

FINAL REPORT

# NORC Cognitive Interview Report

## *Survey of Humanities Engagement and Perceptions*

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NORC PN 8285

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## Introduction

The American Academy of Arts and Sciences (AAAS) is interested in learning about the perceptions that Americans have about the humanities and their level of engagement in activities related to the humanities. The AAAS plans on fielding a web survey with a nationally representative sample in order to gather data on this topic. NORC is assisting the AAAS in the cognitive testing of the web survey questionnaire.

*Questionnaire.* In preparation for the cognitive interviews, NORC reviewed and provided input on a draft version of the instrument. In collaboration with the AAAS, the instrument was finalized for testing. Although the national survey will be programmed for fielding via web, the cognitive interviews were done with a paper-and-pencil (PAPI) version of the instrument. The PAPI instrument used in the interviews is included in Attachment A of this report. An electronic version of this instrument was emailed to the respondents and in most cases they viewed the instrument on their computer screen during the interview. One respondent preferred to receive a hard copy instrument, which was mailed to the respondent in advance of the interview.

Although the topic of the questionnaire is engagement in and perception of the humanities, respondents were not introduced to the term “humanities” until the latter part of the questionnaire. The questionnaire, called the *Survey of Interests and Activities*, consisted of 14 primary questions, most of these questions with several subparts, related to activities that people engage in in their everyday lives or at work. These questions were developed by the AAAS based on some preliminary interviews and internal discussions regarding key aspects of the humanities and related activities to be addressed in the survey. The first 11 questions in the survey were administered without reference to or use of the term humanities. Just prior to Question 12, the questionnaire presented a definition of the humanities for respondents’ consideration and comments, and respondents were asked to use this definition of humanities as they answered the remaining items. This definition appears on page 4 of Attachment A.

*Sample.* Respondents were recruited via NORC’s AmeriSpeak panel. Participants in the March monthly omnibus survey were asked if they would be interested in participating in the survey. They were asked:

NORC is looking for participants for a new study. The study is about activities that people engage in at work or their everyday lives or topics they have studied at school. You will be paid 25,000 AmeriPoints for a 30-minute phone interview.

Would you be willing to participate in an interview?

Omnibus respondents who indicated they were willing to participate in an interview were asked to provide their contact information and to indicate the best time to reach them. Since demographic information about AmeriSpeak panel members is available, NORC staff attempted to represent a broad range of characteristics in the recruited sample. NORC staff who were conducting interviews contacted interested participants to tell them more about the study and to schedule them for an interview. Upon scheduling an interview, respondents were sent an email to confirm their appointment time and to provide them with an electronic copy of the questionnaire and the consent form (Attachment B).

Although respondents were originally offered 25,000 AmeriPoints (the equivalent of \$25) to complete the interview, during mock testing of the instrument it was found that the interviews required closer to one hour to complete. Respondents were offered a larger incentive amount of 35,000 AmeriPoints (\$35) to compensate for the additional time.

Exhibit 1 shows the demographic characteristics of the recruited respondents. Respondent gender, race/ethnicity, income bracket, location, employment status, and age are presented by level of educational attainment.

**Exhibit 1:** Demographic Characteristics of Cognitive Interview Respondents

		Level of Educational Attainment		
		High School or Less N=5	Some College N=9	Four-year degree or more N=6
<b>Gender</b>	Male	3	6	4
	Female	2	3	2
<b>Race/Ethnicity</b>	White Non-Hispanic	1	6	2
	Black Non-Hispanic	3	1	1
	Hispanic	1	1	0
	Other Non-Hispanic	0	1	3
<b>Annual Income</b>	Less than \$35,000	3	4	0
	\$35,000 or More	2	5	6
<b>Location</b>	Metro	4	5	5
	Non-metro	1	4	1
<b>Employment Status</b>	Employed	2	7	6
	Not Employed	3	2	0
<b>Age</b>	Mean age in years (range)	33.2 (24 to 45 years)	45.2 (22 to 66 years)	45.0 (27 to 85 years)

*Interview logistics.* The three NORC staff members who conducted interviews were highly experienced in questionnaire design and cognitive testing. They conducted a total of 20 interviews by phone using the protocol in Attachment C. The interviews were completed between May 4, 2018 and May 24, 2018. With respondent permission, the interviews were recorded. Only one respondent declined to be recorded.

*Supplemental material.* NORC is providing additional materials to AAAS to supplement this report. Under separate cover, the interview recordings and a data file with respondent answers to the survey questions will be delivered to AAAS.

*Findings and recommendations.* In the following sections of the report we present the findings from the cognitive interviews. The discussion of each question includes a description of the question, selected respondent comments, discussion of issues uncovered during the interviews, as well as recommendations where revisions may be warranted.

## Questionnaire Sections

### Introduction to the Survey

Although respondents had not commented directly on the Introduction statement, NORC recommends that the wording of the Introduction be revised. The statement refers to “activities...they have studied at school.” This would be better phrased as “subjects they may have studied.” Further, the introduction refers to activities respondents may do that are “not required for school or work.” It may be preferable to rephrase this to refer to activities respondents may do outside of school and work, in their free time.

#### *Recommendation for the Introduction:*

- ❖ Slightly revise the wording of the survey introduction.

#### Current introduction:

This survey is about activities that people engage in at work or their everyday lives or they have studied at school. It covers a wide range of topics, many of which you may do infrequently or not at all. The first section asks about things you may do that are not required for school or work.

#### Suggested revised introduction:

This survey is about activities that people engage in at work or in their everyday lives and ~~or~~ subjects they may have studied at school. It covers a wide range of activities ~~topics~~, many of which you may ~~do infrequently or~~ do often or at all. The first section asks about things you may do ~~that are not required for~~ outside of school or work.

### Question 1

Question 1 asks respondents how often they have participated in or attended various book-related activities over the past 12 months. The response format is a 0 to 4 scale, with 0 meaning “never” and 4 meaning “very often.” Overall, the items within this question worked well. Respondents understood the items and were able to provide a response using the 0 – 4 scale.

Respondents offered the following observations regarding this question:

- R8: Respondent said she doesn’t read fiction but prefers history and biography. Although she indicated a preference for reading about history, she chose “0” for Q1b (read a nonfiction book). This seemed to be a confusion with the issue of books in any format. The respondent said she does not like being read to; she may have been considering only audio books in answering the question.
- R8: Respondent was confused about what was meant by “...play reading group” in Q1d.
- R3: Respondent did not like the scale. She asked “what does ‘very often’ mean?” She said it would be easier if all the values had text to show what the differences among the values were. With regard to Q1e (engage in religious text study), the respondent asked whether simply reading the Bible is

what is intended here or is something more formal in terms of study and commentary implied? Respondent said she has weekly meetings at their church but these are not formal study.

- R4: The respondent based her answer to Q1e (engage in religious text study) on reading the Bible and included going to church.
- R7: Respondent originally said “4” to Q1b (read a nonfiction book), but then saw that “audiobooks” were asked about in a separate item (Q1c). The respondent changed her answer to Q1b to 3 and answered 4 to Q1c because she listens to a lot of audiobooks. She appeared not to want to include or double count her reading of audiobooks across these two items.
- R12: Respondent chose 1 for Q1a, Q1b, Q1c, and Q1e. He chose that response because he hardly has time to read books and hadn’t read any form of those books in the last FOUR years. The interviewer noted that the respondent read the question out loud and said “12 years” instead of “12 months.” Respondent thought Q1e (engage in religious text study) was surprising/an interesting question because he was thinking more of chapter-based books. Respondent said it didn’t seem to fit with the rest of the items in the list but it wasn’t difficult for him to answer.
- R19: Respondent does not read much, chose “0” for all but one item.

*Books “in any format.”* Questions 1a and 1b refer to reading fiction and nonfiction books “in any format.” This phrasing was meant to convey that books in various formats such as paper, audio, and electronic books are included. Respondents were probed on their understanding of the term. The findings indicate that most respondents understood this phrase as intended. Examples of their explanations of what books “in any format” would include are presented below:

- R17: Paper, computer, tablet, phone are formats.
- R11: Respondent thought about reading a book, audio; a changeable format.
- R9: Paper, digital and audio books.
- R6: Anything that has the same text but paper copy or electronically. The respondent specifically mentioned hard or soft cover books, iPad, kindle, pdf on computer.
- R8: Respondent thought about online, “actual text in your hand,” and audio books.
- R10: Digital, physical, audio books.
- R3: Paper or hard copy, kindle, audio book.
- R12: iPad, any electronic device, audio book. Respondent said he was thinking about both visual and hard copy formats.
- R7: E-books, regular books, audio books.
- R20: Respondent thought of reading a book, e-book or otherwise. Although he did not mention audio books as a format, in later probing for Q1c (listened to audiobook). Respondent mentioned he has never listened to an audiobook.
- R15: Respondent thought of soft book, hard copy, magazine, e-book.

Some respondents did not think of electronic formats.

- R5: Respondent thought about a paperback or hardcover book.

- R4: Respondent said she thought of audio books and books. Asked if any other formats occurred to her, she said “nothing I can think of.”
- R19: Respondent was only thinking about paper formats (hard and soft cover books). He doesn’t have a computer or smart phone so electronic formats were not on his mind. He did not include magazines in his response.

*Recommendations for Question 1:*

- ❖ This item is working well. No revisions recommended.

## Question 2

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This question asks respondents about activities they participated in or attended over the past 12 months. The response format is a 0 to 4 scale, with 0 meaning “never” and 4 meaning “very often.”

Overall, respondents had a good understanding. Interviewer and respondent observations about the items in Question 2, and difficulties respondents encountered with this question, are presented below:

- R17: Q2f (thought about ethical aspects of a choice in life) is too general question, can’t give definite answer. Respondent found this item hard to answer.
- R8: Respondent went back to change an answer based on remembering more things. Interviewer suggests a preamble that prompts respondents about the activities and reference period to avoid potential underreporting.
- R7: Respondent noted scale is unclear. He indicated that he didn’t know what the in between points mean. He was also unsure of Q2f (the word “ethical”). [Interviewer:] If you used the term, what would it mean to you? [R:] Could mean anything from honesty to issues like global warming, genetically modified foods, etc. The respondent also suggested adding radio programs to the question on history; he listens to radio shows on history.
- R5: Respondent paused a bit at Q2f (ethics) but appeared able to answer without problem. Chose “never” because he related the question to self-reflection on ethical thoughts or choices and he tends to not look on choices he made. He feels affirmed in his ethical beliefs.
- R12: Continued to think of wrong reference period. For 2f (ethics), seemed to miss that it was about a “choice in your life” and talked about things in the news. Respondent thought Q2g (use language other than English) was out of place. It jumps from literature to language other than English.
- R3: In Q2e (watched a TV show on art, etc.) the term TV made the respondent wonder about including things from other media such as YouTube.
- R19: Respondent mentioned History Channel and Discovery Network in deciding on his answers. He also watches Travel Channel.

*Understanding of the term “historic site.”* Question 2a asks respondents how often they have visited various venues, including historic sites. To explore how respondents understood this term, interviewers probed them on what they thought of as a historic site. Most respondents seemed to understand the term as intended:

- R11: They are sites with historic meaning about the past and are related today’s activities and questions.
- R9: Respondent answered by providing examples, such as Mexican ruins, pyramids, an old house that is now a protected environment, and civil war battlegrounds.
- R2: A historic site is something that has a lot of history and means a lot to some cultures.
- R6: Anything, even the side of the road, with a marker in the ground. Respondent said that the context of the question seems to indicate a place like the Alamo, where there is a place of significance you can go to learn more about the place.
- R16: Historic site is a physical location that has historical importance such as a place where someone was born, died, where a statue/monument was erected, commemorative place, etc.
- R7: Respondent mentioned a battlefield site or some monument or building in DC.
- R5: Historic site includes older building that has cultural relevance, historical relevance such as a memorial.
- R4: Places like Arlington or Gettysburg.
- R18: A historic site is a place in preserving culture. The respondent mentioned Indian villages.
- R20: Respondent has not been to one. A historic site is an area with historical significance or where a major event took place.
- R15: A historic site is anything over 100 years old or was part of large change or happening in society.
- R19: He thought of his local history museum and places where past events were significant.

However, the following explanations of “historic site” may be less consistent with the intended definition:

- R8: Respondent thought about a site she visited that family had mentioned as a place where the African-American community visited frequently during segregation as a place for vacation and entertainment. She said it was well known in the African American community.
- R3: Respondent recently visited Washington, DC and included that. The respondent said it is really not a historic site in the sense of a place where some specific event happened but there are so many things that took place there so respondent thought to include it even though it is not tied to a specific event.
- R12: A historic site is anything that has history to it or has historical items inside. Thinking of museum, artifacts, anything related to history on display.
- R10: Respondent said that for him a historic site means different countries where important events in history took place.

*Recommendations for Question 2:*

- ❖ Add radio as a medium for listening to programs for Q2c.
- ❖ Consider clarifying the term “TV show” in Q2e to include YouTube.
- ❖ Consider adding a definition of the term “historic site.” Some respondents may not have interpreted this term as intended, but they were generally able to answer the question without issue.

### Question 3

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Question 3 asks respondents whether they ever access social media. Respondent answers to this question will be useful in interpreting their responses to Q4, which asks about activities that respondents may participate in on social media. For respondents to Q4 who indicate that they never engage in a particular activity, their responses to Q3 will allow us to distinguish whether it is because they do not use social media at all. No issues were observed with respondent answers to Question 3.

*Recommendations for Question 3:*

- ❖ No recommended revisions for this item.

### Question 4

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This question asks respondents about the things they do on their phone, computer, or other devices. They used the 0-4 scale to rate how often they participated in or attended various activities over the past 12 months. Most respondents were familiar with different forms of social media, but a few had not heard of some of the terms:

- R5: Respondent had not heard of blog.
- R11: Respondent was familiar with Facebook but was not familiar with the other terms.
- R8: Respondent had heard of all of them but was not sure what Tumblr and Reddit were.
- R7: Respondent knew most of the social media terms.
- R19: Although this respondent does not use social media, he was familiar with it through his children.

Items Q4d, Q4e, Q4f, and Q4g ask about looking up information about a person or subject, or researching the history of something of interest, or seeking information about a different religion or culture. Although the intent of the question may be to capture more in-depth research, some respondents may consider googling or a quick internet search as looking up information:

- R17: For Q4d (looked up information about a famous philosopher, etc.), the respondent said he looks up all kinds of things on computer tablet. For Q4f (researched history of something), same thing, looks it up on google/wiki.
- R6: Respondent paused at a few, including Q4b (watched online video), Q4d (looked up information about a famous philosopher, etc.), and Q4f (researched history of something). When asked about Q4d, he said he had looked up more info on a musician a couple of times but not in a substantial way. Respondent had same process with Q4f, saying it was related to his answer at Q4d. The respondent said the question was subject to interpretation and specifically mentioned the “to gain deeper understanding” part of the question. The respondent said that that could be either getting any additional information or an hour’s worth of time. Respondent chose to think of it as any additional information.
- R5: For Q4f (researched the history of something), the respondent answered “2” because he occasionally looks up history of sports teams for wins/losses on the internet.

One respondent had difficulty with the scale:

- R3: Struggled with the range of the scale and said it was too subjective. The respondent was hesitant to use responses in the middle of the scale for some items because while they were above 0 and below 4 it was unclear where to place them in between.

*Recommendation for Question 4:*

- ❖ For respondents who indicate in Question 3 that they never use social media, consider skipping them past the items that concern writing comments and sharing information on social media, Q4a and Q4c.
- ❖ It may be helpful to respondents to convey what it means to look up information or research something for Q4d, Q4e, Q4g, and Q4g. Some respondents included superficial research on topics of interest. If these questions intend to capture in-depth research, this should be made clearer in the question wording in order reduce overreporting.

## Question 5

Question 5 asks respondents to think back to before they were 18 and recall how often their parents or other adults engaged in various humanities-related activities. This question also used the 0-4 scale (“never” to “very often”). As part of the testing protocol, interviewers asked respondents to comment on what they thought the question was asking. Interviewers also observed whether respondents noted that Question 5 refers to when they were growing up, before they were 18. Interviewers were to probe directly if the reference period the respondent was thinking of was not clear. Interviewers found that many respondents understood that the question referred to the time period when they were growing up. Many respondents thought of times when parents/adults were reading, writing, and discussing, including both among themselves as well as with the respondent.

Respondent comments on Question 5 question are below:

- R14: Respondent said the question is asking how often she remembers parents or adults discussing these things when she was a child, both among adults themselves and with the respondent.
- R7: Respondent thought about both the things adults did among themselves but also involving her. Most recollections involved books and reading.
- R11: Respondent said this question is about how people recall parents or adults doing activities while growing up. When probed about whether the question refers to activities adults did themselves, with you, or both, the respondent said both.
- R5: Respondent was thinking about times when his parents were doing these activities themselves and with him. He thought this question was a little more difficult to answer compared to the others because it requires more recall.
- R9: Respondent stated that the question is asking which items or events did I partake in or hear about while growing up. When probed, the respondent said that the question includes both parents participating in activities themselves and with the respondent.
- R2: Respondent says that this question is related to what activities parents did growing up. When probed, she the question applied both to the activities parents did themselves and with the respondent.
- R6: Respondent said that this question is asking about how exposed they were growing up to art and facts so comparisons can be made against today with social media. When probed, he said the question refers to what you are exposed to, and applies both to the activities parents did themselves and with the respondent.
- R1: Respondent said the question is about “do you read.” Said it included both what adults did themselves and with the respondent.
- R15: The question is about how engaged you were with reading materials, history of family, and ethics. He thought of his grandfather. The question covers both activities adults were doing themselves and with you.
- R19: Respondent thinks the question is asking what you did during your high school years. Based on the way he talked about his responses, it seems he was responding about himself and not about his parents or other adults. However, when asked if he was responding about his parents, he said yes.

However, some respondents may not have fully understood the intent of the question. Some explanations seemed more focused on observing adults and not on participating in activities with adults. Further, a couple of respondents were unsure of what to include as “writing.”

- R8: This question is asking about if you remember that while you were growing up, parents and adults did these things in your presence, not so much doing them with you.
- R10: Respondent’s interpretation was, “how often do you remember adults doing these things when you were growing up?” He said his reports were of his memories of the others doing these things in his presence rather than be involved in them.
- R3: This respondent interpreted the question in terms of what the adults did in her presence rather than in terms of things they involved the children in. In terms of “writing” it was unclear whether what was being written mattered. A child cannot always differentiate. She remembers her mother writing out bills but wasn’t sure that counted.

- R4: Respondent interpreted the question as, “How often did you notice your parents do each of these things?” For writing, respondent mentioned writing checks was only thing she observed.
- R13: This respondent’s answers were based on whether he observed his parents reading, writing and discussing. For example, he talked about parents not reading books and only listening to music at parties. He did not mention engagement with his parents in activities, but this may have been because his parents did not seem to engage in the activities themselves.
- R18: Respondent thought the question is asking what people remember from growing up about parents/adults being engaged in culture, the arts, and history. This respondent discussed mother’s interest in family genealogy and history, parents enjoying music. Respondent did not mention activities engaged in together with parents, so it is unclear whether respondent thought the question included activities done together.
- R20: Respondent said question was about what they saw parents doing while growing up. He did not mention that the question would also include engaging with parents in the activities. In probing, the respondent indicated his parents seldom did some of the activities mentioned in the question, but that they listened to music a lot.

*Ethical Issues.* Q5f refers to “discussing ethical issues.” The interviews explored how respondents understood this term. In general, explanations of ethics were expressed in terms of principles conveyed in the home, right and wrong, morals, and the way one treats others. Example explanations from the respondents are provided below:

- R17: Ethics is what is good and bad, right/wrong thing to do.
- R11: Respondent said it means being treated unfairly because of race, religion, and things of that nature.
- R9: When asked about ethical issues, respondent said that that ethics is doing what’s right. When probed further, he said using morals to make a decision and thinking about its effects.
- R2: Respondent says ethical issues are problems and issues in your everyday life.
- R6: Respondent mentioned ethics means the difference between right and wrong and why people do things.
- R8: Ethical issues deal with the context of morality. For example, the difference between LIES and White Lies. In my house, a lie was a lie; we were taught there was no distinction.
- R16: Ethical issues include how to treat other people who are different from you; ethical issues are racism, gender, sexual orientation discrimination, deciding what’s right or wrong.
- R10: Respondent defined ethics as relating to how minorities are treated in different parts of the world.
- R7: Religion, politics, war, GMO, climate change. This respondent thought schools need to do more in this regard.
- R5: Respondent was thinking about his parents talking about society, how life has changed, how the world is changing.
- R12: Anything related ethical responsibility or honesty whether it relates to work, culture, partnership. Anything dealing with honesty and being forthcoming.

- R3: Ethics can mean the simple difference between right and wrong or progress to medical or political questions. Respondent mentioned abortion and other legislative questions.
- R4: Ethics are morals or how you treat other people.
- R13: Ethical issues are problems based on morality; whether something is right or wrong
- R18: Ethical issues are the way you behave in society.
- R20: Ethical issues are moral dilemmas we have to wrestle with every day.
- R15: Ethics is morality, doing the right thing in the right moment and not doing the wrong thing.
- R19: It means right from wrong. He was thinking about ethical issue related to world events such as the Vietnam War.

The wording of Question 5 was clear to respondents and they understood that the reference period was the time before they turned 18. However, respondents varied as to whether they thought only about observing parents/adults engaging in the relevant activities or whether they also considered parents/adults engaging with them as well. Further, interpretation of some terms may vary and clarification may help.

#### *Recommendations for Question 5:*

- ❖ Reword the question to emphasize that respondents should consider both observing adults and participating with adults in the relevant activities. The current question wording refers only to respondent recall of parents and adults doing activities; it does not refer to doing activities with the respondent.
- ❖ Clarify what counts as writing. Some respondents recalled writing checks and paying bills but it is not clear that this is the type of writing that is relevant to the question.
- ❖ If respondent interpretations of the meaning of “ethics” are not sufficiently accurate, consider providing an explanation of this term.

## Question 6

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Question 6 asks respondents about humanities-related tasks they may engage in at work, using the 0-4 frequency scale. Respondents were asked to explain this question in their own words. For the most part, they understood the question well and were able to provide responses. Respondent explanations of what Question 6 is asking are below:

- R9: Respondent said this question is trying to get at the root of previous answers. This question is about how communicating thoughts and decision processes when writing something. Respondent initially did not include “at work” in describing the question, but later did.
- R2: Respondent says this question is asking about activities we do in jobs. This doesn’t have to be things we do every day but things that are part of our everyday life and whether we do the tasks.
- R6: Respondent said the question was asking how much one does these things. R thinks the question will be used to compare correlations, compare with how he was raised, or with the things he does now in personal life or for business. Respondent said the question was very straightforward.

- R8: With regard to Q6d (engage in concentrated reading), the respondent is a nurse so reading for more than 20 minutes is “never going to happen while at work.” Other items were also not relevant to the work context of nursing.
- R16: Respondent thought Q6g (do historical research) and Q6h (insist on knowing context) were harder to interpret. He was thinking about any time he’s had to research something before giving an answer to a customer. For Q6h, he was thinking about any time there’s been a change in policy and he’s had to explain the before and after, so understanding what the policy was before and how it’s changed so he can be informed about how to best respond to customer issues.
- R10: Respondent interpreted the question to ask what you do on your job on a regular basis.
- R7: “How often do you do these activities at work?”
- R12: Respondent interpreted the question as asking about in his current workplace and what tasks he does.
- R3: Respondent said, “At your job (now or most recently) answer the questions about how often you do the activities.”
- R4: When respondent was asked to put the question in his own words he used the following structure, “On your present job, how often do you…?”
- R13: Respondent said the question is asking about what type of work environment you are working in and what you are doing there.
- R18: This question is asking about how often respondent does each of the things listed within context of his job.
- R20: Respondent said the question is asking about what various tasks they may do at work.
- R15: The question is asking about daily activities that you perform at work, daily work activities.

However, comments from a couple of respondents highlight that the question seems specific to office jobs and less relevant to other types of jobs.

- R11: Respondent said the question is asking whether you have to engage in writing or reading pertaining to your job. Respondent also mentioned this question is specific to an office-setting job.
- R5: [R is an HVAC technician.] Respondent thinks the question is asking about his job responsibilities. He thought Q6g (do historical research) was vague and didn’t see how it applied to his work so chose 0. He said he didn’t think too hard about this item because it wasn’t clear to him.

*Insist on knowing context.* Item Q6h asks respondents how often they insist on knowing context before evaluating anything that crosses your desk. Respondents were asked to explain what this item meant to them. Although not explicitly mentioned by respondents, the reference to “anything that crosses your desk” strongly implies the question refers to professional jobs that are conducted in an office.

- R14: Respondent says it means wanting to know what’s going on before item is in front of you.
- R17: Interprets the item as knowing who, where, when, background.
- R11: Respondent says it means that you should know what is being presented to you before making decisions about it. You should study and read, spend time on it.
- R 9: Respondent said that it means taking what’s been given to him for his expertise to sign off or to evaluate and understanding the meaning behind it; the true value, need, or meaning.

- R2: Respondent says it means doing your research as much as you can and reading something before becoming outspoken about something you're not aware of.
- R6: To this respondent, it means looking at the bigger picture. In his tech work, he gets people who want something to happen but not always asking about the right thing so being narrow doesn't help. He wants to solve the issue overall so they need to know more information.
- R8: This respondent interpreted this in terms of the importance to know about the health context with her occupation (nursing).
- R10: You want to know exactly what you need to do and it is best to ask beforehand to be sure.
- R7: Respondent interprets this to mean when a problem precipitates the request for a behavioral plan (respondent creates these plans as part of job). She wants to make sure she knows everything about the situation, what happened and what the needs are.
- R5: This respondent was trying to relate the item to his job and thought an example might be of an order or request that required him knowing what it's about before evaluating it.
- R12: The respondent was thinking about anything he has to sign or talk about or present to anyone whether individual, group, or audience – knowing the context before evaluating the subject.
- R3: Respondent said this was the hardest. She said she decided it meant that if you need more information to do an activity you insist on having it before you make a quick decision on partial info.
- R4: Typically, things that cross her desk at work are the result of something that happens that she has to deal with and if something happens, she wants to know everything that happened that led up to the incident.
- R13: Someone gives paperwork about a subject, you cannot make a decision without knowing the subject so you have to do research on it so you're informed.
- R18: The item means looking at the meaning of object or item and how it relates to others around it.
- R20: Respondent says it means knowing what is going on before reading it on their desk. It's knowing the whole project and not just the desk tidbit.
- R15: It means knowing the whole situation and not the only the immediate problem.
- R19: He was thinking about how his job required him to know things like handicap regulations, electronic codes, etc. before they worked on a project.

Overall, Question 6 worked well. However, if the question should be relevant to jobs outside the office environment, consider rewording Q6h. Mention of “anything that crosses your desk” in this item ties it specifically to professional jobs where people do most of their work at a desk.

*Recommendation for Question 6:*

- ❖ If this question is intended to apply to a broad array of jobs, including those within and outside of an office environment, rephrase Q6h to eliminate reference to “anything that crosses your desk.”

## Question 7

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Question 7 asks respondents about the extent to which they may have been limited in career advancement by their level of ability to perform the tasks first mentioned in Question 6. If the skill was required for advancement, they were asked to respond with an answer from 0 (not at all limited) to 4 (very limited) indicating how limited they were due to their ability to perform the tasks asked about. A response option was provided for indicating that a particular task was not required for advancement.

Respondents were asked to explain what Question 7 is asking about. Many respondents provided explanations that suggest that the question is clear to them:

- R17: This respondent said the question was asking if one is limited by some deficiency on his part.
- R11: Respondent said this question is asking about if you have to use any of the items for requirements to advance at your job.
- R10: “What would stop you from being promoted?”
- R7: Question asks whether any of the listed things limit the ability to advance at work, which in this respondent’s view means making more money.
- R12: The question is asking if the respondent thinks he’s limited in his advancement in his career or position by these tasks, anything that holds him back.
- R6: The question is asking about what these things have to do with career and how well he has to do these things in his career. He said the question is worded well.
- R15: The question is asking how much you’re limited by not being able to perform certain aspects of your job.

However, a number of respondents did express difficulty understanding some items, or demonstrated difficulties using the scale:

- R 9: Respondent stated this question was confusing to him. It’s asking him if you have these tools, are you limited or not for career advancement. He said he has these tools so not limited. Respondent paused at items Q7b (write to persuade) and Q7c (read technical material). When asked about part Q7d (use language other than English), he answered “3” and said he speaks Spanish but it is not a job requirement so not limited in that way but it is a good thing to know since some clients have Spanish as primary language. This respondent may have misunderstood the scale, since a “3” would be at the “very limited” end of the scale, which would not be an appropriate answer if the respondent is not limited by his level of Spanish language ability.
- R2: Respondent says the question is asking about ability if performing the tasks at work daily. The respondent appeared not to fully understand the scale. She said Q7e (understanding other cultures and perspectives) was required but picked “5” (not required).
- R16: Respondent thought Q7f (do historical research or apply historical perspective) was hard to interpret.
- R5: Respondent thinks the question is asking about limitations in his job with respect to the tasks in question. For one task, the respondent said persuasion isn’t part of his job so it’s not required to advance (answered “5”). For several other items, the respondent said the tasks are part of his job and he has no limitations to advance in his job because of those tasks (answered “0”). However, for

another couple of tasks, Q7a (write to describe) and Q7f (do historical research), the respondent said during probing that those tasks do not apply to his job; yet, he answered “0” instead of “5.”

- R3: This respondent interpreted the question to mean, “Does level of ability create limitations” but also asked if you were not limited, does that go with “0”? The respondent had some trouble figuring out when to use the “5” option to indicate something was not required for advancement, but did use this option correctly for one item. The interviewer noted that part of the confusion is that the direction of the 0-4 scale is the opposite from other scales in the survey. In the rest of the survey, a “4” is a positive answer whereas for this question, a “4” is negative.
- R4: Respondent interpreted the question to ask how limited you are in advancement at work by your ability in each of these tasks. She chose “5” for all because she “is a union supervisor at the top of her classification and there is no further advancement so nothing is limiting.” It is not clear whether her interpretation of how to answer is correct. She also said that this scale is difficult to use because “limited=4.” Interviewer notes that the scale seemed counterintuitive for the respondent.
- R13: Mentioned Q7g (understand context) was confusing. “The context of what?”
- R15: He said the scale is backwards, should redo scale.
- R19: Respondent thought the question was asking about how well he gets along with people. He may have misinterpreted the question. Also, he chose 0 for 7d because he never had to use a language other than English; he should have chosen 5 (not required) instead. Respondent commented that the scale made him scratch his head. It was a little tricky to figure out because it flips direction from the other scale.

*Recommendations for Questions 7:*

- ❖ Some respondents took longer and were confused by the fact that for this question, the lower numbers were perceived as the more positive outcome (less limitation) and higher numbers indicated more limitation. Revising the scale to make it more consistent with others scales in the survey may alleviate confusion. To make this scale consistent with others, make “0” the “very limited” end of the scale and “4” the “not at all limited” end.
- ❖ The “not required for advancement” option is useful for some respondents but others are not consistent in their use of this option. Consider ways to rephrase this response option to better distinguish “not required” from “not at all limited.” Alternatively, it may be possible to add a question to determine whether each task is required at the respondent’s job. If the task is not required, omit that task from the question on whether the respondent was limited in career advance due to ability to perform that task.

**Question 8**

This question asks about how important it is for children to receive an education in various topics. Respondents were asked to comment on the various topics on the list. They were asked whether there were any topics they did not expect to see on the list and to provide definitions for some of the topics. Some respondents wondered why certain topics were included and also wondered why other topics were excluded. Respondent comments are below:

- R14: Was surprised by Q8i (understanding differences in religious thought. This respondent also thought that learning languages other than English is not as important as reading, writing or literature.
- R11: Respondent said the list was interesting and he was trying to figure out what students should study. He was surprised about Q8i (understanding differences in religious thought). When asked what it meant to him, he said it's trying to understand different beliefs and rituals in religions.
- R9: Respondent said it's a pretty good list as far as basic fundamentals but it lacks math. When asked about ethics, he said it's using morals to make right decisions.
- R16: The respondent was surprised by the item on language other than English but knows it is more mainstream now to teach another language early, so makes sense.
- R5: Respondent didn't expect to see Q8e (languages other than English) and Q8i (understanding differences in religious thought) on the list because they don't seem as paramount for students to learn as the other subjects.
- R12: Thinking about whether each of the topics are important for students to learn so they can make balanced decisions. Respondent wondered why STEM subjects are not included on this list. He was familiar with all the subjects listed and was not surprised by any of them.
- R4: This respondent said the list was "mostly ok" but would not have expected Q8i (understanding differences in religious thought). She added that it is "understandable today" (given the degree of misunderstanding and suspicion).
- R13: Did not expect logic to be on the list.
- R18: Q8i (understanding differences in religious thought) was a little difficult for the respondent. The respondent noted that when you think about Christian/Muslim ties then it's close to Q8h (understanding world history and cultures).
- R20: Respondent said the list was incomplete because there was no math or hard subjects. He was surprised about logic since it is not talked about in schools usually since people have to figure it out themselves.
- R1: Respondent said the question is about school and whether students do topics. She said she was unfamiliar with languages other than English and logic. Ethics "means nothing to me."
- R19: R said it's important for kids to get a well-rounded education and exposure to all the topics on the list. He explained ethics is about teaching right from wrong and consequences of one's actions.

Since Q8f (logic) was likely a less familiar topic for many respondents, interviewers asked some respondents what they thought the term meant. Respondents' explanations reflect some variation in understanding of what the term means. Some related logic to science and math, whereas others thought of it in less technical terms ("common sense").

- R9: Respondent said logic is the ability to make a choice based on given inputs.
- R2: Respondent says that logic is everyday life, learning responsibilities, and things that should be true.
- R6: Respondent said that he wasn't sure where we were going with putting logic in there since he sees it as a catch-all for science-related things, not necessarily math though.

- R10: Logic seemed out of place because seems like something you would pursue later – he thinks of it as involving equations, variables, and advanced math.
- R7: Respondent wondered aloud what we meant by “logic.” When asked what she thought of it as, she replied “common sense.”
- R12: Respondent equates logic to anything that involves making a decision (if this, then this).
- R4: Logic means “common sense.”
- R13: Logic is being able to rationally come up with something when you don’t know what to do.
- R18: Logic and reasoning are important, related to math.
- R20: Logic is the ability to follow sequence of events in mind.
- R1: Respondent was not familiar with logic.
- R19: He was puzzled by logic, assumed it was about abstract thought and thinking out of the box such as when people say there are multiple universes.

Overall, Question 8 worked well. However, respondents wondered why some topics were included or excluded from the list. The item on differences in religious thought yielded several comments. Further, some respondents wondered about the omission of topics related to science and math. At this point, respondents are not yet aware that the focus of the survey is “humanities” and so some of their reactions to the list of topics are understandable.

*Recommendation for Question 8:*

- ❖ There was some lack of agreement regarding what was meant by logic. Some provided a definition related to everyday life, such as “common sense.” A few approached it more as an academic subject. If a common understanding of “logic” is important for respondents to have in mind, consider including a definition.

## Question 9

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This question asks respondents where children should learn about various subjects (e.g., reading, history, ethics), whether in school, out of school (in the community), or at home. Respondents were asked to explain how they decided where different subjects should be taught. The cognitive probing revealed some issues with the question. Many felt that children should learn about some of the subjects in more than one context (in school, out of school, at home) had difficulty picking only one choice:

- R2: Respondent initially stated that cross-over between responses is needed for all (that is, need to be able to pick more than one answer). Respondent said it can depend on the school, since schools differ. Although she preferred kids to learn some things in school, other areas need to be learned at home to learn the right things.
- R17: Respondent said cannot confine options to school or home, cannot be compartmentalized like that. He preferred to provide more than one answer for each item. Often choosing in school and at

home, but choosing all three for Q9h (world history and cultures) and Q9i (differences in religious thought).

- R6: Respondent stated they wished there was a combination of choices. He said that it depends on the home or community. A school is more balanced with thought. Q9a and Q9b (reading and writing) were standard things and Q9e (languages other than English) is hard and may too widely so it's better to do it in schools.
- R8: Respondent thought this question was unclear. Felt "stumped." She thought that learning from more than one source would be useful and was not sure if choosing one was excluding the value of the other choices. Is the question where should the child first learn about... or primarily, or exclusively? Needs clearer wording. The question could ask whether they should learn about each subject in each context, or where is or should be their first contact with the subject, or where should they get the most or primary exposure to it. In response to a probe, the respondent explained that "out of school/in community" meant things like boys or girls clubs or scouting.
- R16: Wondered if he had to pick only one answer and decided he should do that. He wanted to check all three boxes. He chose a response based on what he would do if he had to rank or assign a percentage. At the same time, he feels like each setting (in school, out of school, and at home) is of equal importance.
- R12: Respondent was not sure about checking one vs. check all. He marked all because thinks it's important to learn about these subjects in all contexts. Would not make sense to only choose one context. He spent a few minutes pondering whether to mark one or all.
- R3: Respondent said this item should say "first learn about" or "primarily" or should allow for multiple responses. She added that she would probably check all three if that were the case especially for Q9a through Q9e. She also suggested the wording, "What are the best resources to teach them?"
- R7: Respondent did not like having to choose among the three options. She did, however, only choose 0 or 2 and said that for most of the subjects, both should play a role but that the school cannot teach everything and what is taught at school needs reinforcement at home. As for the community option, she said there are many things the middle class has access to that are limited for others because of the lack of opportunity or access.
- R5: Respondent said the question is difficult to answer because he thinks it deserves multiple answers. He assumed the question required just one response because it follows suit with the other questions and those allow you to only mark one. He chose "in school" for all but three subjects (Q9e, Q9f, and Q9i).
- R4: For this question it is difficult to pick a single answer. Most things are learned both at home and at school. Question needs a qualifier like "best learn" or "learn most." Though the respondent said would use school and home as multiple answers for most, the single choices she made were divided between school and community. She defined "in community" as with peers or the people you hang out with.
- R13: The respondent would prefer that the question be multiple choice. Would pick two or three responses for a number of the items if allowed to do so. Children should learn morals/ethics in home or community. Everything relating to how one behaves-understanding ethics should come from home and community also.

- R20: Respondent noted that some subjects need structure (suggesting school environment best for learning), other subjects are more familial things, such as language picked up in home. He could not decide on just one answer for Q9e (languages other than English), Q9h (understanding of world history and cultures), Q9i (understanding differences in religious thought).
- R14: Respondent thought Q9f and Q9i were hard, wondered where critical thinking and reasoning are best learned.
- R1: Respondent thought many of the subjects should be taught at home. Said kids these days do TV and it doesn't work out. The streets are not good; children should be at home learning. She chose school for some items because parents may not have been to school and do not know how to teach some subjects (such as history).
- R15: Respondent thought both at home and at school should be an option. The option on learning in the community is vague. Is it neighbor, pastor? Could be anybody. The vagueness makes it hard to give an opinion on it.
- R19: R assumed the question required him to choose one response only, then it would be "in school" for all of the subjects.

Some respondents were able to answer Question 9 as written, and did not feel constrained by having to pick only one answer. Their responses to probing show that they understood the question and were able to explain where they thought specific subjects should first be learned.

- R11: For Q9, respondent said it depends on the subject and where you get the best understanding. For Q9f (responded "0"), he chose school since teachers are more aware than most parents. For Q9g (responded "2"), he chose "at home" because learning ethics begins at home at an early age and for Q9i (responded "2"), he said "at home" because other places will have different viewpoints and they took religious beliefs out of school and you can't pray at school.
- R9: For the responses of "at home" that he gave, he took his experience of raising three children and where he felt they gained the most knowledge and where he could help. For learning in school, he chose subjects where a person who is an expert in that subject matter should teach that. Learning in the community is for things that are better to be learned from real-world scenarios.
- R10: For Q9, the respondent based answers on his personal experience growing up. Also the things he picked for at home were things he felt the schools were not obliged to teach. With regard to community, he said this was difficult to use as an option because there are so many differences in communities.
- R18: Respondent thought school is a place for reading, writing, and arithmetic. Regarding Q9g (ethics), family and home is the first place you learn right and wrong.

Although respondents generally understood the question, many had difficulty responding because they felt children should learn about the subjects asked about from more than one place. To address this issue, the question should be revised to either allow multiple responses to be selected or to ask respondents to select the main or first place a subject should be learned.

*Recommendation for Question 9:*

Many respondents expected Question 9 to allow for selection of multiple responses. Respondents often felt that there was more than one place where children should learn about a subject. We offer the following potential approaches to revising this item.

- ❖ Allow respondents to select all answers that apply. This will allow them to indicate that children should learn about a subject in just one place or all places asked about in the question.
- ❖ Revise the question to ask respondents to select where children should first learn about a topic.
- ❖ Revise the question to ask respondent to select the main place where children should learn about a subject.

## Question 10

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Question 10 is a follow-up to Question 9. For subjects in Question 9 that respondents indicated they feel should be learned at school, respondents indicated in Question 10 the level of school (e.g., elementary, middle school, etc.) at which children should begin learning the subject.

Most respondents had no difficulty answering the question and provided interesting comments regarding their selections of which level of school various subjects should be taught. As the comments show, respondents thought about the complexity of a topic in deciding when it is best to begin learning.

- R17: Respondent thought writing (Q10b) should start at elementary—start writing but not essays, begin to learn the subject. For history (Q10d), start at middle school since you start developing a sense of what happened and is happening. He selected high school for Q10i (religious thought). Religious thought, churches, synagogues, mosques, and differences are too early to start in middle school.
- R10: He thought that things should be kept simple at the elementary level and thought that history would be better introduced at the middle school level and the other options at the various higher levels as chosen.
- R3: This respondent had chosen “in school” for Q9a through Q9e (reading, writing, literature, history, languages other than English). For Question 10 she chose “elementary” for all of these subjects because she sees them as “foundational.” For the other subjects in Question 9 (logic, ethics, world history, religious thought), the respondent thought they should be taught at home and reinforced in school settings, but probably not at elementary level.
- R18: The respondent thought Q10dh (understanding of world history and cultures) should be taught at high school level because kids are older and have more of a worldview and experience with world around them and teaching other cultures is easier in high school.
- R1: Respondent first said writing should be at middle school, then changed mind to elementary school for reading and writing; need to do all the work before moving up to middle school. For history, respondent decide it should be taught at high school because all the tests are about history at that level.

- R15: Respondent commented that languages other than English are easier to learn when you are younger (chose elementary). He thought children should start learning logic at 3<sup>rd</sup> or 4<sup>th</sup> grade but nothing complex.

A few respondents found Question 10 difficult to answer. For one respondent, deciding when children should learn about logic was hard. Another respondent who should have skipped items in Question 10 based on his answers to Question 9, still wanted to provide answers on when subjects should be taught in school. Other respondents had difficulty interpreting Question 10 (as well as Question 9), or missed that Question 10 asks about when children should begin learning about a topic.

- R11: Logic was hard. Respondent doesn't really know when kids start to learn it and reasoning behind it.
- R9: Respondent notes that some items that he said in Question 9 should be taught in home or in community should also be taught at school. He wanted to provide answers for Q10 for those items, even though the instructions indicated he would skip those items.
- R12: The respondent said he had the same confusion with this question as he did with Question 9. He focused on the phrasing "what level should children begin" in order to answer the question. He thinks learning should really happen all the time, but answered based on when they should start. He considered the maturity of the child and how well they would be able to understand the subject when choosing between elementary and the other levels. For example, he thought understanding religious thought (Q10i) should be taught in college because the meaning of religion and understanding the differences between religions would not be fully understood until one is more mature. R thought the overall structure of the question made it hard to answer. Some of the items were not black and white... some subjects could happen at all levels but how deep the learning is going to be matters. He thought wording could be clearer – "at what school level should children be introduced to each subject?" (Note that the question does ask when children should "begin to learn" the subjects; the respondent may have missed this.)
- R1: Respondent was not able to provide an answer for logic and ethics because she was not familiar with those two items.
- R19: Respondent was thinking about when each subject should be taught at a more in depth level so responded accordingly. He thinks students should be exposed to all topics in elementary school. Interviewer noted that the respondent seemed to miss that the question was asking when children should begin to learn about each subject.

When the questionnaire is fielded as a web survey, respondents will be automatically skipped out of items in Question 10 that they indicated in Question 9 should not be learned in school. This will eliminate any confusion respondents may have about which items in Question 10 apply to them.

*Recommendations for Question 10:*

- ❖ The first recommendation is to decide what you hope to learn from the answers to this question and how you will assess and use the results. For example, regarding the question of the level at which each topic should be introduced, there were two notable differences. For many, the notion that as early as possible was the best approach. For others, there were differences related to perceived complexity of the topics
- ❖ Respondents were asked to answer Question 10 only for those topics for which “school” was selected for Question 9. Although it was difficult for some respondents to navigate this skip pattern themselves, the programming of the web survey will address this issue.

**Question 11**

In Question 11, respondents are asked which humanities subjects they wished they had taken more of in school. They can select as many subjects as apply to them. Respondents understood this question well and most named one or more subjects they would have liked to have studied more in school. One respondent (R16) did not realize he/she could “select all that apply.” Another respondent (R12) thought the word “appreciation” in Q11f (art history and appreciation) was not clear; this respondent focused on “art history” in answering the question. One respondent’s reaction to the question highlighted that there is no option to indicate that the respondent does not wish to have taken more of any of the listed school subjects:

- R6: The respondent said “none of the above.” He/she did not miss or particularly like any of the subjects. The respondent stated he/she knows a decent amount about them already and it’s never been a problem to not know more detail about these things.

*Recommendation for Question 11:*

- ❖ Add a response option that allows respondents to say that they do not wish to have taken more humanities subjects in school. A potential wording of this new response option is below.
  - I do not wish to have taken more of any of the above subjects.

**Definition of Humanities**

After Question 11, respondents were shown the following definition of the humanities. They were asked to comment on the definition and whether it surprised them. They were also asked to describe the term in their own words and how they might change the definition.

**The previous questions asked about a range of activities that are often described as “the humanities.” This includes studying, learning, and participating in literature, languages, reading, history, and philosophy. Please keep this definition in mind as you answer the questions that follow.**

Most respondents did not have major issues with the definition, though some provided recommendations for additions. Some thought art should be emphasized more and others would add music. Further, perhaps because religion is mentioned in earlier questions, some expected to see it in the definition here. One respondent suggested that humanities include economics.

Respondent comments about the definition of “humanities” are below:

- R14: Thought of humanities as reading, writing and arithmetic. Did not suggest changes to the definition provided.
- R17: The definition did not surprise him; it matched his understanding. In probing, the respondent mentioned to “include logic since studying should be grouped mathematically.”
- R11: The respondent paused and said he thought of complete human being. He expanded by saying it’s tied to meaning behind how we do certain things. He was not surprised by the definition given. He would describe humanities as trying to do the right thing at all times, considering the feelings of other people. He would not change the definition given in the survey but things it is too broad. Did not know history is part of humanities and kept trying to see how it relates to humanities.
- R9: The respondent said the definition of humanities was pretty good. He has an honors high School class called Humanities. He would describe humanities as learning about all scholarly aspects of life. He would have included religion.
- R2: The definition of “humanities” did not surprise this respondent. She described humanities as part of everyday life, keeping an open mind, doing more research. She had no suggestions for changes to the definition given. She initially seemed to want to exclude languages but then said it’s okay to include.
- R6: In considering the definition of humanities, the respondent never knew what humanities meant before. He was surprised a bit to see history and reading included because it wasn’t what he thought. The respondent’s definition was pretty broad. He said it included real subjective things, such as literature, factual things, such as history, and science things, such as reading (the act of reading).
- R8: Was confused by the phrase “in the previous questions” because it prompts you to look back at how it was related to the earlier questions. If you couldn’t remember you feel like you might have missed something. He never thought of “reading” as humanities. He would include art, culture, literature, economics (basic, linked to history).
- R16: Definition is good, agrees with it.
- R10: No surprises with definition of humanities. In his words, he would describe the humanities as history, language, and philosophy.
- R7: In considering the definition of humanities, the respondent thought science should be included because “science throughout history has had an impact on many of these other things.” Her definition: “A group of subjects involving reading, writing, history, and science that we learn or study.”
- R5: Regarding definition of humanities, the respondent felt the definition was accurate but thought it would help to provide a few examples to make the term more concrete/less abstract. He would describe it as general human-related activities.

- R12: The respondent thinks the definition could be more detailed or worded more deeply to convey to the reader what they should be thinking about. An example or an image could have been helpful. In his words, the humanities is about general human activities.
- R3: The definition did not mention art which was mentioned in earlier questions and the respondent feels it is an important aspect of the humanities. Her definition: Arts and activities that help a person be more well-rounded. Also suggests giving more specific examples though did not offer any of her own.
- R4: Respondent thought that the definition of humanities is good. Her definition: Humanities is Life, languages and history.
- R13: The definition provided is very exactly what the respondent had in mind. No surprises. In the respondent’s own words, humanities is everything that man does or has done: history to music to art. Anything that man does. He would not make changes to the definition, not too broad or limited.
- R18: Regarding the definition, humanities helps us relate to the world around us. The respondent was not surprised by the definition. He would describe humanities as the study of literature and culture, and would offer no changes to the definition given.
- R20: The respondent thought the definition of humanities was accurate, no surprises. Regarding his own definition, he would say it’s what we’ve brought to the table in terms of art, religion, philosophy. He says he’s not very good at answering this question. He would make no changes to the definition, not too broad or limited.
- R1: Respondent was not sure what she thought of the definition of humanities. When asked, she said she was surprised by it, surprised that history was included. When further probed, she did not know what she would change about the definition and did not think it was too broad or limited.
- R15: R thought the definition of humanities was accurate. He would describe it as basically human interaction: exchange of ideas, language, communication, storytelling, literature, philosophy, writing a book.

Overall, the definition of “humanities” was understood well by respondents. Although some may not have agreed completely with the definition, their understanding of the term was generally in alignment with the definition provided.

*Recommendation for Definition of Humanities:*

- ❖ Respondents were in general agreement that the activities mentioned in the definition were part of “humanities.” However, some thought that the definition should have included additional activities or topics. It will be important to consider whether the definition should be modified to address both what is and is not part of the humanities.

**Question 12**

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In this question, respondents are asked about their level of agreement with a series of statements about the humanities. They are asked to indicate on a scale of 0 (“Do not agree at all”) to 4 (“Agree very strongly”)

their level of agreement with each statement. Overall, respondents did not encounter much difficulty providing their level of agreement with each statement. Interviewers probed respondents to gain a better understanding of how they decided on their answers for selected items. Although some items required more time or thought for some respondents to answer, the findings do not suggest that revisions are needed for any of the items. Some respondent comments about Question 12 are below:

- R9: Respondent said Q12f (humanities activities cost too much) was hard to decide on. While humanities stuff costs a lot of money, it's necessary. He know teachers are not paid a lot of money so he went lower with this answer. No others were difficult.
- R 2: Had issue with item Q12n (humanities makes economy stronger). Doesn't know where that came from, why it's included.
- R6: Respondent paused at Q12b (the humanities attract elitist/pretentious). When asked about the item, he said he thinks some people are elitist but the definition is too broad so he things most people are interested in it because it's interesting so not elitist. When the interviewer asked about Q12h (humanities important for strengthening democracy), he said the more people know and are educated, the more likely they will be able to help their community get anywhere.
- R8: Q12e (help Americans work effectively/creatively) and Q12o (help us think more clearly) took longer for the respondent to answer.
- R16: Respondent was surprised by Q12b (the humanities attract elitist/pretentious). Didn't expect to see a relationship made between humanities and elitist/pretentious.
- R7: Q12i (feel part of my local community) caused the respondent to pause because she doesn't do much related to local community. With regard to Q12b (attract people who are elitist), she again pointed to her perception that the humanities are more accessible to the better educated or more economically advantaged, adding that obtaining more grounding in the humanities was therefore a bit elite, not in a way that sounded pejorative but rather as a de-facto statement, that being well rounded from the standpoint of the humanities was an elite situation.
- R5: For Q12f (cost too much), the respondent was thinking of humanities activities such as book clubs, history clubs, philosophy clubs, and museums.
- R3: The respondent suggested that it would be easier on many of the other items to include the prefacing phrase "In my opinion..."
- R13: The respondent noted that a few items had no context and so it was hard to decide. He was not sure about Q12n (humanities makes the economy stronger). For Q12h (humanities important for strengthening democracy), respondent said it can and can't. For Q12e (help Americans work effectively/creatively), did not know how to decide, no context.
- R1: Respondent was not sure how to explain her answer to some items. In response to Q12d (humanities are a waste of time) she said she chose "3" because it is a waste of time. She said the question was hard because it's talking about the humanities and some people don't know about the humanities.

Respondents seemed to approach the items in Question 12 thoughtfully. Although there were some instances in which a respondent took more time to answer or seemed surprised, overall the question is working well.

*Recommendations for Question 12:*

- ❖ No revisions recommended for this question.

**Question 13**

This question asks respondents how much they feel their values are supported in the schools by children's exposure to the humanities. Respondents were asked to explain how they decided on their answer. As shown in the respondent comments, a couple of respondents did not understand the question (R17 and R6). Others were unsure of what is being taught in schools (R11, R7).

In examining the question, the NORC team noted there is potential for confusion in understanding the question. Respondents could interpret the question to be asking whether exposure to the humanities is in line with their values, or asking how well the schools are doing in exposing children to humanities.

- R17: Respondent did not understand the question. Decided to pick "2" because he didn't know.
- R11: The respondent does not know what materials are used in school now but assumed they are the same values as when he attended school.
- R9: Respondent answered "4." His answer was based on his children's school. They are very supportive of book clubs, celebrate Dr. Seuss's birthday, and have a lot of cultural activities and community support.
- R2: Children have been learning literature and languages, humanities, how to express feelings in school.
- R6: Respondent paused and stated "I guess about a 2". When asked, he said he wasn't really sure what the question was asking. The respondent said that schools do not cover the humanities nearly enough but they are definitely covering it.
- R8: Respondent does not know what goes on in schools today but gave lower rating on this item because she assumes that with all the budget cuts, the humanities are the most cut so are not able to do as good a job.
- R16: Respondent thinks schools are still doing a good job teaching values and humanities topics.
- R7: Respondent chose "2," middle point, because she didn't know. "Who knows how much exposure kids are really getting or what values they relate to?"
- R12: Respondent thought about how well schools are teaching humanities related values and subjects – literature, language, reading, history, philosophy, and world affairs.
- R3: Respondent felt this question was too broad and there are a lot of individual factors to consider so she went for the middle.
- R4: I don't really know if the schools listen a whole lot to people's values but I hope for the most part they do.
- R18: No issues answering question. Respondent believes that humanities is tied to a strong education and he values that.

- R15: People complain the schools are too liberal and shouldn't study other religions (people get crazy about it). He seems to disagree. His response was "3" and he is good with state of schools.

Although respondents were able to provide an answer to Question 13, they varied in the information they considered. Some based their answer on what their children do in school, or what they think children generally do in school. Further, as noted above, the question could be subject to more than one interpretation.

*Recommendations for Question 13:*

- ❖ Consider adding a skip pattern or response option that allows respondents with no current experience with schools to skip this question.
- ❖ Revise the question to clarify what is being asked. As explained above, the question can be interpreted in more than one way.

## Question 14

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Question 14 asks respondents for their impressions when they hear each of the following terms: history, philosophy, literature, foreign languages, and the humanities. They were asked to provide a response between 0 (Very negative) and 4 (Very positive). The question is intended to capture respondent impressions of the study of each subject. In general, respondents approached this question without difficulty. Across respondents, the data show a range of positive and negative impressions of the topics, with responses skewed somewhat toward the positive:

- R17: This respondent is apathetic to history, philosophy.
- R11: Respondent said all very positive terms and issues. Philosophy is more thought process, how feel about certain beliefs and literature is learning about different cultures, belief systems.
- R6: Respondent was not personally interested in humanities areas, rated subject areas low. Respondent said it's not so much the value is lower but his particular interest is low.
- R8: Respondent was generally positive.
- R16: Respondent thought the question was a bit difficult because there's no context associated with the list of terms. Hard to conjure up a feeling about these terms without context. He doesn't have a negative feeling when he hears these terms so chose "3" because it was just above neutral. He doesn't have a strong feeling towards these terms, but it's not negative so went with a more positive leaning response.
- R7: Respondent rated every topic a "4." "How would anyone give a negative to any of these?"
- R3: In line with a comment she made previously, this respondent felt a need for anchors on the scale points. In general here though, the positive overall view carries the ratings and the small differences reflect personal preferences.
- R13: Respondent thought it was not easy to choose an answer for a lot of the items. When probed, respondent offered this explanation of the scale: 1- didn't like that much, 2- indifferent about hearing it, 3- like the subject, 4- love the subject.
- R1: Respondent was not familiar with all the items, namely philosophy and foreign languages.

- R15: Respondent noted that where he lives for items Q14a through Q14d, there's a 50/50 chance what he hears is something derogatory or positive. For example, language might spark a comment about what that person is doing in the country.

However, in deciding on their answers to the item on history, some respondents were conflating feelings about the study of the subject with their feelings on historical events. That is, due to negative historical events that have occurred, some respondents have a negative impression of history.

- R9: Respondent said it was very easy since all the humanities are positive. However, he said he picked “2” Q14a (history) because in history, bad things happened in world (terrorists, etc.) but good things also happened in history. He picked 4 for Q14b (philosophy) because you never hear anything negative about a philosopher or any of the other items. They're about improving the thought process.
- R2: Respondent said she hears a lot of negatives about history (and gave it a rating of “0”). She doesn't hear much about the humanities, and she hears positive stuff about the rest of the topics so she gave them favorable ratings.

One respondent (R19) thought the topics needed more explanation. He was not sure what to include or exclude in decided on answers to the items.

Overall, the responses to this item fall into two categories: those for whom “the humanities” constitutes a global positive and those for whom some subset of humanities (history) is negative based on events in the world. A full assessment of how Question 14 is working depends on what is intended to be learned from it. If the respondent reflections presented above are consistent with the intent of the question, then no revisions to this item are required.

#### *Recommendations for Question 14:*

- ❖ No recommendations for revision of this question.

## Interest in the Survey

At the end of the survey, respondents were asked to rate how interesting the survey was, compared to other surveys they had done. They were asked to provide an answer from 0 (boring) to 4 (very interesting). Overall, respondents enjoyed completing the survey and most found it interesting. Many of them especially enjoyed the cognitive interview format, which allowed them the opportunity to discuss their answers in detail. Although not all respondents provided comments that respondents provided about the survey are presented below:

- R11: Opened up mind, makes you think about a lot.
- R9: Respondent said it was a very good survey and more thought-provoking than other surveys he's done. Other surveys he's done were focused on social media, political stance, and technology.
- R10: Rated it a “4” because of depth of the questions, makes you think about yourself.
- R7: Respondent enjoyed the survey because it asked what he/she thought and was not focused on external things but asked the respondent's opinion and took comments and questions.

- R4: Respondent rated it “4” because it “deals more with life subjects” that seem more meaningful.
- R19: He thought the survey was straightforward and easy to answer. He appreciated the level at which the questions were written because he does not have an academic background (dyslexic and has ADD) but found it easy to answer.

## General Comments

The interviewing team met for debriefing sessions throughout the data collection period. An observation interviewers made about the questionnaire concerns the length of some of the question grids. For some questions that included many items, respondents may have difficulty remembering the question stem. It is worth considering breaking up some of the questions with a greater number of sub-items, or providing reminders of the question stem, in order to ease respondent burden.

Interviewers agreed that most respondents appreciated and enjoyed the opportunity to participate in the interview. Interviewers also agreed that the questionnaire worked well overall and that only minor revisions are needed, as noted in the recommendations section for each question.

**Attachments**

**Attachment A: Draft Survey of Interests and Activities**

# Survey of Interests and Activities

**This survey is about activities that people engage in at work or their everyday lives or they have studied at school. It covers a wide range of topics, many of which you may do infrequently or not at all. The first section asks about things you may do that are not required for school or work.**

1. To start, on a scale of 0 to 4 (with 0 meaning “never” and 4 meaning “very often”) please rate how often you participated in or attended the following book-related activities over the past 12 months.		0	1	2	3	4
		Never				Very Often
a.	Read a fiction book in any format (such as a novel or collection of short stories)?	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
b.	Read a nonfiction book (such as a biography, history, or analysis of a particular aspect of culture or religion) in any format?	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
c.	Listened to an audiobook?	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
d.	Participated in a book club or play reading group?	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
e.	Engaged in religious text study (of the Bible, Torah, Quran, etc.) in either an individual or group setting?	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
2. Thinking now about some of the things you do in your personal life, and using scale of 0 to 4 (with 0 meaning “never” and 4 meaning “very often”) please rate how often you participated in or attended the following activities over the past 12 months.		0	1	2	3	4
		Never				Very Often
a.	Visited an art museum, art festival, art appreciation event, history museum, or historic site?	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
b.	Attended a literary reading or other literary event (including poetry readings)?	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
c.	Listened to a history, literature, or philosophy podcast or TED talk?	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
d.	Watched a TV show with historical content (on channels such as the History Channel or PBS)?	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
e.	Watched a TV show on art, literature, philosophy, culture/travel, or religious thought?	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
f.	Thought about or researched further the ethical aspects of a choice in your life?	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
g.	Used a language other than English in the home or with friends?	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
3. Do you ever access social media such as Facebook, Twitter, Instagram, Reddit, LinkedIn, blogs, etc.?						
a.	Yes					
b.	No					

4. Now thinking about some of the things you do on your phone, computer, or other device, and using the same 0 to 4 (with 0 meaning “never” and 4 meaning “very often”) please rate how often you participated in or attended the following activities over the past 12 months.	0	1	2	3	4
	Never				Very Often
a. Written a comment of a paragraph or longer about art, culture, history, literature, or philosophy on social media or another online site (including Facebook, Tumblr, blog, Reddit, etc.)?	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
b. Watched an online video (using YouTube or other online website) to learn more about some aspect of art, music, history, literature, philosophy, different cultures, or different religions?	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
c. Shared an article, video, or other digital content about history, literature, philosophy, religion, or different cultures on social media (Instagram, Twitter, Facebook, YouTube)?	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
d. Looked up information about a famous philosopher, writer, historian, artist, or musician, to gain a deeper understanding of him/her?	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
e. Looked up information about history, philosophy, literature or the arts to gain a deeper understanding of the subject?	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
f. Researched the history of something of interest in your life (for example your family or neighborhood history, or the history of a sports team, artist, or musician)?	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
g. Sought information about a religion or culture that is different from your own?	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
5. Now I am going to ask you about when you were growing up ( <b>before you were 18</b> ). Using the 0 to 4 scale (with 0 meaning “never” and 4 meaning “very often”) please rate how often you recall your parents or other adults doing the following activities.	0	1	2	3	4
	Never				Very Often
a. Reading	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
b. Writing	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
c. Discussing your family’s history	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
d. Discussing the history of the nation or world	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
e. Discussing art	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
f. Discussing ethical issues	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
g. Listening to music	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
6. Next, we will ask about activities at your current or most recent job. (If you have not yet had a job, please skip to question 8.) Again using the 0 to 4 scale (with 0 meaning “never” and 4 meaning “very often”) please rate how often you perform the following tasks:	0	1	2	3	4
	Never				Very Often
a. Write to describe or explain something?	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
b. Write to persuade someone?	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
c. Use a language other than English?	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
d. Engage in concentrated reading of materials (in print or online) for more than 20 minutes at a time?	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
e. Work with people from different cultures?	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
f. Balance opposing viewpoints in a discussion, argument, or decision?	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
g. Do historical research or apply a historical perspective to your work?	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
h. Insist on knowing context before evaluating anything that crosses your desk?	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>

7. To what extent are (or were) you limited in career advancement at your job by your ability to perform the following tasks (using a 0 to 4 scale, with 0 meaning "Not at all limited" and 4 meaning "Very limited")?	0	1	2	3	4	Not required for advancement
	Not at all limited				Very limited	
a. Write to describe or explain something	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
b. Write to persuade someone	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
c. Read technical material related to the job	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
d. Use a language other than English	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
e. Understand other cultures and perspectives	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
f. Do historical research or apply a historical perspective to your work	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
g. Understand context	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>

8. Thinking about K-12 students (your own or children in your area), in your opinion how important is it for them to receive an education in the following?	0	1	2	3	4
	Not at all important				Very important
a. Reading	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
b. Writing	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
c. Literature	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
d. History	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
e. Languages other than English	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
f. Logic	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
g. Ethics	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
h. Understanding of world history and cultures	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
i. Understanding differences in religious thought	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>

9. Where should a child learn about the following subjects?	In School	Out of School, e.g. in the community	At Home or in the family
a. Reading	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>
b. Writing	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>
c. Literature	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>
d. History	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>
e. Languages other than English	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>
f. Logic	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>
g. Ethics	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>
h. Understanding of world history and cultures	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>
i. Understanding differences in religious thought	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>

10. If you responded "In School" above, at what school level should children begin to learn about each subject?	Elementary	Middle School	High School	College	Does not apply
a. Reading	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
b. Writing	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
c. Literature	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
d. History	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
e. Languages other than English	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
f. Logic	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
g. Ethics	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
h. Understanding of world history and cultures	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
i. Understanding differences in religious thought	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>

11. Looking back on your own education, which of these subjects do you wish you had taken more of?

Select all that apply.

- a. Literature
- b. History
- c. Languages other than English
- d. Philosophy
- e. Gender studies
- f. Art history and appreciation
- g. Ethnic studies
- h. World Religions

**The previous questions asked about a range of activities that are often described as “the humanities.” This includes studying, learning, and participating in literature, languages, reading, history, and philosophy. Please keep this definition in mind as you answer the questions that follow.**

12. Please tell us whether you agree or disagree with the following statements about the “humanities.” (Remember, when we use the word “humanities” here, we mean studying, learning, and participating in literature, languages, reading, history, and philosophy.)

	0	1	2	3	4
	Do not agree at all				Agree Very Strongly

- |  |                         |                         |                         |                         |                         |
|--|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| a. The humanities should be an important part of the education of every American.  | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |
| b. The humanities attract people who are somewhat elitist or pretentious.  | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |
| c. The humanities make for a more meaningful and happy life.   | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |
| d. The humanities are a waste of time.   | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |
| e. The humanities help Americans work more effectively and creatively.   | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |
| f. Humanities activities cost too much.  | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |
| g. Going to activities related to the humanities or discussing the humanities is a great way of spending time with friends and family. | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |
| h. The humanities are important for strengthening democracy.   | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |
| i. The humanities help me feel part of my local community.   | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |
| j. The humanities help us understand others whose lives are different from our own.  | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |
| k. The humanities are not really for people like me.   | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |
| l. The humanities help us appreciate cultural diversity.   | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |
| m. The humanities undermine the values of my community.  | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |
| n. The humanities make the economy stronger.   | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |
| o. The humanities help us think more clearly.  | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |
| p. The humanities help children and youth build the skills they need in life.  | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |

13. Please rate how much you feel your values are supported in the schools by children’s exposure to the humanities?

	0	1	2	3	4
	Not at all Supported				Supported a great deal

- |  |                         |                         |                         |                         |                         |
|--|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
|  | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |
|--|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|

14. Finally, please tell us your impression when you hear someone use the following terms:	0 Very Negative	1	2	3	4 Very Positive
a. History	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
b. Philosophy	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
c. Literature	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
d. Foreign languages	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
e. The humanities	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>

**Thank you for completing this survey!**

Compared with other surveys you have done, how interesting did you find this survey questionnaire?	0 Boring	1	2	3	4 Very Interesting
	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>

**Attachment B: Consent for Study Participation**

## Survey of Interests and Activities

### Consent for Study Participation

NORC is assisting the American Academy of Arts and Sciences in conducting a study on the activities people engage in at work or their everyday lives and things they have studied at school.

You are taking part in an interview to improve the study questionnaire. I will be asking you some questions that may be included in the study. Then, I would like to talk with you about how you interpreted the questions and came up with your answers. Getting your feedback on the questions will help make the questions better. This interview will take about 45 minutes and you will receive 35,000 AmeriPoints.

With your permission, this interview will be audio recorded so that we can ensure that we capture all of the feedback you provide us. The recording will be stored electronically on NORC's secure servers. Only staff at NORC and the American Academy of Arts and Sciences who are directly involved in this research project will be able to listen to the recording. Only staff at NORC will have access to any information that would identify you. Any quotes used in reports, presentations and publications will not include any names or any information that could identify any participant

Your participation in this interview is voluntary. You may skip questions, stop the recording, or end the interview at any time and you will still receive the full payment. All survey information will be kept strictly confidential.

For questions regarding research subjects' rights, please contact the NORC IRB Administrator toll-free at 866-309-0542.

Do you volunteer to participate in this study, and give permission for your audio recording to be used for the purposes stated?

[INTERVIEWER: MARK BOX TO INDICATE RESPONDENT ANSWER]

- Yes, respondent agrees to participate and to be audio recorded.
- Yes, respondent agrees to participate but does NOT agree to be audio recorded.
- No, the respondent does not agree to participate in this study.

Interviewer Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Attachment C: Cognitive Interview Protocol**

CASE ID: \_\_\_\_\_

DATE OF INTERVIEW: \_\_\_\_\_

INTERVIEWER: \_\_\_\_\_

## Survey of Interests and Activities

### Cognitive Interview Protocol

#### Question 1

Probe 1: Some of these questions ask about reading a book "...in any format." What did that mean to you? What formats did you think of?

Probe 2: For QUESTION TEXT, you chose RESPONSE. Please tell me how you decided on that answer. [IF NEEDED] What activities have you participated in or attended? Was there anything that you weren't sure whether to include? [CHOOSE ACTIVITIES THAT R PARTICIPATES IN MORE VS. LESS OFTEN.]

Probe 3: [OPTIONAL] For any of these questions, were there any activities you participated in or attended that you were not certain whether to include?

General probes to use as needed:

- Please take another look at the items in Question 1.
  - Are there any terms that you are not familiar with?
  - Were any of the questions hard to understand?
  - Were any of the questions hard to answer?

## Question 2

**Now please read Question 2 and begin with part a. as before.** [Step the respondent through each subpart and record the answers then probe; this process will continue through the questionnaire.]

Probe 1: [PROBE RESPONSE TO ONE OR TWO ITEMS] For QUESTION TEXT, you chose RESPONSE. Please tell me how you decided on that answer. [IF NEEDED] What kinds of ACTIVITIES did you participate in/attend/watch/listen to, etc.? Was there anything that you weren't sure whether to include?

Probe 2: One of the questions asked about historic sites. What do you think of as a historic site?

General probes to use as needed:

- Please take another look at the items in Question 2.
  - Are there any terms that you are not familiar with?
  - Were any of the questions hard to understand?
  - Were any of the questions hard to answer?

## Question 3—no probes

### Question 4

Probe 1: These questions referred to some social media site (for example, Facebook, Tumblr, blog, or Reddit.). Were these terms familiar to you?

Probe 2: [CHOOSE A COUPLE ACTIVITIES WITH DIFFERENT RATINGS] You said you [ACTIVITY]. How did you decide on that answer? IF NEEDED: Please tell me more about that. Was there anything that you weren't sure whether to include?

General probes to use as needed:

- Please take another look at the items in Question 4.
  - Are there any terms that you are not familiar with?
  - Were any of the questions hard to understand?
  - Were any of the questions hard to answer?

### Question 5

Probe 1: In your own words, can you tell me what this question is asking about? [IF NEEDED] Do you think the question is asking about times when parents or adults were reading, writing, and discussing among themselves, or doing those things with you, or both?

Probe 2: You said [FILL IN QUESTION AND RESPONDENT ANSWER]. How did you decide on that answer? Was there anything that you weren't sure whether to include?

Probe 3: This question asked about parents and other adults "discussing ethical issues?" What does the term "ethical issues" mean to you?

**NOTE TO INTERVIEWER: As you ask this question, try to discern whether THE RESPONDENT NOTICED THAT THE QUESTION REFERS TO WHEN THEY WERE GROWING UP, BEFORE 18? DO NOT PROMPT INITIALLY, BUT IF IT SEEMS THIS WAS MISSED ASK WHETHER THEY NOTICED IT IN AN ADDITIONAL PROBE.**

General probes to use as needed:

- Please take another look at the items in Question 5.
  - Are there any terms that you are not familiar with?
  - Were any of the questions hard to understand?
  - Were any of the questions hard to answer?

### **Question 6**

Probe 1: In your own words, can you tell me what this question is asking about?

Probe 2: [PROBE RESPONSE TO ONE OR TWO ITEMS] For QUESTION TEXT, you chose RESPONSE. How did you decide on that answer? [IF NEEDED] Tell me about the tasks related to [ACTIVITY] that you do at work. Was there anything that you weren't sure whether to include?

Probe 3: Look at the last item in this question. It says: "Insist on knowing context before evaluating anything that crosses your desk." What does that mean to you?

General probes to use as needed:

- Please take another look at the items in Question 6.
  - Are there any terms that you are not familiar with?
  - Were any of the questions hard to understand?
  - Were any of the questions hard to answer?

### **Question 7**

Probe 1: In your own words, can you tell me what this question is asking about?

Probe 2: [PROBE RESPONSE TO ONE OR TWO ITEMS] For QUESTION TEXT, you chose RESPONSE. Can you tell me more about how you decided on that answer?

General probes to use as needed:

- Please take another look at the items in Question 7.
  - Are there any terms that you are not familiar with?
  - Were any of the questions hard to understand?
  - Were any of the questions hard to answer?

### **Question 8**

Probe 1: What did you think of this list? Are there topics you did not expect to see or you are not familiar with? What does [TOPIC] mean to you? [FOCUS ON TERMS THAT MAY BE UNFAMILIAR OR RESPONDENT IS HESITANT ABOUT.]

Probe 2: For QUESTION TEXT, you chose RESPONSE. How did you decide on that answer?

General probes to use as needed:

- Please take another look at the items in Question 8.
  - Are there any terms that you are not familiar with?
  - Were any of the questions hard to understand?
  - Were any of the questions hard to answer?

### **Question 9**

Probe 1: How did you decide on which subjects should be taught in school, out of school, or at home/in the family? IF NEEDED: Why should SUBJECT be taught WHERE?

General probes to use as needed:

- Please take another look at the items in Question 9.
  - Are there any terms that you are not familiar with?
  - Were any of the questions hard to understand?
  - Were any of the questions hard to answer?

### **Question 10**

Probe 1: You said that SUBJECT should be taught at LEVEL. Can you tell me how you decided on that answer?

General probes to use as needed:

- Please take another look at the items in Question 10.
  - Are there any terms that you are not familiar with?
  - Were any of the questions hard to understand?
  - Were any of the questions hard to answer?

### **Question 11**

Probe 1: [ASK ABOUT ONE OR TWO SUBJECTS] Why do you think you should have taken more [SUBJECT] in school? IF NEEDED: Please tell me how you decided on your answer.

General probes to use as needed:

- Please take another look at the items in Question 11.
  - Are there any terms that you are not familiar with?
  - Were any of the questions hard to understand?
  - Were any of the questions hard to answer?

### **Definition of Humanities**

Probe 1: What do you think of this definition of “the humanities?” Did this definition of “the humanities” surprise you? If YES, in what way?

Probe 2: How would you describe “the humanities” in your own words? IF NEEDED: What would you change about this definition? Is it too broad or too limited?

### **Question 12**

Probe 1: [SELECT A COUPLE ITEMS TO PROBE] For QUESTION TEXT, you chose RESPONSE.

Probe 2: Were any of the items in this list particularly difficult to decide on? Why?

General probes to use as needed:

- Please take another look at the items in Question 12.
  - Are there any terms that you are not familiar with?
  - Were any of the questions hard to understand?
  - Were any of the questions hard to answer?

### **Question 13**

Probe 1: [PROBE RESPONSE TO A FEW ITEMS] How did you decide on that answer?

General probes to use as needed:

- Please take another look at the items in Question 13.
  - Was the question hard to understand?
  - Was the question hard to answer?

### **Question 14**

Probe 1: How easy was it for you to choose values on this scale to describe your impression when you consider these terms?

Probe 2: Can you tell me how you decided between different values on the scale? (In other words, why did you pick the answer you gave?)

General probes to use as needed:

- Please take another look at the items in Question 14.
  - Are there any terms that you are not familiar with?

### **How Interesting was Survey**

Ask for comments on how interesting the survey was.