COMMITTEE/TASK FORCE CHAIR
SPRING REPORT TO THE BOARD OF DIRECTORS
Due to SAA Executive Office and Board Liaison on or before January 29, 2016

Please use this form or provide the requested information in another format -- we request e-mail submissions. Please be reminded that committee/task force *reports are required in the Spring.*
The use of this form is not required.

Report of the: For the Public Webpages Task Force
From: Elizabeth Bollwerk   X Committee/Task Force Chair

REPORT: see attachment

COMMITTEE'S TOP THREE ACTION ITEMS PLANNED FOR THE COMING YEAR:
This is the Task Force's final report. Please see the report for recommended action items.

ACTION ITEMS: (These are actions that you are asking the Board of Directors to take. Please include discussion of fiscal impacts)
See attachment

It is requested that all reports be submitted in MS WORD (no pdfs, please) to the Secretary, c/o executive director at the SAA executive office (email: tobi_brimsek@saa.org). Committee/ Task force chairs should also send a copy to their board liaison. Board liaisons should touch base with the heads of the committees/task forces for which they are responsible. Liaisons should forward the reports they receive, with any additional commentary, to the executive office.

Executive Summary

During the SAA's 79th Annual Meeting in April of 2014, a task force was convened from the Public Education Committee (PEC). The members were charged with reviewing the For the Public (FTP) webpages (http://www.saa.org/publicftp/PUBLIC/home/home.html) and recommending which pages should be subsequently maintained and integrated into the SAA public webpages in the future. Elizabeth Bollwerk was appointed as chair of the task force and Elizabeth Konwest, Eve Hargrave, and Rebecca Simon agreed to serve as members. Sarah Herr and Gordon Rakita served as the SAA board liaisons. The Task Force communicated through email, phone, in-person meetings at the SAA conference, and shared documents.

This report provides an overview of the results of the Task Force's investigation. The Task Force assessed the current state of the webpages using three methods: 1) a content inventory, 2) Google analytics, and 3) an online survey. Based on the results of the assessments, the Task Force offers two sets of recommendations: 1) a set of short term recommendations for improving the site's content and aesthetics based on the results of quantitative and qualitative analysis of the current webpages until the site can be redesigned, and 2) broader, long-term recommendations to improve the organization and content of the pages during the planning and implementation of the redesign.

Introduction: A Brief History of the For the Public Webpages

When the For The Public (FTP) website was conceptualized in 2001, the goal was to provide a bridge of archaeological information between multiple archaeological audiences (academic, CRM, state and federal government, museum educators) and non-archaeological audiences (K-12 educators, tourists, landowners, site descendants, students of all ages, etc.). Much of the summary information used here is from "Archaeology for the Public: A New Addition to SAA's Web" by Patricia L. Jeppson, Mary l. Kwas, Maureen Malloy, and Carol McDavid (2003) and the Report to the US BOR by Patricia Jeppson and Maureen Malloy (2007). Initially created as a separate entity within the SAA website, the primary goal of the webpages' design was to be flexible regarding the appearance and navigational structure. The hope was that flexibility would allow the webpages to be more open to the needs of non-archaeological audiences as well as professional users.

After several workshops, a committee of 30 SAA members formed a strategic plan that met the PEC Mandate of "promoting awareness about and concern for the study of past cultures and to engage people on the preservation and protection of heritage resources." The outcome of these multiple meetings was a realization that the most inclusive way to approach this task was not to create content for the entire website. Rather it was designed to be a link hierarchy where content from multiple resources could be aggregated and shared in a single location. Such an approach was meant to enable website moderators to easily and efficiently add new information (via links) as needed. Working closely with web designers to develop the website, committee members consulted a wide variety of audiences (teachers, members of the public, professionals) and researched a wide variety of separate websites including the National Initiative for a Networked Cultural Heritage), Webby Award/Community Choice, and individual public archaeology websites from federal, state, and local organizations such as Independence National Historical Park, and community-based resource sites.

Using the information from this research, many meetings ensued where decisions were made on how to organize the FTP webpages for easy navigation that promoted archaeology through links to educational resources for teachers, professionals, and general public. At the same time, the pages needed to provide mechanisms for growth. Most of the information was a direct result of collaborative efforts between the SAA FTP Committee, agencies, and organizations. The organizational themes for the content includes nine main tabs or areas: Homepage, Archaeology For Educators, News and Events, Resources, Fun for All Ages, FAQs, About Us, Links, and For Archaeologists[1]. The FTP website launched in 2003 and, in 2008, it became an integral part of the newly redesigned SAA website.

While the integration of the FTP site with the larger SAA website helped increase its web presence, the content translation caused a number of links to be broken. Additionally, the openness of the webpages, (i.e. giving people the ability to add information) allowed it become a stronger resource but increasingly unwieldy to navigate. As one of the leaders in the field of archaeology, the SAA has a prime position in sharing archaeological information with the public. The current FTP webpages provide a great deal of information, but over time, streamlining the organization of the content has become more difficult. The FTP Task Force analyzed the current

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[1] Although not included on the main set of navigational tabs, an additional section, Archaeology for Educators, was analyzed as a separate section because it was a unique individual unit designed for the website.

state of the webpages with the goal of evaluating content and making recommendations for the PEC and the SAA Board for the redesign.

Methodology

In order to effectively assess the FTP pages, the Task Force implemented a methodology designed to collect both qualitative and quantitative data. This follows the advice of a number of museum and cultural heritage technology specialists (Bonacchi and Pett 2012; Richardson 2013; Tanner 2012; Villaespesa and Stack 2015; Walker 2014). First, in order to understand what was already present in the current version of the FTP site, the Task Force conducted a content inventory of the SAA associated FTP pages and all links to external sites. The content inventory provided information on the structure and content of the existing site. In addition to identifying dead links and outdated pages, the content inventory provides information on topics like ease of navigation, the overall structure of the site, and aesthetics of the pages.

The second area of assessment sought to better understand how users were navigating the current site, their opinions on the site's usability, and what would be useful in a redeveloped site. The assessment relied on a combination of data collected using Google Analytics and a web survey. Google Analytics provided a variety of measurements including: counts of the number of visits each page receives, a sense of how long users spent on a given page, and how many pages they visited during a session. The online survey was distributed to the SAA membership, current users who were not SAA members, and potential users of the For the Public Webpages. User research is an important component of good web design (Garrett 2010; Krug 2014). Prior to 2015, no evaluation or research existed regarding the FTP site and its functionality. Thus the responses are extremely valuable as SAA moves forward with the redesign of the website. The purpose of the survey was to determine what users found most helpful about the layout and content of the existing pages and what could be changed and improved in the redesign. The following three sections review the outcomes of these analyses. The last section provides recommendations based on the results.

Content Inventory

The primary goal of the content inventory was to assign each webpage or external link an OUCH designation (Table 1). These designations were based on the nature of information on the page (whether current, relevant, etc.), the aesthetics of a page (did it meet modern standards for formatting, was there too much content/text etc.) and whether links were functioning. In addition to an OUCH designation, the functionality of the page was recorded (either functioning or not functioning if the link was broken). The nine sections were divided between the four task force members for review. An initial test was conducted to examine whether the designations were applicable to the content and ensure standardization of the criteria used to assign a designation. After some adjustments of terminology the task force members reviewed the webpages and recorded their findings in a shared Google spreadsheet.

Results

The content inventory covered approximately 70 percent of the pages on the site. A complete inventory was completed for seven of the nine sections. The two sections that were

Table 1: OUCH Designations		
O	Out-of-date	Content that is still useful and will move to the new site, but should be updated.
U	Unnecessary	Content that is not needed at all. It should not be moved to the new site.
C	Current	Content that is fine as is, up-to-date, and just needs to be moved to the new site.
H	Have-to-Write	This designation will mostly occur after survey and analytic results are analyzed.

not completed included the News and Events section and the Resources section where only a sample of pages were reviewed. An inventory of the News and Events section was started but an initial review found the vast majority of the links to be outdated or broken. About 10 percent of the News and Events pages were inventoried. A general recommendation for this section will be outlined below. Although many of the information fields were filled out for the pages in the Resources section the majority of pages were not given an OUCH designation. About 25 percent of the pages on the Resources section were completely inventoried.

The data from the content inventory was converted to an Excel spreadsheet so that exploratory data analysis could be performed using the statistical program R version 3.2.1 (R Core Team 2014). R was used to clean and standardize the data and remove duplicate pages.[2] Data were analyzed using the plyr package (Wickham 2011) and reshape2 package (Wickham 2007). Plots were generated using the ggplot2 package (Wickham 2009). The content was divided into two categories: internal pages and external links. Internal pages were content pages generated by SAA members, staff, or copyrighted by SAA. External links were all pages from domains outside of SAA.org. The total internal content pages identified in the sample totaled 272. A total of 416 external links were identified.

Figure 1 is a faceted plot that illustrates the breakdown of the OUCH designations for internal SAA pages organized by website section. Ninety-three percent of the pages were functional (n = 251/272) but 75 percent (n=203/272) were categorized as outdated or unnecessary. This is due in large part to the fact that many of the pages have valuable content but at least 37 percent (n = 93/272) of the pages have not been updated since 2010 (Figure 2). In particular, the About Us section had a considerable number of pages that were either no longer functioning or outdated. These pages were mostly focused on prior PEC members, and provided useful but no longer current information. Additionally the Links/Websites section was deemed to be completely outdated and had a number of broken links. We will address this in more detail in the Recommendations section below.

Figure 3 illustrates the OUCH designations of external links organized according to the nine areas of the website. In contrast to the low number of non-functional internal links, 30 percent of external links (n=130/416) were found to be broken. Additionally, of the 173 external pages that listed "Last Updated" dates 86 percent (n=125/173) had not been updated since 2010

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[2] The structure of the FTP webpages, where the original goal was to create multiple paths/connections to content, meant that links to many of the content pages were located in multiple sections. To facilitate exploratory analysis duplicates were removed. Pages were assigned to one of the nine sections based on the section title/directory listed in their URL.

(Figure 4). Thus, at least 30 percent of the functioning external pages have not been updated since 2010. The Links area of the website had the largest number of outdated pages and dead links with roughly half found to be no longer functioning. Additionally, a large number of the links in the For Archaeologists section were found to be non-functional. Many were links to specific project pages that had been taken down or moved. Notably, 56 percent (n=232/416) of the external pages were designated as outdated or unnecessary.

The content inventory suggests that five sections, News and Events, About Us, Links/Websites, Resources, and For Archaeologists need the most attention. Beyond these summary measurements, the Task Force believes the content inventory results will be extremely useful as SAA moves forward with the redesign of the webpages. We hope the inventory will provide critical information about specific links need to be removed and what pages should be migrated and updated. The full content inventory is available as a digital file via Dropbox.
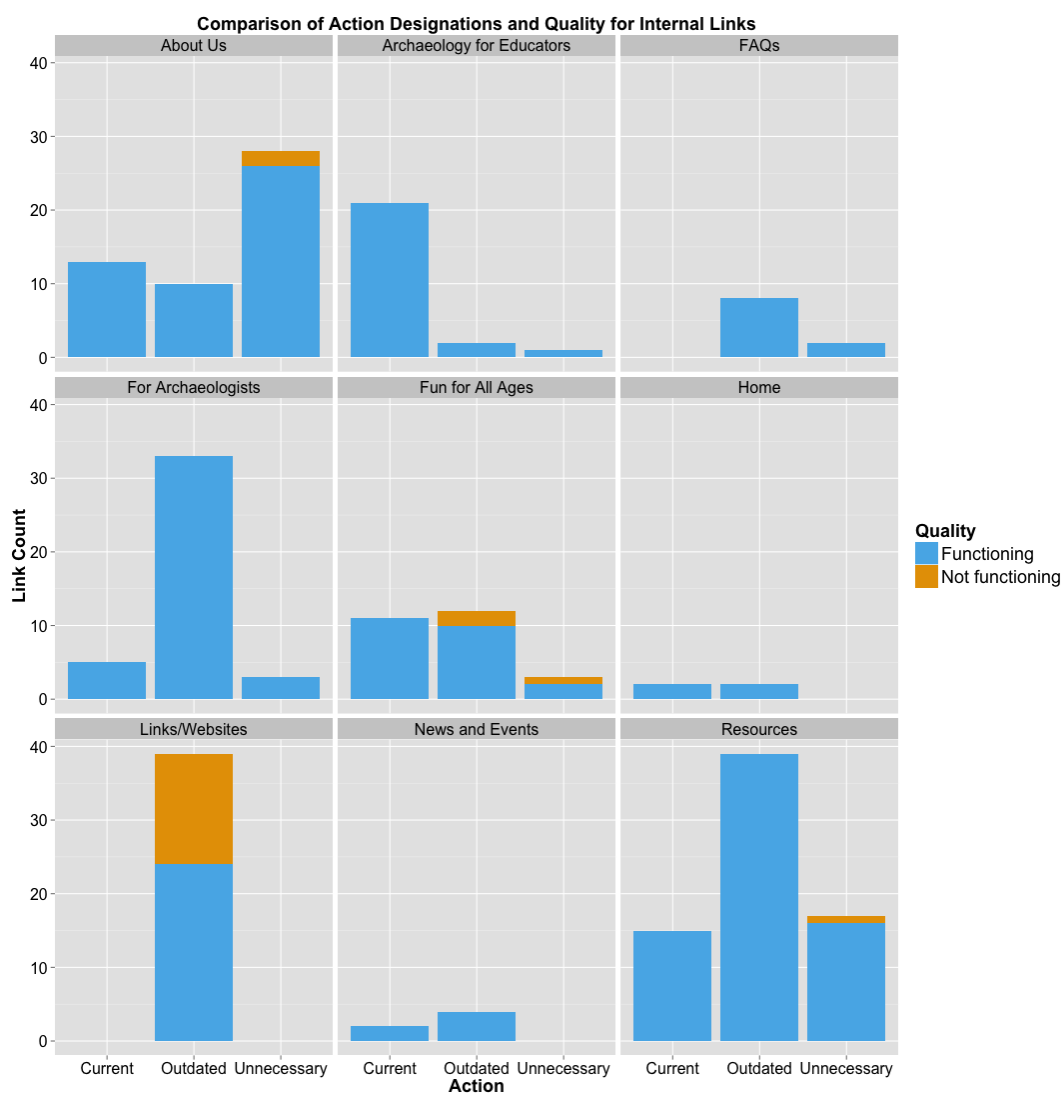
Figure 1: OUCH designations for internal links compared with quality, organized by section

Count of Internal Pages by the Year They Were Last Updated
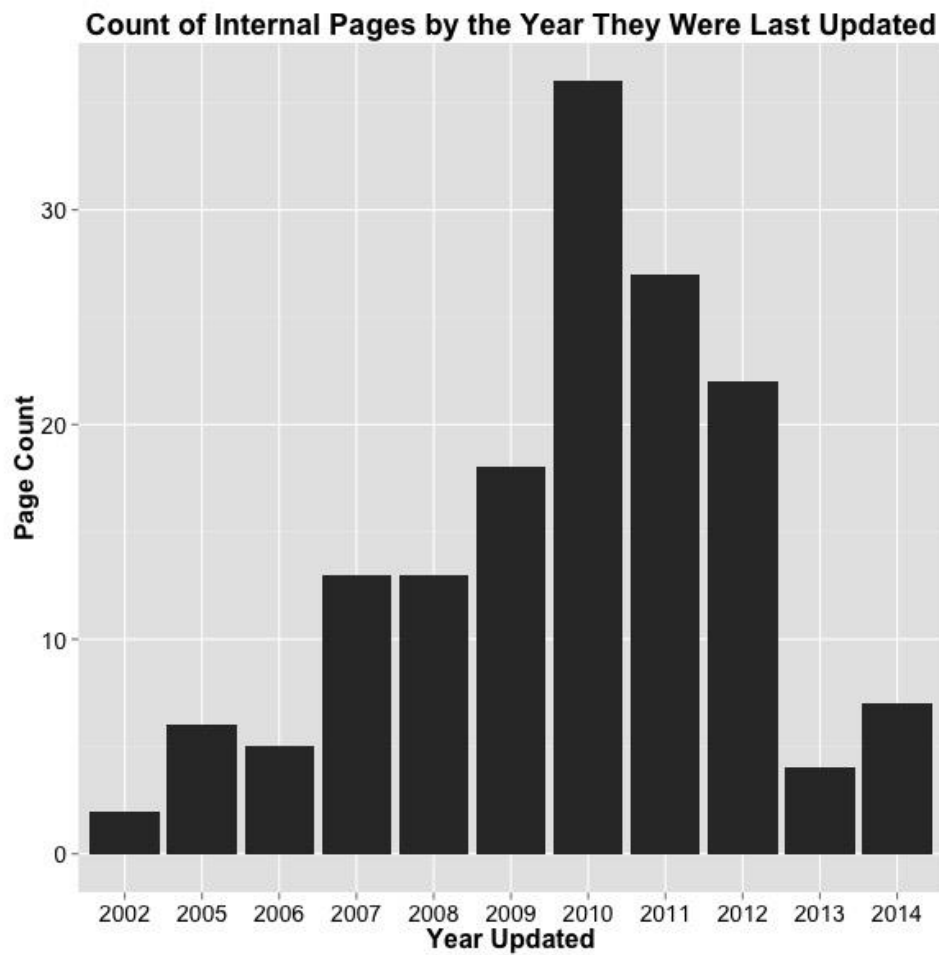
Figure 2: Count of internal For the Public webpages by the year they were last updated (Note: this information was only available for 153 out of 272 pages)

Comparison of Action Designations and Quality for External Links
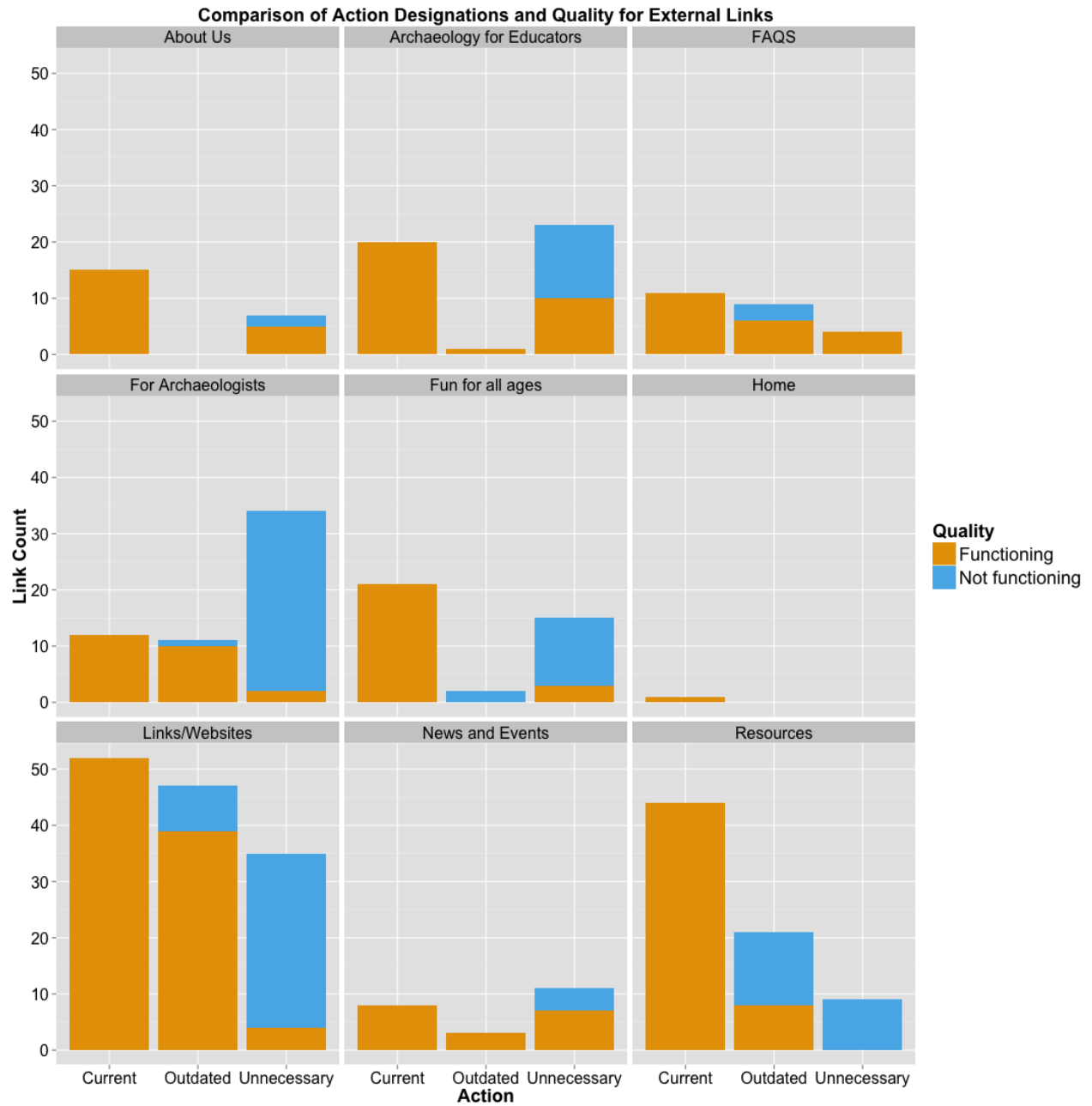
Figure 3: OUCH Designations for External Links Compared with Quality, Organized by Section

Count of External Pages by the Year They Were Last Updated
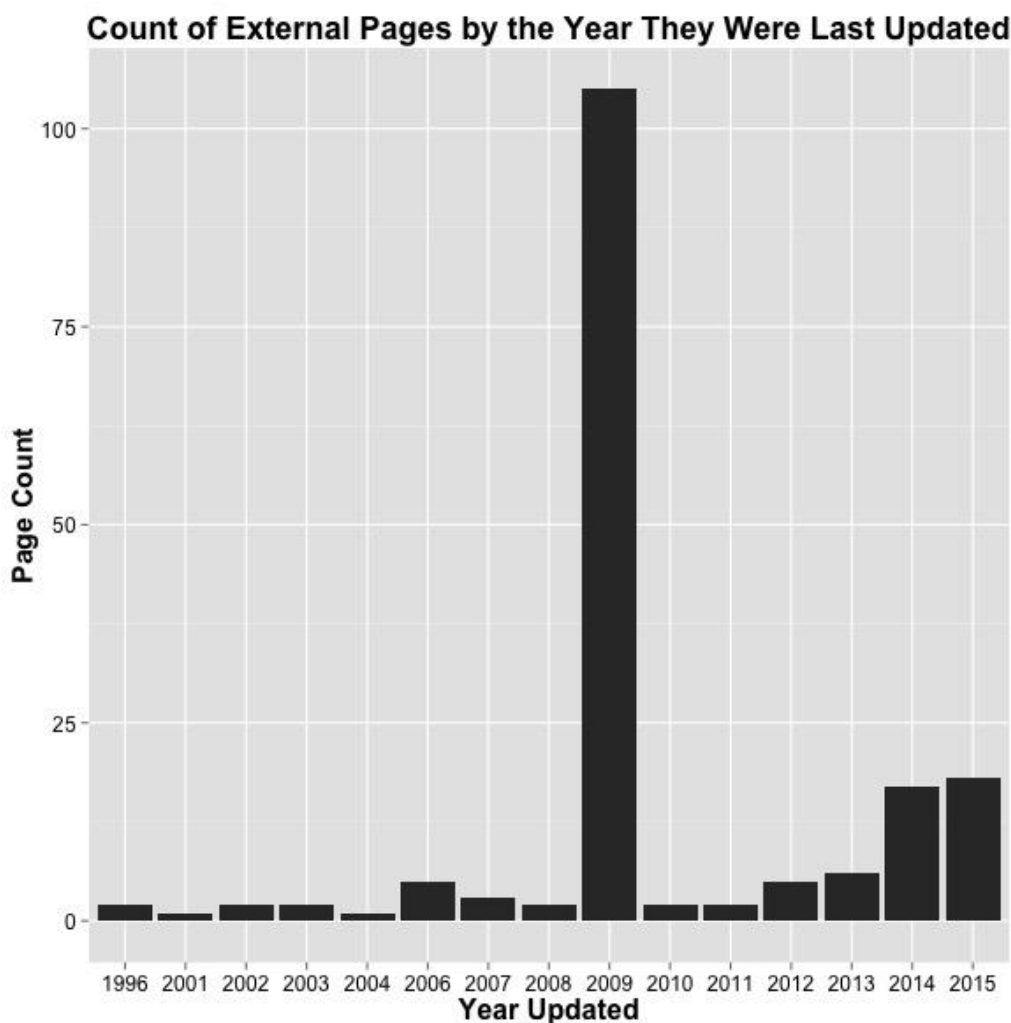
Figure 4: Count of external For the Public Webpages links by the year they were last updated (Note: this information was only available for 173 out of 416 links)

Google Analytics

Results

An evaluation of the Google Analytics[3] for the FTP website from June 2014[4] through December 2015 were reviewed as part of the study.   The Analytics revealed five important take aways:

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[3] Google Analytics is a free web analytics service offered by Google that tracks and reports website traffic. Google launched the service in November 2005. It uses cookies to track a user's behavior. Google Analytics is now the most widely used web analytics service on the Internet. https://www.google.com/analytics/

[4] Google Analytics tracking was implemented for the FTP webpages in June 2014, no analytics were available prior to that date

1) The analytics have logged between 200-600 sessions[5] per month for the website over the last year and a half. Determining a "good" number of sessions for a website is highly site-dependent. Nevertheless, the webpages are seeing consistent use (Appendix I: Figure 1a-d). Although the bounce rate[6] is consistently high (between 75-76 percent) it is important to note that there are a number of factors that contribute to a high bounce rate. For example, users might leave a site from the entrance page if there are site design or usability issues. Alternatively, users might also leave the site after viewing a single page if they've found the information they need on that one page, and had no need or interest in going to other pages.

2) The top ten pages with the most unique page views[7] have been fairly consistent over the last year and a half (Appendix I: Table 1). Besides the home page, three pages from the Archaeology for Educators Section are consistently in the top five most popular links. Additionally, the three resources pages of lesson plans and activities are also consistently in the top ten. This is likely because these links are featured prominently on the Home Page.

3) The average time spent[8] on the top ten pages was relatively high (2 min 54 secs), which indicates that people are taking time to read the content and finding the information they are looking for on these pages (Appendix I: Table 1).

4) There also seems to be an increase in the number of sessions between August and October (Appendix I: Figure 1b,d). This increase in traffic could be tied to the use of the website by teachers as they are looking for lessons or activities for the classroom.

5) A breakdown of session duration and number of page views per session (Appendix I: Figure 2a-d) indicates the majority of visitors to the FTP webpages spend less than 10 seconds on the site. However, there is a substantial contingent of visitors who stay longer and tend to look at multiple pages. This indicates there is a core user community that does spend a good amount of time on the site. This is supported by the fact that the Google Analytics consistently finds users returning to the site (Appendix I: Figure 1a-d[9]) but these visitors represent a small portion of the webpages' traffic.

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[5] A **session** is a group of interactions that take place on a website within a given time frame. For example a single session can contain multiple screen or page views, events, social interactions, and ecommerce transactions.

[6] **Bounce rate** is the percentage of visitors to a particular website who navigate away from the site after viewing only one page, or a single-age session.

[7] A **page view** is a standard unit of measure that equates to one single person loading one single web page on a site. A **unique page** view refers to the number of individual visitors who have looked at **pages**. Visitors are tracked by their IP address and will only be counted once for unique page views, which is why this number is usually lower than regular page views.

[8] **Time spent** is a google analytic that tracks how long a user spent on a page before moving on to another page or exiting the website. If users consistently spend little to no time on a page (on the order of seconds) it usually means they are not finding the information they are looking for or that they thought would be there.

[9] As illustrated in the pie chart in Appendix I: Figure 1 Google Analytics differentiates between **new** and **returning visitors**. A visitor to a site is tracked by his/her individual IP address. However, it is necessary to note that when a user visits a site via their computer at home, then on a mobile device, they will be classed as a new visitor on both occasions. If they then look at the site on their work computer, they are a classed as a new visitor again. Likewise, if they clear their cookies on a device, they become a new user yet again. Thus the new visitor count is not the number of unique individual users of a site but counts the number of visits from each unique IP address. A returning visitor is a repeat visit from one of the IP addresses that has been previously identified by the tracking cookies for the website.

The Google Analytics provide a useful overview of what pages are the most visited. Unfortunately the limited duration of the tracking makes it difficult to determine the degree to which the lack of page updates has impacted their use over time. In essence, if we had analytics from 2003, when the site was first launched, we would have a better sense of whether there was a greater initial use of pages during the first years of the website's existence that may have dropped off as users stopped returning because of a lack of updates and increasing amount of broken links.

A key part of understanding how users are interacting with the FTP pages will entail periodically reviewing the Google Analytics. Moreover, a deeper dive into the long tail of page views will provide more insight into which pages are still useful. Additionally, Google Analytics tracks queries and searches. It will also be important to mine the query and search data to better understand what users are searching for during their visits. This data may provide more information about what kinds of information need to be added to the website.

Overall, the Google Analytics suggest that the site still has a large user base but the majority of activity takes place in the areas aimed at educators (which are the most up-to-date) and landing pages of each section because they are the most accessible. While there is a contingent of users who drill down deeper to look for content and seem to finding what they need it is clear that the vast majority of pages are not being accessed on a regular basis. Moreover, the majority of users are "new". Recommendations on how to address this are discussed below.

Survey

The final portion of the analysis consisted of a 25 question survey[10] that was sent out to SAA members and potential users of the webpages (K-12 teachers, archaeological educators and outreach coordinators) during the summer and early fall of 2015. The goal of the survey was to supplement the quantitative information from the content inventory and Google Analytics with feedback from users and non-users of the website. The Task Force created the survey using Qualtrics survey software. Before distribution, the survey questions were approved by the SAA Board and by the Institutional Review Board through the University of Memphis.

Responses were collected for a period of 15 weeks (June 23 - October 5, 2015). This was two months longer than the original estimate. The response period was increased due to the fact that it took longer than anticipated to get feedback from teachers and non-professional archaeologists. At the end of the response period a total of 477 individuals had provided feedback.

One of the most notable and perhaps surprising results was that over half of the respondents (282/477, 59 percent) had not used the FTP webpages. As demonstrated in Figure 5, the majority of respondents who did not know the site existed were cultural resource management (CRM) and university-affiliated archaeologists. Unfortunately the Task Force did not include a question about whether the respondent was a member of SAA, but the fact that many of the respondents who noted that they had not visited the site and weren't aware of its

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[10] The survey had two sets of questions, one set of 18 questions for people who had visited the FTP webpages prior to the survey and another set of 7 questions for respondents who did not visit prior to the survey. The Task Force included questions for those who hadn't visited the site to get a sense of the degree to which SAA members were aware of or familiar with the webpages.

existence were from universities and CRM firms suggests that a large percentage of the membership may not know about the website. Consequently, the Task Force strongly recommends that when the updated site is launched, there should be a strong publicity push to increase the awareness of SAA members.

The responses from the 195 individuals who had visited the website indicate that most are generally satisfied with their ability to navigate the site (Figure 6) and the information found on the site (Figure 7). A small percentage of respondents noted that they were dissatisfied with the navigation and information available. However, this response was somewhat contradicted by the fact the majority of answers to the question "what is your least favorite thing about the site" focused on outdated information and navigation issues (n=113/168, 67 percent, Appendix II). These respondents noted that content needed to be updated as a number of links were broken and many of the content pages looked like they hadn't been updated in years.

These responses support the results of the content inventory and indicate that the largest deterrent for potential users is the outdated nature of the site. Moreover, the survey results suggest that a large percentage of users are visiting the site occasionally (one every month or every few months) or infrequently (once a year). The Google Analytics align with the survey results and suggest that a large portion of the user base are occasional users who are looking for specific information or visiting out of general interest (see Appendix II, Question 4). It is well known that these types of users are more likely to leave or give up more easily if they can't find the information they are looking for in an efficient way (Nielson 2011). Taken together, the content inventory, Google Analytics and survey results indicate that the navigation and information structure of the FTP pages need to be redesigned to ensure the website can better serve these types of users. The fact that the majority of visitors say that they are satisfied overall, however, suggests that a reasonable proportion of users are willing to overlook these issues when using the website.

Role Type Compared with Visit
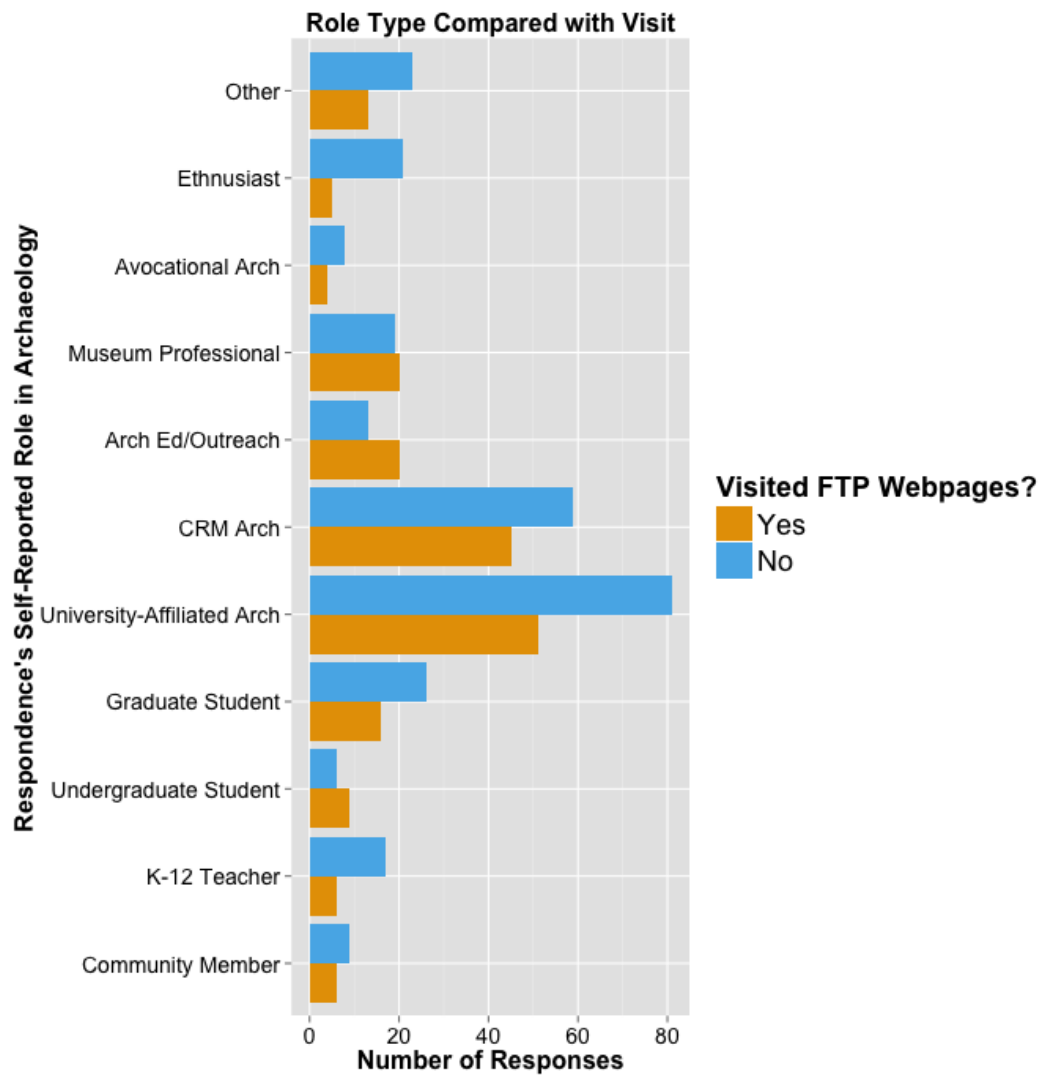
Figure 2: Respondent's role compared with whether they have visited the site

Satisfaction with Ability to Navigate Site Compared with Visit Frequency
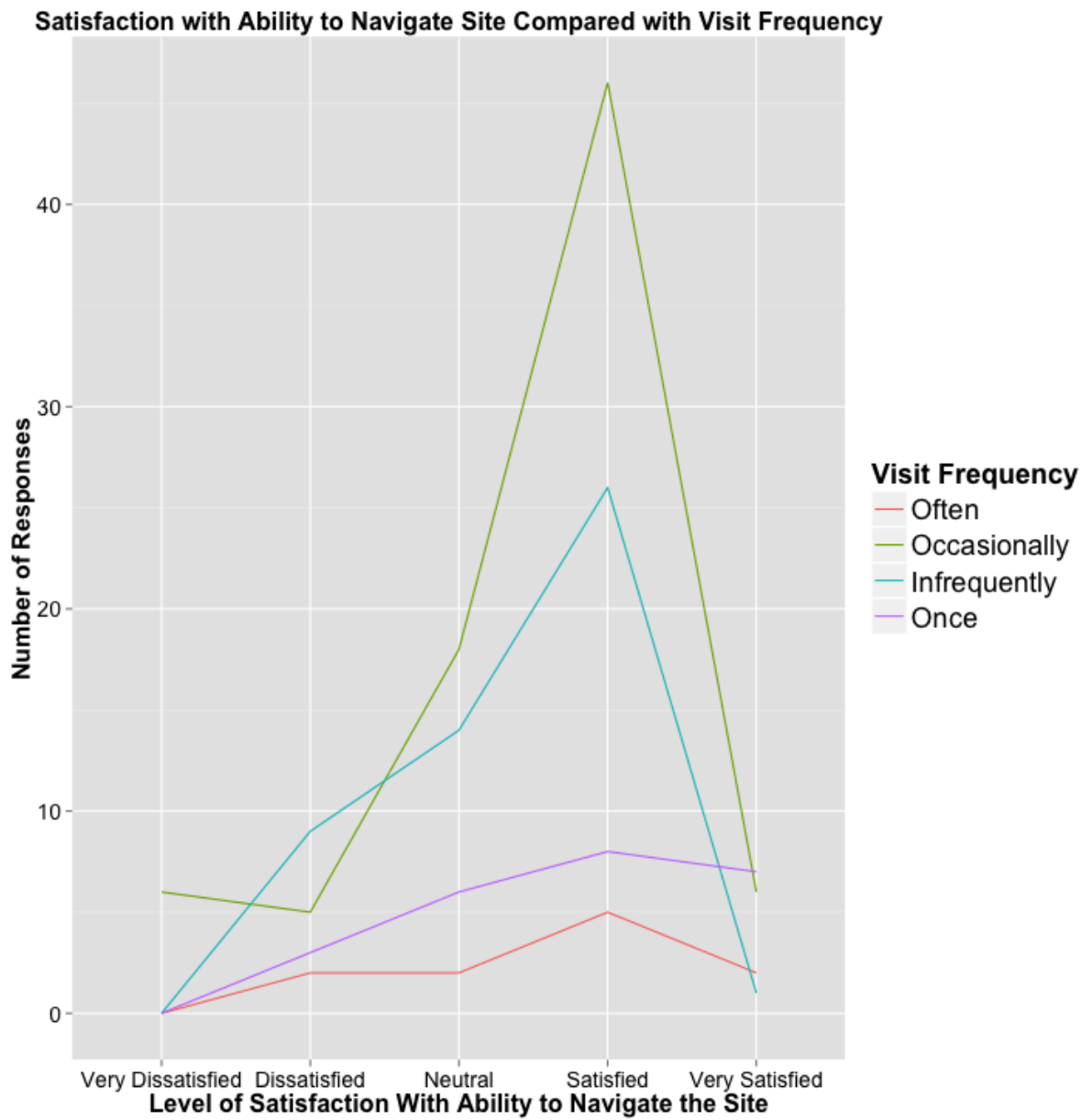
Figure 3: Comparison of satisfaction with visit frequency

Satisfaction with Information on Site Compared with Visit Frequency
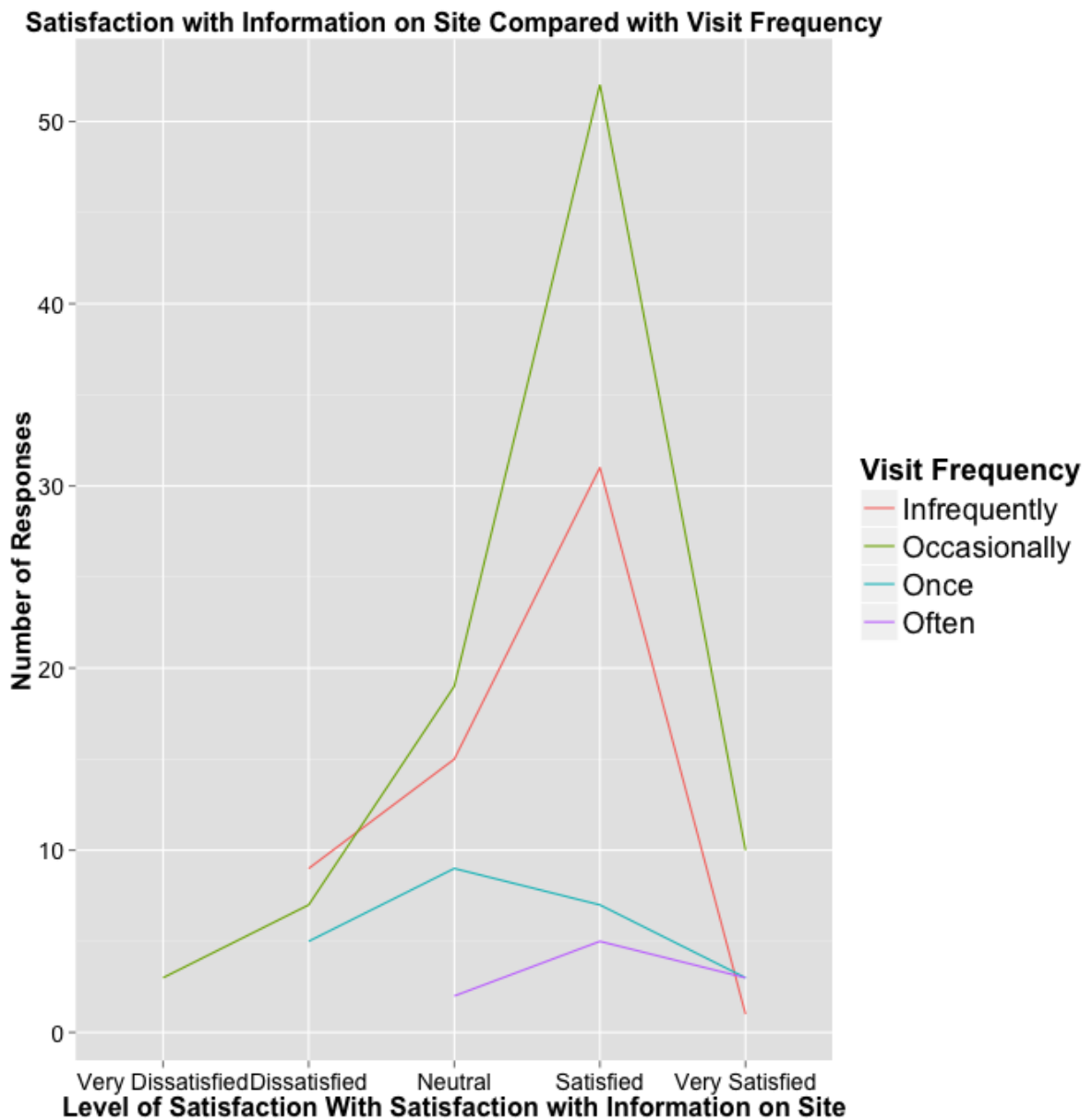
Figure 4: Comparison of content satisfaction with visit frequency

Recommendations

Based on these results the Task Force has prepared two sets of recommendations: one set of immediate short-term fixes for each section of the site, and one set for the larger redesign project.

Short-Terms Recommendations for Individual Sections

News and Events

This is a vital section and one that receives a large number of visitors. However, it is also one of the most difficult to keep up-to-date because of the shorter time frame for current content. This

section needs to be reviewed on a regular basis (once a month or at least once every few months) to ensure that the links are up-to-date. The Task Force recommends that an update of this section should be prioritized because this is an area that a number of people mentioned in the survey that they visited and wanted to see improved. Additionally 47 percent of survey respondents mentioned that they wanted to see more information pertaining to current events. This would entail using the content inventory to review broken links and remove them as well as updating and writing new content. Finally, a key change to this area would benefit from more integration with social media. Creating a feed that links to other more regularly updated applications like Twitter and Facebook will help generate more dynamic content that does not have to be manually updated.

Resources

Both the Google Analytics and survey results indicate this is another area of the site that receives a lot of traffic. At the very least, this section should be reviewed and outdated links should be removed. The Task Force provides broader recommendations for this area of the website below.

FAQs

The Google Analytics and the survey indicate that the student section of the FAQs is very popular. The Task Force recommends that this page could be streamlined and updated, perhaps as a way of experimenting or testing specific ideas for the redesign.

About Us

The About Us Section provides valuable information about PEC history and membership, but is also difficult to maintain while not seeing a great deal of traffic. The Task Force suggests that the majority of these pages should not be migrated to the new website but could be archived elsewhere. The new section should likely be two or three pages, one with a brief history of the PEC and the For the Public webpages, one page with current PEC members and links to any personal/professional websites, and a page with a list of former members. No biographies or additional written content would be needed.   This would be the cleanest and quickest way for people to find contact information for PEC members that could be updated every 2-3 years. The State Coordinators page should be more prominently displayed elsewhere on For the Public webpages.

Links/Websites

This section needs to be reviewed and broken links removed.

For Archaeologists

This section needs to be reviewed and broken links removed. Additionally the pages with multiple bright text colors should be changed to a single color with a single contrasting color for links. If possible it would be ideal to include more graphics and less text.

For Educators

Based on the Google Analytics educators, or at least people interested in archaeological education, are the most prominent users of the website. Additionally, the survey indicated that a large number of respondents who had visited the site (66 percent) would like to see more

educational resources. This section should remain prominently displayed on the home page. The resource pages specifically linked to this section should be reviewed and updated since they seem to receive more traffic.

Long Term Recommendations

Although the original design of the For the Public webpages is a valuable contribution that was carefully planned, executed, and met the needs of audiences during the first decade of the website's existence the current version of the site no longer aligns with user expectations. The above recommendations are meant to provide short-term solutions while a plan is created for overhauling and redesigning the webpages. The Task Force recommends that for the redesign, another steering committee or task force should be created to assist SAA in setting new goals for the site and outlining the process for the redesign. These goals should include:

1. Reconsider the number of audiences the website serves. While there is no monolithic "public" a number of other public archaeology organizations have their own websites that serve similar content (Project Archaeology, Crow Canyon, are just a few). The original design of the FTP pages was meant to address this by serving as a clearinghouse. However, the difficulties of maintaining such a format suggest it might be too difficult. The Task Force recommends that the scope of the website be narrowed to better serve its audiences.

2. Consider a different organization/navigation structure for the redesign that focuses on the content and not the potential user. A review of other public archaeology websites (Appendix III) indicates that a popular navigation structure uses tabs or navigation menus that focus on content types. Many different users may want to access the same resources/pages. Instead of 'For educators', 'For archaeologists', the main navigation menus would call out "Educational materials', "In the News", "Archaeology and Pop Culture", etc.

3. Move the State Coordinators network to a more prominent place on the site. This is a unique resource that SAA offers for public archaeology and should be more visible on the website.

4. Create a more formalized system for vetting and adding content. Although it is vital to be able to update content and add relevant, up-to-date information, there should also be a limit set as to how many pages the redesigned site will contain to avoid it becoming too unwieldy to navigate.

5. Consider making the Resources section a searchable information portal of educational materials. The portal would have a Content Management System that could provide an organizational structure for the materials and link them with associated metadata. Users could use a keyword or title search to find lesson plans, activities, and digital media related to public archaeology. This will require a great deal of investment upfront, but could serve as a digital archive for important educational information and would make it accessible without creating hundreds of pages of content that users have to navigate and that need to be periodically updated.

6. More engagement with social media. The new version of the FTP webpages should prominently display links to the SAA Facebook and Twitter pages and provide a feed for posts and hashtag campaigns that include archaeological and cultural heritage subjects. This would help increase the dynamic nature of the website.

7. The use of more graphics and dynamic content. Although the original decision to use NPS-style web pages that were set for the broadest (i.e., lowest common denominator) technological parameters, made sense during the first iteration of website, web design best practices have changed drastically in the last decade. The design aesthetic will have to be revisited for the redesign. The Task Force has created a list of websites that could serve as potential models for the redesign.

8. A consideration of responsive design and mobile technology should be part of the conversation for the redesign.

9. The creation of a standing working group for the maintenance of the pages both during and after the redesign. This group could be comprised of 2-3 PEC members or other interested parties and would work with the PEC chair, Maureen Malloy and Cheng Zhang to oversee the webpages and ensure they receive consistent attention.

10. We recommend creating an email list and marketing outreach strategy for the user community of the website. The 2007 report indicates this was in place at one point and it is an effort that should be renewed. It is vital that the group making decisions on the redesign can understand the user community and can consistently rely on them to report issues (Finnis et al. 2011; Richardson 2013). While the SAA will never know all of the users who come to the site, building a community of core users and establishing a way of regularly communicating with them will help ensure that the information on the site is relevant and meets their needs.

11. Advertising the webpages more widely to the membership. If the SAA wants university and CRM archaeologists to use this website they need to advertise it. The survey revealed that a number of university and CRM archaeologists were not aware of the site, thus more focused outreach to these groups might be warranted.

Conclusion

The For the Public Webpages are a valuable resource for the SAA that should be utilized to a greater degree. The web is a vital source of information about archaeology and the webpages are vital tool both for archaeologists who want to engage the public and for members of the public who want to learn about archaeology. The Task Force hopes that the data collected and analyzed here will help the Board and the PEC with the next steps in redesigning this unique resource and that SAA can prove to be a leader in Public Archaeology on the web.

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Appendix I: Google Analytics Results

a.

Google Analytics

SAA for Public - http://www.saa.org/pu… Go to this report
SAA for Public
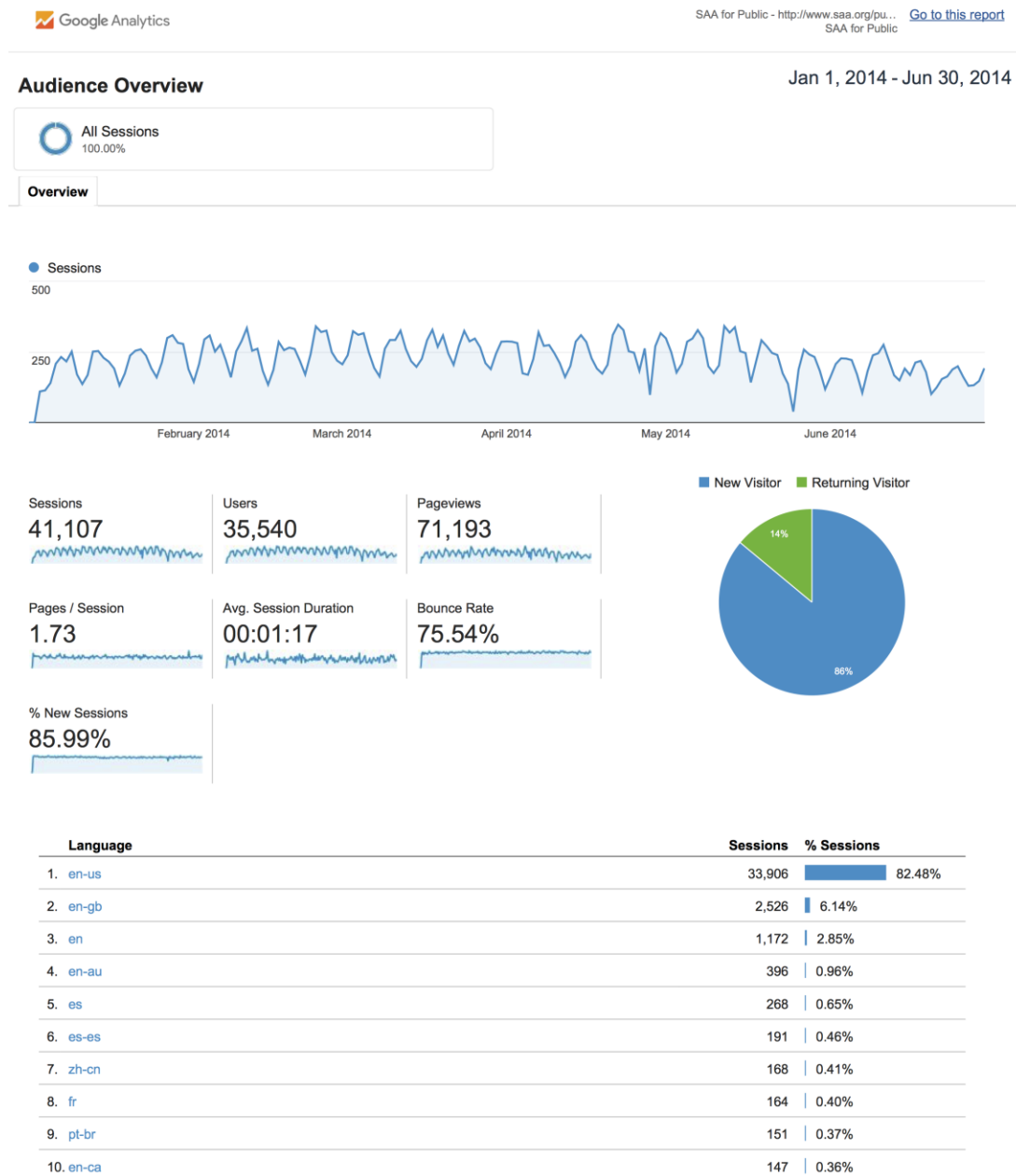
Audience Overview

Jul 1, 2014 - Dec 31, 2014

All Sessions
100.00%

Overview

● Sessions
800

400

August 2014   September 2014   October 2014   November 2014   December 2014

■ New Visitor ■ Returning Visitor
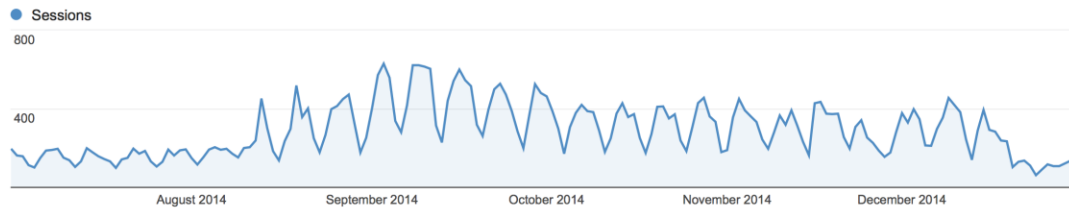
Sessions	Users	Pageviews
52,910	45,364	91,703

Pages / Session	Avg. Session Duration	Bounce Rate
1.73	00:01:26	76.06%

% New Sessions
85.07%

14.9%

85.1%
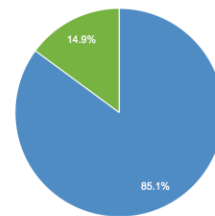
Language	Sessions	% Sessions	
1. en-us	44,569		84.24%
2. en-gb	2,812	5.31%	
3. en	1,471	2.78%	
4. pt-br	307	0.58%	
5. es	297	0.56%	
6. en-au	275	0.52%	
7. fr	231	0.44%	
8. en-ca	229	0.43%	
9. es-es	207	0.39%	
10. zh-cn	170	0.32%	

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b.

SAA For the Public Webpages Task Force Report   22
January 2016

Audience Overview

Jan 1, 2015 - Jun 30, 2015

All Sessions
100.00%

Overview
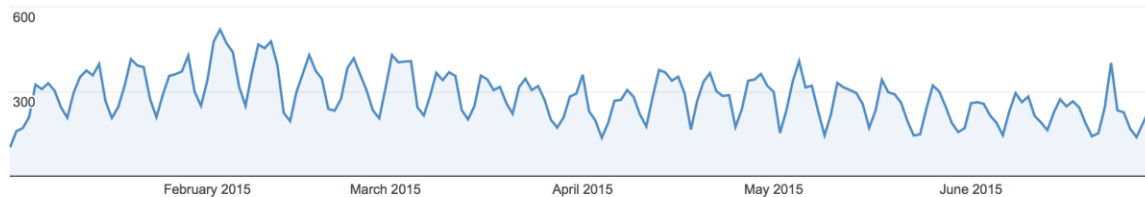
● Sessions

Sessions	Users	Pageviews
51,353	43,693	88,341

Pages / Session	Avg. Session Duration	Bounce Rate
1.72	00:01:20	76.38%

% New Sessions
84.39%

■ New Visitor   ■ Returning Visitor
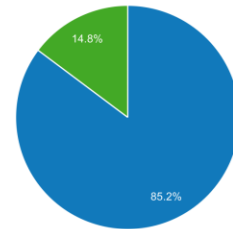
15.6%

84.4%

Language	Sessions	% Sessions
1. en-us	41,311	80.45%
2. en-gb	3,408	6.64%
3. en	1,615	3.14%
4. en-au	731	1.42%
5. es	396	0.77%
6. (not set)	378	0.74%
7. en-ca	232	0.45%
8. zh-cn	215	0.42%
9. fr	195	0.38%
10. es-es	190	0.37%

c.

SAA For the Public Webpages Task Force Report   23
January 2016

d.

Table 1: Comparison of Top Ten Visited Pages from the FTP Website

Jan 2014 - June 2014	Unique Pageviews (% of Total over all 6 months)	Avg. Time on Page
1. /publicftp/public/educators/04_gathering.html	6,042 (11.64%)	0:04:19
2. /publicftp/PUBLIC/home/home.html	5,040 (9.71%)	0:00:53
3. /publicftp/public/educators/02_past.html	3,870 (7.46%)	0:03:37
4. /publicftp/public/faqs/students.html	3,564 (6.87%)	0:03:11
5. /publicftp/public/educators/03_whatis.html	2,493 (4.80%)	0:03:28
6. /publicftp/public/resources/SAAlessons.html	1,460 (2.81%)	0:01:29
7. /publicftp/public/fun/movies.html	2,114 (4.07%)	0:01:58
8. /publicftp/public/links/websites_kids.html	1,520 (2.93%)	0:02:42
9. /publicftp/public/fun/dinosaurs.html	1,310 (2.52%)	0:03:10
10. /publicftp/public/resources/lessonplans.html	1,007 (1.94%)	0:02:58

June 2014 - December 2014		
1. /publicftp/public/educators/04_gathering.html	15,665 (18.98%)	0:04:18
2. /publicftp/public/educators/02_past.html	7,810 (9.46%)	0:04:19
3. /publicftp/PUBLIC/home/home.html	6,523 (7.90%)	0:00:53
4. /publicftp/public/educators/03_whatis.html	4,422 (5.36%)	0:03:45
5. /publicftp/public/faqs/students.html	4,040 (4.89%)	0:02:50
6. /publicftp/public/resources/SAAlessons.html	2,293 (2.78%)	0:01:33
7. /publicftp/public/links/websites_kids.html	2,418 (2.93%)	0:03:10
8. /publicftp/public/resources/lessonplans.html	1,725 (2.09%)	0:02:52
9. /publicftp/public/fun/dinosaurs.html	2,003 (2.43%)	0:03:09
10. /publicftp/public/resources/foredu_lessonplans.html	1,158 (1.40%)	0:02:01

Jan 2015 - June 2015

1. /publicftp/public/educators/04_gathering.html	9,110 (12.41%)	0:04:04
2. /publicftp/public/educators/02_past.html	8,313 (11.32%)	0:04:23
3. /publicftp/PUBLIC/home/home.html	6,474 (8.82%)	0:01:02
4. /publicftp/public/faqs/students.html	4,548 (6.19%)	0:03:14
5. /publicftp/public/educators/03_whatis.html	3,470 (4.73%)	0:04:17
6. /publicftp/public/resources/SAAlessons.html	2,032 (2.77%)	0:01:38
7. /publicftp/public/fun/dinosaurs.html	2,576 (3.51%)	0:04:07
8. /publicftp/public/links/websites_kids.html	2,189 (2.98%)	0:03:11
9. /publicftp/public/resources/lessonplans.html	1,435 (1.95%)	0:02:49
10. /publicftp/public/resources/foredu_lessonplans.html	943 (1.28%)	0:02:14

June 2015 - December 2015

1. /publicftp/public/educators/02_past.html	9,096 (10.71%)	0:04:22
2. /publicftp/public/educators/04_gathering.html	7,828 (9.21%)	0:03:54
3. /publicftp/PUBLIC/home/home.html	6,298 (7.41%)	0:00:58
4. /publicftp/public/resources/SAAlessons.html	3,191 (3.76%)	0:01:25
5. /publicftp/public/faqs/students.html	5,269 (6.20%)	0:03:13
6. /publicftp/public/educators/03_whatis.html	4,939 (5.81%)	0:03:56
7. /publicftp/public/links/websites_kids.html	3,432 (4.04%)	0:02:40
8. /publicftp/public/fun/dinosaurs.html	3,428 (4.03%)	0:04:19
9. /publicftp/public/resources/lessonplans.html	2,550 (3.00%)	0:02:31
10. /publicftp/public/resources/foredu_lessonplans.html	1,487 (1.75%)	0:02:13

Figure 2: Breakdown of number of sessions and page views by session duration, a) Jan 1 – June 30, 2014, b) Jul 1 – Dec. 30, 2014, c) Jan 1 – June 30, 2015, d) Jul 1 – Dec 30, 2015

Engagement

Jan 1, 2014 - Jun 30, 2014

All Sessions
100.00%

Distribution

Session Duration

Sessions
41,107
% of Total: 100.00% (41,107)

Pageviews
71,193
% of Total: 100.00% (71,193)

Session Duration	Sessions	Pageviews
0-10 seconds	31,647	32,334
11-30 seconds	1,516	3,751
31-60 seconds	1,565	4,577
61-180 seconds	2,527	9,280
181-600 seconds	2,178	10,611
601-1800 seconds	1,488	8,280
1801+ seconds	186	2,360

a.

Engagement

Jul 1, 2014 - Dec 31, 2014

All Sessions
100.00%

Distribution

Session Duration

Sessions
52,910
% of Total: 100.00% (52,910)

Pageviews
91,703
% of Total: 100.00% (91,703)

Session Duration	Sessions	Pageviews
0-10 seconds	40,996	41,878
11-30 seconds	1,746	4,218
31-60 seconds	1,891	5,657
61-180 seconds	3,024	10,797
181-600 seconds	2,868	13,137
601-1800 seconds	2,066	10,914
1801+ seconds	319	5,102

b.

Engagement   Jan 1, 2015 - Jun 30, 2015

All Sessions
100.00%

Distribution

Session Duration

Sessions	Pageviews
51,353	88,341
% of Total: 100.00% (51,353)	% of Total: 100.00% (88,341)

Session Duration	Sessions	Pageviews
0-10 seconds	39,975	40,813
11-30 seconds	1,652	4,073
31-60 seconds	1,832	5,484
61-180 seconds	2,993	11,170
181-600 seconds	2,784	12,801
601-1800 seconds	1,838	9,680
1801+ seconds	279	4,320

c.

Engagement   Jul 1, 2015 - Dec 31, 2015

All Sessions
100.00%
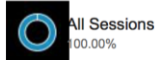
Distribution

Session Duration
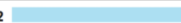
| Sessions	Pageviews
53,458	91,136
% of Total: 100.00% (53,458)	% of Total: 100.00% (91,136)

Session Duration	Sessions	Pageviews
0-10 seconds	41,395	42,232
11-30 seconds	1,822	4,495
31-60 seconds	1,863	5,504
61-180 seconds	3,174	11,386
181-600 seconds	3,022	14,060
601-1800 seconds	1,922	9,971
1801+ seconds	260	3,488
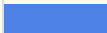
d.

Appendix II: Survey Results

1. How would you describe your primary interest or role in archaeology? (Choose only one):

#	Answer		Response	%
1	Community member		15	3%
2	Undergraduate student		15	3%
3	Graduate student		42	9%
4	K-12 teacher		23	5%
5	Avocational archaeologist		12	3%
6	University-affiliated archaeologist (Faculty, Postdoc, Research Associate, Administration)		132	28%
7	Cultural resource management archaeologist		104	22%
8	Archaeological Educator/Outreach Coordinator		33	7%
9	Museum Professional		39	8%
10	Enthusiast		26	5%
11	Other		36	8%
	Total		477	100%

Statistic	Value
Min Value	1
Max Value	11
Mean	6.53
Variance	6.02
Standard Deviation	2.45
Total Responses	477

2. If you chose other please provide a brief description:

Text Response
editor, museum associate
Pensioned Fed Gov Archeologist-Volunteer
Independent anthropologist and archaeologist working with tribes on land, water, and cultural resources issues
Research Consultant
Government employed anthropologist w archaeology interest
unpaid accademic appointment at museum
unemployed archaeologist
Federal Government archaeologist
Federal government Archaeologist
Professional archeologist working for foreign NGO
Independent professional
Like looking for field artifcts
Historical landscape architect working with archaeologists in a CRM firm.
Research Associate, Non-Profit Research Organization
associate professor art history
Professinal Archaeologist Retiredt
Independent Archaeological Researcher
Research Associate, Museum, of New Mexico
Author of archaeology-based mysteries
Historic Preservationist who deals directly with archeological resources
Shpo
Board member of two historical sites
Government CR Manager
federal archaeologist
Involved with archaeology since the 1970,s. Did not complete a degree. Worked as a volunteer on many excavations and field schools. Carried out excavations on site to be destroyed before current laws were in placed. Published articles. Current curator of the archaeological collections at local historical society. Has used anthropology students to help with excavations, catalogue artifacts and set up archaeological displays.
county archaeologist/public education
field archaeologist at a non-profit organization
Research Archaeologist at nonprofit institution
Retired archaeologist
professional development consultant
degreed Independent archaeologist
Consultant

Statistic	Value
Total Responses	32

3. Have you used the Society for American Archaeology's (SAA) For the Public (FTP) website?

#	Answer		Response	%
1	Yes		195	41%
2	No		282	59%
	Total		477	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.59
Variance	0.24
Standard Deviation	0.49
Total Responses	477

4. In what capacity (or why) do you use the website? (Check all that apply):

#	Answer		Response	%
1	School project		23	12%
2	Lesson plans/program Ideas		82	43%
3	Contact information		48	25%
4	General interest		124	66%
5	Current news		67	35%
6	Events		46	24%
7	Other		24	13%

Statistic	Value
Min Value	1
Max Value	7
Total Responses	189

5. If you chose other please specify:

Text Response
ethics, law
Find activities to use in children's classes or classroom visits.
I check the website to see what resources are available for referral purposes. My office receives many public queries.
Evaluation of public archaeology websites to compare with our own.
To address questions from the general public and teachers interested in archaeology
Archaeology Month posters
Public archaeology
State Network Coordinators list and outreach
looking up examples of public archaeology to cite in publications
To keep updated on public archaeology
Just now to check it out.
In preparation for this survey, although I think I visited an earlier incarnation to see what resources were available for teachers.
Prior to taking the survey so as to be informed.
Edited content and updated pages
We like to provide resources to our teachers and to our archaeology summer camp students.
Archaeology Month page
To see what other states are doing, for ideas for Vermont teachers, to ID best practices.
To obtain links to share with educators.
Public education
Research about public archaeology
Looking for ways SAA participates in public outreach
For Archaeologists for Autism
for a source of information for archaeology education content for a similar site.

Statistic	Value
Total Responses	23
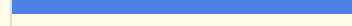
6. How many times (approximately) have you visited this site? (Choose only one):

#	Answer		Response	%
1	Often (once a week to multiple times a month)		11	6%
2	Occasionally (once every month or every few months)		94	50%
3	Infrequently (once a year)		59	31%
4	I've only visited once		25	13%
	Total		189	100%

Statistic	Value
Min Value	1
Max Value	4
Mean	2.52
Variance	0.63
Standard Deviation	0.80
Total Responses	189

7. What areas of the site have you visited? (Check all that apply):

#	Answer		Response	%
1	News and Events		112	61%
2	Resources		155	84%
3	Fun For All Ages		71	38%
4	FAQs		60	32%
5	About Us		49	26%
6	Links		83	45%
7	For Archaeologists		135	73%

Statistic	Value
Min Value	1
Max Value	7
Total Responses	185

8. When you visited the site were you able to find the information you were looking for?

#	Answer		Response	%
1	Yes		154	84%
2	No		29	16%
	Total		183	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.16
Variance	0.13
Standard Deviation	0.37
Total Responses	183

9. What were you looking for that you didn't find?

Text Response
Lesson plans for school kids that fit with our program
Most recently, I could not find any "virtual tours" of sites using the links provided. Links were down at some of the websites linked to the SAA site. I could not find some of the activities for kids (rock art wall, making a pictograph, etc.) that used to be posted.
Contact information for the Wash. office
Project Archaeology-Intrigue of the Past information broken link
Information not very up to date
Updated information on field schools, conferences, workshops, etc.
Material for teaching archaeology to preschool and kindergarten age kids
Attractive, innovative, and accessible content about archaeology for public audiences.
Any worthwhile content.
Up-to-date brochures
More sophisticated and up to date content
Most of the material is dated 2013 or earlier. Has it been updated since it went online? I checked the conference calendar and there were only two listed and they were from 2012 or 2013. That doesn't do me any good for 2015-2016.
Several of the resources such as Project MATRIX. Lots of dead links!
Information is outdated - a 2012 conference, et al
Current information. Most of what I found is way out of date.
Nothing seemed up-to-date at all.
I was looking for activities specifically for a certain course; there were not many hands-on activities for the undergraduate level.
1) Up-to-date news feeds on recent important discoveries and information Some of the content is terribly out of date.(look under NEWS BRIEFS and WORKSHOPS!!). 2) Info on how archaeology can inform on climate change and what we've learned about climate change and the environment via archaeology.
membership list
Lesson plan ideas.
Curriculum links. Matrix is not connected for example
Concise information about SAA's role in public archaeology. I got lost and had to piece information together
The American Antiquity special section devoted to debunking popular pseudo-archaeological ideas.
Lessons that were available at a SHA conference; resolved by Googling them rather than navigating General public archaeology ideas; too much navigating and confusion for me
numerous page links did not open
Found some links to online publications and public archeology internet resources, but lots of good stuff is missing.
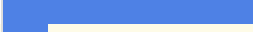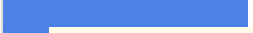
Statistic	Value
Total Responses	26

10. How would you rate your satisfaction about the information you found on the site?

#	Answer		Response	%
1	Very Dissatisfied		3	2%
2	Dissatisfied		21	11%
3	Neutral		46	25%
4	Satisfied		96	52%
5	Very Satisfied		17	9%
	Total		183	100%

Statistic	Value
Min Value	1
Max Value	5
Mean	3.56
Variance	0.76
Standard Deviation	0.87
Total Responses	183

11. How would you rate your satisfaction with your ability to navigate the site?

#	Answer		Response	%
1	Very Dissatisfied		6	4%
2	Dissatisfied		19	11%
3	Neutral		40	24%
4	Satisfied		85	51%
5	Very Satisfied		16	10%
	Total		166	100%

Statistic	Value
Min Value	1
Max Value	5
Mean	3.52
Variance	0.89
Standard Deviation	0.95
Total Responses	166

12. What is your least favorite thing about the site?

Text Response
x
too many "layers" (navigation) , out of date pages/links
too much information
Maybe old design
Too little information that was hard to find
Not enough information about public attitudes on archaeology from surveys. Not enough information about Section 106 and state laws and how the public can participate in related activities
Finding things.
Poor organization & overall presentation--one of the worst archaeology websites out there.
"Still under construction". I worry that in-house compilations such as the list of websites and recommended books will take a great deal of staff time to make and stay current. A link that automatically searches terms such as "archaeology AND fiction AND young adult" in an established database that stays updated (e.g., OCLC) might be more useful and easier to maintain.
Links to "interactive sites" and "virtual tours" led to lots of text and slides and email links, which was disappointing. I was expecting video tours or 3-D virtual reconstructions. There were just too many links and too much print jammed into the space.
The current page leads off with "Do you want to visit an archaeology site? Are you curious about what archaeologists do and why?" There should be an immediate link to these two questions. I really can't tell where to find information about visiting a site except scrolling through archaeology month postings which may or may not answer that question. As a professional archaeologist I am constantly asked about visiting sites by the public and it's hard to find that information.
It is static, it is not created to impart information, it is hard to navigate, it is ugly, it is a terrible, outdated site that does nothing for SAA or archaeology.
Nothing
N/A
The lack of updated news items and paucity of visuals.
lack of diversity about the concerns of my audience, which is broader than the Americas. Lack of variety of content.
It's trying to do too many things.....some info needs updating badly.
CONGRESS
-
A number of the links to online resources are broken and not updated.
Not friendly for youth
I am not sure it is dis-satisfaction with the site, but the lack of integration/redundancy with Project Archaeology is troubling. Different State Coordinators. Teachers looking for resources for their areas should not only be led to a coordinator but resources for their State.
Navigation around the site is not intuitive.
It looks out of date.
Pages are inconsistently formatted, which makes it more difficult to read. Lots of links to other organizations, so not a lot of depth.
Not current.
Not enough content
Everything I interacted with was pretty underwhelming and not very useful.
The site.
a bunch of the links are dead, it is very busy looking, and it doesn't seem to offer much for the members...besides access to publications

Hard to search for exactly what I'm looking for.

Low quality pictures

That it functions like a website from 1995.

Nothing stands out

Design feels a bit dated.

It seems poorly organized. What may have worked when only a few resources were posted no longer works. Frequently there is a resource that I know is on the site and have used before, but I am unable to locate again.

It is somewhat cluttered

The number of very dated pages (some back to 2003). Several broken links.   If the society is going to support certain themes, it needs to change out the commentary (or images, like Archaeo Month Posters for 2005 in one location) at least every year.   Also--the idea about public engagement shouldn't be tucked away in a separate area, in a separate part of the SAA Webpage.

It doesn't appear to get updated very often.

edff

Blog

Poor editing of text

Somethings don't appear to have been updated in some time (like Letters from the Field). It would also be nice to have some site/period/culture specific activities instead of mainly activities related to the practices of doing archaeology

The information needs to be streamlined and better organized, perhaps updated. There are some good ideas there, such as the Letters from the Field, but if the feature can't be updated or maintained, delete it. The entire SAA website needs a facelift--portions are poorly formatted and difficult to read.

Some parts are incomplete as of yet

What has happened to job listings

Very text heavy and linear in navigation

Navigating and dealing with pass words if they are out of date have been changed by staff.

Needs to be updated more regularly

not very comprehensive

Old information.

Lots of dead links that indicate poor maintenance.

It's not really set up for professional archaeologists.

Even though I engage the public as an archaeologist and train students in public archaeology as a professor, little on the site resonates with me.

All sites are quite simple and easy to follow. I don't have a least favorite site.

News and Events

How outdated all of the posting for events are.

Most pages are grossly out of date. Several links I tried didn't work.

More information would be nice

nothing it's very good

That it looks like it was written in 1997.

not a whole lot of info-not aestheically captivating

links not updated or very comprehensive

It was hard to cycle through lesson plans.

Problems posting to it.

Outdated links; summaries provided but info promised was not found in link described.

N/A

Tons of broken links, even in a very casual and limited exploration!

Unless I missed it, I didn't see a link for the Archaeology Education Clearinghouse (http://aec-

jeppstuff.com/) in your resources section. The link for the CT Archaeology Awareness Month page is no longer active. We are now using a Facebook page. Here it is (https://www.facebook.com/pages/CT-Archaeology-Awareness-Month/127524034015190) in case you want to link to that.

layout and text looks dated

The link to the National Park Service Archaeology Program is broken.

superficial level of today's academic developments in public outreach

lack of pictures

Navigation, and not having a clear sense that I am going to find what I am looking for when I am entering. Although, that said, some of my explorations have been "just curiosity" In the past there have been old links and feeling that not all material was updated, although a recent look suggests improvements.

it is not worldwide

undecided

It looks a bit amateur - the font, the oddly-aligned button next to live links, images that look as if copied from another web-site ie slightly shadowed and blurry.

More information would be nice.

Not enough posting.

n.a.

THe definition of public archaeology mostly in educational tertms: it assumes avc deficit model of the publics with which we engage

N/A

The website template looks a little dated. The visuals could be streamlined and updated with a more modern, contemporary template.

Pull down links.

N/A

The News section, I expect more from the SAA. Most other archaeological news feeds are updated multiple times a day, this one goes months without an update and is more less related to annual meetings.

Confusing to navigate

The variety of resources.

I don't remember

There is a lot going on. It is hard to find exactly what you are looking for without a lot of reading. Some of the information is only accessible to employees- I think some levels of the maps.

The homepage is a tad confusing.

navigation

It feels rather bland and old - needs a face lift

The FAQs and information about archaeology it covers seems pretty basic. I would appreciate if it was expanded.

poorly organized

Na

Didn't have a "least favorite" thing really. I simply visit occasionally to see what's on there and enjoy what I find each time.

large number of links

Nothing

Statistic	Value
Total Responses	166

13. What is your most favorite thing about the site?

Text Response
x
has some unique infomation not compiled elsewhere, unfortunately not kept up to date
nice ideas
Info
At least trying to reach public
Lots of other great information
FAQ
Can't think of anything.
If the site can be made comprehensive and current, it would be an easy, excellent resource to recommend to all interested people. ("Go to saa.org and click on 'For the Public' in the second banner.") We have texasbeyondhistory.net in our state, but I'm often stymied when talking to people from other areas.
Learning about more of the resources available.
Resources for teachers
not much
How much information is available on this site
N/A
Educational resources
The fact that SAA is reaching out this way at all
Variety, but see above.
PUBLICACIONES
-
It puts a lot of good information together.
Links to archaeological resources in other states
The fact that the site exists. This is the most important asset of SAA in promoting conservation of archeological resources.
The resources.
It provides info that is not available elsewhere.
The categories and subcategories are well thought out
Lots of information that is well organized.
Don't have a favorite
Easy to find.
Nothing.
the information for the public
The huge number of resources.
Information for kids
Sorry, I do not have a favorite, the site is a waste of time.
It's comprehensive--variety of information available
I like the Heritage Tourism part.
I appreciate the fact that some many resources are made available for others to use/adapt, and I appreciate that most of them are high quality resources made and used by professional archaeologists.
Comprehensive nature of the information
There are many resources for the public --in general and teachers wandering the web.
Looking at previous archaeology month posters, as well as finding ideas for lesson plans/outreach events.
sdfsdf

News and events
Transparent organization
Lots of lesson plans and activities
Its breadth of education-related topics.
It does have a lot of information
News and events
Information
Resources for teachers and events and data for archaeologists.
Lots of information for diverse audiences
useful for people coming at public archaeology from all levels of familiarity (basic vs. professional/expert)
I think it was the links to other sites, especially sites which provide volunteer opportunities.
Most favorite? There can be only one favorite. K-12 resources
clear, concise, appealing graphics
It's potential
Resources and links are my favorite sites.
Fun for all ages
The ideas for activities to do with school children.
The potential of the site.
Not sure
variety of info and resources for all ages
The color scheme. Oh, no, that's also bad.
easy to use and understand
resources and other approaches
The availability of the resources.
The range of info available.
Archaeology Month/Week posters
N/A
The mission; lesson plans and specific instructions for educators seem particularly useful but would be more so if they were actually there (vs. 404 not found)
One stop shopping for the public with a ton of resources. NICE!
everything seems to work effectively (links, etc.)
Archaeology in Fiction.
The diversity of information
Historical depth of the outreach effort
pertinent topics are easy to access
It has a ton of good information and resources, and is-- and can be-- a central place for promoting public archaeology.
accessibility
undecided
Packed with information.
Current information and links.
At least there is some posting of information.
about archaeological activities
It contains quite a lot of information
N/A
Information
Pictures and graphics (that one could ideally click on) to link to another area of the site.
N/A
Pubs & Career center!

Contributes to the public's knowledge that archaeology is more than just digging in the dirt or Indiana Jones.
Some of the links for the books seem to be outdated.
I don't remember
There are lots of different resources if you dedicate the time to go through everything.
The maps that go back to early surveyors.
There is a lot of information available if you spend some time searching.
program ideas and resources
Lots of links - good work for trying to cover such a broad scope.
I appreciate the field opportunities and workshops listed.
great variety of resources
Na
Same goes as for the above question. Don't really have a "most favorite" thing as I enjoy every thing I do whenever I visit the site.
Amount of relevant information
It's easy to navigate

Statistic	Value
Total Responses	166

14. Are there any features, information, etc. not present on the For The Public site that you would like to see added?

#	Answer		Response	%
1	Yes		87	53%
2	No		76	47%
	Total		163	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.47
Variance	0.25
Standard Deviation	0.50
Total Responses	163

15. Would you like to see more emphasis on (Check all that apply):

#	Answer		Response	%
1	Education resources		57	66%
2	Volunteer opportunities		35	41%
3	Publications		32	37%
4	Current issues		40	47%
5	Other		22	26%

Statistic	Value
Min Value	1
Max Value	5
Total Responses	86

16. Please specify:

Text Response
As previously stated, public laws and CRM-related and how the public can get involved in these processes
Links to contact archaeologists and other CRM specialists in viewer's home area. Links to state avocational societies. Links to state professional archaeological councils.
More information on ethical issues surrounding archaeology, antiquities, and cultural heritage.
Youth section
Introduce an "Ask an Archaeologist" e-mail service similar to USGS "Ask a Geologist." I would be willing to take referrals through State Coordinators or Directly. State Coordinators could recruit a committee to assist. I would volunteer. As mentioned above I think the Intrigue of the Past and State Resource Guides should be premiered for each State. Post a calendar of workshops and activities by State. Link to SHPOs. Each State should have a practicing archeologist and a practicing educator as co-contacts. Link to Site Steward volunteer programs in each State-locality.
A special section on current field opportunities for kids and teens.
Lectures near you. There are Archaeo Cafes in various parts of the country that you could link to, so the public can come out to lectures.
More content aimed at Indigenous people.
The implications of artifact hunting on the community and the world's cultural heritage.
A more international perspecticve: in many ways the USA leads the way in Public Archaeologies but there are other developments elsewhere from which US-based archaeologists and others can learn
News
Paid opportunities
The education resources could be update - some of the links are broken or the activites are out of date. I'd also like to see the site address the issue of illegal and/or unethical collecting in a more prominent manner. It's buried in various lesson plans and activities, but some kind of educational message up front is needed. After all, this is an obvious way to educate members of the public!
There's needs to be links to the various Facebook pages for different audiences and other social media links. Info MUST be kept current (not 2012 as in the Workshops section!) or else the pages will have no credibility. There should be an open comment field so viewers can offer a comment or links to new info.
Increased voice and participation of avocational archaeologists.
Links to state socieites
Fun family events. Archaeology Month information for each state.
Public outreach specifically regarding debunking popular pseudo-archaeological ideas. This is a huge problem for us (as archaeologists), and you have a platform available to respond to it - and even a published special section! Please make this available to the public.
Restructuring the page so that it emphasizes content, not questions. Bring what there is to the forefront (with images, something succinct). That will be enticing enough.
I mentioned in my first comment that, in addition to the list presented, there could be a map whereby people could go to locations of interest and click to get to the descriptions.
More actual books listed than links to other people's book pages. Archaeology Book clubs could be encouraged with student and adult recommendations. Would also like to see a "How to submit resources to this page" link added so people can submit for the committee to review and post if appropriate.
Kids area

Statistic	Value
Total Responses	22

17. What is the single most important feature or improvement you would like to see if the site were redesigned?

Text Response
z
mmmm
can't think of anything
Design
Make it useful for professionals and fun for non-professionals
As previously stated, more information about public laws, CRM, and how the public can get involved
none
Content for the public in a well-designed format.
More graphical presentation. For instance, the "website resources" should have a clickable map showing which states are under which geographical headers. Texas could easily fall under "south", "mid-west", or "southwest".
A focus on Places to Visit.
Easy to find information about visiting sites and volunteering.
Something that looks nice and is easy to navigate with information that is useable
Color of text in some sections - it was difficult to read on the monitor when the text was yellow.
N/A
More visuals to accentuate the content and better maintenance of current news items.
Better links to more content, a committment to real site maintenance and editing
Update (e.g. on ethics) and disaggregate things. You should be emphasizing ethics, e.g. There is nothing on ISIS here, nothing on threats to the record in the US....nothing on the anniversaries of the Antiquities Act or the Historic Preservation Act.
CONGRESOS
Information on graduate and undergraduate programs as well as informal science education opportunities
FAQs and ethics information made much more prominent.
Make the site user friendly
Don't have the big blank space on the page where the State Coordinator Map is located.
Accessibility and navigability.
Only post what we can keep up to date.
Content updated within the last calendar year, especially for time-sensitive topics like conferences and fieldschools
Maintain currency.
Much more proactive in current issues
Better content
A website developed by programming professionals rather than well meaning but incompetent volunteers.
Navigation...it is not logically organized
Make it more appealing with updates.
It looks a little low end. Get some better pictures on there.
Design by web professionals
It's fine as it is
It might be valuable to simply offer webspace (and subsequently, a public directory of these webspaces) to working archaeologists so that they could post their own public-oriented writing about the sites where they work. This would reduce costs for archaeologists looking to engage the

public and would conveniently group these sites in one place.

Easy navigation, more educational resources for adult learners

A cleaner prevention with more defined hierarchies

Reducing the number of pages/ content but having all that is present be up-to-date. Work towards a sustainable approach to website support. Don't try to do more than the organization has the capacity to support, maintain.   The part of the webpage "For Archaeologists" is very limited and extremely out-of-date.   An example for how out-of date this part is... the link to ongoing discussion seems to have ended in 2007
http://www.saa.org/publicftp/PUBLIC/forArchaeologists/outreach_PAis.html   Ooops.

Spread out the layout--when I view the page, it is all clumped on to the left hand side of the page.

fff

A

Commitment to currency. If we can't keep it up to date I am not sure I see the point in having it, except as a static set of resources.

I would like to see a statement on the very first page about why archaeology matters and why it has a role in public education

Updating out-of-date information or news.

NA

bring back the job listings t owhat they were previously instead of listing 5 or 6 positions. Make them more like the listings on the AAA site as they were before.

More graphics; less static-looking; more interaction

Navigation between the various sections of the web site.he varipos sectoppms

More timely updates

more thorough presentation of public archaeology initiatives, kept more up to date

Updated conference calendar. Also, since this is for the public, and the public seems to like artifacts so much, perhaps have a stump the archaeologist or ask the archaeologist section where people could send in images of items to be ientified.

regular maintenance

site report pdfs

Rather than having the advisory board look like SAA, have it look like the public

Would it be possible to create a link to CRM websites by region? I didn't find anything like that.

If recent news should be opened on the top page, we can know about what kind of new results are published now.

Udated information about volunteer opertunites, conferences, and events.

Up to date information!

not sure

more for archaeologists content

Make it look like it was written in 2015. It's blocky and ugly and I'm guessing does not work well at all on tablets/phones.

aesthetics

ease of navigatin

I would like to see a list of activities (hands-on or discussion based) for undergraduate education.

Clearer interface

Helpful links for the public with actual access to archaeologists who can answer their questions.

N/A

regular maintenance; this is always the hardest part - the best site rapidly becomes unusable as expired links proliferate

More specific information about how to reach local archaeologists and maybe links to local archaeological societies. I think the average person with a general interest in archaeology and volunteering would be interested in talking to a local person and groups looking for speakers will

want to know who to contact locally.
n/a
A slightly larger font (and larger field) under each tab would make it a little easier to navigate.
Have a comprehensive section that includes links to obtain all free publications on public archeology. This would include discussions about public archeology as well as all archeological publications intended for public audiences.
broader sources of information used - beyond SAA, because so much happens beyond SAA
eye-catching graphics
I'd like to see its featured more prominently on the SAA homepage, and some better summaries and introductions to what can be found where, that will shape expectations of my website experiences.
inclusion of worksheets
none
A professional look.
Easy links
Get more people interested.
no any specific
A more international perspective
Information on CRM Academic programs.
NA
A state by state compilation of resources (archeology displays in museums, local archeological professional associations, sites open to public)
N/A
News feed
Simplify the site - think quality not quantity.
Updated news links and reading lists.
more engaging graphic design
Less busy
Just the general design- it appears very outdated.
Links to blogs or maybe an ongoing update window for new posts.
better or more resources for connecting with other archaeology education professionals for ideas and best practices
More interactive opportunities for kids (writing in questions and getting answers, contact with real archaeologists).
I would like to see more emphasis on opportunities available for those interested in archaeology.
more logical organization
Inclusion for special needs
I'm perfectly happy with it as it is.
easy to access public events for students and the public, and volunteer positions
Nothing

Statistic	Value
Total Responses	158

18. What other websites have you visited for similar information?

Text Response
z
mmmm
general archaeology sites
Lots
Not sure, just google and see what comes up
none
none
ArchSW site is good
Individual state sites, e.g., Indiana DNR, Iowa OSA, Texas Historical Commission
lots, but none stands out in particular.
INAH (Mexico), Texas, California
none
None - this is a unique website in my experience.
SCAPOD (SC Archaeology Public Outreach)
Texas Beyond History (http://www.texasbeyondhistory.net/)
AIA National Geographic About.com (I kid you not) Lots of helpful and creative blogs
AIA (and it's worse)
ASOCIACIONES DE OTRAS CIUDADES
-
http://www.crowcanyon.org/
Time team America site
Project Archaeology, University of Alabama, BLM and Forest Service PIT
National geographic education has some great resources on teaching archaeology.
NPS, AIA, About.com
AAA, specific university or project webpages
AAA, AIA
AIA, lots of nonprofits like Arch SW
AIA, Archaeology Southwest, Crow Canyon
Too many list.
AIA
Crow Canyon Archaeological Center website, NOVA website
None
www.archaeology.org, www.archaeology.co.uk, projectarchaeology.org, www.sha.org, www.archaeologicalconservancy.org, www.archaeologysouthwest.org
http://www.nps.gov/history/teachers.htm http://ari.asu.edu/archnet/ [but this site appears to be gone] http://projectarchaeology.org/ http://crowcanyon.org/index.php/classroom-resources
I haven't, I didn't know this website existed until I received this email.
Archaeological Institute of America, Florida Public Archaeology Network
AIA
The National Park service Public benefits of archaeology is great (though doesn't try to do as much as the SAA) http://www.nps.gov/Archeology/public/benefits/index.htm
Florida public archaeology network site
fff
A
About.com Archaeology.org Nps.gov

achp.gov

other blogs or websites on specific sites, real and virtual

AAA

American Anthro Association; Society for Applied Anthro; Plains Anthropological Society

None

state archaeology pages, NPS Education links, SHA links, etc.

none?

NONE

AIA, Archaeology Magazine

museum websites

National Park Service has much better information and resources - that resonates with me

Arizona Archaeological Council, Pueblo Grande Museum.

nothing special

The main SAA webpage.

NPS Archaeology Program; BLM's Passport in Time

Several others

explorator/aia/museum sites

Florida Public Archaeology Network

SHA, independent organization

new historian, nat geo, smithsonian, aia, etc

AAA site, teaching websites

About archaeology dot com

Utah SHPO, Texas Historical Commission

N/A

AIA

state society web pages

www.nps.gov/archaeology, www.flpublicarchaeology.org, http://www.arch.dcr.state.nc.us/

Many different ones

project webpages, blogs and scholarly papers on public outreach and evaluation available on-line opensourced and in journals

Texas Beyond History Professional Archaeologists of Kansas

I'm not sure there is one site -- I tend to throw my questions to Google and see who wants to answer.Although I find the NPS website excellent for many of the archaeological history and legal background questions, and believe I have visited Parc Canada for similar interests. For fun, I love the international day of archaeology blog website.

xx

Chartered Institute for Archaeologists, Society for Post Medieval Archaeology, Australian Archaeological Association, blogs

Other archaeological websites.

many

Council for British Archaeology

N/a

None

Parks Service, general google searches for archeology lessons.

Too many to list

https://paulmullins.wordpress.com https://rcnnolly.wordpress.com

https://museumbulletin.wordpress.com

aaanet.org

National Parks, Smithsonian, AIA

Cahokia mounds site	
N/a	
Arkansas archaeological survey has some good info	
n/a	
http://www.flpublicarchaeology.org/	
AIA, About Archaeology, AASLH, AAM, AAA	
I visit several archaeological sites on the web and through facebook periodically. Sites from other countries as well as the U.S. all have interesting information on them.	
shovel bums	
ISAS	
american archaeology, state historic preservation websites, archaeology magazine, UNESCO, Canadian Arch Assoc and Crow Canyon	
natural sciences collections, humanities alliance, anthropologists, AIA	
Too many to list. We spend a lot of time with the British websites (museums and archaeology) because they are easier to use and people actually respond when we ask for information.	
NONE	
Unsure, lots.	

Statistic	Value
Total Responses	144

19. Which of the following explains your reason(s) for not using the Society for American Archaeology's For The Public website? (Check all that apply):

#	Answer		Response	%
1	I did not know the SAA had a FTP site		226	80%
2	I use another public outreach site		17	6%
3	I do not need public outreach information		39	14%
4	The FTP site did not have the information I needed		5	2%
5	Other		18	6%

Statistic	Value
Min Value	1
Max Value	5
Total Responses	282

20. Please specify:

Text Response
I don't use the site for myself because I am already a professional, but just recommend it to people who call with questions.
I have not used web public outreach in the past but acknowledge that it could be useful and might be worth researching. The answer reading "I do not need public outreach information" is therefore too strongly worded in my case.
We frequently develop our own content
I do not live in the US so much of the information is not practicable for me.
no time when looking for any kind of work; unemployed over two years.
I looked at it a long time and didn't see many resources I could immediately use, and then did forget about it ...
its directed more toward kids and education in k-12 than universities (though I have referred a number of public school teachers to it who want to pull archaeology in to their lessons in various ways)
For me, it is not a matter of using "sites" -- it is a matter of SAA being oblivious to the standards and ethics of professionalism that it has demonstrated to me that it lacks. I do not consider SAA a good steward of the legacy of Human culture and history.
I don't go out on the web except for specific searches for information I know I need now.
I do not think that the SAA view of outreach is compatible with my organizations long experience with various publics. We find the public is less interested in how to be an archeologist than they are in w hat we have learned.
I have no idea what SAA FTP is....
I checked the website out and did not see anything specifically relevant to my current field of interest.
My major interest and expertise is in historical and preservation efforts.
hard to find what I'm looking for
Several sites, that give me more simplified info that the public will understand
I DO use the site - just infrequently because that's all I need it for.
I don't even know about the SAA or its FTP site.

Statistic	Value
Total Responses	17

21. If you have used other public outreach sites, what were those sites?

Text Response
I did not use others
Florida Public Archaeology Network
have not used other sites
have used no others
Florida Public Archaeology Network
n/a
Haven't used sites specifically designed for public outreach, but I would if I knew about them.
Southwest Archaeology and other regional archaeology sites
I have not used other sites. I design and manage my own public outreach activities
N/a
I am not sure what the present definition of a "public outreach" site is at this time. The best site for reaching the public with solid, beautifully presented information is TEXAS BEYOND HISTORY.
N/A
I haven't used any other such sites
N/A
No.
At the time, I worked for a tribal government and used their website for public outreach.
As a past museum director, we made and maintained an outreach site through the museum.
Meeting with individuals and groups, both private and professional.
None.
Do not use public outreach.
I have a blog that I use for public outreach on my own research.
Texas Beyond History
No.
None
I haven't
NA
Archaeology Southwest
I have not used other sites.
aia
The Oklahoma State Archaeologist's site.
I have not used other public outreach sites that I am aware of, at least not recently.
Community Archaeology Program, Public Archaeology Facility
None
n/a
none
I didn't use one.
xx
None
I have not used one.
I utilize various sites via the National Park Service
I don't usually use them, I use professional books, journals etc that I own personally to create my own information for anything I do in the public
govenment
NA

None

None

None - and it's bad survey design that I'm not allowed to pass this page unless I put something in this box.

www.angelmounds.org

What is a public outreach site?

basketmakeratlatl.com

University of Iowa Office of the State Archaeologist

Archaeology Southwest

National Park Service

Predominantly the Nautical Archaeology Society and other UK Organisations involved in Public Archaeology - Occasionally Florida's Public Archaeology Network and NOAA marine Sanctuary program that have outreach programs

None

I have used resources from the National Park Service, information from Crow Canyon Archaeological Center, a book on North Carolina archaeology

Canadian Archaeological Association (Archaeology Canada)

I like the Archaeological Conservancy, ArcheologyFieldwork.com, and Archaeology (Magazine) for public outreach.

Fpan

http://www.thelamarinstitute.org

My local gem and arch. society site

We do our own outreach and have just finished re-designing our own website to reflect our understanding of our many constituents.

Project Archaeology

archaeological.org, Florida Public Archaeology Network (fpan.us)

museum specific sites

Since I am a graduate student I typically use University connected resources.

no

None

I have not

American Society of Landscape Architects Alliance for Historic Landscape Preservation Cultural Landscape Foundation SITES Library of American Landscape History

None

I didn't use any.

N/A

Archaeology in Tennessee (https://contextintn.wordpress.com/) Oak Ridge Archaeological Research Institute (https://archaeologyinoakridge.wordpress.com/) Archaeological Reconciliation (https://archaeologyreconciliation.wordpress.com/)

FPAN, Project Archaeology, Various museums

digitalforsyth, nc architects and builders

Arkansas History Commission outreach materials

None

AIA web site

books

www.montpelier.org/dig

No

PubMed
JPPM
I use FPAN East Central or my daughter (an archaeologist) as my primary go to for information.
British Museum, American Museum of Natural History, various other museums
Crow Canyon Archaeological Center
Royal Ontario Museum, Ontario Archaeology, Lawson Archaeological Museum
Texas Historical Commission, Texas Beyon History, Society of Historical Archeology
texasbeyondhistory.net
THC (Texas Historic Commission website), TBH (Texas Beyond History website), specific topics using Google and Federal websites for laws and many many books I have.
Texas Archeological Society Annual Field School, Texas Beyond History
Texas Beyond History
Field Museum, Chicago; The Oriental Institute, Chicago; Library of Congress, Washington D.C.; Smithsonian Institute, Washinton D.C.; Milwaukee Museum of Art, Milwaukee, WI; the Louvre, Paris
The Texas Historical Commission Steward Network
Texas Beyond History

Statistic	Value
Total Responses	98

22. What aspects of those other sites did you find useful?
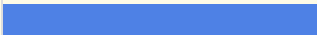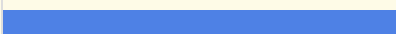
Text Response
Did not use others
Local interest, curriculum geared to the local educational requirements
don't use other sites
have used none
Identifies with local community
n/a
NA
They list events and happenings near by.
I do not use other sites
N/a
the illustrations, quality of writing, logic of presentation, references for further work. Friendly, and not condescending. Educational beyond anything I have seen elsewhere
N/A
I didn't use any other sites
N/A
n/a
Websites are a good way for up to the minute information as long as someone is there to maintain the website. A regional crowd would mostly use the website by the tribe, or actually look for information on the website. We could link to other very useful regionally based websites such as Texas Beyond History which has a wealth of information for both archaeologists and the general public.
N/A
Sites that use illustrations to help communicate.
N/A
Can not answer this question, because I don't do public outreach.
My blog is geared towards my research interests, so it allows me to speak about things I know intimately.
Lots of reliable scientific information in easy-to-understand and language with graphics
N/A
Did not use other sites
I did not visit any
NA
blogs of regional interest; online magazine issues
n/a
overall ease of use
Maps and cultural sequence summaries.
N/A
I am the administrator, so posting information and getting feedback with our Facebook link is important to me.
N/A
n/a
none
I didn't use one
xx
I did not go to other sites
I did not use another site.
It is my own agency, resource specific with regard to visitor opportunities and education;

immediately accessible and I can make changes within a very short time frame.

pictures/images

downloading datasets

NA

I did not visit those sites.

N/a

None - and it's bad survey design that I'm not allowed to pass this page unless I put something in this box.

n/a

Lesson plans, videos

direct info on local programming

Simplicity, clear information that is not too detailed, visually engaging and interactive.

Format and accessibility; type, depth, and range of information available

N/A

Medium length articles; easy navigation; downloadable fact sheets; high quality images

Case studies Legal and legislative issues

To keep in touch with developments and to incorporate aspects into my Public Archaeology presentations for academic and capacity building programs

Lesson plans

do not use another site

curriculum linked lessons for my region

Better graphic design and more organized flow of information.

Accessible PDFs

The articles presented and the field trips offered.

Curriculunum ideas

Field work opportunities on archaeological.org. And the site information, event and volunteer opportunities, and educational material on fpan.us

regional focus

Na

-

relevance to my field

not applilcaple

n/a

N/A

User Friendly Interactive Fun and Informal Excellent Writing Not Afraid to Tackle Sensitive Issues

Activities and lessons that could be adapted for my specific purposes; teaching standards to help encourage teachers to use resources

quick search for relevant info

N/A

I didn't use other sites... Beginning to wonder if maybe I am the wrong person for this survey.

The AR History Commission's site contains links to lesson plans for teachers.

N/A

Information about current research projects.

NA

clarity of presentation and design of website. Nice use of graphics.

Information for children, how to educate children and simplify information.

Time lines, session information, TedX talk by Mark Varien

Have not used any.

Contact information, papers and site reports.

They give examples of archeology in layman's terms that I can use for school kids, and the general

public. There are also some activities and handout materials.
Easy access to pertinent information. Kept current. Primary information from some sources.
information about laws, state, and Federal, also sites, and many other specific topics
Links to volunteer fieldwork opportunities and Archaeology Month activities in Texas.
Inform public of local sites and cultures
useful content
They clearly related to my curriculum, ancient history.
Easy to read, always used before.
Much more information

Statistic	Value
Total Responses	93

23. In what situations do you imagine an individual would be interested in using a site such as the For The Public webpages or another public outreach site? (Check all that apply):

#	Answer		Response	%
1	Archaeology student looking for more general information		175	67%
2	Professional archaeologist looking for information on working with the public		179	68%
3	School teacher looking for ways to incorporate archaeology in the classroom		219	83%
4	Academic professor looking for information to use in a collegiate class regarding working with the public		151	57%
5	Other		34	13%

Statistic	Value
Min Value	1
Max Value	5
Total Responses	263

24. Please specify:

Text Response

member of the public not in any above groups looking for information on archaeology

There could be good info for professional archaeologists on how to put on public programs

I have no idea. It ought to be something that educates the public. There is enough stuff easily available out there to educate ourselves, our students, and academia. Seriously...

I don't know what an FTP site is.

Child with an enthusiastic interest in archaeology, looking for more information. Parent or grandparent of such a child.

Students looking for volunteer opportunities that can't afford traditional field schools

don't know

Community member looking for information about the past of their local area and/or help in preserving a site or collection

No idea I find them silly and useless.

amateurs looking for sites to visit, excavations to participate in or links providing further information on archaeological topics

Museum and park personnel creating exhibits.

See comment above.

elementary or secondary student looking for resources

Hobbyist seeking information

Retired people, such as myself, interested in broadening their interests

None of the above serves the public, all the recipients are academically tied. None of the above are average citizens; artifact collectors (especially the non-destructive kinds); land owners; municipal, county, state and federal politicians, managers, agency heads; farmers, timber managers, state or national park interpreters, or the vast majority of the American and global public. Your list above is an infinitesimal fraction of the populace. As for teachers, they are an important constituency, but most do not have the freedom to incorporate subjects that are not already mandated by boards of education at the state and local level.

Members of the public who are interested in their area, or an area they are visiting.

Research in various disciplines, and writing

Sources for online articles and newsletter articles

People who enjoy surface hunting for relics, and want to learn more

What exactly is the difference between a "professional" archaeologist and and academic professor? I would like to think that I am both. Do you mean a private/public sector CRM compliance archaeologist?

Archaeology grad students looking for ideas for a youth community outreach program

Museums wishing to incorporate archaeological information into exhibits or programs.

As an avocational archaeologist and lab volunteer at the Crow Canyon Archaeological Center, I can see this site as a good reference for educators.

Community members looking for educational events or opportunities to participate in "digs."

As an interestedmember of the public, perhaps you could publish the names of journals or magazines that are relevant and ,also, give information on available courses or community digs available.

An update about a public projects: time, place, dates to do volunteer work, and other specific information

Non-Formal Educator looking for ways to incorporate archaeology into my "classroom" and programs.

I cannot imagine using your website.

Statistic	Value
Total Responses	29

25. What aspects would you generally want to see in a site like the For The Public site that has the goal of public outreach?

Text Response
no idea
Interactive features such as maps and other graphics which enable people who may not be able to visit a archaeology project to get an idea about what goes on
no idea
For whatever age/group level especially STIMULATING archaeo stuff!
Recommend good, easy, public-oriented books like Archaeology for Dummies-- written by a professional and very accurate while fun to read.
success stories.
Lots of pictures. Perhaps online activities for kids. Explanation of what archaeology is and is not right up front. Also I think information about why archaeology is important and etiquette in visiting archaeological sites should be more prominent than on the current site.
It may be helpful to have it broken into regions or states, and have listings of events and news in those areas.
how to make connections with local or regional professionals or educators
Don't know.
Those just outlined
Educating the public on how preserving the past is good for everyone.
Does FTP mean For the Public? I thought it was a file download protocol or something
Many sources of additional information
not sure
I think that most of the general public is unaware of the significant sites that are "right in their own backyard" so to speak. I would like to see featured sites across the US that the public can visit and learn from. Also, the World Heritage sites right in the US that many people do not know about or know of their significance. Maybe features related to these sites from visitors or archaeologists or writers that could be shared with the general public to not only increase awareness of the sites but bring visitors to these locations.
Now that I've seen the site (I visited before answering these questions), I think it covers the bases nicely. The key is finding effective ways to COMMUNICATE to the public (and educators and archaeologists) that it exists. One great way: ask the Metal Detector show to run a line at the end of each episode with the web address. It would make them look even more responsible and what a great way to reach a huge audience with a demonstrated interest in archaeology.
I hesitate to say this, but lists of local people, institutions, and agencies they can contact for additional information.
The goals and activities of archaeologists explained clearly.
To emphasize the ethical responsibility of archaeologists to respect, consider and integrate indigenous perspectives of the archaeological record as a fundamental aspect of Native peoples' heritage.
A lot of archaeological research is sensationalized in the media. It would be nice to have a section of the website that breaks down new discoveries in a simple and compelling way, removes some of the hype and jargon and presents and contextualizes the research in a way that we don't normally see in the media.
People are generally interested. Good graphics, appropriate language, and solid data would be first for me. Second, Project Archaeology teaches other sciences and math using archaeological case studies. I'd like to see more of that for the classroom.
Field work information.

Ease of obtaining graphics and site data

Explanations of what archaeologists do and our goals, the importances of cultural resources to the gneral public, public involvement opportunites, educational resources

Public outreach oppertunity listings in their area (a schedule of events with contact and event info)

a statement of ethics; protocol for what to do when one finds archaeological materials; overview of the significance of the U.S. laws that regulate antiquities and archaeology

Different activities you can do with students (elementary school) to teach them about archaeology.

ease of use; regional significance

Interactive maps and flash movies.

Education information for K-12 students. Job opportunities for students.

Have not used it.

Unknown

scientific research, cultural resource management news

useful and up to date information

More anti-looting and anti-vandalism. Teach the public that while heritage is for all of us, excavation should be left to the experts when there is a reason to excavate.

I would not have any advice on this

The importance of understanding the past in order to understand the present, and the necessity for saving archaeological information for that purpose.

Cultural resource protection laws that clearly define the public role in stopping the looting of our national treasures

ability to use it without membership numbers or passwords etc. They are a real pain and I won't use a site that requires them.

opportunities for younger generation to be announced (middle school, high school). how to incorporate lessons or archaeology with public school curriculum

Incorporation of indigenous community viewpoints.

General information regarding the practice of archaeology, a definition of important terms that archaeologists use commonly (radiocarbon dating, midden, etc.), ways for the public to volunteer or get involved with archaeology or archaeological projects.

Tutorials on excavation and lab methods, big picture ideas--why we do archaeology, information about what is under the ground in your local area, cultural heritage awarereness

Wide dissemination among the public - I doubt that very many people know about it.

I don't know

More "public-ready" information like what's on the K-12 page. Teachers are often too busy to prepare their own materials.

information on sites and museums

I think it should include information on the relationship between archaeology and descendant communities (indigenous and otherwise) and how descendant communities can access archaeological information that has been collected on their ancestors.

Actual news releases (not just calls for field schools, programs, etc.) where people can learn about what's happening in archaeology, ask questions, and maybe get a response

Have no ideas at this time.

Field research opportunities

useful information, easy to navigate, visually appealing

Ease of use and accurate information

slick, eye-catching production and lots of information on archaeology/prehistory

Information connecting living Native American tribes to their archaeological histories. Alternative American histories from the perspective of archaeology, focusing for example on the history of slavery, the Colonial period, etc. Responses and corrections to misinformation spread through

popular media channels. Discussion of ethics, emphasizing the importance of contextual information in archaeology, as opposed to haphazard collecting. Articles on what is important, not just what the public would think is "cool."

Places to obtain education materials and in-person demonstrations. A list of suggested field trip locations for kids.

a forum; info on mediatraining/communication skills workshops

pictures explanation of ethics

nn

Very readable, concise, links to original articles and other original sources. Empirical, no "theory" pieces.

?

?

The SAA website in general looks run down, and is a bit complicated to navigate. I am not inclined to spend much time on the SAA sites. The first thing I saw when I visited the FTP site is a picture of two children that looks like it was taken during the 90's. The graphics have the same overall old feel and everything is flat, and its not immediately apparent what is in the site. I think it could be benificial if it was visually stimulating, interactive, and had clear messages and if you look deeper, detailed information about archaeology.

archaeology career information is something I'm asked about constantly. something like the AAA's info about careers would be great, but focusing on archaeology

Public engagement and a focus on collaborative opportunities

I do not know.

Information on resources either books for a general audience or examples of programs or resources that could be adapted to a local audience.

Information that highlights the importance of context in interpreting archaeological remains.

Information about sites that the public may not know about

Explaining archaeology as a profession and as an avocation, and include links to others' sites. My firm has a set of links on our website to opportunities such as the local professional and amateur organizations, to Passports in Time, and so on.

Information that is both educational but also interesting

no opinion at this time

Since I don't use these sites I have no opinion.

Strengthening the ties of lesson plans to education standards (specifically calling out which standards are met, especially given the rise of Common Core). More opportunity for cross linking with other resources, such as mitigation outreach projects in the US (such as a google map based listing of projects with public websites and/or other public interpretation information). Better publicity of some of the more fun items in the FTP, such as the guess the artifact like linking them to a facebook page or other social media (I wouldn't mind it showing up in my newsfeed).

general information about archaeology, its legal framework and archaeology as a profession, news on important discoveries, sections with information on ongoing exhibitions and upcoming events destined at amateur archaeologists, links to websites of archaeological organizations

maybe more advice for interacting with the public at archaeological sites as they are being excavated.

good articles and links to videos and other sites.

Difference between the past as folklore and as fact.

An explanation of the many ways a professional archaeologists can benefit the public.

not sure

Information on how to get directly involved by volunteering or attending local talks.

ethics handbook social media resources curriculum guides   continually updated list of available opportunities for public involvement by state

Useful information and links which would satisfy public interest and direct interested persons to specific kinds of information.

Easy navigation (including indexing for quick searching); high quality photos; multiple levels of information (i.e., information for kids, for adults, for teachers, and for professionals).

Links to state info sites in US

the web page does a good job of engaging a younger audience perhaps information for an older audience might be good (how archaeology impacts local communities, economies and the laws)

Something on the ethical and legal issues, but balanced with the excitement of discovery and solid information on archaeological results, and information on museums and sites open for visits by the public.

more teaching guides

I would likely use it if the tone could be changed from the current tone. Right now it appears geared to children and is a bit preachy. The links need also to be checked for accuracy. A click on a link to a slave plantation website in the Mid-Atlantic led to a page of "elegant" historic sites for wedding rental. Kind of ironic...

Not familiar with this particualr site, but what I would want to see are explanations - examples of how cultural heritage is managed on behalf of the public, explanation of research the public will find of interest, opportunities for public participation and other education and awarenss resoucres that increase the public's understanding of cultural heritage and its social value.

Look, I studiously avoid exposing the untrustworthyness of SAA in the public arena. I will not tilt at any more windmills. One person cannot reform an institutional culture of corruption. I can refuse to support it and refuse to promote it.

Ease of access to lesson plans, nice layout, more content in each page and fewer links

Information on outreach to inform the public on projects that have been completed in their area explain why American archaeology is important to record, gather, disseminate, and explain.

How archaeology articulates with people's everyday lives.

Information on the irreplaceabilty of the archaeological record, the importance of informing a local professional when you find a site of interest, volunteer opportunities to work with professional, experienced archaeologists. . .

more user-friendly page with less text and easier navigation (and pictures) because they won't use the excellent resources that are there if it's boring or requires effort and reading

Current events like LAW

Connecting the public to archaeology in their neighborhoods,

Don't know.

Statistic	Value
Total Responses	226

Appendix III: Recommendations of websites that could serve as models for the redesign:

Archaeological Institute of America
https://www.archaeological.org/archaeologyday

Crow Canyon Archaeological Center
http://www.crowcanyon.org/

Florida Public Archaeology Network
http://www.flpublicarchaeology.org/index.php

National Geographic
http://education.nationalgeographic.org/

National Park Service, Interpretation and Education
http://www.nps.gov/interp/

Society for Historical Archaeology
http://www.sha.org