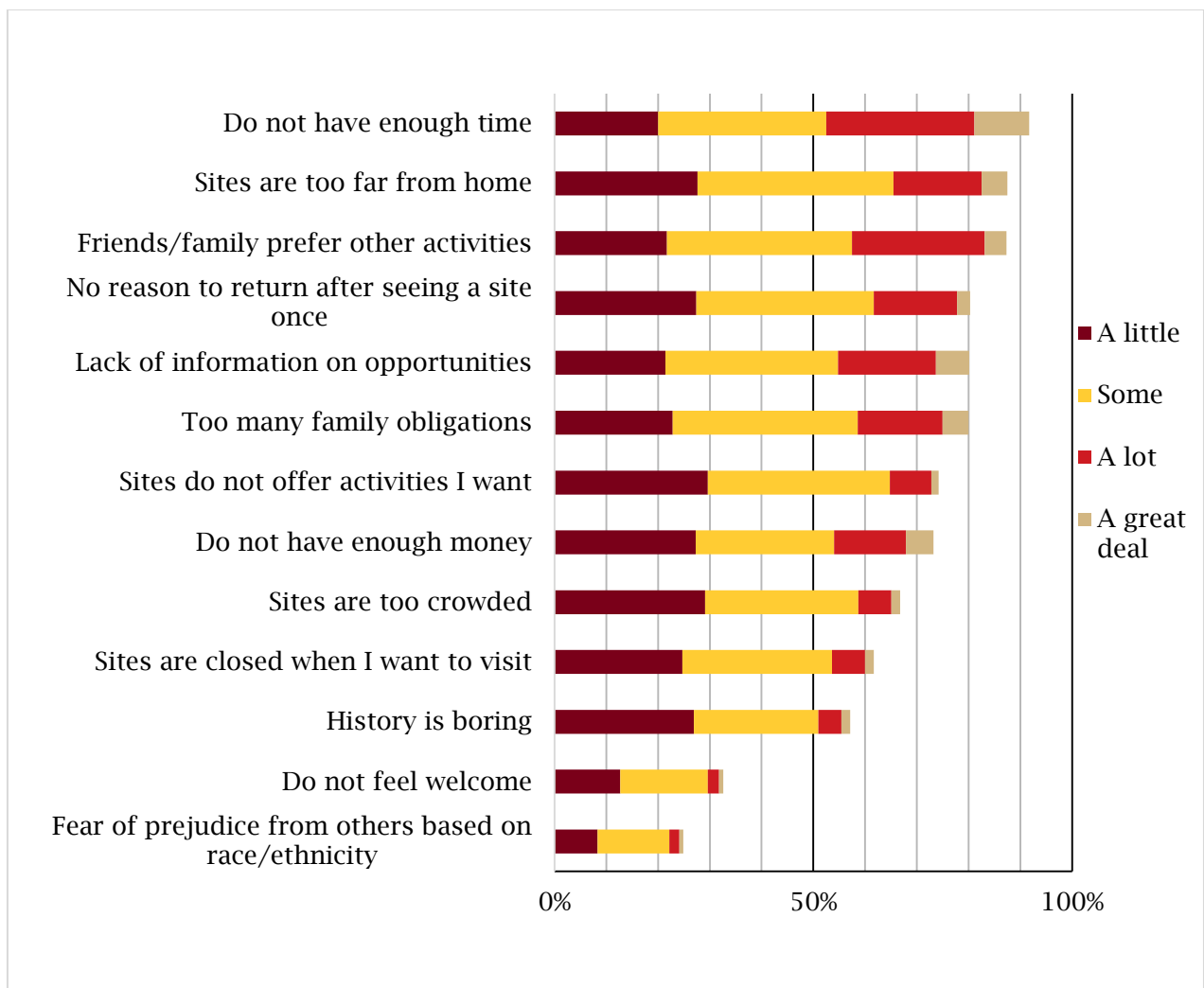


Figure 20: Percentage of respondents identifying constraints to participation in historical programs and activities, 2015 (n=359-361)

Respondent descriptions

Demographics

All respondents are considered millennials, as they were born between 1980 and 1993 (Figure 21). The majority of respondents were non-Hispanic, white females (Figure 22; Figure 23; Figure 124). The millennials who completed the questionnaire were also well-educated, with 68.4% having at least a college degree (Figure 25). More than three-quarters of respondents (76.6%; Figure 26) reported a pre-tax household income of less than \$100,000.

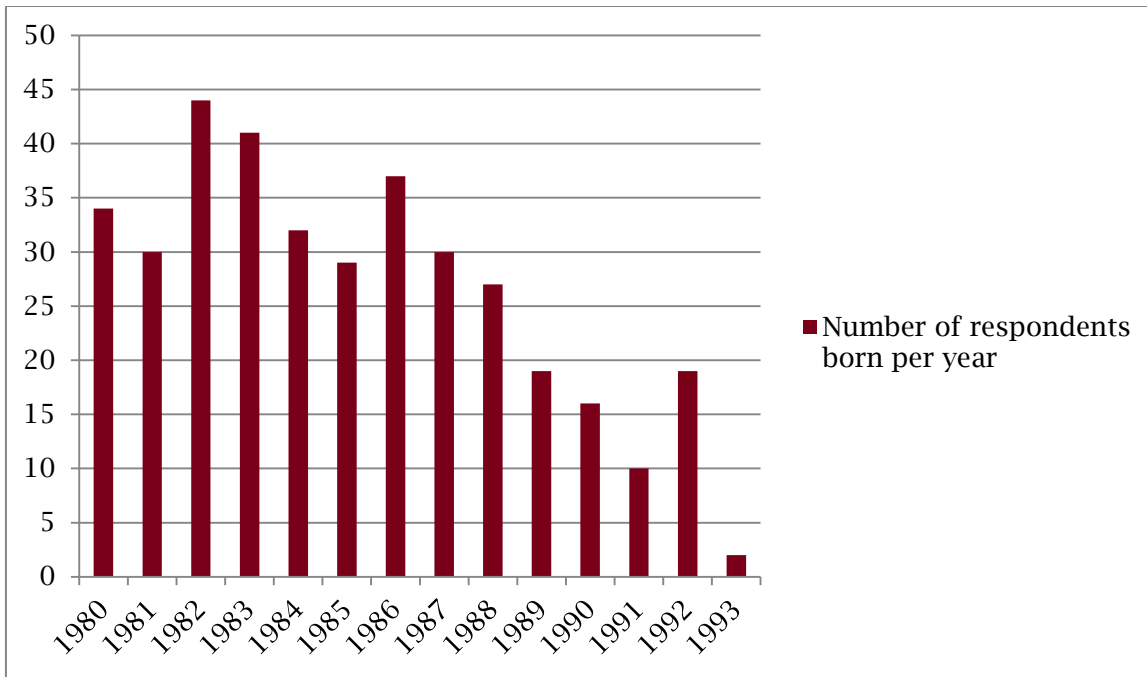


Figure 21: Number of respondents born per year 1980-1993, 2015 (n=361)

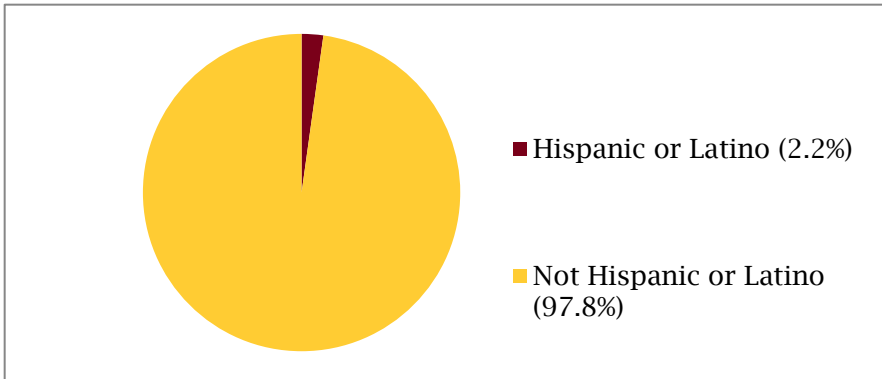


Figure 22: Self-reported ethnicity of millennial respondents, 2015 (n=359)

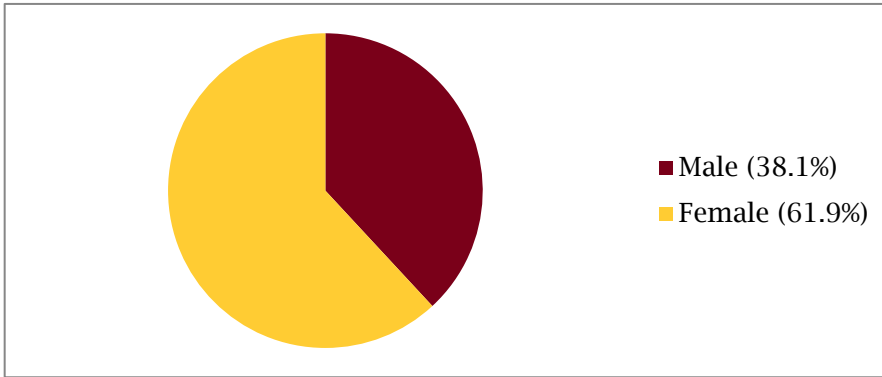


Figure 23: Gender of millennial respondents, 2015 (n=360)

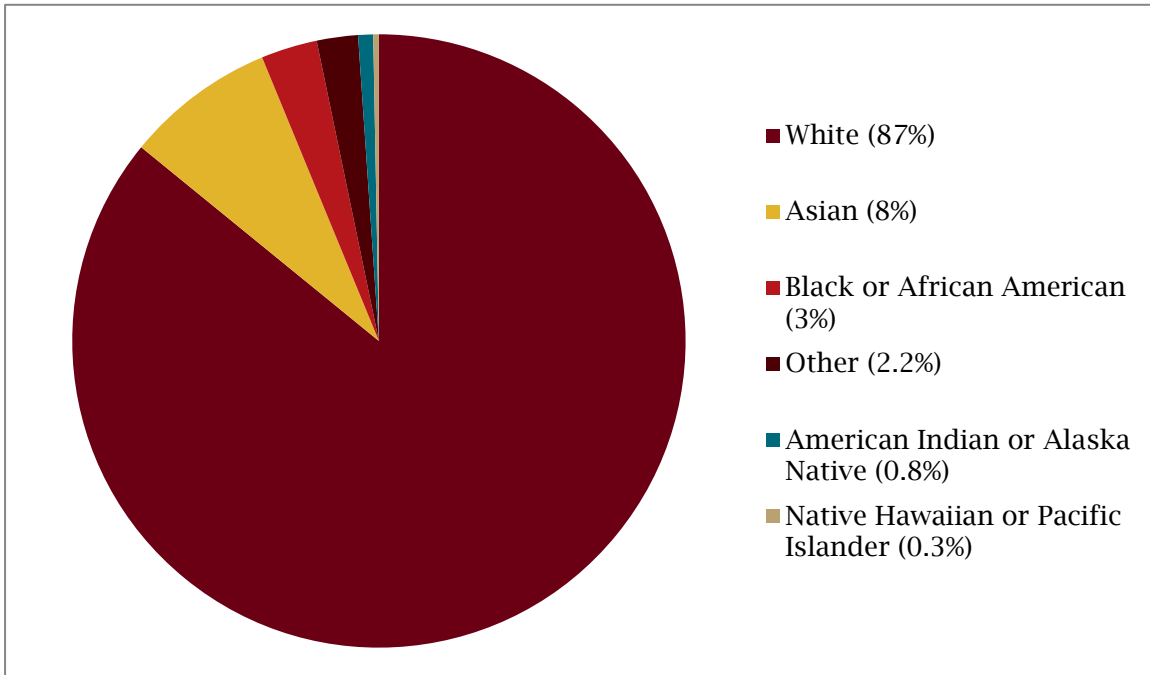


Figure 24: Self-reported race of millennial respondents, 2015 (n=361)

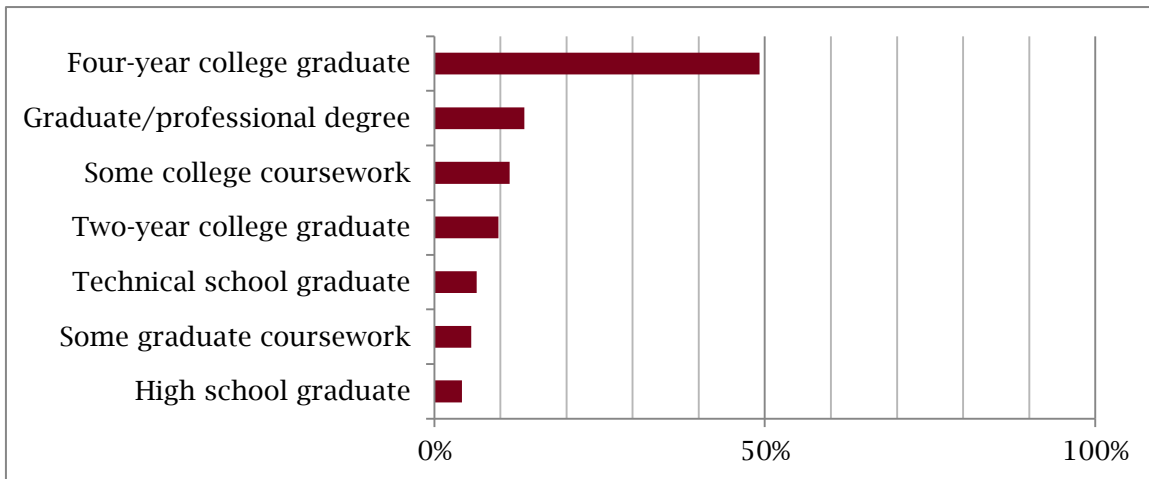


Figure 25: Respondents' level of education, 2015 (n=360)

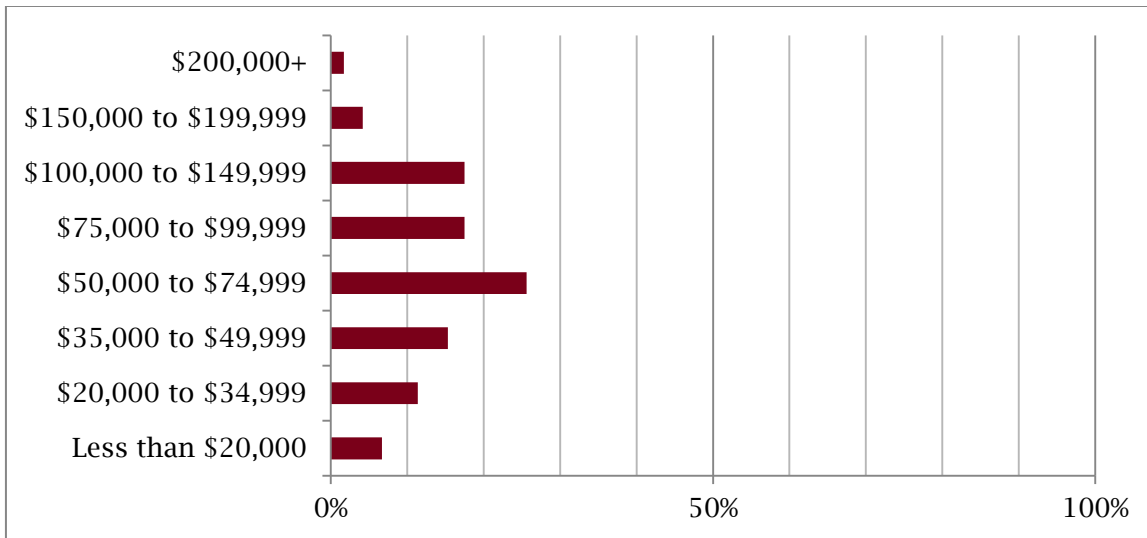


Figure 26: Respondents' pre-tax household income, 2015 (n=359)

Respondents' number of children

The majority of millennials who responded to the questionnaire had no children living at home (63.4%; Figure 27). About one-third had one or two children and 5.5% of respondents had three or four children living at home (Figure 27).

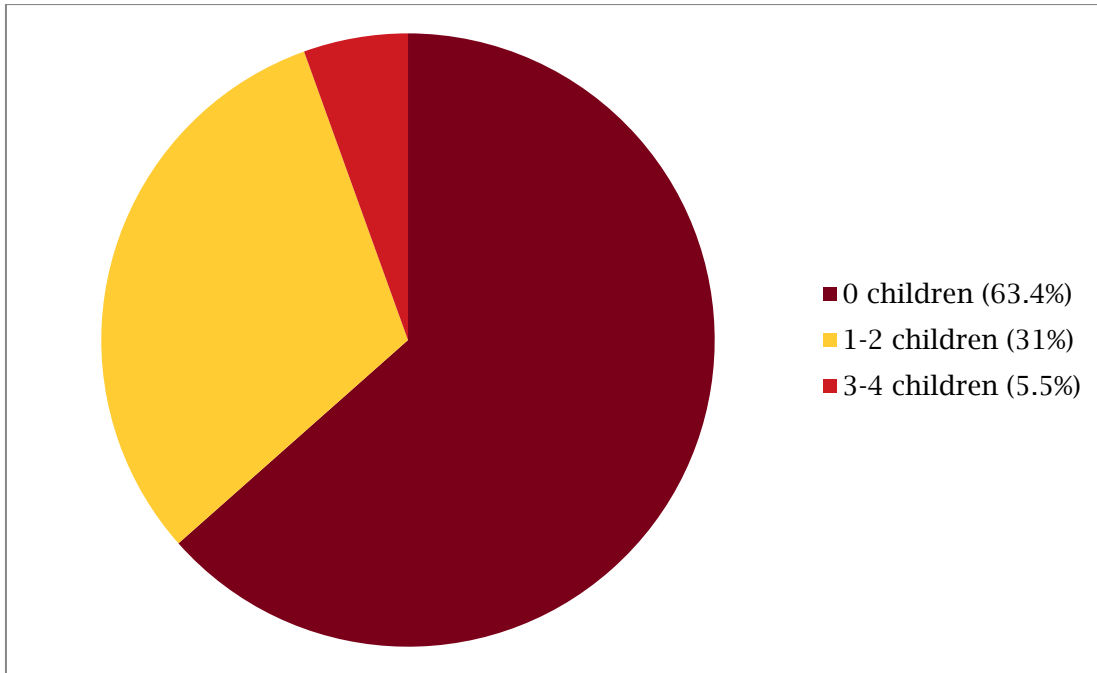


Figure 27: Number of children under 18 living at respondent's home at time of questionnaire, 2015 (n=361)

Respondents' employment status

Over 80% of all millennials in this sample are employed full time (Figure 28). Rounding out the top three categories are employed part time and a student.

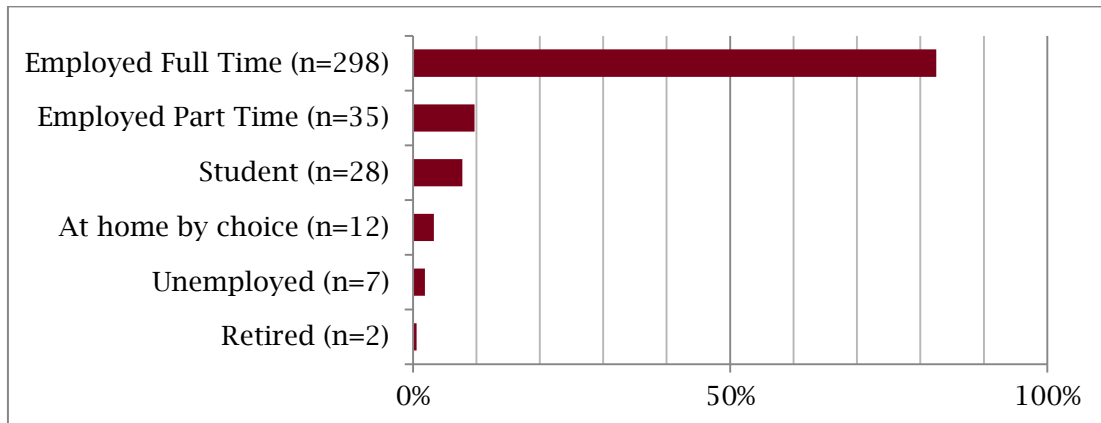


Figure 28: Respondent employment status (respondents could select multiple options), 2015

Respondent information source for historical programs

There are many different ways millennials could hear about historical programs and activities. Not surprisingly, the top two most frequently cited information sources include a website (n=202; 56%) and through word of mouth from friends and family (n=197; 54.6%). As of 2015, however, social media platforms such as Twitter, Instagram, and Pinterest rank lowest in informing millennials of historical programs and activities (Figure 29).

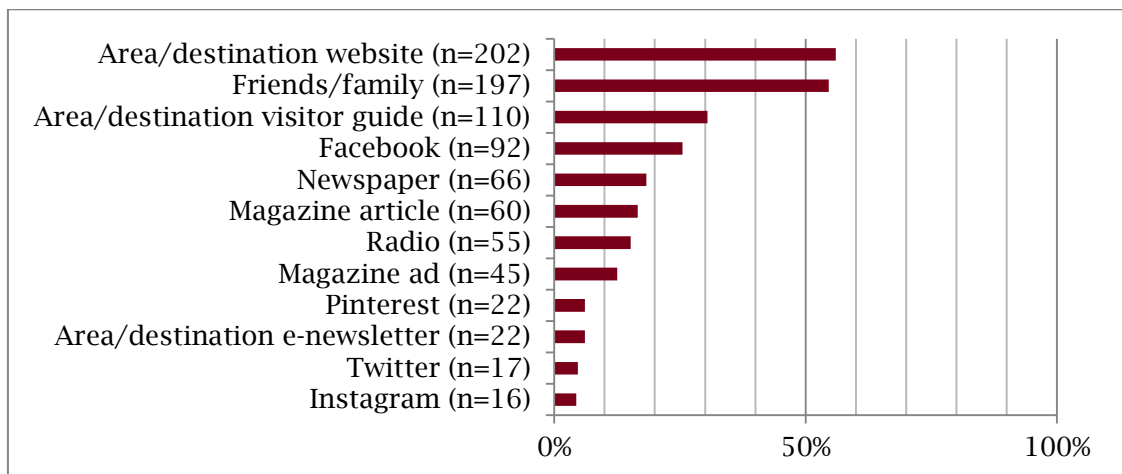


Figure 29: Respondent information source for historical programs (respondents could select all that apply), 2015

Respondent activity not directly related to MNHS

During the past 12 months, nearly half of millennials who responded had visited an art or history museum (n=149; 41.4%), and almost as many had visited a craft fair (n=137; 38.1%). More than 10 percent of respondents had written a letter to a politician, made a contribution to a conservation organization, or chosen to stay in a historic hotel when travelling. However, almost no respondents had volunteered as a tour guide or helped preserve a historic site or building (Figure 30).

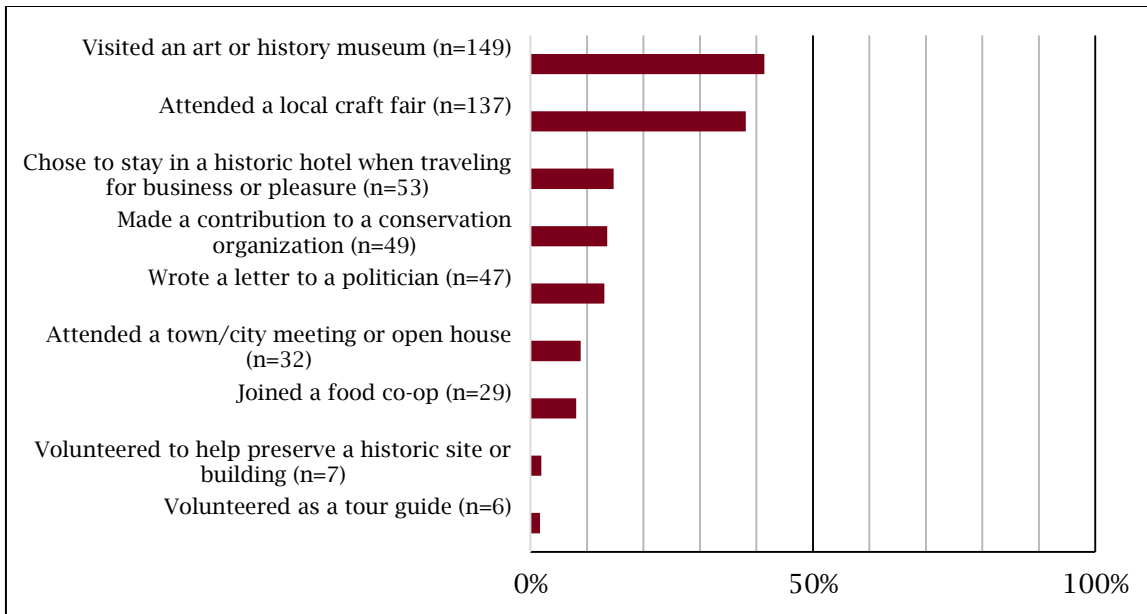


Figure 30: Millennial preservation activity not directly related to MNHS in the past 12 months (respondents could check all that apply), 2015

Among respondents, Como Park and Conservatory and the Minnesota Zoo were the most visited attractions within the past 12 months. Still, fewer than 50% of respondents visited either of these places (Figure 31). The least frequently attended attraction in the last 12 months was the Minnesota Landscape Arboretum. Of the 361 millennials in the sample, nearly one-third (n=103; 28.5%) had not visited any of the local attractions listed (Figure 32).

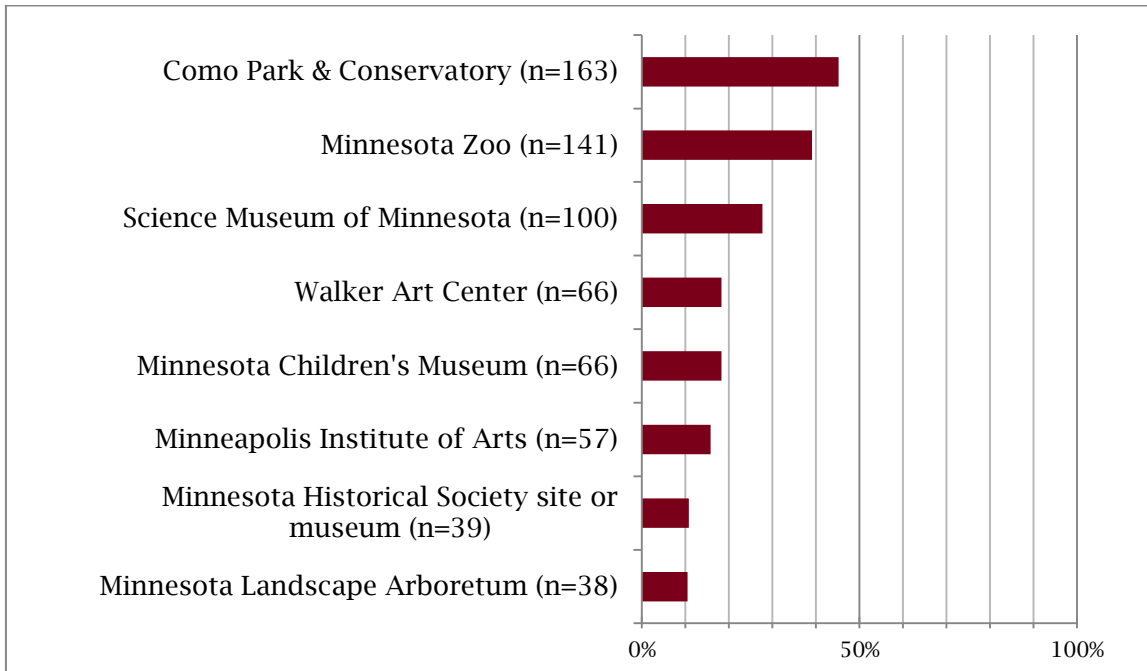


Figure 31: Attractions visited within past 12 months among respondents (respondents could select all that applied), 2015

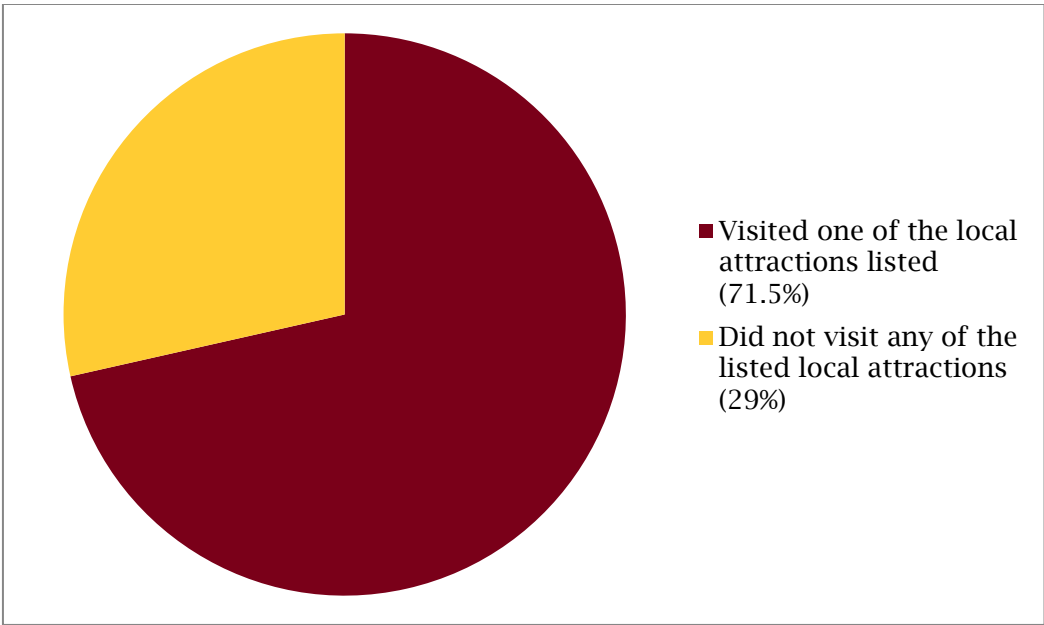


Figure 32: Respondents who did not visit any of the listed local attractions, 2015 (n=361)

Non-MNHS organizational visits and fiscal support

Minnesota Public Radio and the Minnesota Zoo were the most financially supported nonprofits by respondents. However, this support was only at about 10%. Other organizations supported by even fewer respondents included the Science Museum of Minnesota, Minnesota Children’s Museum, and respondents’ alma maters (Figure 33).

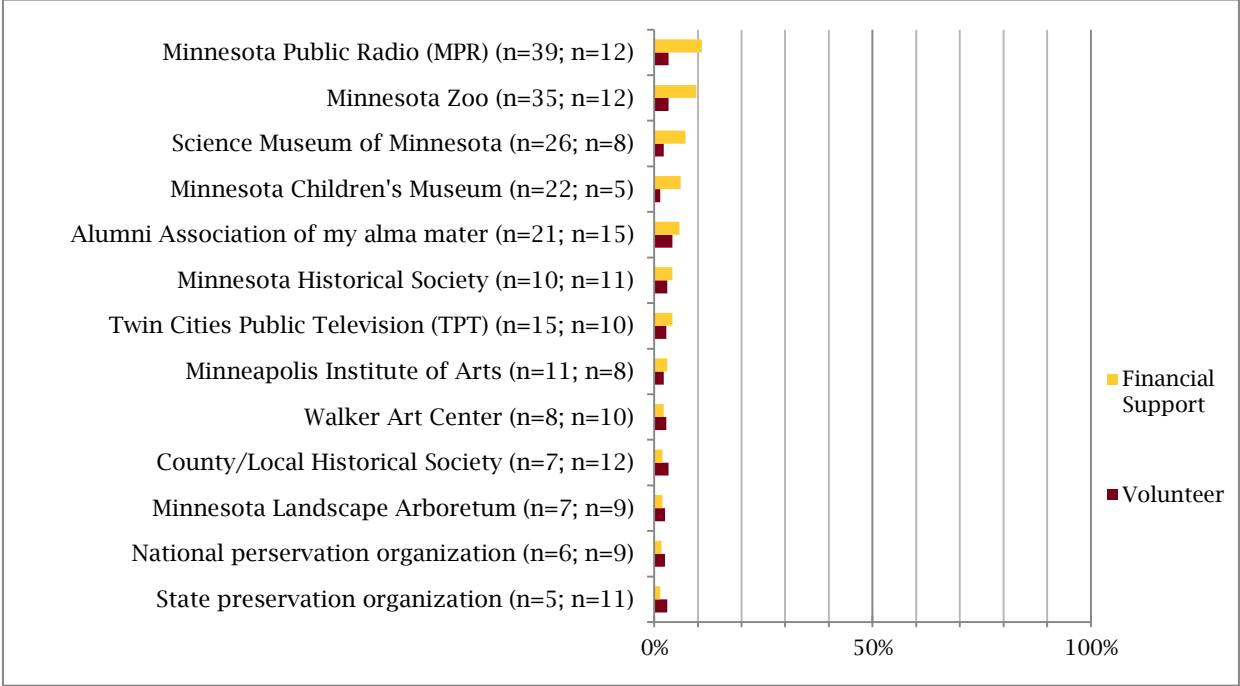


Figure 33: Respondent financial support and volunteerism with non-MNHS organizations, 2015

Discussion

The following section presents a discussion of the three research questions, integrating literature and a holistic approach to consumer-based brand equity.

Research Question 1: Awareness of the Minnesota Historical Society

Awareness was assessed in two ways. First, respondents identified who managed or owned four different sites, all of which MNHS operates or owns. Second, respondents indicated their familiarity with a variety of MNHS programs and services. Millennials correctly identified MNHS management for only two of the four sites. Additionally, respondents were most familiar with the museums, exhibits, and historic sites of MNHS and less familiar with other services. Clearly, to move forward it is important that MNHS increase its awareness about its lesser known services and activities.

Familiarity results reveal MNHS is viewed not only as an organization that provides services to children and families but also as the entity that manages the History Center. Millennials also acknowledge that MNHS is an important organization for both preservation and education. Although these results are not surprising, they dispel any concerns that MNHS is too narrowly program focused and geographically isolated. Millennials agree that MNHS provides important statewide services to a variety of audiences.

Although MNHS is generally viewed positively by millennials, the factor analysis revealed that its image is most strongly linked to historic sites, museums, and exhibits. Based on this, locations may provide the most effective settings or pulls for connecting with millennials and other targeted audiences onsite. By visiting a historic site or a museum, millennials have already displayed interest in MNHS services and may be more receptive to learning about the organization. However, few in the sample had visited MNHS in the past 12 months and, subsequently, getting them to the sites and interested in the programs is the first step to increasing awareness. Using these locations as draws can facilitate the relationship.

Low familiarity with MNHS services among millennials should not be discouraging. As millennials agree that MNHS is a well-respected and important organization, what remains to be changed is a matter of awareness, not perception. Familiarity with certain low-profile programs can be increased by combining them with higher-profile services. For example, individuals that contact MNHS regarding history research could also be introduced to family history research and the grant programs to aid their projects. This strategy would help forge more connections and strengthen emotional bonds with MNHS. Using a high-awareness service, such as researching history, to connect in a personal way with a member about low-awareness services, such as researching his or her family history, not only boosts awareness, it also builds loyalty and could lead to potential future membership.

Beyond this opportunity, there are certainly a number of programming opportunities to connect with millennials and their families and friends. Ensuring millennials know about them, however, is important. As the respondents had not heard of historical programs and activities through social media sites, but frequently use them, there seems to be an opportunity to enhance this particular communication channel.

With respect to comparing the 2013 study findings to the results from millennials, it is clear that millennials possess less awareness of MNHS activities and services. On the positive side they do support state funding for MNHS as do the majority of respondents in the 2013 study. The big difference, however, is that it appeared easier to attract non-members to MNHS managed sites and sponsored activities as they had more of a propensity to be interested in history and its

interpretation. Millennials do not seem to possess that same level of interest. Therefore, to connect with more millennials MNHS may need to change how it presents and delivers some of its programming. For example one of the areas where millennials were more aware of MNHS than the group of non-members from the 2013 study was with respect to the MNHS website. There were two other areas as well (grants and field services) but the difference between millennials and non-members with respect to those two services was negligible and for considered non exploitable from a marketing perspective. Therefore a focus on technology may be key to connecting with millennials and keeping them engaged in MNHS activities.

Many of the recommendations made above such as engaging with millennials on site and the use of higher recognized services to increase awareness of lower level services were also contained in the 2013 report. However the difference is that fewer millennials know what sites MNHS manages, travel to MNHS managed sites, or know about MNHS services. Again the use of technology to connect with millennials will be a crucial component of programming, but the first step will be identifying how to reach this target group. Perhaps the best way is to acknowledge that millennials are very much engaged in social media communication. A social media strategy, possibly using MNHS members, to connect with millennials may be one way to increase millennials' awareness of MNHS and its services.

Research Question 2: Minnesota Historical Society Brand Equity

Customer-based brand equity was measured along four dimensions: Awareness (described above), Image, Quality, and Loyalty. To assess these dimensions, respondents stated how much they agreed with a variety of items related to these areas. Responses were then factor analyzed. The following discussion outlines the brand analysis and examines each brand dimension.

Millennial brand analysis suggests MNHS is perceived as a crucial leader in history research and education statewide. Millennials acknowledge high quality services and programs offered by MNHS. However, millennials also displayed a low sense of loyalty toward MNHS.

Perhaps by targeting millennials at locations where programming is being offered and introducing other MNHS services and programs to them, a sense of loyalty could be built. Furthermore, since millennials are comfortable with and enjoy the use of technology, MNHS should continue to focus on engaging, innovative exhibits to target this specific age group.

Image

Overall, MNHS is viewed as focused on preservation, history, and research. However, the majority of respondents was not familiar and had not formed strong impressions of many of the historical services offered by MNHS. Similarly, they also did not view MNHS as a top organization regarding traveling for educational services. Additionally, millennials showed low agreement with statements that MNHS only “provides services in the Twin Cities” and “only manages the Minnesota History Center.” These low agreement ratings indicate MNHS has a good image as a statewide, multi-purpose organization.

While the majority of respondents admire MNHS, more than 40% are neutral about admiring or not admiring MNHS. This indicates, most likely, a lack of knowledge regarding MNHS, its mission, and its programming. As seen above and detailed again below, quality is not the issue. When MNHS and certain programs are linked, quality is deemed to be high. But, when MNHS stands alone and not linked to a particular activity or service, then admiration decreases. This occurrence appears to be an engagement issue. If members of the millennial generation become connected to MNHS through a

service or activity, then they will expect quality. Over time, this engagement will increase millennial admiration level.

There were notable differences between results from the 2013 study and this one focused on millennials. First, as mentioned above, none of the same statements loaded on the Image dimension for the two groups. This indicates that the groups are very different when thinking of an overall impression of MNHS. Millennials focused their attention on the most obvious services that connected directly with history. Since awareness was low for sites managed by MNHS and for many services provided by the organization, it was not unusual to find millennials have a narrow focus on image as it relates to MNHS. In the 2013 study there was more awareness of sites managed by MNHS and of services offered and therefore the Image dimension was distinctly different. The 2013 study findings show that the Image dimension was viewed more holistically with items such as MNHS manages the state's jewels and projects the "right" state image more front and center. By contrast the millennials' image of MNHS was more focused in historical related preservation activities.

Quality

Factor two revealed key insights into quality, as ranked by millennials. Responses indicate that millennials appreciate the quality of service provided by MNHS at its exhibits and historic sites. Additionally, millennials show high agreement that MNHS would be their first choice for history research and management of historic sites, and as such, MNHS is a trusted organization for historical services and education.

Trust itself is a key component for increasing brand equity. Responses already indicate that millennials trust MNHS as a source for information and certain services. This trusting relationship must continue to grow in order to engage a larger proportion of the millennial demographic.

Millennials also did not agree with statements that MNHS has "lost its way as a leader in interpretation" or "has lost its way as a leader in education." By indicating low agreement with these statements, respondents show that MNHS is held in high regard.

The educational role MNHS plays is clearly evidenced as well. Moving beyond an educational image will complement the other advancements in the categories of Awareness and Image. In fact, it will be a key avenue for engaging future participants. MNHS is already acknowledged as an essential organization for K-12 education. Additionally, millennials indicate that learning something is a major motivation for participating in historical programs and activities. Perhaps the development of stronger informal educational programming geared toward young adults will engage more millennials with MNHS.

The Quality dimension is where agreement between the 2013 findings and results from millennials can be found. Both groups agreed that MNHS was a trustworthy organization. Trust is key to establishing a relationship, and it appears MNHS has that with all the groups studied. However, when direct comparisons are made with the same statements that appeared in the Loyalty dimension, millennials recorded lower levels of agreement on the statements than any of the other three segments (i.e. non-members, members, donors). In addition more statements appeared for the 2013 group in the Quality dimension than for millennials. Findings on the Quality dimension are encouraging, and this will provide a strong base to launch any millennial-targeted programs.

Loyalty

The Loyalty dimension appeared most often in factor three of the millennial factor analysis. Many millennials do not consider themselves loyal to MNHS in terms of membership. Despite not showing formal loyalty through membership, a sort of informal loyalty could be the gateway to greater engagement.

Perhaps more important, millennials responded with significant agreement that MNHS “deserves state funding.” By indicating a desire to keep MNHS funded and thus operational, respondents again showed a type of informal loyalty to the mission and organization that is the Minnesota Historical Society.

One of the leading constraints to joining organizations, such as the Minnesota Historical Society, is simply the cost associated with membership. Additionally, millennials prefer organizations with a targeted, millennial-focused demographic. One successful millennial-specific organization that could serve as an example for MNHS is the Contemporaries at the Portland Museum of Art in Maine (Cary, 2014). This group focuses on three key areas to engage millennials: structure & programming, people, and resources & fundraising. By keeping the focus on a specific age group, the Contemporaries has seen great success at engaging young adults in programs and fundraising.

Millennials score about the same on the Loyalty statements as did the non-member group in the 2013 study. As mentioned above, millennials were not connected to MNHS in a significant way and therefore did not see themselves as likely to join MNHS or recommend it to others. Loyalty is a dimension that evolves over time and requires as a pre-requisite high levels of awareness, quality and image. As mentioned all groups scored highly on the Quality dimension but non-members and millennials were not loyal.

Research Question 3: Motivations and constraints to participation in historical programs and services

As with other consumer preferences, enjoyable learning with others presented itself as key motivations for participating in historical programs or activities.

For millennials, “to do something enjoyable” was the most agreed upon motivation. This idea of participatory social connection can be forged through historical activities or programs and allow MNHS to grow its audiences among millennials. Suggested tactics to attract more millennials include special exhibits, coupons to offset the entrance fee, and increased interactive features within exhibits (Phillips, 2010). Clearly getting people to engage is a key step.

The greatest constraint millennials face is a lack of time. Thus, it is important that MNHS focuses on convincing millennials that time spent with historical programs will be of value and accessible. Further, creating engaging, authentic experiences and exhibits that will continue to provide millennials with positive experiences and reasons to return will be important to retaining their interest. As time and distance were also issues, ensuring accurate understanding of distance and site proximity within and across regions could work to help dispel this particular constraint.

Fears of prejudice or feeling unwelcome were the least constraining items among millennials. While this is initially heartening, a challenge is that the sample is dominated by white, non-Hispanics. Whether or not such positive sentiment rings true among non-whites is important to assess, particularly given the projected demographic change in Minnesota. Access to resources, immigration factors, and historical and discrimination issues are particularly relevant constraints to non-dominant populations (Schneider, Shinew, & Fernandez, 2013).

Conclusion

As previously mentioned, millennials align themselves most closely with the non-member segment from the 2013 study, especially with regard to the Loyalty dimension. Non-members, however, are more aware of MNHS and what it does and also have a broader and richer image of the organization. Comparing the four groups it appears that millennials would be the least likely group to be affected by current MNHS programming. Although the Quality dimension remains a strong area of agreement between all segments, it is not enough to engage the millennial generation. More work needs to be done to improve awareness, the overall image of the organization and what it does, and in development of new and innovative ways to improve membership (i.e. loyalty). The millennial generation, at least in this study, is also more cohesive in their views on the statements offered for evaluation in the questionnaire. The relatively high statement loadings with a particular factor, when compared to the 2013 study, are indicative of a group that thinks alike. This is a benefit when trying to target millennials for programming. If some members of the group respond favorably it is likely that others would respond in a similar way. A successful program to encourage more involvement from millennials may be more productive than a similar attempt focused on the general non-member segment.

The millennial generation emerged as the focus of this customer-based brand equity study for MNHS. Findings indicate that, despite low engagement and loyalty, millennials attribute trust and high quality to MNHS' programs and services. When compared to the 2013 general member and non-member study, millennials have a more cohesive view of MNHS than these other groups. Brand-equity monitoring through replication of this questionnaire every three to five years, social media monitoring, and additional qualitative research to explore specific questions of interest is recommended for future research.

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Appendix A

Open-ended comments from respondents

To the Minnesota Historical Society

Thank you :)

Thank you for all you do!

Would love to learn about more opportunities to see sites and what is available.

The MN History Center is one of my favorite museums and I have visited many times, bringing many different people!

I had never heard of the Minnesota Historical Society and did not know they were involved in so many places around the Twin Cities. I visited the website to learn more and look forward to being able to go to some interesting sites.

Suggestions to MNHS

Student discounts and special student events (especially college nights) would make it easier and more fun for people like me to attend

I would like info on the family education activities. I think funding for those of us in rural areas to bus to metro areas for museum trips would be wonderful for lower income families. It can be hard to afford the gas, much less admission, but many of us in rural areas would love to provide our kids with these experiences that people in metro areas have access to daily.

More advertising about events and good deals would make me visit more often.

Survey Design

N/A or "I don't know" would have been really helpful to have as an option to select. I didn't know or was unaware about many of the things you asked and had to use "neutral" as a response.

Great questions.

There should be a qualifier question asking if you've ever even heard of the Minnesota Historical Society, a lot of the survey I answered neutral as there was no "Don't know" or "doesn't apply". I may live in Minnesota but I don't get out much.

I think people are not as aware of you

I don't think you offered enough statement options... such as unaware, or never heard of, etc.

I think this was a very important survey to do as it relates to the history of Minnesota and the preservation of historic buildings.

Nice survey topic

I just recently moved to the state

Add question about sexual identity for next survey. It can help focus data about key demographics. I myself am gay

I have no idea what the Historical society runs or what their sites are. It would've been helpful to say what those sites were before asking questions about how I felt about them. I had to put neutral for all answers as I had absolutely no clue about anything dealing with the society.

A progress bar in the survey would be great!

The format of this survey was fantastic and very mobile friendly. Thank you

Appendix B

Additional data tables

Table B.1: Respondent understanding of what organization operates Forest History Center¹

Organization	Respondents	
	%	n
Minnesota Historical Society	39.1	141
National Park Service	23.0	83
Minnesota Department of Natural Resources	18.6	67
Explore Minnesota Tourism	11.4	41
Itasca County	8.0	29
Total		361

¹The correct organization is the Minnesota Historical Society

Table B.2: Respondent understanding of what organization operates the Mill City Museum¹

Organization	Respondents	
	%	n
Minnesota Historical Society	63.4	229
City of Minneapolis	27.4	99
Explore Minnesota Tourism	8.6	31
Minnesota Department of Natural Resources	0.3	1
National Park Service	0.3	1
Total		361

¹The correct organization is the Minnesota Historical Society

Table B.3: Respondent understanding of what organization operates the Minnesota History Center¹

Organization	Respondents	
	%	n
Minnesota Historical Society	62.0	224
City of St. Paul	16.6	60
State of Minnesota	13.6	49
Explore Minnesota Tourism	6.1	22
Minnesota Department of Natural Resources	1.7	6
Total		361

¹The correct organization is the Minnesota Historical Society

Table B.4: Respondent understanding of what organization operates the Split Rock Lighthouse¹

Organization	Non-Members	
	%	n
North Shore Tourism Alliance	30.3	109
National Park Service	28.1	101
Explore Minnesota Tourism	21.2	76
Minnesota Department of Natural Resources	11.1	40
Minnesota Historical Society	9.4	34
Total		360

¹The correct organization is the Minnesota Historical Society

Table B.5: Association of the Minnesota Historical Society with various historical activities among millennials, 2015

Activity	Respondents	
	n = 359-361	
	Mean ¹	S.D.
Preserving historic buildings	2.52	1.225
Visiting history exhibits	2.65	1.187
Researching history	2.82	1.205
Collecting Minnesota artifacts	3.02	1.202
Traveling for educational purposes	3.29	1.057
Researching family history	3.50	1.117

¹Rated on a scale where 1 = Always, 2 = Very often, 3 = Sometimes, 4 = Rarely, and 5 = Never

Table B.6: Familiarity with select MHS services and programs among millennials, 2015

Services	Respondents	
	n = 358-361	
	Mean ¹	S.D.
Museums and Exhibits	2.43	0.811
Historic Sites	2.52	0.812
Historic Collections	2.76	0.814
Preservation Efforts	2.77	0.837
Educational Programs for K-12 students	2.78	0.820
Educational Programs for Families	2.86	0.778
Website	2.89	0.801
Research Library	2.91	0.788
History Day	2.91	0.802
State Archives	2.92	0.752
Educational Programs for Adults	3.00	0.751
State Historic Preservation Office	3.03	0.725
Family History Research Resources	3.04	0.725
Archeological Services	3.08	0.710
Grant Programs	3.08	0.737
Book Publishing	3.09	0.735
Field Services	3.10	0.704

¹Rated on a scale where 1 = Very Familiar, 2 = Familiar, 3 = Unfamiliar, and 4 = Very Unfamiliar

Table B.7: Millennial engagement with Minnesota Historical Society within the past 12 months, 2015

Action	Respondents
	% (n)
Viewed content from the Minnesota Historical Society website	19.4(70)
Read an e-mail newsletter from the Minnesota Historical Society	9.7(35)
Rented a meeting or event facility somewhere other than the Minnesota Historical Society	8.6(31)
Made a purchase through the Minnesota Historical Society website	3.6(13)
Asked my legislator to support the Minnesota Historical Society	2.8(10)
Rented a Minnesota Historical Society facility for a meeting or event	2.8(10)
Volunteered time with a Minnesota Historical Society program	1.4(5)

Table B.8: Respondent agreement with Awareness statements, 2015

Item	Respondents	
	n = 358-361	
	Mean ¹	S.D.
Is an important preservation organization	2.17	0.698
Is an important educational institution	2.18	0.714
Manages a number of good tourist attractions	2.31	0.675
Is an important curator of a variety of artifacts	2.31	0.678
Provides important services to local and county historical societies	2.31	0.644
Has an important research library	2.44	0.668
Is an important information source for family history research	2.55	0.711
Represents my history	2.75	0.789
When researching history, the Minnesota Historical Society is the first organization that comes to mind	2.79	0.988
Is a widely respected book publisher	2.86	0.657
When traveling for educational purposes, the Minnesota Historical Society is the first organization that comes to mind	3.08	0.949
The Minnesota Historical Society only offers programs designed for families and children	3.13	0.981
The Minnesota Historical Society only manages the Minnesota History Center	3.39	0.915
The Minnesota Historical Society provides services only in the Twin Cities	3.58	0.911

¹Rated on a scale where 1 = Strongly agree, 2 = Agree, 3 = Neutral, 4 = Disagree, and 5 = Strongly disagree

Table B.9: Millennial agreement with Image statements, 2015

Item	Respondents	
	n = 358-361	
	Mean ¹	S.D.
Is an important preservation organization	2.17	0.698
Is an important educational institution	2.18	0.714
I believe that these sites contribute to Minnesota's quality of life	2.21	0.696
MNHS provides important services to local and county historical societies	2.31	0.644
Makes history relevant	2.31	0.674
Manages a number of good tourist attractions	2.31	0.675
Is an important curator of a variety of artifacts	2.31	0.678
Minnesota history comes to life at sites managed by MNHS	2.31	0.714
MNHS makes learning about history exciting	2.32	0.714
MNHS is essential for K-12 history education	2.32	0.808
Programs offered at the sites are what the public needs	2.36	0.679
MNHS provides innovative ways for me to discover history	2.41	0.737
The sites managed by MNHS are some of the state's jewels	2.43	0.689
Has an important research library	2.44	0.668
Is an essential organization for projecting the "right" state image	2.46	0.718
Is an important information source for family history research	2.55	0.711
MNHS is the most knowledgeable source for historical information	2.56	0.741
Represents my history	2.75	0.789
Is a widely respected book publisher	2.86	0.657
County and local historical societies often have more relevant information for what I need than MNHS	3.03	0.678
Has lost its way as a leader in education	3.18	0.737
Has lost its way as a leader in interpretation	3.24	0.661

¹Rated on a scale where 1 = Strongly agree, 2 = Agree, 3 = Neutral, 4 = Disagree, and 5 = Strongly disagree

Table B.10: Respondent agreement with Quality statements

Item	Respondents	
	n = 358-361	
	Mean ¹	S.D.
I consider the MNHS a trustworthy resource for history	1.98	0.712
The sites are safe	2.14	0.692
The information provided is accurate	2.16	0.685
I believe that these sites contribute to Minnesota's quality of life	2.21	0.696
Teachers should count on MNHS for educational resources and training	2.23	0.732
The sites are clean	2.28	0.700
The exhibits at the Minnesota History Center are high quality	2.29	0.706
The sites inspire me to learn more about the state's history	2.32	0.717
The Minnesota Historical Society offers a good value for the money	2.46	0.703
The information provided is unbiased	2.50	0.751
The Minnesota Historical Society has an easy-to-use website	2.72	0.588
Sites managed by the Minnesota Historical Society need to be substantially renovated	2.93	0.742
People at the Minnesota Historical Society need to improve their customer service skills	3.16	0.727

¹Rated on a scale where 1 = Strongly agree, 2 = Agree, 3 = Neutral, 4 = Disagree, and 5 = Strongly disagree

Table B.11: Respondent admiration level for Minnesota Historical Society as an organization, 2015

Organization	Respondents	
	%	n
Strongly admire	8.6	31
Admire	44.8	161
Neutral	44.6	160
Do not admire	1.7	6
Strongly do not admire	0.3	1
Total	100	359

Table B.12: Likelihood to recommend Minnesota Historical Society and its services to friends and family among questionnaire respondents, 2015

Recommendation Likelihood	Respondents	
	%	n
Not at all likely	2.4	8
	1.8	6
	2.7	9
	4.5	15
	4.8	16
	19.9	67
	18.5	62
	16.7	56
	15.8	53
	5.4	18
Extremely likely	7.7	26
Total		336
	Mean ¹	S.D.
	6.185	2.241

¹Rated on a scale 0 = Not at all, 10 = Extremely likely

Table B.13: Respondent agreement with Loyalty statements, 2015

Item	Respondents	
	n =358-361	
	Mean ¹	S.D.
Deserves state funding	2.21	0.802
The Minnesota Historical Society would be my first choice when seeking historical services	2.70	0.869
I would travel to a Minnesota Historical Society site before traveling to those run by other organizations	2.93	0.838
I intend to recommend membership in the Minnesota Historical Society to my friends	3.17	0.922
I consider myself to be loyal to the Minnesota Historical Society	3.26	0.887
If I could only join one organization it would be the Minnesota Historical Society	3.49	0.919
The Minnesota Historical Society is one of many organizations to which I belong	3.77	0.996

¹Rated on a scale where 1 = Strongly agree, 2 = Agree, 3 = Neutral, 4 = Disagree, and 5 = Strongly disagree

Table B.14: Motivations for participating in historic programs and services among questionnaire respondents, 2015

Participation Reason	Respondents	
	n = 359-361	
	Mean ¹	S.D.
To do something enjoyable	2.01	0.742
To learn about history	2.05	0.740
To do something with my family	2.11	0.818
To experience something inspiring and authentic	2.15	0.754
To gain a new perspective on the past	2.18	0.797
To be with people who enjoy the same things I do	2.34	0.812
To get away from usual demands of life	2.40	0.810
To discover how history relates to me	2.41	0.789
To test my knowledge	2.71	0.850

¹Rated on a scale where 1 = Very important, 2 = Important, 3 = Neutral, 4 = Unimportant, and 5 = Very unimportant

Table B.15 Millennial group attendance to historical programs or activities, 2015

Typically attend with	Respondents	
	n=361	
	n	%
Family	122	33.8
Couple/partner	113	31.3
Family & friends	50	13.9
Friends	28	7.8
Other	26	7.2
Alone	22	6.1

Table B.16: Respondent level of participation in activities related to their child within the past 12 months, 2015 (n=132)

Attribute	Respondents			
	% (n)			
	Yes	No	Child/children not old enough	Do not recall
National History Day	9.1 (12)	28.8 (38)	50.0 (66)	12.1 (16)
Chaperone field trip	6.8 (9)	38.6 (51)	51.5 (68)	3.0 (4)
Volunteer at child's school	25.0 (33)	26.5 (35)	44.7 (59)	3.8 (5)
Child's classroom used MNHS curriculum	5.3 (7)	26.5 (35)	43.9 (58)	24.2 (32)

Table B.17: Constraints to participating in historic programs and services among questionnaire respondents, 2015

Non-Participation Reason	Respondents	
	n = 359-361	
	Mean ¹	S.D.
Fear of prejudice from others based on my race/ethnicity	1.45	0.862
Do not feel welcome	1.57	0.905
History is boring	1.95	0.999
Sites are closed when I want to visit	2.08	1.036
Sites are too crowded	2.14	1.008
Sites do not offer activities I want	2.30	0.985
Do not have enough money	2.44	1.175
No reason to return after seeing a site once	2.54	1.056
Too many family obligations	2.64	1.124
Lack of information on opportunities	2.71	1.170
Sites are too far from home	2.74	1.042
Friends/family prefer other activities	2.87	1.066
Do not have enough time	3.13	1.108

¹Rated on a scale where 1 = Not at all, 2 = A little, 3 = Some, 4 = A lot, and 5 = A great deal

Appendix C

Questionnaire

Hello,

The University of Minnesota wants to know about your interests in history and how to best meet your needs. The information we get from this questionnaire will help organizations to better plan and manage for your interests.

We are asking you to share your views on a variety of topics and therefore every questionnaire is important. The questionnaire takes just 10 to 15 minutes to complete. All the information you provide is completely voluntary, confidential and anonymous. Once our emailing procedures are complete, your name will be removed.

If you have any questions or concerns about the survey, please contact Ingrid Schneider at 612-624-4947 or tourism@umn.edu. Thank you!

Ingrid Schneider, Ph.D. University of Minnesota

William Gartner, Ph.D. University of Minnesota

In what state do you currently reside? _____

Please select the time period in which you were born.

- 1919 or before
- 1920 to 1949
- 1950 to 1979
- 1980 or later

First, a few questions about select public sites in Minnesota.

Please identify which organization you believe operates the public site pictured below.
(Select one answer below by clicking circle next to it)



1. Forest History Center

- Itasca County
- Explore Minnesota Tourism
- Minnesota Department of Natural Resources
- Minnesota Historical Society
- National Park Service

Please identify which organization you believe operates the public site pictured below.



2. Mill City Museum

- Minnesota Historical Society
- Minnesota Department of Natural Resources
- National Park Service
- Explore Minnesota Tourism
- City of Minneapolis

Please identify which organization you believe operates the public site pictured below.



3. Minnesota History Center

- Explore Minnesota Tourism
- Minnesota Historical Society
- Minnesota Department of Natural Resources
- City of St. Paul
- State of Minnesota

Please identify which organization you believe operates the public site pictured below.



4. Split Rock Lighthouse

- National Park Service
- Minnesota Department of Natural Resources
- Explore Minnesota Tourism
- Minnesota Historical Society
- North Shore Tourism Alliance

Now, a few questions on your perceptions of the Minnesota Historical Society.

5. When thinking of the following activities, how often does the Minnesota Historical Society come to mind? (Select one answer below by clicking circle next to it)

	Always	Very often	Sometimes	Rarely	Never
Researching family history	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Researching history	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preserving historic buildings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collecting Minnesota artifacts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visiting history exhibits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Traveling for educational purposes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Please answer the following statements focusing on the overall organization of the Minnesota Historical Society.

	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
The Minnesota Historical Society provides services only in the Twin Cities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Minnesota Historical Society provides innovative ways for me to discover history.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Minnesota Historical Society is essential for K-12 history education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When researching history, the Minnesota Historical Society is the first organization that comes to mind.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Minnesota Historical Society only manages the Minnesota History Center.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Minnesota Historical Society is the most knowledgeable source for historical information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When traveling for educational purposes, the Minnesota Historical Society is the first organization that comes to mind.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
County and local historical societies often have more relevant information for what I need than the Minnesota historical Society.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. The Minnesota Historical Society is an organization I...

- Strongly admire
- Admire
- Neutral
- Do not admire
- Strongly do not admire

8. Please answer the following statements focusing on the Minnesota Historical Society as an organization.

	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
Minnesota history comes to life at sites managed by the Minnesota Historical Society.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Minnesota Historical Society is an essential organization for projecting the "right" state image.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Minnesota Historical Society has an easy to use website.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The sites managed by the Minnesota Historical Society are some of the state's jewels.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. How likely are you to recommend the Minnesota Historical Society and its services to your friends and family? (slide the bar to the rating that best represents your view)

----- Please select a rating (0-10)

10. Please answer the following statements focusing on the Minnesota Historical Society as an organization.

	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
The Minnesota Historical Society only offers programs designed for families and children.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers should count on the Minnesota Historical Society for educational resources and training.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I consider the Minnesota Historical Society a trustworthy resource for history.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Minnesota Historical Society makes learning about history exciting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Please answer the following statements focusing on all the sites and museums that the Minnesota Historical Society operates.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The sites are clean.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I see my personal history reflected in Minnesota Historical Society exhibits.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Minnesota Historical Society offers a good value for the money.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The exhibits at the Minnesota History Center are high quality.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that these sites contribute to Minnesota's quality of life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Programs offered at the sites are what the public needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The information provided is unbiased.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The information provided is accurate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People at the Minnesota Historical Society need to improve their customer service skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The sites are safe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The sites inspire me to learn more about the state's history.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Programs offered at Minnesota Historical Society sites appeal to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Site managed by the Minnesota Historical Society need to be substantially renovated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. Please answer the following statements focusing on the Minnesota Historical Society and the services it provides.

	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
If I could only join one organization it would be the Minnesota Historical Society.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I consider myself to be loyal to the Minnesota Historical Society.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would travel to a Minnesota Historical Society site before traveling to those run by other organizations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I intend to recommend membership in the Minnesota Historical Society to my friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Minnesota Historical Society would be my first choice when seeking historical services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Minnesota Historical Society is one of many organizations to which I belong.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. How familiar are you with the Minnesota Historical Society's...

	Very familiar	Familiar	Unfamiliar	Very unfamiliar
Educational programs for adults	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Museums and exhibits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preservation efforts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grant programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Historic sites	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Book publishing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family history research resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Field services (training and technical assistance for county and local historical organizations)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
State Historic Preservation Office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Archaeological Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Historic collections (art, manuscripts, textiles, artifacts)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Educational programs for families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
History Day (National History Day in MN)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
State archives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Educational programs for K-12 students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Website www.MNHS.org	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. Please rate your level of agreement with the following statements. The Minnesota Historical Society...

	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
Is an important information source for family history research.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is an important preservation organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is an important educational institution.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Represents my history.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has lost its way as a leader in interpretation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has an important research library.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is an important curator of a variety of artifacts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Deserves state funding.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides important services to local and county historical societies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Makes history relevant.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Manages a number of good tourist attractions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has lost its way as a leader in education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is a widely respected book publisher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. Please select yes or no to indicate your participation in the following activities. In the last 12 months, I have...

	Yes	No
Made a purchase through the Minnesota Historical Society website.	<input type="radio"/>	<input type="radio"/>
Rented a Minnesota Historical Society facility for a meeting or event.	<input type="radio"/>	<input type="radio"/>
Viewed content from the Minnesota Historical Society website.	<input type="radio"/>	<input type="radio"/>
Rented a meeting or event facility somewhere other than the Minnesota Historical Society.	<input type="radio"/>	<input type="radio"/>
Asked my legislator to support the Minnesota Historical Society.	<input type="radio"/>	<input type="radio"/>
Volunteered time with a Minnesota Historical Society program.	<input type="radio"/>	<input type="radio"/>
Read an e-mail newsletter from the Minnesota Historical Society.	<input type="radio"/>	<input type="radio"/>

16. When you attend historical programs and activities, who do you typically go with?

- Alone
- Couple/partner
- Family
- Friends
- Family & friends
- Other

17. Where do you find out about historical programs and activities? (Check all that apply)

- Area/destination website
- Area/destination visitor guide
- Area/destination e-newsletter
- Friends/family
- Magazine ad
- Newspaper
- Radio
- Facebook
- Magazine article
- Twitter
- Instagram
- Pinterest

18. Listed below are potential reasons people participate in historical programs and events. Please indicate how important each is for you to participate in historical programs and events.

	Very important	Important	Neutral	Unimportant	Very unimportant
To learn about history	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To experience something inspiring and authentic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To do something enjoyable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To discover how history relates to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To be with people who enjoy the same things I do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To do something with my family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To get away from the usual demands of life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To gain a new perspective on the past	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To test my knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19. Listed below are reasons why some people do not participate in historical activities. To what extent do the following keep you from participating?

	Not at all	A little	Some	A lot	A great deal
Sites do not offer activities I want	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sites are closed when I want to visit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do not have enough money	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
No reason to return after seeing a site once	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fear of prejudice from others based on my race/ethnicity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sites are too crowded	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sites are too far from home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
History is boring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Too many family obligations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do not feel welcome	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Friends/family prefer other activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of information on opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do not have enough time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20. In the past 12 months, have you...

	Yes	No
Attended a town/city meeting or open house	<input type="radio"/>	<input type="radio"/>
Volunteered as a tour guide	<input type="radio"/>	<input type="radio"/>
Attended a local craft fair	<input type="radio"/>	<input type="radio"/>
Volunteered to help preserve a historic site or building	<input type="radio"/>	<input type="radio"/>
Visited an art or history museum	<input type="radio"/>	<input type="radio"/>
Chosen to stay in a historic hotel when traveling for business or pleasure	<input type="radio"/>	<input type="radio"/>
Wrote a letter to a politician	<input type="radio"/>	<input type="radio"/>
Joined a food co-op	<input type="radio"/>	<input type="radio"/>
Made a contribution to a conservation organization	<input type="radio"/>	<input type="radio"/>

Finally, a few questions about you and your interests.

21. Which of these attractions have you visited in the last 12 months? (Check all that apply)

- Minneapolis Institute of Arts
- Minnesota Zoo
- Minnesota Historical Society site or museum
- Minnesota Children’s Museum
- Science Museum of Minnesota
- Como Park & Conservatory
- Minnesota Landscape Arboretum
- Walker Art Center
- None of the Above

22. Which of these organizations do you support...

	Financially?	Through volunteering?
	(Check all that apply)	(Check all that apply)
Minneapolis Institute of Arts	<input type="checkbox"/>	<input type="checkbox"/>
National preservation organization	<input type="checkbox"/>	<input type="checkbox"/>
Minnesota Children’s Museum	<input type="checkbox"/>	<input type="checkbox"/>
Minnesota Public Radio (MPR)	<input type="checkbox"/>	<input type="checkbox"/>
County/local historical society	<input type="checkbox"/>	<input type="checkbox"/>
Alumni association of my alma mater	<input type="checkbox"/>	<input type="checkbox"/>
Walker Art Center	<input type="checkbox"/>	<input type="checkbox"/>
Science Museum of Minnesota	<input type="checkbox"/>	<input type="checkbox"/>
State preservation organization	<input type="checkbox"/>	<input type="checkbox"/>
Minnesota Landscape Arboretum	<input type="checkbox"/>	<input type="checkbox"/>
Twin Cities Public Television (TPT)	<input type="checkbox"/>	<input type="checkbox"/>
Minnesota Zoo	<input type="checkbox"/>	<input type="checkbox"/>
Minnesota Historical Society	<input type="checkbox"/>	<input type="checkbox"/>

23. What year were you born?

24. In what ZIP code is your home located? (enter 5-digit ZIP code; for example 00544 or 94305)

25. Are you...

- Male
- Female

26. In what ethnicity would you place yourself?

- Hispanic or Latino
- Not Hispanic or Latino

27. What is your race? Please choose one or more.

- White
- Black or African-American
- Asian
- Native Hawaiian or Pacific Islander
- American Indian or Alaska Native
- Other (please specify) _____

28. What is the highest level of education you have completed?

- Did not graduate from high school
- High school graduate
- Two-year college graduate
- Technical school graduate
- Some college coursework
- Four-year college graduate
- Some graduate coursework
- Graduate/professional degree

29. What is your current employment status?

- Employed full time
- Employed part time
- Retired
- At home by choice
- Unemployed
- Student

30. How many of your own children under the age of 18 live in your home?

- 0
- 1-2
- 3-4
- 5-6
- 7-8

31. Please indicate your participation in the following activities related to your children.

	Yes	No	Child/children not old enough	Do not recall
My child participated in National History Day in Minnesota.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I chaperoned my child's field trip to a Minnesota Historical Society site or museum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have volunteered at my child's school in the last 12 months.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child's classroom used curriculum from the Minnesota Historical Society.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

32. What was your pre-tax household income in 2014?

- Less than \$20,000
- \$20,000 to \$34,999
- \$35,000 to \$49,999
- \$50,000 to \$74,999
- \$75,000 to \$99,999
- \$100,000 to \$149,999
- \$150,000 to \$199,999
- \$200,000+

33. Thank you for your time spent completing the survey. Feel free to leave us with any comments or opinions here.

Thank you for completing this questionnaire! Your responses will help us better serve you and all Minnesotans. If you have questions or concerns about the survey, please contact Ingrid Schneider at 612-624-4947 or tourism@umn.edu.