

The background of the cover features a faded, grayscale photograph of The University of the Arts building, a large brick structure with a prominent arched entrance and a star emblem above it. In the foreground, there is a courtyard with a paved path, manicured hedges, and a stone bench. Modern city buildings are visible in the distance.

RESEARCH, DEVELOPMENT, & DESIGN **THE PENN MUSEUM VISITOR SURVEY**

Kara Gunderman
Department of Museum Studies
Museum Communication Program
The University of the Arts
Fall 2015



© Kara Gunderman, Penn Museum, 2015.
Sphinx of Ramesses II, Lower Egyptian Gallery.

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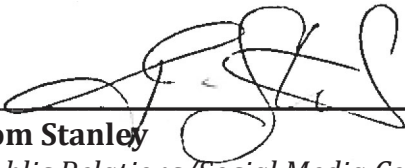
A thesis submitted to The University of the Arts in partial fulfillment of the
requirements for the degree of Master in Museum Communication.

SIGNATURES



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To the Faculty of The University of the Arts

The appointed advisors to examine the thesis-capstone of
Kara Gunderman find it satisfactory and recommend it to be accepted.

Date 12/10/15

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DEDICATION

Mom + Dad + Drew

Thank you for being my constant unwavering support system every step of the way. You are the driving force behind each of my successes and the motivation for many more. Your late-night pep-talks, shoulders to cry on, and endless unwavering love have made this possible.

I love you

Kara Bell

ABSTRACT

This capstone thesis is a summary of my semester-long project developing a visitor survey for the Marketing Department of the Penn Museum. The Penn Museum has never before completed an institution-wide visitor survey to gain demographic information and information pertaining to marketing efforts, such as advertisement and travel methods. What began as a project focusing on the needs of the marketing department quickly grew into a project to gain audience research for the entire Penn Museum. This capstone project includes the research for, creation and editing of, and finalization of a visitor survey which will be launched by the Penn Museum's Marketing Department in the near future, in order to gain information on visitor experiences as they relate to marketing, visitor services, and many additional departments within the organization.



© Kara Gunderman, Penn Museum, 2015. *Sacred Spaces: The Photography of Ahmet Ertug.*

THANK YOU

Joseph Gonzales for answering my countless questions and supporting me through this new adventure.

Teri Scott for advocating for and supporting this capstone project every step of the way.

Tom Stanley for your role in making this idea a reality and supporting its creation.

My **classmates** for making me laugh and understanding that snacks are the answer to any question.

My **family and friends** for your constant support and motivation.



© Kara Gunderman, Penn Museum, 2015. Islamic Near East Gallery.

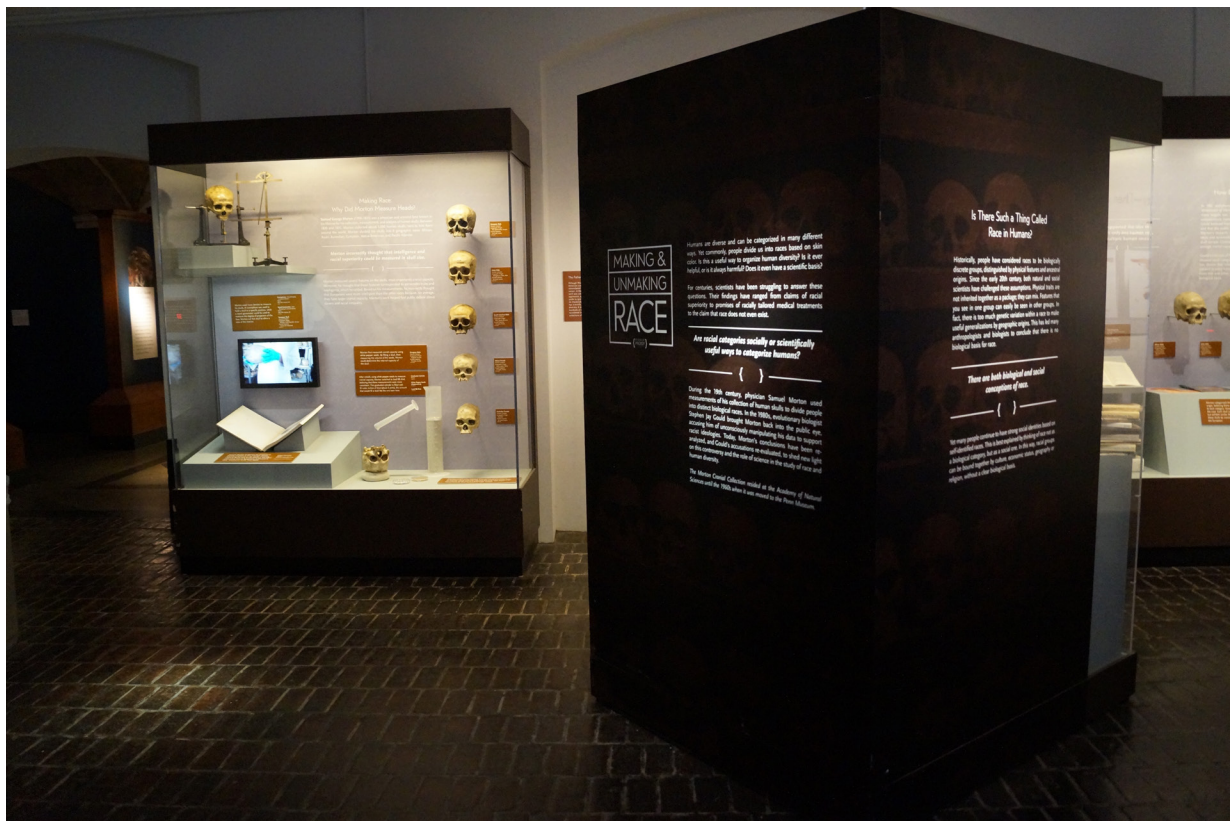
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BACKGROUND

The University of Pennsylvania Museum of Archaeology and Anthropology (Penn Museum) has never before administered a museum-wide visitor survey seeking to obtain visitor information such as demographics, experiences, and marketing reach. The Marketing Department of the Penn Museum sought to rectify this by developing and administering a visitor survey to obtain valuable information about and insights from museum visitors. The museum has limited data on the day-to-day experiences that visitors have, making the creation, design, and future implementation of this much-needed survey very important.

Although the survey began as a marketing department initiative, it has grown throughout the semester to become a museum-wide survey, spanning across multiple departments. Through the editing process several Penn Museum departments provided valuable feedback, which enabled us to edit the survey questions, and scope, making the visitor information even more valuable. I envision the future of this survey to be a helpful and important source of information pertaining to visitor experiences in the Penn Museum.



© Kara Gunderman, Penn Museum, 2015. *Making & Unmaking Race*.



© Kara Gunderman, Penn Museum, 2015. Upper Egyptian Gallery.

This capstone thesis project was created through communication between Joseph Gonzales, Tom Stanley, and Teri Scott, on behalf of the resume and capstone request I submitted. With my overarching goal of working in museum communications, and therefore marketing to current and future visitors, the idea of completing a visitor survey was a compelling one. My only stipulation while searching for a capstone project was that I needed to make a difference, and through my work with the Penn Museum's Marketing Department, I feel like I have.

This visitor survey capstone project has been accomplished with insight and supervision from Teri Scott, Director of Marketing and Communications at the Penn Museum, Tom Stanley, Public Relations and Social Media Coordinator at the Penn Museum, and Joseph Gonzales, Director of Museum Communication at The University of the Arts.

HOST MUSEUM

The Penn Museum transforms understanding of the human experience.

Archaeology is the study of our human past through the material remains and environmental data people have left behind. From the first traces of our earliest human ancestors to 21st century buildings, archaeology analyzes the physical remains created or modified by people in pursuit of a broad understanding of our human experience.

Anthropology is the study of humans, past and present. To understand the full sweep and complexity of cultures across all of human history, anthropology draws and builds upon knowledge from the social and biological sciences as well as the humanities and physical sciences.

The Penn Museum was founded in 1887 and is the largest university museum in the United States. The museum houses nearly one million objects and is also a research institution working to enhance the fields of science and cultural studies which it displays. Today the Penn Museum boasts exhibitions of Middle Eastern artifacts, African and Egyptian works, Mediterranean cultures, and American and Asian objects, with collections acquired during more than 300 expeditions coordinated by the university and museum. Because the Penn Museum partnered with host countries to complete acquisitions, the authenticity and history of the objects is very well documented and highly valued. (1)

According to the 2013-2014 Penn Museum Annual Report, the museum welcomed 147,607 visitors annually and had a total of 27,779 audience members who were engaged through Total Learning Programs for K-12 students. These numbers are very beneficial to this project, as the museum hopes to gain information and experiences from future visitors of the Penn Museum. With the upcoming renovations in museum galleries, it will be very important for the marketing, visitor services, and exhibition staffs, as well as other departments, to understand what individual visitors are thinking as they leave the museum. Because that project is meant to enhance the Penn mission statement and provide greater visitor experiences, knowing what visitors think is crucial. (2)

The Marketing and Communications Department of the Penn Museum, including Public Relations and Graphic Design roles, consists of 5 full-time staff members. The overall responsibility of the department is to raise awareness and increase revenue by promoting the museum's permanent collections and galleries, exhibitions, programs, and events. The Marketing Department also acts as a public voice, communicating with many audiences, including tourists, school groups, families, diverse groups, the press, and sponsors. In addition to these responsibilities, the department also serves as the brand steward for the Penn Museum. The visitor survey created for this project includes questions meant to provide valuable information to this department, for the purposes of aiding in their responsibilities and providing the feedback necessary to ensure that the department can make decisions incorporating visitor information, needs, and feedback. Through a conversation with Teri Scott, Director of Marketing and Communications at the Penn Museum, I was informed that this survey will also benefit the future vision of the institution, through one of the pillars of their mandate, being "Public Engagement: We engage the University, and our local, national, and global communities through exceptional galleries, exhibitions, programs, and digital content." (3)



© Kara Gunderman, Penn Museum, 2015. The Pepper Mill Cafe.

TARGET AUDIENCE

The target audience of the Penn Museum Visitor Survey are all audiences ages seventeen and older. The electronic survey will not allow guests younger than seventeen years of age to answer all of the questions, simply because of the nature of the questions and the issue of underage consent. The age requirement is seventeen, rather than eighteen, because of college students who enter higher education curriculums before their eighteenth birthday.



© Kara Gunderman, Penn Museum, 2015.
Household Lighting objects, Rome Gallery.

LITERATURE

The practice of museum evaluation is one that has been studied and morphed into a scientific and calculated approach. With resources such as the *Practical Evaluation Guide* and the *Introduction to Museum Evaluation*, as well as the AAM Committee on Audience Research and Evaluation (CARE) and the American Evaluation Association (AEA), museums, nonprofits, and centers for informal learning are developing ways to better understand the experiences visitors are having within their organization. These resources, combined with the firsthand experience I gained through the *Museum Audience* class in the Museum Studies program, provided the framework for this survey project. (4)

The *Museum Audience* class, taken by all University of the Arts Museum Studies graduate students during their first semester, provided me with the basic skills and confidence to complete this capstone thesis. The surveying techniques and visitor survey language skills that I learned from Professor Elizabeth Tinker were applied to this visitor survey. Having that background information and research enabled me to present ideas confidently and also have the resources I needed to defend my ideas. (5)



© Kara Gunderman, Penn Museum, 2015. Kamin Entrance.

For the purpose of this study I relied heavily on the book written by Judy Diamond, Jessica J. Luke, and David H. Uttal titled *Practical Evaluation Guide*. This was a primary resource for the *Museum Audience* course, as it focuses on survey methods, and is also recommended by both the American Alliance of Museums CARE chapter and the American Evaluation Association, among other distinguished audience survey groups. I used the *Practical Evaluation Guide* as a tool for this project, and also as a self reminder that “there is no recipe or formula for designing an evaluation study.” (6)

Each evaluation study is different, and must be created specifically for each project and institution that it seeks to benefit. To understand how museums surveyed their visitors I found examples of online surveys completed by The University of Vermont’s Fleming Museum, The Staten Island Museum, and The Loyola University Museum of Art. From these examples I was better able to understand how various museums, including two university-affiliated institutions, chose to survey their visitors using digital methods. (7) (8) (9) These resources, combined with those provided by the AEA, CARE, and the online evaluation software Qualtrics, provided the information I needed to effectively complete this capstone project. (10) (11) (12)



© Kara Gunderman, Penn Museum, 2015. Etruscan Italy Gallery.

To learn more about the Penn Museum and better understand the Philadelphia museum market, the Penn Museum Director of Marketing and Communications, Teri Scott, provided me with a previous climate survey which was conducted on behalf of the museum in September 2014. This confidential information enabled me to understand the current state of the Penn Museum and also relate it to various museums and cultural institutions around the city. The market study is a resource which led to the creation of this capstone project, and also solidified the need for a visitor survey at the Penn Museum. (13)

Through the *Introduction to Museum Evaluation* book edited by Minda Borun, Randi Korn, and Roxana Adams, I gained a deeper insight into the purposes of museum evaluation. This resource helped me to understand the importance of surveying and also the responsibilities that museum personnel have if they choose to create a survey. Museum departments choosing to administer surveys must also follow through with the information they collect. For example, the Marketing Department at the Penn Museum will have the responsibility of applying the information they gain through this survey to their marketing plan and approach. *Introduction to Museum Evaluation* summarized this point by stating “if you don’t intend to change as a result of learning new facts, don’t do a study; you’ll be wasting your time, effort, people-power, and money.” (14)



© Kara Gunderman, Penn Museum, 2015.
Native American Voices: The People - Here And Now.

METHODOLOGY

The method of creating this visitor survey for the Penn Museum's Marketing Department stemmed from the surveying theories I learned through the *Museum Audience* class at the University of the Arts. I reread the evaluation study and analysis I completed with colleagues at another museum in the city, and immediately remembered the steps to creating a visitor survey as I was taught by Professor Elizabeth Tinker. (15) I used this report as an aide in developing the language for survey questions, considering the introduction information, and designing the physical paper survey. (16)

While developing survey questions and considering the timeline and possibilities of the overall project, I relied heavily on a book that was used to teach the *Museum Audience* class. *Practical Evaluation Guide* provided information on the classifications of this Penn Museum survey, which I consider to be a questionnaire, as it does not fit into the classifications of other surveys, such as front-end or summative, and is also meant to be completed primarily in a digital format by any visitor who walks past it. At the beginning of this project it was decided that the Penn Museum would offer an incentive of some kind to increase the likelihood of visitors completing the entire survey and to gain visitor email addresses for communication purposes. *Practical Evaluation Guide* reinforced this idea, and also provided samples of different ways to ask questions that would provide the Penn Museum marketing department with the information that they most wanted. (17)

The purpose of this capstone thesis is to create and provide the foundation for an extensive and sustainable visitor survey at the Penn Museum, although the time frame does not allow enough time for me to be part of the physical launch of the survey or the analysis of data collected. To reinforce my work on making the survey as sustainable as possible, I turned to the book *Introduction to Museum Evaluation*, which was also a key component to the *Museum Audience* class. This book served as a reminder that a visitor survey can be administered and the data analyzed, but it is a waste of time unless the information is used to further the work of the museum or the department. This reminder was the motivation for me to remain patient throughout the process of having the survey reviewed by departments around the museum. It also served as a motivator to remember that the more Penn Museum departments this project serves, the better. (18)



© Kara Gunderman, Penn Museum, 2015. Japan and China Galleries.



© Kara Gunderman, Penn Museum, 2015. Etruscan Italy Gallery.

ISSUE ADDRESSED

The profession of ‘museum communication’ entails many different roles and departments within museums, including the marketing department, communications, public relations, development, visitor services, digital media, programming, executive staff, and much more. The idea of conducting a visitor survey for a museum is beneficial to many of these various areas of museum communications, but specifically, in this case, for the purpose of marketing effectively. Information detailing how visitors know about a museum, how they traveled to a museum, who they like to visit a museum with, and how likely they would be to tell others about their museum visit, is crucial to the creation of effective marketing and communications plans so that museums do not spend precious budget funding on marketing means that are less effective. Understanding the visitors of a museum helps all departments within that museum work more efficiently and cohesively toward their goals. This capstone thesis addresses the issue of valuable visitor information in the Penn Museum.

The Penn Museum has a unique audience, including university students and professionals, lifelong learners, anthropology and archaeology professionals, and visitors representing all cultures displayed in the museum’s collections. This report is meant to collect more information on the visitors who are currently visiting the Penn Museum, so that the marketing department may find new information to aid in their efforts to better reach potential visitors and increase repeat and new visitation. This survey is also meant to validate various strategies already used by Penn Museum staff, and to assist in broadening and deepening relationships with existing and new visitors. Overall, this project is meant to benefit Penn Museum staff members as they develop strategies to create a better visitor experience.

TIMELINE

During the course of the semester I traveled to and worked at the Penn Museum nearly every Friday. Between these meetings, listed chronologically below, I worked diligently, for an average of four to six hours per week on researching for and advancing the project, communicated with my supervisors, and met nearly every other week with my university supervisor, Joseph J. Gonzales. What follows is a timeline of the major tasks, advancements, and steps taken during each day that I worked at the Penn Museum.

Timeline of Capstone

Thursday, August 27, 2015

First meeting with Tom and Teri at the Penn Museum. We discussed the ideas they had for the project and the importance of it. I asked questions pertaining to the capstone guidelines, and we narrowed the project more and discussed my availability to be on-site.

Friday, September 4, 2015

First day working on the project at the Penn Museum with Tom and Teri. Met with Tom in the morning and toured the museum with him. Created a Google Drive folder for this project, added a document with tentative survey questions. Reviewed 2014 Philadelphia museum climate report shared by Teri to become more familiar with the museum's current status.

Friday, September 11, 2015

Worked more extensively on the project proposal, developed survey questions, and compiled questions about the project for Teri. Met with Teri and discussed the scope of the project, her goals, and ways in which she hopes to use this information moving forward.

Friday, September 18, 2015

Met with Teri to discuss the most important information she wanted to learn from visitors, narrowed our survey questions to obtain the desired information, created a new survey document with updated questions, edited the timeline of the project.

Friday, October 2, 2015

Worked on executive report and proposal timeline while waiting for feedback on survey questions from various museum departments.

Friday, October 16, 2015

Incorporated feedback from various departments into the survey, adjusted questions to reflect changes. Created personal Qualtrics account and designed the survey in Qualtrics. Began developing a plan for the kiosks that will be used to distribute the survey electronically.



© Kara Gunderman, Penn Museum, 2015. *Imagine Africa*.

Friday, October 30, 2015

Added four additional questions suggested by various departments, Teri sent the survey along to the Executive Committee for review and feedback. Wrote information for the kiosks, developed information for the ticketing desks.

Friday November 6, 2015

Designed the paper survey in Adobe Illustrator, incorporated more feedback into questions and language used. Incorporated more resources into my work.

Friday, November 13, 2015

Edited the survey slightly based on feedback from Tom and Teri, looked over kiosk placement with Teri. Updated the paper version of the survey and my personal Qualtrics version. Downloaded the survey as a document and transferred it to Teri's Penn Museum Qualtrics account. Teri will discuss branding the survey through Qualtrics and the kiosk plans with various Penn Museum colleagues.

Friday, November 20, 2015

Received additional feedback on the survey, met with Teri to discuss implementing survey edits, updated the survey as needed, completed Penn Museum Qualtrics survey to reflect updates, created copy of Qualtrics survey and shared it with Penn Museum colleagues to receive feedback and test the language. Updated paper survey to reflect changes made. Worked on further kiosk plans, Teri is in contact with a colleague to brand the survey through Qualtrics.

Friday, December 4, 2015

Last day working on the project at the Penn Museum, met with Teri to ask follow-up questions, she informed me that they will need to purchase new kiosks as the ones we planned to use are outdated. Worked extensively on executive report and project report, took photos around the museum for my reports. (19)



© Kara Gunderman, Penn Museum, 2015. Mexico and Central America Gallery.

CHALLENGES

When this project first began, I was very confident in how much we would be able to do in one semester, as I compared this capstone thesis to the museum audience course. One of the challenges I was faced with was realizing that this type of project takes much longer to complete, and incorporates more museum departments than the museum audience course. At the beginning of the semester I developed a very ambitious timeline that I hoped to stick to throughout the semester, which ended with the survey being completed and test audiences and initial data analysis. Through conversations with Teri and Joseph I realized how stressful and intense this timeline would be, and the timeline evolved to its current, much more realistic state. I realized very quickly that developing a survey, going through stages of editing and research, and receiving feedback from departments and committees would lead to a much stronger and more sustainable project in the future for the museum; the more departments benefitting from the creation of the survey and collecting of results, the better.

Another challenge I faced was the amount of feedback that we received, some of it in a more timely manner, and some not. This was difficult because the project was originally meant for the Penn Museum Marketing Department, so I focused on gaining the information to benefit the marketing department while also being valuable to the entire museum. By the end of the semester I was really shocked with how quickly the project came to be an important reality for everyone, and not just for Teri, Tom, and myself.

TRIUMPHS

At the beginning of this semester I did not think that we would have a survey uploaded into Qualtrics ready to be shared with Penn Museum visitors. This project has come so far within the past four months, and I know that it will continue to grow and become a successful endeavor through time. We are asking visitors to answer nineteen questions, which sounds extensive, but really takes less than two minutes to complete. Having the ability to ask visitors that many questions, yet in a condensed, easy to read and understand method, was a terrific learning experience for me and what will surely be a success for the museum as a whole. Overall, the final survey was developed through an inclusive process involving many Penn Museum departments, which has also made it a stronger instrument for more than just the purpose of marketing and communicating more efficiently with museum visitors. It will now benefit the entire museum.



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GOALS & OBJECTIVES



© Kara Gunderman, Penn Museum, 2015. Africa Gallery.

Overarching Capstone Thesis Goals

1. To make a difference at the Penn Museum
2. To create a sustainable and important visitor survey for the Penn Museum
3. To develop professional contacts in the field of Museum Communication

Overarching Capstone Thesis Objectives

1. To develop a visitor survey on behalf of the Penn Museum Marketing Department
2. To create digital and paper versions of a visitor survey to be used by the Penn Museum
3. To edit and adjust the Penn Museum visitor survey to be applicable to and useful for various Penn Museum departments



© Kara Gunderman, Penn Museum, 2015. Upper Egyptian Gallery.

Visitor Survey Goals

1. To act on the findings of this instrument in a timely manner
2. To increase the marketing reach and repeat visitation of visitors
3. To enhance the visitor experience by making it more engaging and pleasant

Visitor Survey Objectives

1. To provide a method of information-gathering from Penn Museum visitors
2. To allow visitors to provide feedback from their visit
3. To encourage visitors to complete the survey for a chance to win a free household membership



© Kara Gunderman, Penn Museum, 2015.
Gateway to the Palace of Merenptah, Upper Egyptian Gallery.

EXPECTATIONS

- 1 I expect that the survey will be administered and that visitors will be able to take the survey and provide feedback
- 2 I expect that the survey will be placed on the kiosks, and that the kiosks will be placed at each exit for visitors to provide feedback before they leave.
- 3 I expect visitors to provide feedback using the survey and to help make a difference in the future of the Penn Museum.
- 4 I expect the survey to make a difference in the future of the Marketing Department and other departments at the Penn Museum.
- 5 I expect the survey to be a valuable resource in decision making by Penn Museum staff.



© Kara Gunderman, Penn Museum, 2015. Canaan and Ancient Israel Gallery.

PRODUCT

The following pages contain screenshots of the Qualtrics survey designed by me on behalf of the Penn Museum. Accompanying these images are captions explaining the process for developing each question, and any revisions that were made to the question during the course of the semester.

What is your age?

Under 17
17 - 24
25 - 34
35 - 44
45 - 54
55 - 64
65 - 74
75+
Prefer Not to Answer

Q1. What is your age?

Penn Museum Visitor Survey, Qualtrics. Created by Kara Gunderman.

We decided to ask this question first on Qualtrics so that we can skip immediately to the 'thank you' end screen if guests under the age of 17 took part in the survey. At the beginning of the development process for the survey we chose to use 17, rather than 18, because some students are younger than 18 when they begin college.

What is your zip code?

Q2. What is your zip code?

Penn Museum Visitor Survey, Qualtrics. Created by Kara Gunderman.

This question remained the same throughout the entire survey development process. Understanding where our visitors are coming from will help in efforts to advertise more successfully to future and repeat visitors.

Did you come to the Penn Museum as part of a group?

Yes

No

Q3. Did you come to the Penn Museum as part of a group?
Penn Museum Visitor Survey, Qualtrics. Created by Kara Gunderman.

This question is meant for visitors who came with groups that were organized through the museum. However, if visitors take this to mean a family group or friends group, that information will also be valuable.

How many children are visiting the museum with you today?

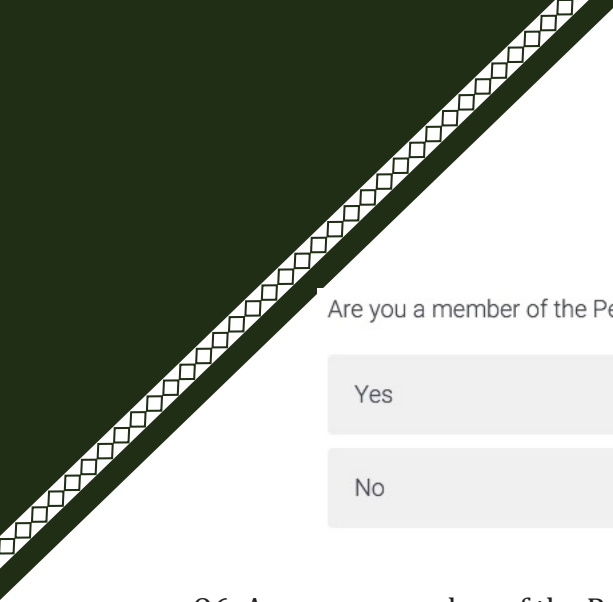
Q4. How many children are visiting the museum with you today?
Penn Museum Visitor Survey, Qualtrics. Created by Kara Gunderman.

This question was added in the beginning stages of survey development, and has remained the same. The purpose is to gain information on the groups and people that visitors choose to come to the museum with.

How many adults are in your group today including yourself?

Q5. How many adults are in your group today including yourself?
Penn Museum Visitor Survey, Qualtrics. Created by Kara Gunderman.

This question was added at the same time as the question pertaining to children, and changed from “How many adults are visiting the museum with you today?” to “How many adults are in your group today?” so that it would be less confusing for visitors to determine if that included them or not. In the final stages of survey development, we decided that this question could be clearer, so we added “including yourself” to the end so that visitors would easily understand the question.



Are you a member of the Penn Museum?

Yes

No

Q6. Are you a member of the Penn Museum?

Penn Museum Visitor Survey, Qualtrics. Created by Kara Gunderman.

This is a very generic survey question, but one that will provide very important information to the museum. This question has remained the same throughout every phase of survey development.

Are you a current UPenn Student, Faculty, or Staff Member?

Yes

No

Q7. Are you a current UPenn Student, Faculty, or Staff Member?

Penn Museum Visitor Survey, Qualtrics. Created by Kara Gunderman.

This question was added early in the survey development process. Since its addition, the wording of the question remained the same. We considered it important to know how many of the visitors who took the survey were affiliated with the University of Pennsylvania.

Have you visited the Penn Museum before today?

Yes

No

Q8. Have you visited the Penn Museum before today?

Penn Museum Visitor Survey, Qualtrics. Created by Kara Gunderman.

This question was added during a series of edits and suggestions made by Penn Museum staff. The purpose is to gain an understanding of the repeat visitation by museum visitors. If visitors answer “no” for this question, the Qualtrics survey automatically skips to question 10.

If yes, how many times have you visited the Penn Museum within the past year (including today's visit)?

1-2

3-4

5+

Q9. If yes, how many times have you visited the Penn Museum within the past year (including today's visit)?

Penn Museum Visitor Survey, Qualtrics. Created by Kara Gunderman.

This question was added during the same revision phase as the previous question. If visitors answered “yes” to the previous question, they are then directed to this question. We chose to add “(including today's visit)” to make the question clearer for visitors, so that they do not have to question whether their current visit should be included in their response.

How did you travel to the Penn Museum today?

Amtrak

Bicycle

Car

PATCO

SEPTA bus/train

Taxi

Walking

Other (Please Specify)

Q10. How did you travel to the Penn Museum today?

Penn Museum Visitor Survey, Qualtrics. Created by Kara Gunderman.

This was an original question to the survey, the only change that occurred was the alphabetizing of the answers. In questions such as these with numerous answers, it is important to make visitors feel that all of the answers are important, and one is not more important than any others due to its placement in the responses.

How did you hear about the Penn Museum? (select all that apply)

Website
Social Media - Facebook/Twitter/Instagram
Bus, Train, or Taxi Advertisement
Newspaper Advertisement
Street Banners
Walked by and saw the building
Postcard or flyer
Heard on radio or saw online
Tour Guide or Visitor Center
Word of mouth
Other (please specify)
<input type="text"/>

Q11. How did you hear about the Penn Museum? (select all that apply)
Penn Museum Visitor Survey, Qualtrics. Created by Kara Gunderman.

This is a very important question that will provide vital information for the marketing department to better market to visitors, and to also have the data to prove which tactics are already currently working. This was an original question to the museum, with changes being made to adjust some of the answers to be clearer for visitors to choose. The most recent change was adjusting the “postcard” option to say “postcard or flyer.”

How would you rate your overall experience today? (10 being the best)

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10

Q12. How would you rate your overall experience today? (10 being the best)
Penn Museum Visitor Survey, Qualtrics. Created by Kara Gunderman.

This is another question that has remained the same since the beginning of the survey development process. The numerical range of answers has changed slightly, from 1-5, to 1-7, to 1-10.

How likely would you be to recommend the Penn Museum to a friend, family member, or colleague? (10 being most likely)

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10

Q13. How likely would you be to recommend the Penn Museum to a friend, family member, or colleague? (10 being most likely)
Penn Museum Visitor Survey, Qualtrics. Created by Kara Gunderman.

The format and evolution of this question is very similar to question 12. This question changed slightly, as we added 'colleague' to the question during the revisions process.

What is your gender?

☐ Male
☐ Female
☐ Self-Identify as Other
☐ Prefer Not to Answer

Q14. What is your gender?
Penn Museum Visitor Survey, Qualtrics. Created by Kara Gunderman.

This is an optional question for visitors to answer, as are all of the more personal questions. We included "self-identify as other" to be welcoming to all visitors, and also felt it necessary to include "prefer not to answer" on all of the optional, personal questions.

What is your race/ethnicity? (Select all that apply)

African American/Black

Asian

Caucasian/White

Hispanic/Latino

Native American

Native Hawaiian/Pacific Islander

Other:

Prefer Not to Answer

Q15. What is your race/ethnicity? (Select all that apply)

Penn Museum Visitor Survey, Qualtrics. Created by Kara Gunderman.

This question is located towards the end of the survey because it is optional. This question was altered several times through the editing process, the answers were adjusted slightly, and also ordered alphabetically. It is important that we included the options of allowing the visitors to write their own answers under “other” because the museum includes so many cultures within their collections.



What is the highest level of education you have received?

Some High School

High School Diploma/GED

Some College

College Degree

Some Graduate School

Graduate Degree

Prefer not to answer

Q16. What is the highest level of education you have received?
Penn Museum Visitor Survey, Qualtrics. Created by Kara Gunderman.

This question was added throughout the peer review process, to gain a better understanding of the visitors who are coming to the museum. We chose not to make the types of degrees more specific due to the range of visitors that come to the museum.

What is your annual household income?

Under \$25,000
\$25,000 - \$40,000
\$40,000 - \$55,000
\$55,000 - \$70,000
\$70,000 - \$85,000
\$85,000 - \$100,000
\$100,000 - \$115,000
\$115,000+
Prefer not to answer

Q17. What is your annual household income?

Penn Museum Visitor Survey, Qualtrics. Created by Kara Gunderman.

This question was also added throughout the peer review process. We began using the range of Under \$25,000, and then \$25,000-\$35,000, going up by \$10,000 ranges, and ending at \$85,000+. We adjusted these ranges to reflect \$15,000 increments, ending at \$115,000+. Because this is an optional personal question it is also located near the end of the survey and includes a “prefer not to answer” option.



© Kara Gunderman, Penn Museum, 2015. Upper Egyptian Gallery.

If you would like to be entered into a quarterly drawing to win a FREE household membership to the Penn Museum, please provide your email here:

Q18. If you would like to be entered into a quarterly drawing to win a FREE household membership to the Penn Museum, please provide your email here:

Penn Museum Visitor Survey, Qualtrics. Created by Kara Gunderman.

We are using this question as a way to entice visitors to complete the survey, and to also collect their email addresses for communication purposes. We included that the drawing was to be done quarterly, and also that the membership was for the Penn Museum so that visitors would not be confused.

Additional Comments/Suggestions:

Q19. Additional Comments/Suggestions:

Penn Museum Visitor Survey, Qualtrics. Created by Kara Gunderman.

This final question is one that I consider necessary for all surveys, so that visitors can provide any details, memories, or suggestions that they have while in the museum. This will provide the opportunity for visitors to make suggestions would benefit various museum departments.



Penn Museum

UNIVERSITY of PENNSYLVANIA MUSEUM
of ARCHAEOLOGY and ANTHROPOLOGY

We hope you enjoyed your visit to the Penn Museum today. Now we would like to get your feedback or suggestions on how we can make your experience in the Museum even better!

Please complete the survey and return to the admissions desk before you leave. Thank you!

1. What is your zip code? _____
2. Did you come to the Penn Museum as part of a group?
☐ Yes
☐ No
3. How many children are visiting the Penn Museum with you today? _____
4. How many adults are in your group today including yourself? _____
5. Are you a member of the Penn Museum?
☐ Yes
☐ No
6. Are you a current UPenn Student, Faculty, or Staff Member?
☐ Yes
☐ No
7. Have you visited the Penn Museum before today?
☐ Yes
☐ No
8. If yes, how many times have you visited the Penn Museum within the past year (including today's visit)?
☐ 1 - 2
☐ 3 - 4
☐ 5+
9. How did you travel to the Penn Museum today?
☐ Amtrak
☐ Bicycle
☐ Car
☐ PATCO
☐ SEPTA bus/train
☐ Taxi
☐ Walking
☐ Other: _____
10. How did you hear about the Penn Museum?
(Select all that apply)
☐ Website
☐ Social Media - Facebook/Twitter/Instagram
☐ Bus, train, or taxi advertisement
☐ Newspaper advertisement
☐ Street Banners
☐ Walked by and saw the building
☐ Postcard or flyer
☐ Heard on radio or saw online
☐ Tour Guide or Visitor Center
☐ Word of Mouth
☐ Other (Please Specify) _____
11. How would you rate your overall experience today? (10 being the best)

1 2 3 4 5 6 7 8 9 10
12. How likely would you be to recommend the Penn Museum to a friend, family member, or colleague? (10 being most likely)

1 2 3 4 5 6 7 8 9 10

Please turn survey over for additional questions and an opportunity to be entered into a drawing.

Penn Museum Visitor Survey. Created by Kara Gunderman.
Front page of paper version of Penn Museum Visitor Survey.

Optional Questions:

13. What is your gender?

- ☐ Male
☐ Female
☐ Self-Identify as Other
☐ Prefer Not to Answer

14. What is your age?

- ☐ Under 17
☐ 17 - 24
☐ 25 - 34
☐ 35 - 44
☐ 45 - 54
☐ 55 - 64
☐ 65 - 74
☐ 75+
☐ Prefer not to answer

15. What is your race/ethnicity? (Select all that apply)

- ☐ African American/Black
☐ Asian
☐ Caucasian/White
☐ Hispanic/Latino
☐ Native American
☐ Native Hawaiian/Pacific Islander
☐ Other: _____
☐ Prefer not to answer

16. What is the highest level of education you have received?

- ☐ Some High School
☐ High School Diploma/GED
☐ Some College
☐ College Degree
☐ Some Graduate School
☐ Graduate Degree
☐ Prefer not to answer

17. What is your annual household income?

- ☐ Under \$25,000
☐ \$25,000 - \$40,000
☐ \$40,000 - \$55,000
☐ \$55,000 - \$70,000
☐ \$70,000 - \$85,000
☐ \$85,000 - \$100,000
☐ \$100,000 - \$115,000
☐ \$115,000+
☐ Prefer not to answer

18. Additional Comments/Suggestions:

19. If you would like to be entered into a quarterly drawing to win a FREE household membership to the Penn Museum, please provide your email here:

Internal use only:

Date: _____ Time: _____ Initials: _____

Penn Museum Visitor Survey. Created by Kara Gunderman.
Back page of paper version of Penn Museum Visitor Survey.

SUGGESTIONS

To the Penn Museum

Continue moving forward with the survey by erecting the kiosks near the two visitor exits and launching the Qualtrics survey in those spaces.

Create signage to be posted on the walls behind each kiosk, as the computer screens must be placed near an existing electrical wall outlet.

Designate one person to collect paper surveys each week, and upload the information immediately into the digital Qualtrics account.

Provide visitor service agents and security guards at the Kress and Kamin ticketing desks with information about the survey, and what protocol to follow when a visitor wishes to complete a paper version of the survey.

Designate one person to run a Qualtrics report on a clearly scheduled basis and share those reports across all departments, so that the survey serves as a great resource for all internal departments seeking to learn more about visitors.

To museum professionals

For all museum professionals working in organizations that do not currently promote audience research: develop a plan to create and administer a visitor survey.

Take advantage of resources available through the University of the Arts Museum Studies program, particularly the Museum Audience class, the new Museum Communication capstone thesis project, and individual summer internships.

Recognize that audience research is a necessity with the competition that museums face.

REFLECTIONS

This project enabled me to meet numerous Museum Communication Program Core Learning Goals in three different categories.

Creativity & Innovation

Assess and develop institutional and programmatic communications plans, strategies, and tactics related to audience research.

This capstone thesis provided a terrific opportunity to develop an audience research strategy for the Penn Museum. It allowed me to think creatively regarding the placement of kiosks, the language used in my survey questions, and the overall approach to the project. This project also required me to think creatively so that I could include feedback from a variety of Penn Museum departments into the same survey, while not offending anyone, and still managing to provide the marketing department with the survey that they wanted as my first priority.

Professionalism

Work professionally in collaborative settings toward mutual goals with successful results.

This learning goal speaks highly of the work I completed with Teri and Tom of the Penn Museum Marketing Department. Working collaboratively together to achieve success and promote the future of the museum was a terrific professional growth opportunity. Also, meeting employees from various departments and communicating with people and receiving feedback from employees that I have not met was an excellent growth experience in the professional world of museums.

Context

Develop and conduct independent research related to arts participation, audience building, museum practices and trends.

Through this project I was able to conduct research relating not only to audience research, but also on college affiliated museums and how they differ from museums that do not stem from academic roots. This research enabled me to understand the background of museum audience research and to place my survey within a greater context of this field.

FINAL NOTE



© Kara Gunderman, Penn Museum, 2015. Kress Entrance.

Overall, this experience has been a profound one. Teri Scott and Tom Stanley welcomed me as a museum professional into the Penn Museum, and trusted my ideas and research that allowed us to create something extraordinary together. I look forward to seeing this project become a reality in the future of the Penn Museum, and am anxious to see the continued results of the information obtained firsthand from visitors. The Penn Museum was a welcoming place to work on my capstone project, and I am grateful for the opportunities bestowed upon me.



© Kara Gunderman, Penn Museum, 2015. Courtyard Wall.

THANK YOU.

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APPENDIX A

Kiosk Information

There should be two kiosks purchased, one placed at each main exit of the museum, the Kamin and Kress entryways. The kiosks must be placed near electrical outlets, and the survey will be launched on these kiosks through the digital survey system, Qualtrics. The kiosks will work best if they are placed flush against a wall, so that signage may be printed and posted on to the wall. If using double sided kiosks, signage can be placed on top of or in between the two machines. It should be kept in mind that the Kress entrance is used mostly for school groups, so the kiosk at that exit should not be too close to the door, in order to avoid students under seventeen years old trying to complete the survey.

Kiosk Text

Thank you for visiting, we hope you enjoyed your time at the Penn Museum! We'd love to hear what you think, please take a moment to complete this survey! If you would prefer a paper version, please see the Visitor Service Assistant at the Ticketing desk.

APPENDIX B

Visitor Service Agent Information

The paper surveys should be kept at the Visitor Service Agent, or Ticketing desks, out of sight from visitors. There should be two folders to store the surveys, one for blank surveys and the instruction sheet, and another folder for completed surveys. These folders will work best if color coded and clearly labeled. The visitor service agents should be informed of this new task, as it will be advertised to visitors that they can request paper surveys from employees at the Ticketing desks. One representative from the Marketing and Communications Department should collect completed surveys at each Ticketing desk once per week. During this time, that employee should also be ensuring that each folder has plenty of blank surveys.

Visitor Service Agent Instructions

This folder contains blank surveys that visitors may request to complete. These surveys are the paper version of the survey on the kiosks near each main exit. If a visitor requests to complete a paper survey, please hand the visitor one of these surveys, and a pen, and inform the visitor that when they are finished completing the survey they may give it back to you. Please encourage the visitor to stay at the desk to complete the survey.

When the visitor returns the completed survey to you, please flip the survey to the back page, and in the text box at the bottom write the date, time the survey was returned, and your initials, and place that survey in the folder titled “Completed Visitor Surveys.”

Once per week, these surveys will be collected by a representative of the Penn Museum Marketing and Communications Department. If the folder marked “New Visitor Surveys” is empty, please contact the Marketing and Communications Department.

