



KRAVIS
DISCOVERY
CENTER



THE KRAVIS DISCOVERY CENTER: THE GIFT OF INSIGHT
AN EVALUATION

Evaluation of the enhanced Kravis Discovery Center to benchmark success
and discover further opportunity.

Performed By:

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Introduction

In July of 2017, the Thomas Gilcrease Institute of American History and Art installed \$1 million in updates to the Kravis Discovery Center (KDC). The goal of the KDC update was to create a more interactive learning experience for visitors. The purpose of this project was to evaluate these updates and determine if the original objective is being met. Prior to beginning the evaluation, the evaluation team was in contact with the exhibit designers in order to discuss the primary objectives of the evaluation. These objectives include the value that the visitors apply to their experience, the effectiveness of the tablets, user engagement, and any additional features that visitors may want on the tablets and the exhibit components. This report presents the methodology by which the Center was evaluated, the raw data collected, analysis of the data, and recommendations for the Center based on the data collected.

Kravis Discovery Center Background

The Kravis Discover Center is an interactive exhibition where visitors can discover thousands of anthropological objects. Formed in the early 2000's, the KDC was a way to offer the public a sample of what is in the anthropology collection and make more of the anthropology material accessible to the public. The KDC is also comprised of an online anthropological database accessible via electronic tablets. The database provides visitors with information on every object within the exhibition, promoting free-roam exploration and personal research. In 2017, the KDC underwent a large-scale renovation that included the addition of electronic tablets, interactive videos, and a guided path element that was entirely new to the exhibition.

The KDC consists of a series of stacked drawers and shelves that house various anthropological material, as well as two large wooden pods that guide viewers on an interactive video tour; finally, a small enclosed space towards the back of the exhibition also plays an interactive video. Visitors are given electronic touch-screen tablets that operate in conjunction with the exhibition's videos as well as being digital databases for users to learn about objects stored in shelves and drawers.

The KDC can be explored in both a linear and nonlinear fashion. If visitors prefer the linear option they can choose to follow "The Discovery Trail", a pre-determined path that directs visitors between pods within the exhibition. While on The Discovery Trail visitors watch short videos and then take quizzes on the tablets regarding the content of the video. The Discovery Trail typically takes 20-30 minutes to complete. For a more nonlinear experience, visitors are encouraged to explore the drawers and shelves at their own leisure. Every object in the KDC is classified into a relevant category (arrowheads, moccasins, tomahawk pipes, etc.) and displayed with its own corresponding accession number. Visitors can type each object's accession number into the tablet and view a description of the object within the KDC database. Regardless of which path a visitor takes, the KDC ultimately promotes investigative research and inquisitive learning styles, making it one of the most unique elements in the Gilcrease.

Methodology

Ways of Learning

Learning Methods

Before deciding how to best evaluate KDC, the team started the project by studying different types of learning. By exploring these varying methods of learning, the team was able to gain a better understanding of the ways in which visitors to the KDC may gain knowledge through the Center. This helped the team to analyze the different approaches the Center uses to impart knowledge on the visitors through both the drawers and the Discovery Trial. The most important takeaway from the research is that adolescent and adults effectively gain knowledge in different ways. For children, hands-on and guided activities are the most effective ways for children to learn. Adults learn in many different ways but often thrive when the lessons connect to prior knowledge, are self-regulated, and are centered on them. Because these different age groups learn in distinctive ways, it is important for the KDC to provide multiple ways to learn.

Learning Theorists

- Jean Piaget
- Lev Vygotsky
- Robert Gagne
- Object-centered learning
- Adult education

Types of Questions

The next step for the team to evaluate the KDC was through studying different types of questions. The team studied three types of questions: demographic, cognitive, and affective.

Demographic questions were important because they helped the team to gather information about the visitors in the KDC. This information helped to determine what types of people, whether that is a certain age group, economic groups, or geographic group, are not being effectively targeted. If large portions of the potential audience are not coming into the KDC then the museum must adjust marketing strategies to help bring in those groups. These questions also revealed the types of people who are using the center. Something as simple as “age” enlightens the museum on what types of activities and components they must provide based on the types of visitors they are attracting.

Affective questions gauge a visitor's emotional response to the exhibit. This helps determine if the audience values the exhibit. How a visitor feels about an exhibit is often the most important factor in a visitor's decision to return to an exhibit. If an audience member feels emotionally affected by an exhibit then they are more likely to remember that experience, return, and recommend it to others.

Cognitive questions test the visitor's intake of knowledge from an exhibit. The KDC utilizes cognitive questions at the end of the pod videos to test what the visitor learned from the different exhibit components. If the audience is able to answer cognitive questions correctly then it shows that the exhibit is communicating information in effective ways and at an appropriate level. It is important to make sure that the content is presented in a way that is easily comprehensible for children but also challenging enough to interest adults.

Gathering Information

The next step in determining the best way to evaluate the KDC was through studying different approaches for collecting data and doing surveys. The group considered a variety of instruments in order to establish which ones would be most effective in the attempt to evaluate the KDC updates. The team determined to only use survey centered ways to gather information. For the surveys, the group discussed the use of true/false questions, multiple choice questions, fill in the blank questions, and open and closed ended questions. Open-ended questions are useful, because they allow the visitor to provide more detailed responses and to create affective responses. This type allows the evaluator to learn how the visitor emotionally responded to the exhibit or component. The evaluators also explored list-item selections, which were questions such as "how did you hear about the Kravis Discovery Center". These questions allow the visitor to choose between answers along the lines of "an advertisement, recommended by a friend, the volunteer at the entrance, the sign outside the gallery, or other." In these types of questions, one must include a blank line next to the "other" option, so that the visitor can explain further. Likert Scale questions are another type of survey inquiry that allow visitors to express individual views in a controlled way. There are different versions, but the most common Likert Scale questions request the visitor to rank something on a numerical scale, or ones that provide a statement and then have the visitor respond on a set scale. Visitors use the scale to state whether they agree or disagree with the statement. These response scales provide the options of "strongly agree, agree, neutral, disagree, or strongly disagree." These scales give more definite parameters for the visitor answers, and they can then be converted into a numerical scale when the data is processed.

Site Visits and Observations

After studying learning theories, types of questions, and varieties of gathering information, the team began to focus more directly on the KDC. Each team member went and experienced the center. Each individual completed the Discovery Trail, looked through the drawers, studied the shelves, and utilized the tablets. As each member made their way through the center, they each recorded any issues when using the tablets, any physical drawbacks to the components, how they interacted with the center, any confusing aspects, and any features that they would personally like to be changed or added. Each member also observed any other visitors in the KDC and their behavior. If Gillies were working, each team member made sure to talk to them, to explain the project, and to ask for their input on the center. After personalized experiences, the team was able to narrow the evaluation down to six areas of focus: visitor behavior using the Discovery Trail, visitor behavior using the drawers, tablet usage, tablet and exhibition maintenance, visitor demographics, and Gillie training, preparedness, and observations.

Stakeholder Interviews

The final step before the survey instruments were created was to interview Gilcrease team members. The evaluation team looked over the six focus areas, and then determined which staff members would have the most knowledge of, and be the most invested in, each area. Some of the interviews were done to make the staff aware of the study and focus. The team performed these preliminary interviews in order to establish other aspects of the exhibit to be evaluated, as well as to discover other possible stakeholders who were interested in presenting information. For select interviews, the evaluators concentrated on gathering information from the staff members themselves. For example, an interest in the tablet and exhibition maintenance was presented to the staff members responsible for those aspects: the Collection Manager, the Information Technology Manager, and the Digital Collections Team. The information collected in the interviews allowed the evaluation team to tailor the survey questions, to reveal specific issues, such as cataloging problems.

Additional Information

In the process of preparing to evaluate the center, team members received data that had been collected from different sources. Donna Gainey, the Gillie Director, provided the team with copies of surveys that the Gillies had filled out. These surveys were used to track visitor numbers each day. There were also comments about observations that the Gillies had made about the visitors and their experiences. Neal Scott and Joseph Carriger gave the evaluation team access to

data within the tablets. This information figured the number of men and women to sign into the tablets, and the ages of the people who used the tablets. The data from the tablets was broken down into monthly statistics. These numbers were not analyzed with the data, as the team did not collect it themselves, but it was sufficient background information for them to have.

Survey Creation

Once the team had concluded what the main areas of focus were, and what information the stakeholders were interested in, they were able to draft survey instruments. Members compiled notes from previous conversations. These preliminary meetings determined what the team wanted to find out about the Center and discussed what they had determined from the interviews with stakeholders. With this material in mind, the team created the survey as a class. The evaluators wanted to create tracking surveys, to determine the average amount of time spent, the average number of drawers opened, and the typical path taken by visitors through the center. To make these surveys simple to fill out, evaluators used a mix of “fill in the blank” and “multiple choice” questions. This allowed the team to easily record the time when the visitors entered and departed the exhibit. In this manner, surveyors were also allowed to quickly indicate the exhibit sections they visited, in order, and to make observations about visitor behavior. This method of tracking allowed the team to complete more than one survey at a time. Before determining what questions were going to be asked to the visitors, the team decided that the interview survey was not to last more than 3-5 minutes. Surveyors wanted to keep the number of questions for each section of the survey to about 4 or 6. Dr. Kerry Joels formed a packet that had a sheet for each of the 6 areas of focus. The team went through each sheet and determined exactly what questions to ask, and in what order to gather the information. For the demographic sections, the team included more questions than in the other sections. This was because the surveyor could easily infer some of the answers such as the age range, gender, and group size. For each section, the evaluation team discussed information they wanted to discover, and then established what information was the most beneficial for the evaluation. Once the team determined exactly what they wanted to know, the members then decided the best question format for that information. After one of the students created the document with the survey, all members appraised the survey individually, and then made necessary changes. Because the Gillies play such a large role in the facilitation of the KDC, the team wanted to survey them as well. The surveyors were interested in Gillie training for the KDC, in observations they had made on visitor experience, and in how they feel about the center. The team created a simple survey with seven free answer questions. See copies of surveys in Appendix A, section 1.

Survey Performance

Once the team had created the surveys, they created a schedule of when to perform the surveys. Members surveyed audiences from Tuesday, November 7th through Sunday, November 19th. Since the museum is open to the public Tuesday through Sunday, 10:00 a.m. until 5:00 p.m., members split each day of availability into two shifts: one from 10:00 a.m. until 1:30 p.m., and the other from 1:30 p.m. until close. They created a Google calendar, and all signed up for shifts when available. See the google calendar in Appendix B, section 1. The goal was to have at least 2 people on each shift, so that one completed the tracking surveys, while the other performed visitor interviews. For some shifts, the team was only able to have one student completing both survey types, but always had at least 2 people for each shift during busy times, such as weekends and family days. A clip board, with the surveys attached, was kept in a drawer, behind the Gillie desk. The team placed the surveys for the Gillies in a manila envelope, and then left the envelope on the Gillie desk with an attached note. The notice explained to the Gillies what the surveys were for and asked them to voluntarily fill one out in their free time.

Limitations

As with any experiment or evaluation, there were limitations to what the team was able to accomplish. They had only two weeks to perform the surveys, a small percentage of time for the year. Although the amount of time spent surveying was sufficient enough to provide the team with the necessary information to make recommendations, surveys performed for a full month or longer would have been more beneficial. It was necessary to take advantage of every moment in the gallery space. Unfortunately, due to scheduling conflicts, the team was unable to slate a person to be in the KDC on Wednesday afternoons. The team was also limited on some of the people that they were able to interview. Due to legality issues, surveyors were unable to interview children without a present adult. It would have been beneficial to have perspectives from younger audiences, particularly because many of the updates are children friendly.

Gathered Data

After the survey shifts, the evaluators gathered the tracking and interviews performed, as well as any Gillie surveys that had been completed, and took them to be recorded. The members then entered the data they had collected and placed it within a Google Sheets document. This held each member accountable for recording the data. They included any additional comments the visitors made, as well as any observations that had been made during the process. This document made it simple to see the information the other students gathered and also made it possible to see trends in visitor responses. The team then pulled the data from this sheet, to look

at domains such as the average group size and age of visitors, as well as the percentage of visitors who use tablets and who go through the Discovery Trail.

Data Analysis

To analyze the data collected, the team enlisted the help of a statistical consultant, Stephanie Williams. Before providing Williams with the raw data, the team cleaned up the raw data and converted all of the data points into numerical points. For example, the Likert Scale questions were converted for the answers to be represented on a scale of 1 through 5. An answer of Strongly Disagree was represented as a 1 and an answer of Strongly Agree was represented as a 5. Answers that had numerical data to begin with were also converted in order to correspond with the other data. For the age ranges of visitors, a 1 represented visitors from 0-10 years of age and a 2 for audience members from 11-20 years. The same scale was used for the total amount of time spent in the exhibit with every 10 minutes being represented by an increase of 1. This new numerical data was then put into an Excel spreadsheet. The data was analyzed using pivot tables to determine factors, such as percentage of visitors who participate in the Discovery Trail, the percentage of specific age groups that visit, the percentage of visitors who look at drawers, and the average group size of visitors. All but 2 of the final tables resulted from these pivot tables. 2 of the research questions required the use of manual data exploration in order to find results. In order to determine how many visitors started and completed, or did not complete, the Discovery Trail, the team created two data exploration charts: one that explored every tracking option that would result in a trail completion, and one that explored every tracking option of Trailnon-completion. These charts were compared to the survey data, and the results showed the evaluation team exactly how many visitors began and completed, as well as how many visitors began and did not complete, the trail.

Curated Recommendations

The last step in the evaluation process was to make recommendations for the KDC. Before the team began surveying there were some recommendations that had to be discussed based off of personalized observations and experiences. These recommendations were supported by the information gathered from the visitor surveys. Members took the analysis of the data, and focused on visitor responses to exhibition content, changes they desired, and any issues they had when working with the tablets. This focus was necessary to create recommendations based on what the visitors struggled with or enjoyed. One student condensed the recommendations from previous conversations and formed new ones based on the data analysis. The class then examined these recommendations and data and adjusted the recommendations as necessary. Doing this exercise together allowed the class, as a team, to find the best ways to resolve the

issues at hand. The team then built recommendations from one another's ideas and experiences to create feasible recommendations.

Data Analysis

Introduction

This section presents the analysis of the information gained through the surveys and tracking sheets. The analysis is presented and discussed in the same order in which it appears on the surveys, and is followed by the results of the tracking analysis. All analysis begins with the presentation of descriptive statistics and then describes the results of the statistical tests. It should be noted that all visitors were given the option to refrain from answering any of the survey questions. Any answers which were not given or were not applicable are represented by n/a. The analysis section is followed by information that is pertinent, but does not require analysis.

Survey Analysis

Descriptive Statistics for Demographics

Gillie Presence

The total number of surveyed visitors to the KDC is 63. Each visitor was approached by one interviewer while in the KDC. At the start of the demographics section of the survey, the team noted whether or not a Gillie was present when visitors entered the KDC. The results are shown below in Table 1 and Figure 1. Table 1 shows the count and percent of Gillie presence, while Figure 1 provides an overall representation of Gillie presence by percent.

From Table 1 and Figure 1, it is clear that Gillies were present upon guest entry the majority of the time (97%). Gillies were stationed at the bottom of the stairs at the Gillie Desk directly across from the tablets.

Gillie Present	Count	Percentage
Yes	61	96.83%
No	2	3.17%
Total	63	100.00%

Table 1: Gillie Presence

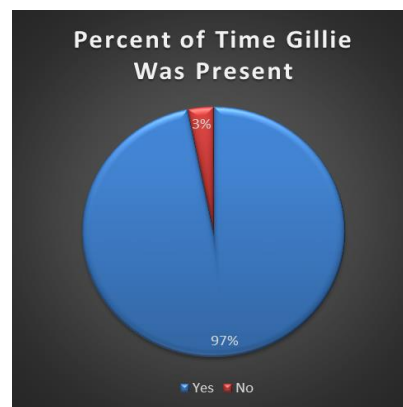


Figure 1: Percent of Time Gillie was Present

Number and Gender of Visitors Observed

Below is the total number of visitors as well as a breakdown of the number of visitors that were males, females, and children. Note that the total number of visitors is higher than the amount of surveys. This is due to the fact that many of the visitors interviewed were part of a group, and their total group number was recorded. It must also be noted that while the goal was to interview each person who came into the KDC, this was not always possible due to visitor-interviewer ratio.

Table 2 and Figure 2 show that the number of males, females, and children who were surveyed or were part of a group that was surveyed is relatively equal. Each is within a count of 15 from one another, and do not differ more than 7 percent of the total amount. While higher power statistical testing would give a better idea of any significant differences, the numbers provided suggest a roughly equal division between men, women, and children who enter the KDC.

Number of Visitors Observed	Count	Percentage
Males	62	29.52%
Females	71	33.81%
Children	77	36.67%
Total	210	100.00%

Table 2: Number of Visitors Observed

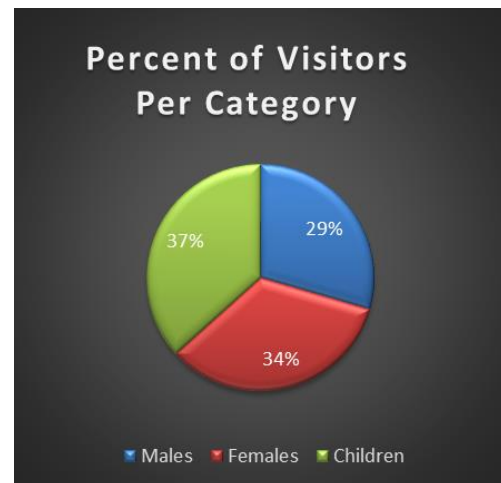


Figure 2: Percent of Visitors Per Category

Age Range of Visitors

Below is a breakdown for the age range of visitors. Table 3 provides the count and percentage while Figure 3 provides a visual display of percentage only. Age was only recorded for the individual being interviewed, therefore there are 63 cases. It is important to note that kids under 18 were only interviewed on the occasion their parent was with them and allowed them to field the questions.

Table 3 displays that the ages are concentrated in the middle ranges, with only two in 10-20 and six in 60-70, while all other ranges have at least 12. The percentages of these middle ranges are between 19 and 26 percent. While higher power statistics would give a more in-depth analysis of differences, the percent amounts displayed suggests these middle ranges are at the very least similar to one another in total. This shows that there is a large range of age groups visiting the KDC, and thus enables multiple audiences to be captured in analysis.

Age Range	Count	Percentage
10-20	2	3.17%
20-30	16	25.41%
30-40	12	19.05%
40-50	14	22.22%
50-60	13	20.63%
60-70	6	9.52%
Total	63	100%

Table 3: Count and Percentage for Age Range

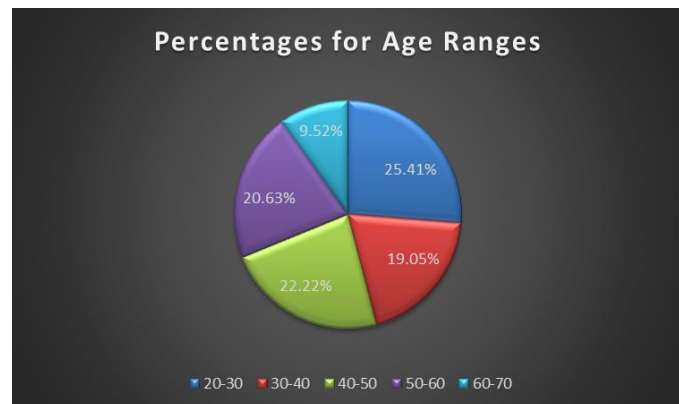


Figure 3: Percentages of Age Ranges

Group Sizes for Visitors Interviewed

Table 4 and Figure 4 provide the numbers and percentages for group size of visitors interviewed. As stated above, if there was more than one person per group, only one was interviewed, and each group is treated as a separate case. Therefore, the total number matches that of total surveys.

Table 4 shows that the majority of visitors were in groups of two, with the amount being almost twice that of the next highest group number. The pie chart gives the visual representation, with the two-person groups (red slice) taking up over one-third of the area. This suggests that the most common group size for visitors to the KDC is two. The second most common are groups of three.

Group Size	Count	Percentage
1	9	14.29%
2	25	39.68%
3	13	20.63%
4	6	9.52%
5+	10	15.87%
Total	63	100.00%

Table 4: Group Sizes for Visitors Interviewed



Figure 4: Group Sizes for Visitors Interviewed

Below, this information is provided in a different format, with all groups being combined and compared to the amount of those who visited the KDC as an individual.

The groups far outweigh the individuals, with over 85% of visitors coming in groups of two or more. This suggests that visitors are more likely to be part of a group when coming to the KDC than they are to come alone.

Individual Visitors v. Groups	Count	Percentage
Individual	9	14.29%
Group	54	85.71%
Total	63	100.00%

Table 5: Individual Visitors v. Groups



Figure 5: Individuals v. Groups

Zip Codes of Visitors

Visitors were asked to provide a zip code during their survey. This was done so the team could analyze any trends in location from which visitors came. The results are provided in Table 6 and Figure 6.

Table 6 displays the locations from which visitors came based upon the zip code they provided. The team first looked at how many visitors came from the Tulsa area. Then the evaluators looked at those who came from outside of Tulsa, but still in Oklahoma. Next the team looked at how many people came from out of state, including outside of the country. Four visitors chose not to answer this question, and they are labeled as n/a.

Visitors from Oklahoma accounted for roughly one-third of the total, as did visitors from out of state. The remaining one-third was split between Tulsa and those who did not answer, with the majority in the Tulsa bracket.

The above percentages suggest that the majority of people who come to the Gilcrease and enter the KDC are not local to Tulsa. Tulsa residents are certainly represented, but visitors from elsewhere in Oklahoma, as well as out of state visitors, outnumber them.

Zip Codes by Location	Count	Percentage
TU	16	25.40%
OK	22	34.92%
Out of State	21	33.33%
NA	4	6.35%
Total	63	100.00%

Table 6: Zip Codes by location



Figure 6: Number of visitors by location and Visitor Location Percentage

Number of Times Visiting the KDC

Table 7 and Figure 7 below present the results for how many times each individual has visited the KDC prior to the instance in which they were interviewed (the current visit was not counted). For this question, it was specified that the surveyors did not mean the Gilcrease Museum in general, but specifically the KDC. The surveyors also specified that they did not mean the new KDC in particular, but the KDC in general, before and after the redesign.

As can be viewed in Table 7 and Figure 7, the majority of visitors had never visited the KDC prior to the day they were interviewed. This group accounted for almost 60% of the visitors interviewed, while the remaining three options were far less and accounted for under 40% of the total. Two people chose not to answer this question and are represented by the n/a option.

This can be interpreted as the KDC drawing in a large amount of new visitors, while still being able to maintain a substantial amount of return visitors.

Number of Times Visited	Count	Percentage
0	37	58.73%
1	8	12.70%
2	7	11.11%
3+	9	14.29%
NA	2	3.17%
Total	63	100.00%

Table 7: Number of Times Visited

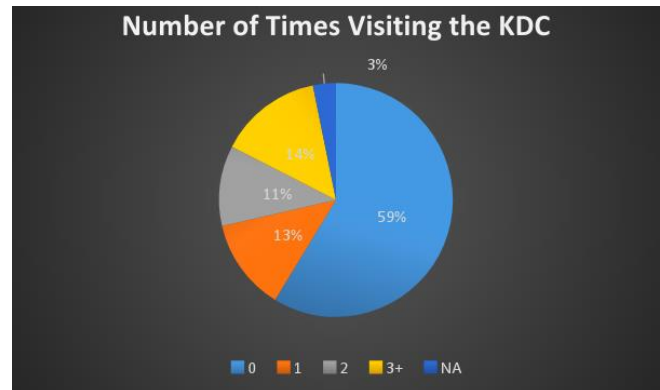


Figure 7: Number of times visiting the KDC

Tribal Affiliation

Visitors were asked if they had any Tribal affiliation, and the results of this question are presented in Table 8 and Figure 8 below. They were also given the option to state what Tribe they belonged to, however the interest was not on specific tribal affiliation, but instead the amount of tribal members overall who visited. Therefore, the yes category is not broken down by individual tribes. Specific Tribal information can be found in Appendix C, section 1.

The majority of visitors did not have a tribal affiliation. This information accounts for over 75% of the total. Those affiliated with a tribe accounts for less than 20% of the total. Two visitors chose not to answer this question.

While this may not seem like an overwhelming statistic, it is important to note that the collection in the KDC is that of Indigenous peoples of the Americas. Tribes in the United States fall into this category and it is important to create a space which is accessible to them. Based on the above numbers, the KDC is not currently accomplishing this goal at a high rate.

Tribal Affiliation	Count	Percentage
Yes	12	19.05%
No	49	77.78%
NA	2	3.17%
Total	63	100.00%

Table 8: Tribal Affiliation

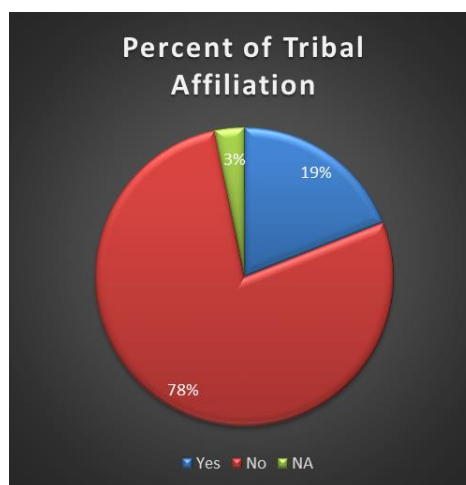


Figure 8: Percent of Tribal Affiliation

What Attracted Visitors to the KDC?

Table 9 and Figure 9 display the results for the question of what attracted visitors to the KDC. This was asked in order to see if there was one form of advertisement or word-of-mouth that brought a majority of people to the KDC.

An overwhelming amount of visitors stated that it was something other than a Gillie, a sign, or a recommendation that attracted them to the KDC. Several examples are given below of what “other” was. Signs resulted in the second highest option. However, they accounted for less than 20% of the total, suggesting that the overall effectiveness of signs is not high. Only 3% of people said that a Gillie brought them into the KDC. This suggests that it is possible the Gillies at the welcome table are either not telling visitors about the KDC, or are not encouraging them to visit it. One person is labeled as n/a, however this person’s official answer was “I don’t know.”

Several visitors stated that a desire to see everything in the Gilcrease Museum brought them into the KDC. These people were likely not at the Gilcrease for a specific reason, and instead were just exploring.

A few people stated that they were simply wandering around the Gilcrease Museum and they happened to end up in the KDC. This suggests that while they may not have meant to end up in the KDC, that it was noticeable and caused them to enter in some fashion.

A couple of people who were interviewed stated that a class project brought them into the KDC. While this doesn’t suggest that students are necessarily developing their own interest in the KDC, it does suggest that professors at the University of Tulsa are utilizing the KDC as a teaching tool for their class content. This is encouraging moving forward, and can hopefully be increased. Additional examples of “other” ranged from wanting to see the changes, being a museum professional themselves, Funday Sunday, ect. A full list can be located in Appendix D, section 1.

What Attracted the Visitor to the KDC	Count	Percentage
Gillie	3	4.76%
Recommended	6	9.52%
Sign	10	15.87%
Other	43	68.25%
NA	1	1.59%
Total	63	100.00%

Table 9: What Attracted the Visitor to the KDC

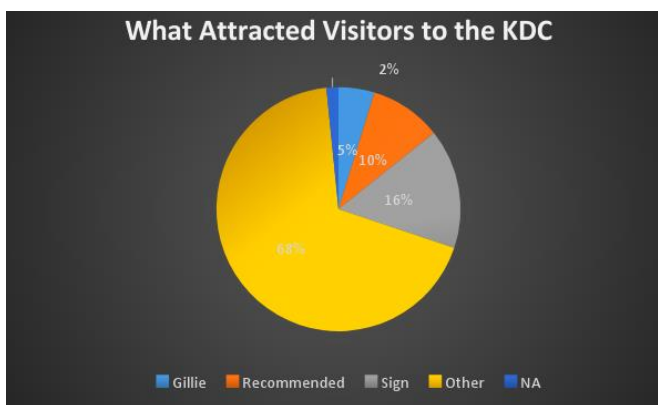


Figure 9: What Attracted Visitor to the KDC

Level of Education

Visitors were then asked their level of education. This was asked in order to determine if the KDC was drawing in people from a particular education level or if it varied. Below, Table 10 and Figure 10 display the answers for this question.

While the overall totals vary, the percent totals show representation for each education level. Visitors surveyed with an Associates degree is the lowest with only four total. Bachelor's degree is the highest with Graduate not far behind. Highschool is last accounting for almost 15% of the total. The remaining 12.7% falls under n/a, visitors that did not wish to answer the question.

The fact that there is representation in each category shows that the KDC is attracting a diverse group of individuals in relation to education level. This does one of two things. It either suggests that the content and media used in the KDC is applicable to various levels of education, or that if it is not, that there is a strong motivator to make it so.

Level of Education	Count	Percentage
High School	9	14.29%
Associates	4	6.35%
Bachelors	22	34.92%
Graduate	20	31.75%
NA	8	12.70%
Total	63	100.00%

Table 10: Level of Education

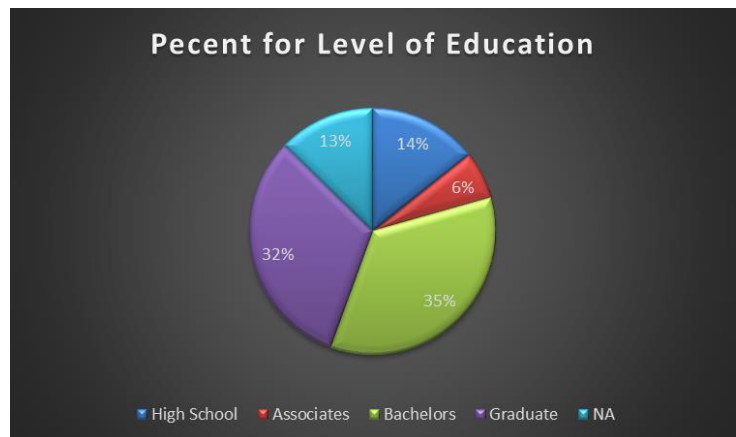


Figure 10: Percent for Level of Education

Visitors Observed by Day of the Week

The team compared the number of male, female, and children visitors by day of the week to assess if there was a particular day which any group was more likely to visit the KDC. The results are shown below in Table 11 and Figure 11.

The numbers and percentages show that children are most likely to attend on Wednesdays and Sundays. Wednesday is the only day during the surveys that members observed school groups visiting the KDC. Sunday is also a popular day for children to attend, partially due to the Gilcrease's Funday Sunday event that is held once a month. The survey window included one of these events. Females are most likely to attend on Sundays and Saturdays, as are males. Weekends are accessible to families, as they are typically the days that adults have off from work. Fridays seem to be the day with the overall lowest attendance, while Sundays have the highest.

This information can be useful when exploring ideas for programs to bring people into the KDC. For example, to draw more visitors on Fridays, there could be an activity in the KDC that attracts children, such as a scavenger hunt for artifacts in the drawers. Fridays could also be geared toward adults by incorporating some kind of more advanced information onto the tablets on that day, or by doing a workshop that allows parents to become more familiar with the technology.

Visitors Observed v. Day of the Week	Male	Females	Children	Total
Sunday	18	23	23	64
Tuesday	14	10	9	33
Wednesday	0	4	28	32
Thursday	9	13	9	31
Friday	6	4	2	12
Saturday	15	17	6	38
Total	62	71	77	210

Table 11: Visitors observed by Day of the Week

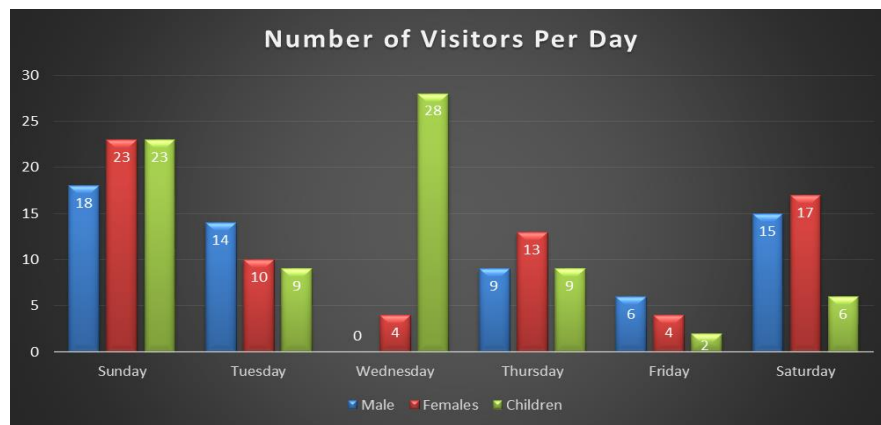


Figure 11: Number of Visitors by Day of the Week

Descriptive Statistics for Tablet Usage

The Tablet Usage section of the survey was designed to assess if the tablet content was useful, if the tablets were user friendly, if the tablets worked well for different individuals, and if there were any features lacking from the tablets. If a visitor who was surveyed did not pick up a tablet, the questions were not applicable and were labeled as n/a.

Tablet Content was Helpful

Visitors surveyed were asked to answer if they felt the content on the tablet was helpful. They were given the option of strongly agreeing, agreeing, remaining neutral, disagreeing, strongly disagreeing, or not answering. The results of this question are presented below in Table 12 and Figure 12.

The majority of visitors interviewed answered strongly agree to this question. The second most common answer was agree, one person remained neutral, three disagreed, and nine were not able to answer or chose not to answer the question. Based upon these results, it can be suggested that the overall the content on the tablets is helpful.

One of the people interviewed who answered “disagree” came to the KDC expecting to be able to look up specific cultural information on the tablets, and was not able to do so. He stated that this influenced his answer. Another stated that he would have liked more detailed instructions on the table. The third individual who selected “disagree” did not have much time in the KDC and it appeared that most of his dislike stemmed from that issue rather than direct issues with the tablet content.

Tablet Content Was Helpful	Count	Percentage
SA	30	47.62%
A	20	31.75%
N	1	1.59%
D	3	4.76%
SD	0	0.00%
NA	9	14.29%
Total	63	100.00%

Table 12: Tablet Content was Helpful

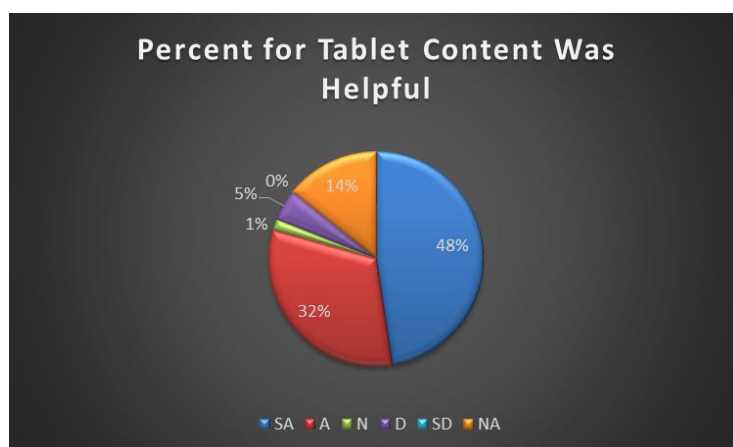


Figure 12: Tablet Content was Helpful

The Tablet Content was User-Friendly

Visitors were asked if the content on the tablet was user friendly in order to assess ease of use. The “strongly agree” to “strongly disagree” answer options were again used for this question. The results are provided in Table 13 and Figure 13, featured below.

For this section, “strongly agree” was again the most common answer, with “agree” following. “Disagree” again had two answers, and “neutral” had no answers. It is interesting to note that the “strongly agree” percentage increased from the previous question, suggesting that despite only selecting “agree” with the content of the tablet being helpful, the same visitors selected “strongly agree” when assessing the user-friendliness of the table. This is reflected in the actual surveys themselves.

The two individuals who selected “disagree” were the same individuals from the previous question, one that felt there needed to be more detailed instructions on the tablet and other who did not have a great deal of time.

Tablet Content Was User Friendly	Count	Percentage
SA	36	57.14%
A	16	25.40%
N	0	0.00%
D	2	3.17%
SD	0	0.00%
NA	9	14.29%
Total	63	100.00%

Table 13: Tablet Content was User Friendly

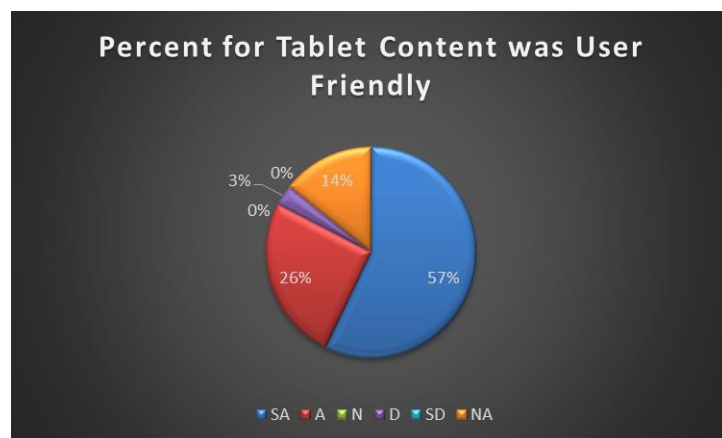


Figure 13: Tablet Content was User Friendly

The Tablet Worked Well for Me

Visitors were then asked about individual use of the tablet. When assessing how well the tablet worked for them, surveyors were interested in knowing if there were any technical issues with the tablet such as it kicking them off, or shutting down all together. The results for this question are presented below in Table 14 and Figure 14.

As in the previous two questions, “strongly agree” had the highest percentage followed by “agree.” One person remained “neutral.” It is important to point out that no visitors selected “disagree” for this question. This suggests that no visitors experienced what they considered to be noteworthy technical issues, despite not necessarily agreeing with the user friendliness or usefulness of the content on the tablets.

There are a couple instances in the surveys where people noted the tablets “timing out”, however, based on individual answers this did not affect their overall view of the tablets.

Tablet Worked Well for Me	Count	Percentage
SA	34	53.97%
A	19	30.16%
N	1	1.59%
D	0	0.00%
SD	0	0.00%
NA	9	14.29%
Total	63	100.00%

Table 14: Tablet Worked Well for Me

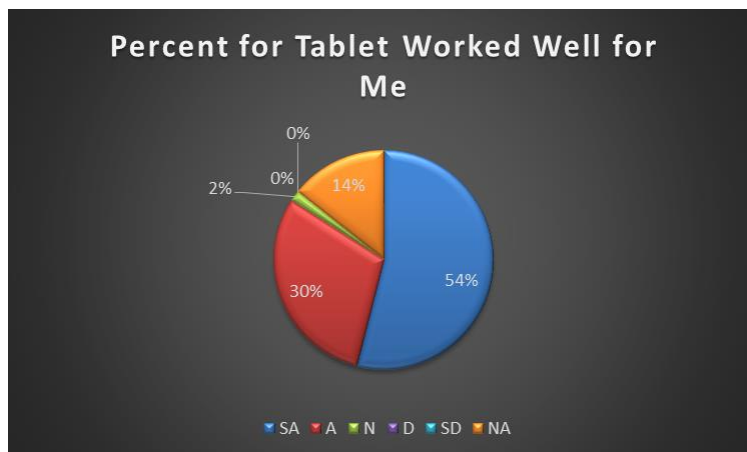


Figure 14: Tablet Content Worked Well for Me

User-friendliness was also analyzed by age range to see if there were any trends for assessing the accessibility of the tablets. The results are provided in Figure 15, listed below.

The two age ranges with the highest number of “strongly agree” are 20-30 and 40-50. Those in the age range of 20-30 commonly answered that they had some level of college education, and therefore may have more experience with the technology presented in the KDC.

Though this question was not asked, those in the 40-50 age range may have had school-age children who commonly use the technology presented in the KDC. This is reflected in the surveys, as several instances are recorded where adults in this age range stated their children helped them with the technology.

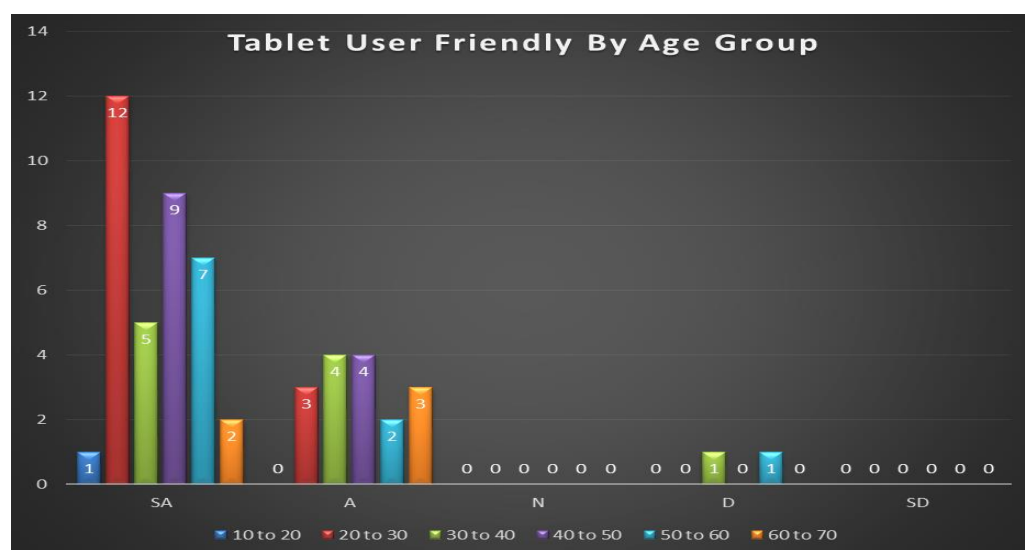


Figure 15: Tablet User Friendly by Age

Visitor Suggestions for the Tablet

Are There any Features You Would add to the Tablets?

At the end of the tablet usage section, visitors were asked if there are any features they would add to the tablets. Some examples of answers are provided below and discussed. The full list can be found in Appendix C, section 2.

There were twelve instances where people suggested adding more information about the artifacts in the drawers to the tablets. Their suggestions included more detailed interpretations, better provenance, explanations of unfamiliar terms such as “kill hole”, more information on the specific cultures from which the artifacts came, being able to search by artifact type, etc. The high amount of people with this type of suggestion proposes that it would be a beneficial addition. It also shows that people are interested in the artifacts in the KDC and want to learn more.

At least two instances are recorded where visitors did not like having to type in all of the numbers. One of these visitors stated that there were too many numbers to type and that they either needed to be enlarged or cut down. Another visitor suggested that there needs to be some kind of a scanning option, such as a QR code, so that numbers did not have to be typed.

A visitor suggested that the tablet should allow for going off the set trail, they stated that they did not have time to complete the entire Trail but would have still liked to be able to explore it, starting at any pod other than Jaguar. This would also be beneficial in instances that a group was already a Jaguar and another group wished to start the trail. It would not only prevent bottlenecks, but would also save visitors time by preventing them from waiting. Throughout the surveys, there were some instances noted, especially at high traffic times, where visitors had to wait for others to finish at a specific pod before they could begin. While this is likely not completely avoidable on days like Funday Sunday, allowing the option of pod mobility could help mitigate the back-up.

Two visitors stated that items they chose from the drawers were not on the tablets. While surveyors only interviewed two visitors with this issue, it was an issue that was encountered. It would be beneficial to have an overall database similar to the old system that visitors can use for items not on the tablets. It would also be interesting to have a total count of the number of objects in the drawers that are not on the tablets, and be able to label these items in some way in the drawers so that visitors do not waste their time searching for them on the tablet.

Additional suggestions that visitors had included adding games to the tablets, allowing for a competition within groups for the questions, allowing for visitors to exit the trail early, and adding a map to the tablet that showed where specific artifacts would be found.

The suggestions offered in this section show that while visitors have some suggestions on how to improve the tablets, they overall enjoy the addition of them and would like to be able to do more with them.

Descriptive Statistics for Behavior on the Discovery Trail

The Behavior on the Discovery Trail section of the survey was designed to assess if visitors felt that the Discovery Trail was easy to follow, if they felt the pods were accessible, if they felt the questions were age appropriate for themselves/their group, and if they would recommend the Trail to others. Visitors that did not take the Discovery Trail did not answer the question or answered as “not applicable.” These responses were removed from the tables and figures in this section, as they represented over half of the total number and skewed the statistics. The total number of people who at least started the Discovery Trail and answered these questions was 25.

The Discovery Trail was Easy to Follow

The statement, “The Discovery Trail was easy to follow”, was used in order to assess the overall organization of the Discovery Trail as well as the instructions provided on the tablet. The answers ranged from “strongly agree” to “strongly disagree.” The results are provided in table 15 and Figure 16.

The most common answer for this question was “strongly agree” with “agree” only 6% behind. One visitor answered “disagree” and accounted for the remaining 4%. This suggests that overall, the vast majority of visitors who took the Discovery Trail found that it was easy to follow.

The person who answered “disagree” was observed as not wanting to answer questions, and as rushing through the survey.

Trail Easy to Follow	Count	Percentage
SA	13	52.00%
A	11	44.00%
N	0	0.00%
D	1	4.00%
SD	0	0.00%
Total	25	100.00%

Table 15: The Discovery Trail was Easy to Follow



Figure 16: Trail was Easy to Follow

The Pods Felt Accessible

Visitors were asked if the pods felt accessible. These answers are provided in Table 16 and Figure 17.

“Strongly agree” is the most common answer for this question, followed by “agree”. One person selected “disagree”. The number for “strongly agree” increased from the previous question of the trail being easy to follow. This suggests that while people may not like the layout or directions for the trail, they still strongly agree the actual pods are easily accessible.

The person who answered “disagree” for this question is that same person who answered “disagree” for the previous questions, and is again cited as not wanting to answer questions and as rushing through the survey.

Pods Accessible	Count	Percentage
SA	15	60.00%
A	9	36.00%
N	0	0.00%
D	1	4.00%
SD	0	0.00%
Total	25	100.00%

Table 16: The Pods Felt Accessible

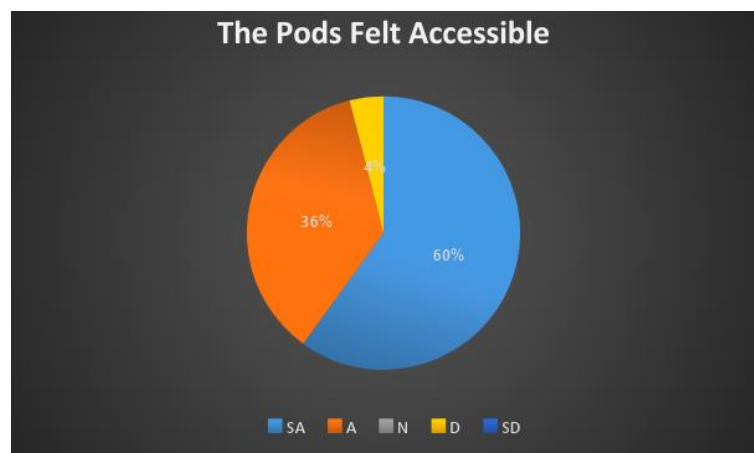


Figure 17: The Pods Felt Accessible

Were the Questions Age Appropriate for your Group?

Visitors were also asked about age appropriateness of the questions at the end of each Pod. The goal was to assess if what was asked was age appropriate for each group. The answers are provided below in Table 17 and Figure 18.

Overall, 80% of visitors answered “yes” while 20% answered “no”. This shows that the majority of the people who took the trail felt the questions were age appropriate.

Of the visitors that answered “no”, one of them had a three-year-old girl with them who was not able to answer the questions. However, they did state that she still had a positive experience and enjoyed running around from pod to pod. Another group that answered “no” had kids of multiple ages with them and their youngest child was not able to answer the questions. The third group stated that the parents had to help the children, and the fourth group did not give a reason as to why they felt the questions were not age appropriate. The fifth individual was the same one that did not want to answer questions and was rushing through the survey.

Questions Level Appropriate	Count	Percentage
Yes	20	80.00%
No	5	20.00%
Total	25	100.00%

Table 17: Were the Questions age appropriate for you/your group?

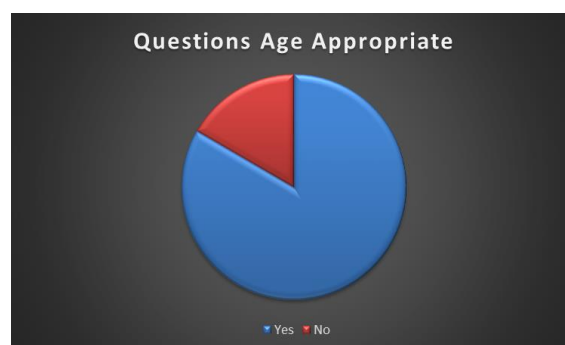


Figure 18: Questions Age Appropriate

Would you recommend the Discovery Trail to Others?

The final questions asked if overall, the individual would recommend the Discovery Trail to others. Overall, 92% said they would recommend the Trail and 8% said they would not. This shows that the vast majority of people who took the trail would recommend it. The results are provided below in Table 18 and Figure 19. Of the two that said they would not recommend the Trail, one was the parent who said they had to help their child with the questions, and the other was the individual who did not want to answer questions and rushed through the survey.

Table 18: Would you Recommend to others?		
Would you Recommend to others?	Count	Percentage
Yes	23	92.00%
No	2	8.00%
Total	25	100.00%

Table 18: Would you recommend the Discovery Trail to others?

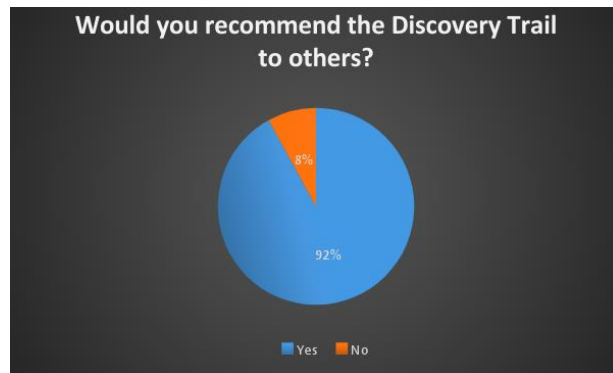


Figure 19: Would you Recommend the Discovery Trail?

Descriptive Statistics for Drawers

The drawers section of the survey was designed to assess if tablets were used for the drawers, if the drawers were easy to navigate with the tablets, and if the objects in the drawers corresponded with the tablets. This section also included the wrap up questions about value of the experience, and if the Center communicated the richness of Native American culture.

Those who did not use the tablets, did not go to the drawers, or who did not wish to answer the question were given an answer of “n/a.” Those answers were not removed for this section because they did not constitute more than 50% of the answers for any question. Therefore, all 63 individuals were included in this section.

Tablets Used with Drawers

Of the visitors surveyed, 59% used the tablets with the drawers, 16% picked up a tablet but did not use it with the drawers, and 25% are labeled as “n/a”, inferring they did not pick up a tablet at all and therefore could not answer, or they chose not to answer. This shows that the majority of visitors who picked up a tablet used it with the drawers. These results are presented below in Table 19 and Figure 20.

Two individuals who did not use the tablet for the drawers stated that they wished they would have, but they did not realize it was an option, and they did not take the time to figure it out. Another individual stated that he wished there would have been another way to learn about the items besides the tablet because he simply did not want to use one. One visitor works at the Nature and Science Museum in Denver and was impressed with the drawer/tablet system. He stated that he planned to mention it to the curator there.

Tablet Used with Drawers		
	Count	Percentage
Yes	37	58.73%
No	16	25.40%
NA	10	15.87%
Total	63	100.00%

Table 19: Tablet Used with Drawers

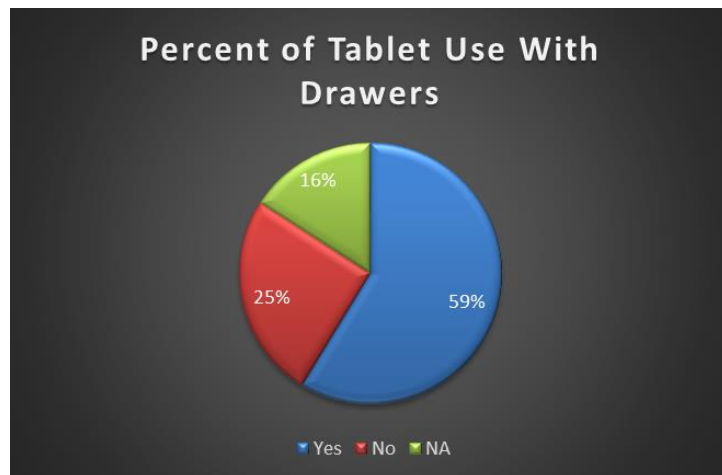


Figure 20: Percent of Tablet Use with Drawers

Drawers easy to Navigate with the Tablets

The statement “drawers were easy to navigate with tablet”, was used to assess if the drawers were easy to navigate with the tablets. The answers ranged from “strongly agree” to “strongly disagree” with those who did not use the tablets under “n/a.”

The numbers show that 40% of people “strongly agreed” that the drawers were easy to navigate with the tablets. 17% “agreed”, and 2% “disagreed”. 41% were in the “n/a” category. This shows that of those who used the tablets to look in the drawers, the majority felt the tablets were easy to navigate. The person who answered “disagree” stated that they did not realized they could look up drawers with the tablet and that this would have enhanced their visit. The results are presented below in Table 20 and Figure 21.

Drawers Were Easy to Navigate with Tablets		
	Count	Percentage
SA	25	39.68%
A	11	17.46%
N	0	0.00%
D	1	1.59%
SD	0	0.00%
NA	26	41.27%
Total	63	100.00%

Table 20: Drawers Were Easy to Navigate Tablets

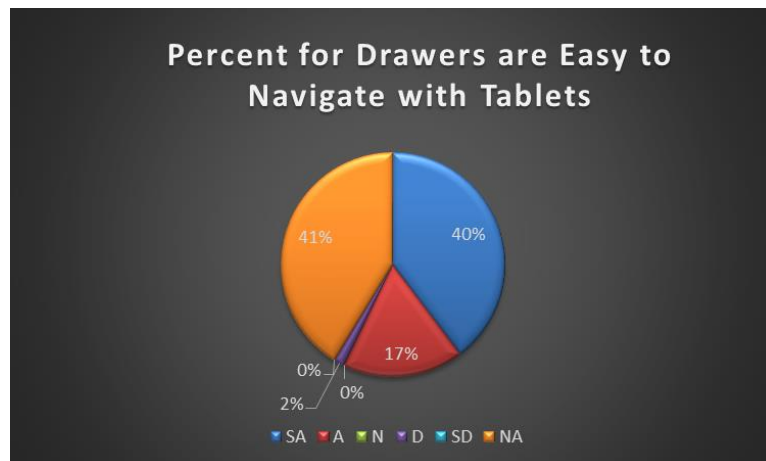


Figure 21: Drawers are Easy to Navigate with the with the Tablets

Accuracy of Tablet for Identifying Objects in Drawers

The final question about the drawers was meant to assess whether the tablets correctly associated with the items in the drawers or not.

Of the total individuals surveyed, 59% said the tablet was accurate for identifying items in the drawers, 1% said the tablet was not accurate, and 40% had an answer of NA. This suggests that overall people felt the tablet worked well for identifying items in the drawers. The results are reflected in Table 21 and Figure 22.

The one person who answered no to this question did not give an explanation as to why they answered “no.” However, they did strongly agree that the drawers were easy to navigate with the tablets, so it is possible that they simply came across one item in the drawers that was not on the tablet.

Tablet Was Accurate When Identifying Objects		
	Count	Percentage
Yes	37	58.73%
No	1	1.59%
NA	25	39.68%
Total	63	100.00%

Table 21: Accuracy of Tablet for Identifying Objects in Drawers

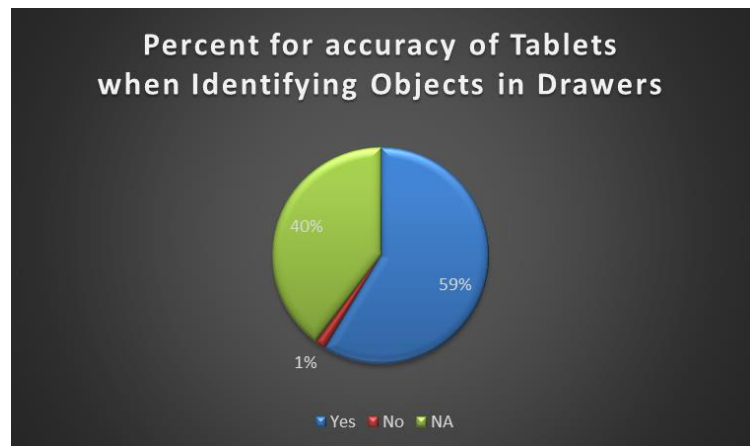


Figure 22: Percent for Accuracy of Tablet for Identifying Objects in Drawers

Closing Questions and Visitor Responses

The final questions on the survey were meant to assess the overall experience in the KDC. This included asking visitors: “what would enhance their next visit”. Due to the format of this question, data analysis was not performed. Some of the most common answers are discussed below. A full list can be found in Appendix C, section 4.

What would enhance your next visit?

The most common answer was more time to spend. There were several people interviewed that said they did not realize how much was in the KDC and wish they would have allowed for more time to explore. Evaluators also noticed that some people who did not do the trail chose not to do so due to lack of time.

Several people stated that they would have liked to see more cultural information. The team saw from the section about tablet additions that this was a common suggestion. It is also noted that if someone chose not to pick up a tablet, there was really no information available for them. This limits what they will do and what experience they will have.

A few visitors noted that they tripped when entering the pods and tablet station. While observing people, the evaluation team especially noticed this at the tablet area. When they began surveying, there were no signs to warn visitors to watch their step. However, on the final day of surveying, there were signs placed at the tablet station. Signs were still not available at every pod. This was a Funday Sunday, and the Gillie stated that the signs were placed due to the high amount of traffic.

One individual who came with her son stated that they really enjoyed the experience. She followed this by saying that despite enjoying the experience, she would likely not be bringing her son back unless something changed. He was only interested in the Discovery Trail and not the drawers. She stated that if nothing about the trail changed, it would not interest him, and they would have no reason to return. This would suggest that while visitors may enjoy the Trial, there is no reason to go through it more than one time.

Other answers included making objects in the back of the drawers more visible, placing smaller objects in the upper drawers so those who cannot bend down can see them, making sure all objects are on the tablets, allowing more interaction with objects, etc.

The Experience was Valuable to Me

The second closing question assessed if the visitor found the experience to be valuable. This question was asked with answers of “strongly agree” to “strongly disagree”. Those who did not wish to answer the question were placed in the “n/a” category.

Overall, 65% of visitors answered “Strongly Agree”, 24% answered “Agree”, 2% answered “Neutral”, and 9% chose not to answer and were placed in the “NA” category. This shows that the majority of visitors found the experience to be valuable to them. The results are displayed in Table 22 and Figure 23.

The one person that answered “neutral”, stated that the Center didn’t discuss the actual cultures much unless you took the trial, which her and her daughter did not have time to do. She also had a bachelor’s degree in anthropology and stated that this likely caused her to have some bias.

Experience Was Valuable to Me	Count	Percentage
SA	41	65.08%
A	15	23.81%
N	1	1.59%
D	0	0.00%
SD	0	0.00%
NA	6	9.52%
Total	63	100.00%

Table 22: The Experience was Valuable to Me

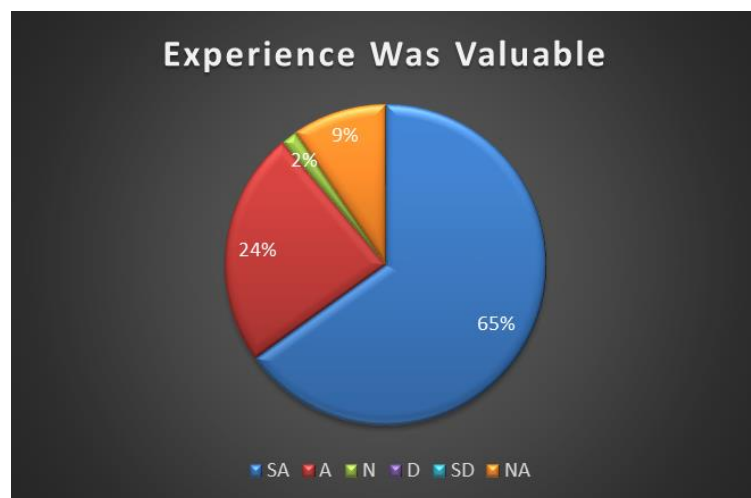


Figure 23: Experience was Valuable to Me

The KDC Communicates the Richness of Native American Culture

The final question was given in two parts. Visitors were first asked if they felt the Center communicated the richness of Native American culture. They were asked to answer on a scale of “strongly agree” to “strongly disagree”.

70% of people who were interviewed “strongly agreed” and that Center communicated the richness of Native American culture. 19% “agreed”, 3% “disagreed”, and 8% percent did not answer. This shows that overall, the majority of people felt the KDC communicates the richness of Native American culture. The results can be seen below in Table 23 and Figure 24.

Of the two people that answered “disagree”, one of them was the same person who “disagreed” on the previous question. The other individual stated that too much of the art provided was modern, and it did not represent the “old culture” well.

The second part of the final question asked those people who answered “strongly agree” and “agree” how they felt the Center accomplished the communication of the richness of Native American Culture. The majority of answers either referred to the artifacts themselves or the pods. Due to the format of the question, data was not analyzed. Some of the most popular answers are listed below. However, a full list can be located in Appendix C, section 6.

Over sixteen people talked about the amount of objects displayed and how this did a really great job of showing the extent, as well as the diversity, of Native American culture. Several guests stated that the pods communicated Native American richness. One individual stated they liked the way “Jaguar” started by giving the history and geographical locations of the tribes. A little girl jumped into an interview to state that she was learning about the “5 Civilized Tribes” at school and she had never heard of the Indians living at Spiro Mounds and was excited to learn about them. A few visitors stated that the story in “Bear” really communicated with them, as it was a personalized story.

Other visitors said that the KDC was a powerful experience and that it was well-organized. Several people also described it as unique and interesting. One visitor stated he had just moved to Oklahoma and hadn’t known much about the Native American culture before coming to the KDC, but that he was fascinated with all the information.

Communicates the Richness of Native American Culture	Count	Percentage
SA	44	69.84%
A	12	19.05%
N	0	0.00%
D	2	3.17%
SD	0	0.00%
NA	5	7.94%
Total	63	100.00%

Table 23: The KDC Communicates the Richness of Native American Culture

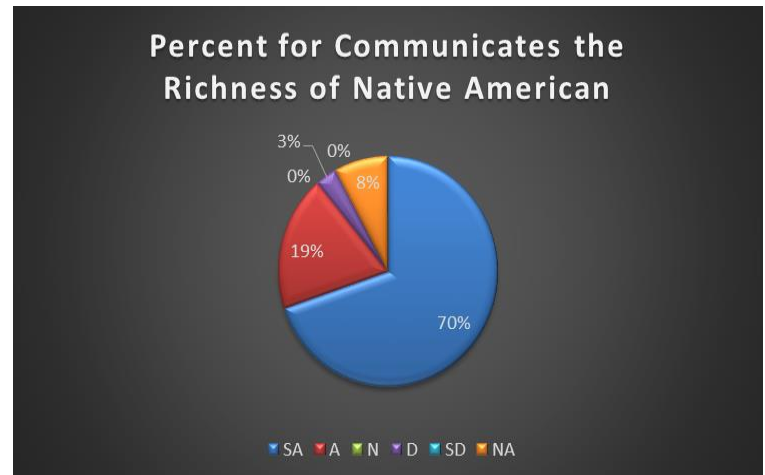


Figure 24: Percent for Communicates the Richness of Native American Culture

Tracking Analysis

Tracking Surveys were performed in order to see where visitors went within the KDC, and if there was information as to why and where they went. A total of 111 tracking surveys were completed. However, only 105 were used in the analysis process, due to the fact that the additional six were from school groups. The descriptive statistics are split up and discussed first by stops in general, and then by two and three stop trends, which follow people from stop to stop. The section is concluded with a discussion on how many visitors completed the Discovery Trail.

Tracking Individual Stops

Tables 24-29, on the next page, show the locations of visitors' stops throughout their time in KDC in percentages. These are displayed by stop, then by number and percentage of people that came to each location for that particular stop. Six stops were allowed for due to the fact that there were six official locations a visitor could go to in the KDC. These were the Gillie, the Tablets, the Drawers, Jaguar, Bear, and Spider. Each table is presented below with discussion occurring at then of the section.

The most common place visitors went first was the Gillie Desk, with 50% of visitors. The most common second stop was the tablets, with 36%. The most common third stop was the drawers with 41%. The most common fourth stop was "n/a", reflecting that many people left after their third stop. N/a remains the most common for fifth and sixth stop. This would suggest that the most common path people took was Gillie desk to tablets to drawers. In order to asses this as well as additional questions, two and three stop trends were analyzed. These are presented in the following section.

First Stop		
	Count	Percentage
Gillie Desk	52	49.52%
Tablets	32	30.48%
Drawers	19	18.10%
Spider	1	0.95%
NA	1	0.95%
Total	105	100.00%

Table 24: First Stop

Second Stop		
	Count	Percentage
Gillie Desk	8	7.62%
Tablets	38	36.19%
Drawers	30	28.57%
Jaguar	12	11.43%
Spider	6	5.71%
Bear	2	1.90%
N/A	9	8.57%
Total	105	100.00%

Table 25: Second Stop

Third Stop		
	Count	Percentage
Gillie Desk	2	1.90%
Tablets	6	5.71%
Drawers	43	40.95%
Jaguar	11	10.48%
Spider	9	8.57%
Bear	5	4.76%
NA	29	27.62%
Total	105	100.00%

Table 26: Third Stop

Fourth Stop		
	Count	Percentage
Gillie Desk	1	0.95%
Tablets	9	8.57%
Drawers	11	10.48%
Jaguar	8	7.62%
Spider	16	15.24%
Bear	6	5.71%
NA	54	51.43%
Total	105	100.00%

Table 27: Fourth Stop

Fifth Stop		
	Count	Percentage
Gillie Desk	2	1.90%
Tablets	4	3.81%
Drawers	5	4.76%
Jaguar	2	1.90%
Spider	7	6.67%
Bear	12	11.43%
NA	73	69.52%
Total	105	100.00%

Table 28: Fifth Stop

Sixth Stop		
	Count	Percentage
Drawers	12	11.43%
Spider	1	0.95%
Bear	5	4.76%
NA	87	82.86%
Total	105	100.00%

Table 29: Sixth Stop

Two and Three Stop Trends

The two stop trends show the paths which visitors were taking when in the KDC. Specifically, the evaluators were looking to see where visitors went when they first entered, and where they went after speaking to a Gillie. They also recorded how many people finished the Discovery Trail all the way though.

Two Stop Trends Starting at Gillie

The first trend the team looked at was a two stop trend starting at the Gillie. This starting point was chosen because it was the most common first stop. The results are displayed below in Table 30 and Figure 25. The results prove that people are much more likely to go from the Gillie to the tablets than they are from the Gillie to the drawers. During several of the shifts surveying, the team noticed that the Gillies were very proactive about stopping people and explaining the tablets to them. The results below reflect this.

Two Stop Trend Starting at Gillie			
Stop 1	Stop 2	Count	Percentage
Gillie	Tablets	36	70.59%
	Drawers	15	29.41%
	Total	51	100.00%

Table 30: Two Stop Trend Starting at Gillie

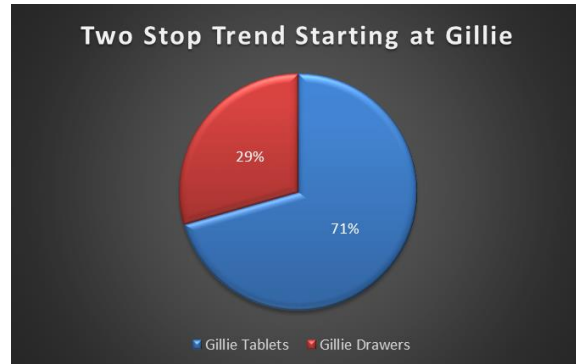


Figure 25: Two Stop Trend Starting at Gillie

Two Stop Trend Starting at Tablets

The next trend that was studied was a two stop trend starting at the tablets. The starting point of tablets was selected due to the fact that it was the second most common first stop.

The percentages below in Table 31 and Figure 26 show that after starting at the tablets, 50% of visitors went to the drawers, and 50% of visitors started the Discovery Trail. This shows an interesting trend that visitors are just as likely to go to either location after discovering the tablets, if they approach the tablet section on their own. This led to the question of where visitors might head for their third stop if they approached the Gillie Desk first then went to the tablets.

Two Stop Trend Starting at Tablets			
Stop 1	Stop 2	Count	Percentage
Tablets	Drawers	12	50.00%
	Jaguar	12	50.00%
	Total	24	100.00%

Table 31: Two Stop Trend Starting at Tablets

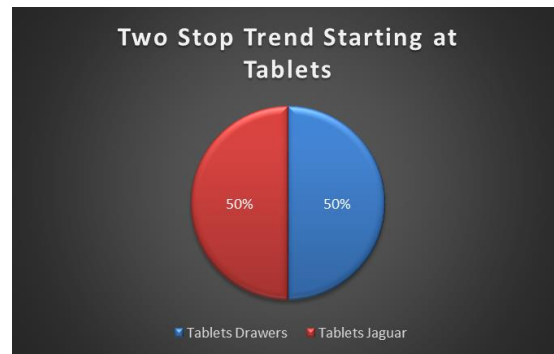


Figure 26: Two Stop Trend Starting at Tablets

Three Stop Trend

A three stop trend was analyzed for visitors who went first to the Gillie then to the Tablets. This was done to see if the Gillies had a significant effect on where people go after the tablets. The results are provided below in Table 32.

While visitors who approached the tablets first on their own had a 50/50 chance of heading to either the drawers or the Discovery Trail, those who approached the Gillie Desk before going to the tablets showed different results. Almost 90% of people who approached the Gillie Desk first and then the tablets, went to the drawers as their third stop. Just over 10% of the people went to “Jaguar” and started the trail. This is an extreme difference than those who approached the tablets on their own. This suggests that the Gillies have a very big effect on where people go in the KDC.

During survey work, several of the evaluators recorded instances of Gillies showing people the tablets and telling them about the drawers, while not even mentioning the Discovery Trail. In fact, the majority of the time unless they had a child with them the Trail was not brought up.

Three Stop Trend Starting at Gillie				
Stop 1	Stop 2	Stop 3	Count	Percentage
Gillie	Tablets	Jaguar	4	11.76%
	Tablets	Drawers	30	88.24%
		Total	34	100.00%

Table 32: Three Stop Trend Starting at Gillie

Visitors Who Did and Did Not Finish the Trail

After seeing the effect that The Gillies had on people starting the trail, the evaluation team was curious to see how many people completed the Trail and where those people started. The result of this is below in Table 33 and Figure 27.

Surprisingly, the same number of people who started at the Gillie and started at the tablet ended up finishing the Trail. They both had a total of four finishing. This means that eight people who started at the tablets and then went to the Trail did not finish it. All people who started at the Gillie then went to the Tablets then Trail completed the Trail in its entirety. This shows that those who went to the Gillie first may have been less likely to do the trail, but if they did do the trail, they were more likely to finish it than those who did not go to the Gillie.

The one person who went from tablets, to drawers, to the trail, was a gentleman who was waiting on another group to finish Jaguar, and he chose to spend his time waiting looking through the drawers.

After seeing the small amount of people who did finish the trail, it was decided to compare this with the number of people who did not finish the trail. This is presented below in Table 34.

This shows that overall, the amount of people who did and did not complete the Trail is almost equal. Again, it should be noted that all those who started the Trail and did not finish it were those who did not go to the Gillie first, but instead went straight to the tablets. This suggests that those who approached the Gillie before starting the Trail were more likely to finish it. This makes sense, as those who did not approach the Gillie first did not get an explanation of what the Trail was and the time commitment associated with it.

Visitors Who Finished the Trail						
Stop 1	Stop 2	Stop 3	Stop 4	Stop 5	Count	
Gillie	Tablets	Jaguar	Spider	Bear	4	
Tablets	Jaguar	Spider	Bear		4	
Tablets	Drawers	Jaguar	Spider	Bear	1	
					Total	9

Table 33: Visitors who finished the Trail

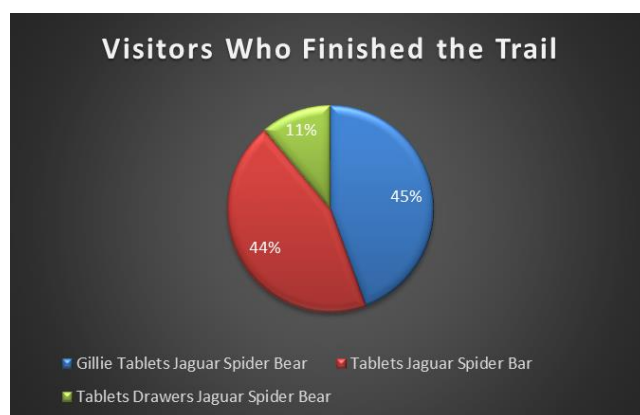


Figure 27: Visitors who finished the Trail

Visitors Who Did and Did Not Finish the Trail		
Finished	Did not Finish	Total
9	8	17

Table 34: Visitors that did and did not finish the Trail

Pertinent Data that Did Not Require Analysis

The evaluation team collected some additional data in order to see numbers, but this data did not require any analysis.

Number of Drawers Opened

Table 35, featured below, shows the total number of drawers opened during the time tracking visitors. This observation was placed on the tracking sheet.

The total number is actually greater than the listed record due to the fact that some trackers recorded the amounts as a number and a plus sign. For example, if a visitor reviewed more than 25 drawers, but the observer was not sure of the exact number, it was recorded as “25+”. When adding the total amount of drawers, these instances were only added as the base number observed, so 25 for the aforementioned example. This is valuable because it shows that in the twelve days that the team observed visitors, there was an average of over 125 drawers opened per day. This shows that visitors are using the drawers too look at the artifacts, and the drawers play an important role in the KDC.

Total amount of drawers opened by visitors who were tracked	1,521
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Table 35: Number of Drawers Opened

Time Spent in the KDC

Visitors who were tracked at the KDC were also timed. The time at which they entered and left was recorded and this was translated to total time spent in the center. All times are added together and divided by the total number of cases. The school groups were not included in this section as they were not given a choice as to the amount of time they spent. The average amount of time for all visitors who were tracked was roughly 25 minutes. This amount of time is barely enough to complete the trail, not including setup and answering the questions. This suggests that the amount of time visitors had to explore the KDC dictated if they chose to do the Trail or not. Those who felt they were on a time schedule likely opted out of the trail.

Average amount of time spent in KDC for visitors tracked	25 minutes
--	------------

Table 36: Average amount of time spent in the KDC

Gillie Survey for Attendance

When the team began the project, they were given a set of attendance surveys for the KDC that the Gillies filled out on a daily basis. The team was provided with records for July, June, August, September, and part of October. The numbers are displayed below in Table 37. Evaluators used these attendance records to determine if there were specific days that were busier than others. They also wanted to see if school starting for the semester had an impact on attendance. The team also discovered that school appeared to have a substantial effect on attendance. There is a large decrease from July to August, when school begins for each semester. There is another large decrease from September to October that the evaluators did not have enough to data to investigate. However, it could be due to other competing, activities on weekends.

Gillie Record Sheets for attendance							
	Sunday	Tuesday	Wednesday	Thursday	Friday	Saturday	Total
July	565	227	238	214	274	488	2006
August	191	235	173	161	207	531	1498
September	326	200	191	272	190	400	1579
October (1 st half)	203	72	82	70	119	158	704
TOTALS	1285	734	684	717	790	1577	5787

Table 37: Gillie Records for Attendance

Tablet Usage

The Gilcrease Museum, specifically Joseph Carringer, sent the team the number for how many people logged into the tablets, since the opening of the new KDC. This information is divided by the month. It is presented in Table 38 below. Each login is counted individually, however it does not specify whether or not the visitors themselves were individuals or groups of multiple people using one tablet. This information was able to show that the tablets are, in fact, being used. While people seem to have been hesitant at first to use them, or possibly just not visiting the KDC, by June numbers had greatly increased. This shows a general increase in the number of people using the tablets on their visits to the KDC. It would interesting to get information as to what number of Males, Females, and children comprise the totals and compare this to the attendance.

KDC Research Data: 2017	Number of Visitors who logged into a tablet
<i>January</i>	KDC under construction
<i>February</i>	KDC under construction
<i>March</i>	KDC under construction
<i>April</i>	KDC under construction
<i>May</i>	395
<i>June</i>	908
<i>July</i>	675
<i>August</i>	897
<i>September</i>	965
<i>October</i>	764
<i>November as of Nov 26</i>	904

Table 38: KDC data for Tablet logins.

School Labs at the Kravis Discovery Center

When school groups visit the KDC, the procedure and function of the exhibit takes on a new form. In order to accommodate a whole class, the Center is closed to the public, and the Gillie sets the tablets to “lab” setting in order to facilitate the class through the Discovery Trail.

The school lab was observed and recorded. Students sit on the floor directly in front of the tablets. The Gillie then explains the Kravis Discovery Center to the students, and he or she asks them to wait while they set up the system. Next, the Gillie selects the group lab setting, followed by the grade level on the tablet at the Gillie desk, all of the tablets on display light up, and at this point the students are able to select a tablet. After the students select a tablet, the

system automatically groups them into either the category of Jaguar, Spider, or Bear. This determines where each group begins the trail. Each group then moves through the trail, answering grade level questions after each pod until they have completed all three pods. After completing the trail, the students return the tablet to the tablet station. At this point, they are able to select another tablet and begin free exploration of the drawers.

Two school groups were observed throughout the study. Both were 6th grade classes from the same local school. Both teachers associated with the observed classes completed surveys for students' experiences. Overall, they felt that the Kravis Discovery Center was successful at educating and engaging the students. The students were interested, engaged, and inquisitive for almost the entire hour they were in the Center.

The groups were forced to complete the Discovery Trail through the nature of the lab function, so the tracking survey of the groups did not give much insight into the visitor traffic; however, it is worthy to note that one of the student's tablets malfunctioned and ejected them from the trail. For this reason, one of the teachers surveyed noted that it would be beneficial to have a manual reset button on the tablet that visitors could press themselves. While inferences about visitor traffic may not be able to be made based on the surveys, the teacher survey gave insight into the student engagement with the trail. Both teachers denoted strongly agree in reference to the ease of follow, accessibility, and question appropriateness of the trail. The students' favorite pod was the Bear pod, and the reasoning noted by the teacher was the personalized connection that was integrated into the story that was told. The students enjoyed hearing the Native American story told by someone with a personal connection to it, and hearing how the story relates to the speaker's actual family. The teacher suggested that the other two pods have some of this personalization added as well, showing how the information being presented directly impacted or affected the Native American families and culture.

In regard to using the tablets for free exploration, one teacher noted that the tablets were very easy to use for the students, and they needed no instruction. Additionally, the students were teaching the adults in the group how to use them. When asked survey questions in regard to the effectiveness of tablet content and function, the teachers indicated that they strongly agreed that the tablets were both helpful, useful, and worked well. Some of the students' tablets malfunctioned during free exploration, but overall, they worked well. Unsurprisingly, the students were most interested in the weapons, dolls, stone masks, totem poles, and glasses, and one even asked if the artifacts were for sale.

Gillie Survey Comments

One thing the evaluators were interested in was how much training the Gillies received and how they themselves viewed the KDC. The team left an envelope of interviews at their desk and ask that they fill them out at their own leisure; they received nineteen completed surveys. The group asked them a series of 6 questions on the survey, and the Gillie responses are discussed below. For a complete list of answers refer to Appendix C, section 6.

Question 1: How many hours per month do you work?

The majority of Gillies fell between three and six hours of work per month, with two stating they worked one day a week and another stating they worked twelve hours a month.

Question 2: Do you feel you received enough training to accurately answers questions that visitors have? If no, please explain.

All but two Gillies answered yes to this question. One of the two that answered no stated that the initial training was not well-organized. However, after spending some time with the equipment, they now feel confident in answering questions. The second Gillie who answered no states that it was hard to hear at the training. They said the museum was open that day and it caused lots of noise. The answer provided suggest that the majority of Gillies feel as though they did receive enough training for the KDC, and are not confident answering visitor's questions.

Question 3: In your experience, if they do not approach you first, are visitors more likely to use the tablets and follow the trail, or more likely to just go straight to the drawers?

The answers for this question were varied. Six stated that they try to reach visitors before the visitors have a chance to do anything, that way the Gillie can explain the options to them. Six Gillies also stated that visitors were more likely to pick up a tablet and head to the drawers, or just go straight to the drawers, if they did not come to the Gillie first. Two Gillies answered that they felt it was roughly 50/50. It should be noted that this is what the team's analysis stated as well. One Gillie stated that adults were more likely to go to drawers, while adults with children were more likely to go to the pods. One Gillie stated that the directions are detail oriented and visitors are not inclined to listen. While this answer is not in the correct format, the Gillie is likely referring to the idea that visitors do not follow the directions on the tablets. Two Gillies chose not to answer this question.

Question 4: What are the most common issues visitors have in the KDC?

There were a variety of answer for this question. The most common ones are followed. Several Gillies stated that people do not have enough time when the come to the KDC. They don't understand the amount of time the Trail takes, and this causes them to miss out. At least two Gillies stated that the areas around the pods get congested as people wait for

other groups to finish a particular pod so they may start it. The biggest issue with this seemed to be at “Jaguar.” Another Gillie stated that the first two pods being in open areas encouraged people to wonder around instead of staying and completing the videos. Finally, one Gillie noted that people were commonly tripping when entering the pods. This is also something the evaluation team and guest noted, as previously mentioned.

Questions 5: What suggestions do you have to further improve the visitor’s ability to see the KDC?

Five Gillies mentioned that they felt visitors should have the option of starting at any select pod, and not being required to do the Trail if they only wanted to see one or two pods. The Gillies referenced this as being a way to lessen congestion on busy days, as well as a way to encourage more adults to visit the pods. Two Gillies noted that they would like to have some kind of instruction sheet, or sign by the tablets, so that on busy days they don’t feel overwhelmed. This would also accommodate for shifts in which there is no Gillie present.

One Gillie noted that it would be beneficial for visitors to be able to search by type of artifacts, such as dolls, instead of just searching specific artifacts. This tablet addition was also something the evaluation team noted from the surveys.

Question 6: What are your general feelings on the changes to the KDC?

This was the final question asked. Thirteen of the nineteen Gillies stated that they felt the changes were either great, good, or fine. One Gillie stated that visitor numbers have increased and another stated that they felt people were more engaged. One Gillie stated that the new design puts a lot of responsibility on the facilitator, while another said they missed the search ability of the computers. Gillies were invited to provide as additional comments or concerns at the end of the survey. Two Gillis mentioned in this section that a search button on the tablets would be helpful that could lead visitors to artifacts. One visitor suggested expanding the KDC into the vacated library, and another wondered if the labels on the current drawers could be enlarged. One Gillie had an interesting comment related to the organization of the center. They suggested that artifacts be split up by culture so that visitors could learn about that specific culture and see all artifacts related to them at once. They suggested that the KDC is meant to be an educational Center but seems more like an area for artifact display. One Gillie noted that the experience overall has been nerve wracking for them and they feel exhausted.

Overall, the surveys would suggest that the majority of the Gillies enjoy the changes to the KDC and feel comfortable working there. Many of them made suggestions that were also noted by visitors. This shows that the Gillies are a valuable source of information when it comes to suggestions for the KDC.

Recommendations

Tulsa natives were a low demographic in the surveys, many of the guests coming from neighboring states such as Arkansas or Colorado. Ensuring local schools, colleges, and the general public are aware of the remarkable Kravis collection is crucial. This can be achieved with more local advertisement and outreach programs with local schools and communities.

During survey work, interviewers asked visitors how they heard about the KDC and while some heard from word of mouth or simply stumbled upon the exhibition, very few mentioned any signage in the museum. Since the KDC is tucked away from the rest of the museum, the evaluation team suggests an increase in signage and publicity about the center. Possibly encouraging front desk volunteers to inform guests of its presence and purpose.

During school tours, a sign explains the Kravis Discovery Center is closed. A Gilcrease guest wanting to explore the Center heard people below and was disappointed to see that they were open, but hosting a school group. The team recommends clarifying signage to inform guests when school groups are visiting for clarity as well as to inform teachers of the possibility of field trips.

Based on the analysis of visitor behavior, the majority of people visiting the KDC came in groups rather than alone. The space and accessibility of the pods was a visible issue for larger groups, as only four people can fit in the pods comfortably. Increasing the pod size would allow groups to comfortably view visuals in the pod.

Tripping or stumbling into the pods was something the team took notice of early in the observations of the KDC. Eventually ‘watch your step’ signs were erected which helped, but the team suggests fixing or redesigning the foundation of the pods and tablet station to have a flatter surface for greater accessibility.

A large majority of visitors had no tribal affiliation. The recommendation here is two-fold. First, the Gilcrease is encouraged to reach out to native groups represented in the KDC, so that they may participate with personalized cultural objects. Second, supplemental information on the tribes and cultural practices is necessary to make the KDC more accessible to as wide a range of people as possible, including those without a tribal affiliation.

Through observations the team saw, Sunday and Saturday have the highest attendance, as expected with work and school during the week. For such busy times, an informal scavenger hunt through the drawers in the KDC or designated times in which Gillies demonstrate how the tablets work for free exploration is recommended.

There were a few visitors who mentioned they wished there were a selection of objects they could touch. Perhaps KDC could start a program with educational objects that guests could handle under Gillie supervision for a better understanding and appreciation of the objects.

An issue that the team saw with visitor experience in the Discovery Trail was the content material in the pods. In groups of varied ages, some complained about questions being too easy, while others noted younger kids in their group did not understand the video or the resulting questions. The team recommends having a setting on that tablet that accommodates “family learning” with questions geared towards multiple age levels. This would allow more than one person to answer questions and would keep diverse groups engaged.

Later during survey work, a “master tablet” was discovered that Gillies used when large school groups came to the KDC. This allows the distribution of smaller groups throughout the pods. One drawback is the time sensitivity of each tablet. If a student goes to the next step without the group, or someone in the group is not present in the pod with the rest of the group, they are kicked out of the group. This problem can be solved with more user-friendly software where the only way an individual can leave the groups is if they decide to through a feature on the tablet.

As not all visitors to the KDC are aware how to use the tablets in conjunction with the drawers, the team suggests running a simulated example of how to use the tablets with drawers through a pod in the Discovery Trail as it would be an effective tool in teaching students and visitors.

Comments were made from students in the class as well as KDC visitors about the static nature of the Discovery Trail. One mother mentioned that although she enjoyed the going through the pods with her son, she likely wouldn't return since they had already completed the Trail once. The team recommends a rotating selection of Discovery Trail experiences that focus on different Native cultures and highlight the diverse object collection in the drawers.

In addition to Discovery Trail content, a pod design is suggested that accommodates more people. The design is not very expandable, but could accommodate larger numbers if the display was more visible and sound more controlled.

While edits have been made to the videos on each pod, the team observed around four and a half minutes is the limit of comfortable viewing length for visitors, especially if there are follow up questions. Shorter videos or including the option to skip ahead for guests with limited time are recommended.

Overall, visitors had a very positive experience with the drawers. A consistent recommendation from guests was to add a 'search' feature on the tablets by object (jewelry, masks, moccasins), culture, or geographic area instead of by object number. A 'return' button is also recommended so visitors do not have to return the tablets back onto the docks to reset or pick a new tablet.

Some complaints were issued about not all items in the drawer showing up on the tablet, especially the Inuit materials by the 'Bear' pod. The team recommends ensuring cataloguing is as up to date as possible. Tablets were very well received, so improving programming for greater flexibility and richer content makes them more valuable.

Conclusion

The completed surveys and observations of the renovated Kravis Discovery Center prove that guests were impressed with the rich and diverse collection of the drawers, as well as the interactive components from the tablets. Although the feedback is overtly positive, falling between “agree” and “strongly disagree”, it is necessary to take measures to improve visitor accessibility and satisfaction. Areas for improvement are as follows: outreach, visitor transparency, accessibility, content, educational programming, user-friendly technology, and flexibility. It is hopeful that the summative evaluation and the recommendations by the evaluation team will be utilized when making future adjustments to the Kravis Discovery Center.

Appendix

Appendix A: Empty Instruments

Section 1: Gillie Survey

Gillie Survey

The answers to this survey will remain confidential/anonymous.

1. How often do you work in the KDC (hours per week)

2. Do you feel you received enough training to adequately answer questions that visitors have? Y/N
If no, please explain: _____

3. In your experience, if they do not approach you first, are people more likely to use the tablets and follow the trail, or more likely to just go straight to the drawers?

4. What are the most common issues that visitors have while in the KDC?

5. What suggestions do you have to further improve the visitor's ability to use the KDC?

6. What are your general feelings on the changes to the KDC?

7. Additional comments/concerns: _____

Section 2: Visitor Survey

Kravis Discovery Center Survey

INTRO: Hello! I am _____ from the University of Tulsa Graduate School. The newest version of the Kravis Discovery Center opened this July and were doing a study to assess visitor experience. We're doing so through conducting surveys.

Would you be willing to answer a few short questions?

Section 1: Demographics

1. Date: _____ Time: _____
2. Gillie Present: YES / NO
3. Gender: Male / Female
4. Age Range: 0-10 10-20 20-30 30-40 40-50 50-60 60-70 80+
5. Group Size: 1 2 3 4 5+ #__Male #__Female #__Children
6. School Group: School Name: _____ Grade Levels: _____
7. Zip Code: _____
8. Number of times visited: 0 1 2 3+
9. Do you have any tribal affiliation? YES / NO If yes, which tribe _____
10. What brought you to the Kravis Discovery Center? Gillie / Saw a Sign / Recommended / Other _____
11. Level of education: High school / Associate's / Bachelor's / Graduate / N/A

Section 2: Tablet Usage

(SD-Strongly Disagree D-Disagree N-Neutral A-Agree SA-Strongly Agree)

- | | | | | | |
|--|----|---|---|---|----|
| 1. The content on the tablet was helpful. | SD | D | N | A | SA |
| <hr/> | | | | | |
| 2. The tablet was user friendly. | SD | D | N | A | SA |
| <hr/> | | | | | |
| 3. The tablet worked well for me. | SD | D | N | A | SA |
| <hr/> | | | | | |
| 4. Are there any other features you would add to the tablet? | | | | | |
| <hr/> | | | | | |

Section 3: Behavior on the Discovery Trail

(SD-Strongly Disagree D-Disagree N-Neutral A-Agree SA-Strongly Agree)

- | | | | | | |
|--|----|---|---|---|----|
| 1. Would you recommend the Discovery Trail to others? YES / NO | | | | | |
| <hr/> | | | | | |
| 2. The Discovery Trail was easy to follow. | SD | D | N | A | SA |
| <hr/> | | | | | |
| 3. The pods (stations) felt accessible. | SD | D | N | A | SA |
| <hr/> | | | | | |
| 4. Were the questions age appropriate for you/your group? YES / NO | | | | | |
| <hr/> | | | | | |

Section 4: Drawers

(SD-Strongly Disagree D-Disagree N-Neutral A-Agree SA-Strongly Agree)

- | | | | | | |
|--|----|---|---|---|----|
| 1. What would enhance your next visit? | | | | | |
| <hr/> | | | | | |
| 2. Did you use the tablets for the drawers? YES / NO | | | | | |
| The drawers were easy to navigate with the tablet. | SD | D | N | A | SA |
| Did the objects in the drawers correspond with the tablet? YES / NO | | | | | |
| <hr/> | | | | | |
| 3. The experience was valuable to me. | SD | D | N | A | SA |
| <hr/> | | | | | |
| 4. This center communicates the richness of Native American Culture. | | | | | |
| How? _____ | SD | D | N | A | SA |
| <hr/> | | | | | |

CLOSING: Thank you for your time and we hope you'll consider visiting the Kravis Discovery Center again in the future.

Section 3: Tracking Survey

Kravis Discovery Center Survey

Tracking Data Survey:

1. Start Time:_____
2. Number of visitors being tracked:_____ (Group / Pair / Single)
3. If more than one, did they split up? Yes / No
4. Entry Points: Stairs / Elevator
5. When Entering: Leave / Walk Around

Stop 1:	Gillie Desk	Tablets	Jaguar	Spider	Bear	Drawers
Stop 2:	Gillie Desk	Tablets	Jaguar	Spider	Bear	Drawers
Stop 3:	Gillie Desk	Tablets	Jaguar	Spider	Bear	Drawers
Stop 4:	Gillie Desk	Tablets	Jaguar	Spider	Bear	Drawers
Stop 5:	Gillie Desk	Tablets	Jaguar	Spider	Bear	Drawers
Stop 6:	Gillie Desk	Tablets	Jaguar	Spider	Bear	Drawers

6. Number of Drawers Opened:_____

Which Drawers were Opened:_____

7. Exit Point: Stairs / Elevator

8. Total Time of Visit:

End Time:_____

Total Amount of Time:_____

Appendix B: Calendar

Section 1: KDC Student Survey Calendar

Today		November 2017		Day	Week	Month	4 Days	Agenda	Use new Calendar	More ▾	⚙️
Sun	Mon	Tue	Wed	Thu	Fri	Sat					
29	30	31 Halloween	Nov 1	2	3	4					
5 Daylight Saving Time ends	6	7 10 Emily 10-12 1:30p Amanda	8	9 Emily H & Molly Morning	10 Emily and Brooke at 10 AM Veterans Day observed	11 Brooke Dillon Veterans Day					
12 Alex 1:30 10 Lacey and Skylar	13 Gilcrease Closed	14 10 Lacey and Skylar 1:30p Amanda 1:30p Angie	15 10 Angie & Molly	16 10 Lacey and Skylar	17 Hailey & Marjorie Morning	18 Hailey & Brook Afternoon					
19 Alex 10-1:30 Emily and Amanda 1:30-5 10 Emily	20	21	22	23 Thanksgiving Day	24	25					
26	27	28	29	30	Dec 1	2					

Section 2: KDC Gillie Calendar

KDC—November 2017

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1 <i>John Admire</i> <i>Judy Baggett</i>	2 <i>Jane Watson</i> <i>*Dennis Wilson</i>	3 <i>Susan Lorton</i> <i>*Dennis Wilson</i>	4 <i>Alana Trisler</i> <i>Teresa Adwan</i>
5 <i>Lois Mason</i> <i>Dolores Frenier</i>	6 <i>Closed</i>	7 <i>Marsha Gulick</i> <i>Wennette Pegues</i>	8 <i>Jan Benelli</i> <i>*Carolyn Rumsey</i>	9 <i>Jim Morton</i> <i>Diane Karn</i>	10 <i>Jim Walker</i> <i>Alan Jarvis</i>	11 <i>Jan Benelli</i> <i>Helen Tate</i>
12 <i>Marion Richardson</i> <i>Dolores Frenier</i>	13 <i>Closed</i>	14 <i>John Hartman</i> <i>Rick Brewer</i>	15 - LABS <i>Kathy Supernaw</i> <i>Sharon Terry</i>	16 <i>Barbara Shirey</i> <i>Joe Tipton</i>	17 - LABS <i>Judith Ungerman</i> <i>Buryl Hughes</i>	18 <i>Lois Mason</i> <i>Glenda Kilmer</i>
19 <i>Ken Fike</i> <i>Annie Checotah</i>	20 <i>Closed</i>	21 <i>Jerry Blauer</i> <i>Jane Watson</i>	22 <i>*Jane Watson</i> <i>Robert Sears</i>	23 <i>Keith Bowers</i> <i>Adrena Mahu</i>	24 <i>Carolyn Ekenstam</i> <i>Lyon Morehead</i>	25 <i>Jane Elkins</i> <i>Nancy Kingery</i>
26 <i>Silvia Furgason</i> <i>Mary Estrada</i>	27 <i>Closed</i>	28 <i>John Goodenow</i> <i>Angela Hock-Brewer</i>	29 - LABS <i>*Adrena Mahu</i> <i>Jane Watson</i>	30 <i>Susan Lorton</i> <i>Lyon Morehead</i>		

Please get your own replacement and notify any changes to: Kravis Chair - Rod Schneider 918-272-7651 - rods@cox.net

*Sub.

Appendix C: Survey Results

Section 1: Demographics

Your Initials & Date	Day of Week	1. Time	2. Gillie Present?	3. Gender	4. Age Range	5. Group Size	# of Male	# of Female	# of Children	6. School Name	Grade Level	7. Zip Code	8. # of Times Visited	9. Tribal Affiliation?	Which Tribe	10. Level of Education	What brought you to KDC?
AL 11/12	Sunday	1:30 PM	Yes	Female	30-40	2	0	2	0	NA	NA	85011	0	No	NA	Bachelors	Other
AL 11/12	Sunday	1:45 PM	Yes	Female	20-30	4	1	1	2	NA	NA	74019	0	No	NA	Associates	Other
AL 11/12	Sunday	2:30 PM	Yes	Male	40-50	1	1	0	0	NA	NA	74063	3+	No	NA	Bachelors	Recommended
AL 11/12	Sunday	3:05 PM	Yes	Male	40-50	1	1	0	0	NA	NA	NA	0	No	NA	Bachelors	Other
AL 11/12	Sunday	3:15 PM	Yes	Male	60-70	2	1	1	0	NA	NA	74137	1	No	NA	Bachelors	Other
AV 11/14	Tuesday	1:56 PM	Yes	Male	20-30	1	1	0	0	NA	NA	74055	0	No	NA	Bachelors	Gillie
AV 11/14	Tuesday	2:14 PM	Yes	Male	60-70	2	1	1	0	NA	NA	19444	0	No	NA	Graduate	Gillie
AV 11/14	Tuesday	2:27 PM	Yes	Female	40-50	2	1	1	0	NA	NA	NA	0	No	NA	Bachelors	Other
AV 11/14	Tuesday	2:47 PM	Yes	Female	40-50	2	1	1	0	NA	NA	73054	0	No	NA	Bachelors	Other
AV 11/14	Tuesday	3:30 PM	Yes	Female	20-30	2	1	1	0	NA	NA	74070	0	Yes	Cherokee	Graduate	Other
AV 11/19	Sunday	2:26 PM	Yes	Male	20-30	1	1	0	0	NA	NA	74104	0	No	NA	Bachelors	Other
AV 11/19	Sunday	2:45 PM	Yes	Female	30-40	3	0	1	2	NA	NA	74110	0	No	NA	High School	Other
AV 11/19	Sunday	2:50 PM	Yes	Male	30-40	4	2	1	1	NA	NA	74130	0	No	NA	High School	Other
AV 11/19	Sunday	3:01 PM	Yes	Male	40-50	2	1	0	1	NA	NA	74137	0	No	NA	Bachelors	Other
AV 11/19	Sunday	4:15 PM	Yes	Male	30-40	4	1	1	2	NA	NA	74135	0	No	NA	Graduate	Other
AV 11/19	Sunday	4:50 PM	Yes	Female	30-40	2	0	1	1	NA	NA	74105	0	No	NA	Graduate	Other
AV 11/7	Tuesday	2:00 PM	Yes	Female	20-30	2	0	2	0	NA	NA	74105	0	No	NA	Bachelors	Recommended
AV 11/7	Tuesday	2:30 PM	Yes	Male	50-60	3	1	2	0	NA	NA	74008	0	Yes	Cherokee	Graduate	Other
AV 11/7	Tuesday	3:20 PM	Yes	Male	20-30	2	2	0	0	NA	NA	99686	0	No	NA	Bachelors	Other
AV 11/7	Tuesday	3:27 PM	Yes	Male	20-30	2	2	0	0	NA	NA	99508	0	No	NA	Bachelors	Sign
AV 11/7	Tuesday	4:45 PM	Yes	Male	50-60	1	1	0	0	NA	NA	74020	3+	No	NA	Bachelors	Other
AW 11/15	Wednesday	10:00 AM	Yes	Female	40-50	5+	0	2	14	Tulsa Public Schools Clinton Elementary	6th	74008	1	Yes	Cherokee	Graduate	Other
AW 11/15	Wednesday	11:00 AM	Yes	Female	40-50	5+	0	2	14	Tulsa Public Schools Clinton Elementary	6th	74136	3	Yes	Eastern Shawnee Absentee	Graduate	Other
BD 11/10	Friday	10:25 AM	Yes	Male	50-60	1	1	0	0	NA	NA	35474	0	No	NA	Graduate	Recommended
BD 11/10	Friday	11:03 AM	Yes	Male	20-30	3	3	0	0	NA	NA	57006	0	No	NA	Bachelors	Other
BD 11/10	Friday	11:08 AM	Yes	Female	50-60	3	2	1	0	NA	NA	63130	0	Yes	Osage	Graduate	Other
BD 11/10	Friday	11:21 AM	Yes	Female	30-40	3	0	1	2	NA	NA	74464	0	No	NA	High School	Other
BD 11/11	Saturday	11:01 AM	Yes	Male	50-60	3	1	1	1	NA	NA	92078	3+	Yes	Choctaw	Graduate	Sign
BD 11/11	Saturday	11:03 AM	Yes	Male	40-50	3	2	1	0	NA	NA	28778	1	No	NA	Graduate	Other
BD 11/11	Saturday	11:25 AM	Yes	Male	50-60	2	1	1	0	NA	NA	94611	0	No	NA	Graduate	Other
BD 11/11	Saturday	11:54 AM	Yes	Male	50-60	5+	2	5	0	NA	NA	74014	0	No	NA	Bachelors	Other
BD 11/11	Saturday	12:11 PM	Yes	Female	30-40	3	1	1	1	NA	NA	72956	0	No	NA	High School	Other
BD 11/11	Saturday	12:37 PM	Yes	Male	50-60	2	2	0	0	NA	NA	74014	0	Yes	Cherocec	Graduate	Other
BD 11/11	Saturday	12:47 PM	Yes	Male	20-30	2	1	1	0	NA	NA	66215	0	No	NA	Bachelors	Other
BD 11/11	Saturday	NA	Yes	females	30-40	5+	1	1	3	NA	NA	74133	2	No	NA	High School	Other
BD 11/18	Saturday	1:38 PM	Yes	Female	60-70	3	1	1	1	NA	NA	80209	3+	No	NA	Graduate	Other
EC 11/7	Tuesday	10:30 AM	Yes	Female	10-20	1	0	1	0	NA	NA	74070	2	No	NA	Bachelors	Other
EC 11/19	Sunday	11:30 AM	Yes	Female	20-30	2	0	1	1	NA	NA	74114	2	No	NA	Graduate	Other
EC 11/19	Sunday	12:23 PM	Yes	Female	30-40	8	0	3	5	NA	NA	74019	0	No	NA	Bachelors	Other
EC 11/19	Sunday	2:50 PM	Yes	Female	30-40	2	0	1	1	NA	NA	74177	2	No	NA	Associates	Other
EC 11/7	Tuesday	11:15 AM	Yes	Female	40-50	11	1	1	9	NA	NA	74110	0	yes	Creek	High School	Other
EM 11/10	Friday	12:36 PM	Yes	Female	20-30	2	0	2	0	NA	NA	78232	1	Yes	Creek	Bachelors	Other
EM 11/9	Thursday	10:52 AM	Yes	Male	30-40	3	3	0	0	NA	NA	37090	1	No	NA	Associates	Sign
EM 11/9	Thursday	11:13 AM	Yes	Female	50-60	2	0	2	0	NA	NA	NA	NA	NA	NA	NA	NA
EM 11/9	Thursday	11:32 AM	Yes	Female	30-40	6	0	2	4	NA	NA	74019	2	No	NA	Graduate	Recommended
EM 11/9	Thursday	12:04 PM	Yes	Female	40-50	3	1	2	0	NA	NA	74037	3+	No	NA	Graduate	Other
EM 11/9	Thursday	12:56 PM	Yes	Male	60-70	2	1	1	0	NA	NA	NA	NA	NA	NA	NA	NA
EM 11/9	Thursday	1:10 PM	Yes	Male	20-30	2	1	1	0	NA	NA	74133	1	Yes	Cherokee	Associates	Sign
HH 11/18	Saturday	1:45 PM	Yes	Male	20-30	2	1	1	0	NA	NA	74066	0	Yes	Choctaw	NA	Sign
HH 11/18	Saturday	2:13 PM	Yes	Female	50-60	2	1	1	0	NA	NA	72642	0	No	NA	NA	Recommended
HH 11/18	Saturday	1:56 PM	Yes	Female	10-20	4	1	3	0	NA	NA	75035	0	No	NA	High school	NA

MB 11/19	Sunday	2:50 PM	Yes	Female	50-60	4	2	2	NA	NA	NA	67030	0	No	NA	Graduate	Other
		3:03 PM	Yes	Female	20-30	2	1	1	NA	NA	NA	74435	0	Yes	Cherokee	NA	
MB 11/19	Sunday	3:20 PM	Yes	Male	60-70	1	1	NA	NA	NA	74105	1	No	NA	Bachelors	Other	
MB 11/19	Sunday	4:10 PM	Yes	Male	40-50	6	2	2	2	NA	NA	74008	3+	No	NA	Graduate	
MB 11/19	Sunday	4:44 PM	Yes	Female	50-60	3	0	1	2	NA	NA	74014	0	No	NA	Bachelors	Other
SE 11/12	Sunday	12:00 PM	Yes	Male	40-50	2	2	0	0	NA	NA	74135	3	No	NA	NA	Recommended
SE 11/12	Sunday	11:00 AM	Yes	Male	40-50	4	1	3	3	NA	NA	74055	1	No	NA	NA	Sign
SE 11/12	Sunday	11:50 AM	Yes	Female	60-70	1	0	1	0	NA	NA	67147	0	No	NA	High School	Sign
SE 11/14	Tuesday	12:04 PM	yes	Male	50-60	2	2	0	0	NA	NA	74014	3+	No	NA	Bachelors	Sign
SE 11/16	Thursday	10:50 AM	No	Male	20-30	3	1	0	2	NA	NA	74033	2	No	NA	Graduate	Gillie
SE 11/16	Thursday	10:30 AM	No	Male	40-50	5+	2	3	0	NA	NA	55331	0	No	NA	NA	Recommended
SE 11/16	Thursday	12:11 PM	yes	Male	20-30	5+	0	2	3	NA	NA	54729	0	No	NA	High School	Sign

Section 2: Tablet Usage

Your Initials & Date	Time	1. The content on the tablet was helpful.	2. The tablet was user friendly.	3. The tablet worked well for me.	4. Are there any other features you would add to the tablet?
AL 11/12	1:30 PM	SA	SA	SA	Map display screen
AL 11/12	1:45 PM	A	SA	SA	How objects were used, examples
AL 11/12	2:30 PM	SA	SA	SA	None
AL 11/12	3:05 PM	SA	SA	SA	None
AL 11/12	3:15 PM	SA	SA	SA	None
AV 11/14	1:56 PM	A	SA	A	"Possible interpretations of items"
AV 11/14	2:14 PM	A	A	A	One of the records did not explain something very well - talked about the kill hole in the pot but did not explain what that is
AV 11/14	2:27 PM	SA	A	A	No
AV 11/14	2:47 PM	A	A	A	No
AV 11/14	3:30 PM	A	A	A	More information on where the collections came from/how they got to the museum
AV 11/19	2:26 PM	A	SA	A	"Broad historical descriptions"
AV 11/19	2:45 PM	A	A	A	No
AV 11/19	2:50 PM	SA	SA	SA	No
AV 11/19	3:01 PM	SA	SA	SA	No
AV 11/19	4:15 PM	D	D	A	More detailed written instructions for what to do
AV 11/19	4:50 PM	A	A	N	"Go back home" - be able to exit the trail early
AV 11/7	2:00 PM	SA	SA	SA	More details in catalog record - specifically stone type
AV 11/7	2:30 PM	NA	NA	NA	NA
AV 11/7	3:20 PM	SA	SA	SA	No
AV 11/7	3:27 PM	A	SA	SA	Better search features
AV 11/7	4:45 PM	D	D	A	Be able to go off set trail - most of his dislike stemmed from this b/c short on time
AW 11/15	10:00 AM	SA	SA	SA	No
AW 11/15	11:00 AM	SA	A	A	A reset button on the tablet
BD 11/10	10:25 AM	A	A	SA	More identification of the stones
BD 11/10	11:03 AM	NA	NA	NA	NA
BD 11/10	11:08 AM	N	SA	SA	More information on each artifact
BD 11/10	11:21 AM	SA	SA	SA	No
BD 11/11	11:01 AM	SA	SA	SA	Take pictures or a scanning system of the artifacts instead of typing in the numbers
BD 11/11	11:03 AM	A	SA	SA	Where the artifact came from
BD 11/11	11:25 AM	SA	SA	SA	No
BD 11/11	11:54 AM	SA	SA	A	To many numbers to type... the numbers could be bigger or minimized
BD 11/11	12:11 PM	SA	SA	SA	No
BD 11/11	12:34 PM	SA	SA	SA	More provenance
BD 11/11	12:47 PM	SA	SA	SA	Proficient
BD 11/11	NA	SA	SA	SA	No
BD 11/18	1:38 PM	SA	A	SA	Moving from drawer to shelf felt awkward would like to have a list of items to scroll though and look at on tablet
EC 11/19	12:23 PM	A	A	A	No
EC 11/19	2:50 PM	A	A	A	Games along with the quizzes
EC 11/7	10:30 AM	SA	SA	SA	No
EC 11/7	11:15 AM	SA	SA	SA	No

EC 11/91	11:30 AM	D	A	A	Additional information about the culture and details about the specific object
EM 11/10	12:36 PM	SA	SA	SA	No
EM 11/9	10:52 AM	NA	NA	NA	NA
EM 11/9	11:13 AM	NA	NA	NA	NA
EM 11/9	11:32 AM	NA	NA	NA	NA
EM 11/9	12:04 PM	SA	SA	SA	"Not that I could think of"
EM 11/9	12:56 PM	n/a	NA	NA	NA
EM 11/9	1:10 PM	SA	SA	SA	No
HH 11/18	1:45 PM	A	A	SA	No
HH 11/18	2:13 PM	SA	SA	SA	They wished there were arrows, they could not find any
HH 11/18	1:56 PM	SA	SA	SA	NA
MB 11/19	2:50 PM	A	A	A	Some items we've selected didn't show up on the tablet.
MB 11/19	3:03 PM	SA	SA	SA	Adding time period related to each piece. Also had trouble find 2 numbers on the tablet.
MB 11/19	3:20 PM	SA	A	SA	No. Once i learned how to use it...it was fine.
MB 11/19	4:10 PM	A	SA	A	Father of the children said: I didn't know i could use the tablet to look up the drawers. They didn't realize there were two options on the tablet, could have selected - "Free Exploration" for the drawers.
MB 11/19	4:44 PM	A	SA	A	No, it was fun. Except the Spider pod the sound went off, one of her grand-daughters figured it out and increased the volume.
SE 11/12	12:00 PM	A	A	A	see other people's scores, competition
SE 11/12	12:00 PM	NA	NA	NA	NA
SE 11/12	11:50 AM	SA	SA	SA	No
SE 11/14	12:04 PM	NA	NA	NA	NA
SE 11/16	10:50 AM	A	SA	SA	NA
SE 11/16	10:30 AM	NA	NA	NA	NA
SE 11/16	12:11 PM	A	SA	A	More animals!

Section 3: Behavior Discovery Trail

Your Initials & Date	Time	1. Would you recommend the Discovery Trail to others?	2. The Discovery Trail was easy to follow.	3. The pods (stations) felt accessible.	4. Were the questions age appropriate for your/your group?
AL 11/12	1:30 PM	NA	NA	NA	NA
AL 11/12	1:45 PM	NA	NA	NA	NA
AL 11/12	2:30 PM	NA	NA	NA	NA
AL 11/12	3:05 PM	NA	NA	NA	NA
AL 11/12	3:15 PM	NA	NA	NA	NA
AV 11/14	1:56 PM	NA	NA	NA	NA
AV 11/14	2:14 PM	NA	NA	NA	NA
AV 11/14	2:27 PM	NA	NA	NA	NA
AV 11/14	2:47 PM	NA	NA	NA	NA
AV 11/14	3:30 PM	NA	NA	NA	NA
AV 11/19	2:26 PM	NA	NA	NA	NA
AV 11/19	2:45 PM	Yes	SA	SA	Yes
AV 11/19	2:50 PM	Yes	A	A	Yes
AV 11/19	3:01 PM	Yes	A	SA	Yes
AV 11/19	4:15 PM	No	A	A	No
AV 11/19	4:50 PM	Yes	A	A	No
AV 11/7	2:00 PM	NA	NA	NA	NA
AV 11/7	2:30 PM	NA	NA	NA	NA
AV 11/7	3:20 PM	Yes	SA	SA	Yes
AV 11/7	3:27 PM	Yes	SA	SA	Yes
AV 11/7	4:45 PM	No	D	D	No
AW 11/15	10:00 AM	Yes	SA	SA	Yes
AW 11/15	11:00 AM	Yes	SA	SA	Yes
BD 11/10	10:25 AM	NA	NA	NA	NA
BD 11/10	11:03 AM	NA	NA	NA	NA
BD 11/10	11:08 AM	NA	NA	NA	NA
BD 11/10	11:21 AM	NA	NA	NA	NA
BD 11/11	11:01 AM	Yes	SA	SA	Yes
BD 11/11	11:03 AM	NA	NA	NA	NA
BD 11/11	11:25 AM	Yes	A	SA	Yes
BD 11/11	11:54 AM	NA	NA	NA	NA
BD 11/11	12:11 PM	Yes	SA	SA	yes
BD 11/11	12:34 PM	NA	NA	NA	NA
BD 11/11	12:47 PM	NA	NA	NA	NA
BD 11/11	NA	Yes	SA	SA	Yes
BD 11/18	1:38 PM	NA	NA	NA	NA
EC 11/19	12:23 PM	NA	NA	NA	NA
EC 11/19	2:50 PM	Yes	SA	SA	Yes
EC 11/190	11:30 AM	NA	NA	NA	NA
EC 11/7	10:30 AM	NA	NA	NA	NA
EC 11/7	11:15 AM	Yes	A	SA	A

EM 11/10	12:36 PM	NA	NA	NA	NA
EM 11/9	10:52 AM	NA	NA	NA	NA
EM 11/9	11:13 AM	NA	NA	NA	NA
EM 11/9	11:32 AM	NA	NA	NA	NA
EM 11/9	12:04 PM	NA	NA	NA	NA
EM 11/9	12:56 PM	NA	NA	NA	NA
EM 11/9	1:10 PM	Yes	SA	SA	Yes
HH	NA	NA	NA	NA	NA
HH	NA	NA	NA	NA	NA
HH	NA	NA	NA	NA	NA
MB 11/19	2:50 PM	Yes	A	A	Yes
MB 11/19	3:03 PM	Yes	A	A	Yes
MB 11/19	3:20 PM	Yes	A	SA	Yes
MB 11/19	4:10 PM	Yes	SA	A	Yes
MB 11/19	4:44 PM	Yes	A	A	Yes
SE 11/12	12:00 AM	Yes	SA	A	No
SE 11/12	12:00 PM	NA	NA	NA	NA
SE 11/12	11:50 AM	NA	NA	NA	NA
SE 11/14	12:04 PM	NA	NA	NA	NA
SE 11/16	10:50 AM	Yes	SA	SA	No
SE 11/16	10:30 AM	NA	NA	NA	NA
SE 11/16	12:11 PM	Yes	A	A	Yes

Section 4: Drawers

Your Initials & Date	Time	1. What would enhance your next visit?	2. Did you use the tablets for the drawers?	The drawers were easy to navigate with the tablet.	Did the objects in the drawers correspond with the tablet?	3. The experience was valuable to me.	4. This Center communicates the richness of Native American Culture.	How?
AL 11/12	1:30 PM	Nothing	Yes	A	Yes	SA	SA	Objects
AL 11/12	1:45 PM	More kid friendly	Yes	A	Yes	A	SA	Reverence
AL 11/12	2:30 PM	More interactivity	Yes	A	Yes	SA	SA	All of it, the museum in general
AL 11/12	3:05 PM	Nothing	Yes	A	Yes	A	SA	Community programs
AL 11/12	3:15 PM	Nothing	Yes	A	Yes	A	SA	Everything
AV 11/14	1:56 PM	Nothing	Yes	SA	Yes	A	SA	Wide variety of objects and cultures represented, accurate information
AV 11/14	2:14 PM	Nothing	Yes	A	Yes	SA	SA	Learning about kill holes and functions of the objects
AV 11/14	2:27 PM	Nothing - "loved it, never seen drawers before"	Yes	SA	Yes	SA	A	
AV 11/14	2:47 PM	"Some difficult to open and pull out all the way"	Yes	A	Yes	SA	SA	
AV 11/14	3:30 PM	Did not realize they could open the drawers at first until they saw one open	Yes	SA	Yes	A	A	All the artifacts
AV 11/19	2:26 PM	No	Yes	A	Yes	A	A	
AV 11/19	2:45 PM	NA	NA	NA	NA	SA	SA	Really enjoyed it, perfect b/c Thanksgiving is coming up
AV 11/19	2:50 PM	No	Yes	SA	Yes	SA	SA	"So much stuff I didn't know about and I learned a lot" - he had just moved to OK
AV 11/19	3:01 PM	No	Yes	A	Yes	A	A	Learned about Trail of Tears and assimilation here
AV 11/19	4:15 PM	NA	NA	NA	NA	NA	NA	
AV 11/19	4:50 PM	No	No	NA	NA	A	SA	Story in bear
AV 11/7	2:00 PM	Some of the drawers stuck	Yes	SA	Yes	SA	SA	Extensive collection and very unique
AV 11/7	2:30 PM	Put smaller object closer to the top - pins and brooches; really liked that there was so much sitting space	No	NA	NA	SA	SA	Unique, can't see anywhere else
AV 11/7	3:20 PM	NA	NA	NA	NA	SA	SA	Seeing how Native Americans were resilient
AV 11/7	3:27 PM	Too much content to go through	Yes	SA	Yes	SA	SA	Through the story in bear
AV 11/7	4:45 PM	NA	NA	NA	NA	NA	NA	
AW 11/15	10:00 AM	More time	Yes	SA	Yes	SA	SA	Personalization
AW 11/15	11:00 AM	Scavenger hunt to increase engagement	Yes	SA	Yes	SA	SA	Shows a variety of culture and different styles
BD 11/10	10:25 AM	Nothing	Yes	A	Yes	A	A	The diversity and richness of the collection, and the technology of the center
BD 11/10	11:03 AM	Nothing	No	NA	NA	SA	SA	Presents the art very well
BD 11/10	11:08 AM	Be able to enlarge the information	Yes	SA	Yes	SA	SA	beautiful displays
	11:21 AM	I don't know	Yes	SA	Yes	A	SA	Tells you so much information and age
BD 11/11	11:01 AM	Nothing	Yes	SA	Yes	SA	SA	How the art and the particle items were together, and the variety

BD 11/11	11:03 AM	The center is kind of overwhelming	Yes	A	Yes	SA	SA	It's very powerful
BD 11/11	11:25 AM	More discovery pods for the trail	No	NA	NA	SA	SA	Learn something
BD 11/11	11:54 AM	More time	Yes	SA	Yes	SA	SA	Very well represented
BD 11/11	12:11 PM	More wester stuff	No	NA	NA	SA	SA	
BD 11/11	12:34 PM	Great excellence	Yes	SA	Yes	SA	SA	Populate details to the public
BD 11/11	12:47 PM	Nothing	Yes	SA	Yes	SA	SA	A lot of artifacts and history
BD 11/11	NA	Nothing	No	NA	NA	SA	SA	Gave good historical information
BD 11/18	1:38 PM	Impressed by the drawer cases and wished they had more time	Yes	SA	SA	SA	SA	Great variety of tools from tribe to tribe
EC 11/19	11:30 AM	More information on the cultures	Yes	A	Yes	N	D	Didn't talk much about the cultures if you didn't take the trail
EC 11/19	12:23 PM	More time	Yes	SA	Yes	SA	SA	They loved the artifacts and enjoyed the drawer layout
EC 11/19	2:50 PM	If the trail changes, mom mentioned that while they enjoyed it they would not have a reason to come back unless something about the trail was different	NA	NA	NA	SA	SA	The items and information were good
EC 11/7	10:30 AM	Longer time to spend	Yes	SA	Yes	SA	SA	From what I've seen there are a lot of cultural items
EC 11/7	11:15 AM	More time	No	NA	NA	A	A	Good stories
EM 11/10	12:36 PM	NA	NA	SA	Yes	A	SA	
EM 11/9	10:52 AM	Being able to touch things; 360-degree view of objects	No	NA	NA	SA	SA	
EM 11/9	11:13 AM	NA	NA	NA	NA	NA	NA	
EM 11/9	11:32 AM	"Can't see some of artifacts in back"	No	NA	NA	SA	SA	
EM 11/9	12:04 PM	"More to touch"	Yes	A	Yes	SA	SA	
EM 11/9	12:56 PM	NA	NA	NA	NA	NA	NA	
EM 11/9	1:10 PM	NA	NA	NA	NA	NA	NA	
HH 11/18	1:45 PM	Ensure that all items are on the tablet	Yes	SA	SA	SA	SA	
HH 11/18	2:13 PM	NA	Yes	SA	No	SA	A	
HH 11/18	1:56 PM	NA	Yes	SA	SA	SA	SA	
MB 11/19	2:50 PM	It's well laid out	Yes	SA	Yes	SA	SA	Came with limited knowledge of NA history, now it extended our knowledge of NA tribes.
MB 11/19	3:03 PM	Bringing traditional artists/keepers to do illustration of their work in the center while visitors are experiencing the Trail and the drawers	Yes	SA	Yes	SA	SA	Like the diversity of tribes being represented with the objects.
MB 11/19	3:20 PM	No suggestion needed. Next time want to spend more time to learn.	Yes	SA	Yes	SA	A	Through facts, information and descriptions.
MB 11/19	4:10 PM	Father and grand-father said, look at the drawers more with the tablet	No	D	NA	SA	A	Liked the Jaguar pod video tie-in the era and the geographical history of the Native American.
MB 11/19	4:44 PM	Spend more time with the tablet and the drawers	No	NA	NA	SA	A	One of the grand-daughter said- "I learned at the Jaguar pod Indians and Spiro Mounds Indians lived there long ago before the 5 civilized tribes came to Oklahoma." She is apparently learning about the civilized tribe at

								school, but school didn't not mention any history about other Indians that lived there prior to the 5 tribes.
SE 11/12	12:00 PM	Not to trip over the step (pod), advertise more broadly, look at pueblo culture and Field Museum in Chicago	No	NA	NA	SA	SA	Objects, but needs to communicate more tribes or describe which tribes were showcased, all of them?
SE 11/12	12:00 PM	Different languages offered on tablet/videos, different animals, more animals used (Koala bears)	No	NA	NA	SA	A	Video
SE 11/12	11:50 AM	Look up dates, more information, more info on Gilcrease	Yes	SA	Yes	SA	SA	Every way, objects, content
SE 11/14	12:04 PM	Need more distinct culture of specific tribes for the old culture, this is too much a future look into art	No	NA	NA	A	D	Too modern of art and doesn't show the old native American culture
SE 11/16	10:50 AM	More like the "bear" for younger children, and more "touching" availability if geared towards children	No	NA	NA	A	SA	Set up and stories
SE 11/16	10:30 AM	Something to tell me what I am looking at	No	NA	NA	A	A	Missing the story, have to make up our own story
SE 11/16	12:11 PM	NA	NA	NA	NA	A	SA	Abundance of artifacts

Section 5: Tracking Survey

Your Initials & Start Date	1. Start Time	2. Number of Visitors being tracked:	3. Did group split up?	4. Entry Point:	5. When Entering:	Stop 1:	Stop 2:	Stop 3:	Stop 4:	Stop 5:	Stop 6:	6. Number of Drawers Opened	Which Drawers Opened:	7. Exit Point:	8. End Time:	Total Amount of Time:
AL 11/13	1:30 PM	2	No	Stairs	Walk Around	Gillie Desk	Tablets	Drawers	NA	NA	NA	7	Dolls, moccasins, pipes	Stairs	1:40 PM	10
AL 11/13	1:45 PM	4	No	Stairs	Walk Around	Gillie Desk	Tablets	Drawers	NA	NA	NA	9	Ear spoons, whale teeth	Stairs	1:55 PM	10
AL 11/13	2:30 PM	2	No	Stairs	Walk Around	Drawers	Drawers	Drawers	NA	NA	NA	12		Stairs	3:00 PM	30
AL 11/13	3:05 PM	1	No	Stairs	Walk Around	Tablets	Drawers	Drawers	NA	NA	NA	25	Arrowheads, ear spoons, tomahawks, jewelry, ceramics, weapons, bones	Stairs	3:35 PM	30
AL 11/13	3:15 PM	1	No	Stairs	Walk Around	Drawers	Drawers	Drawers	NA	NA	NA	10	Pipe bowls, moccasins, ivory	Stairs	3:30 PM	15
AV 11/19	3:35 PM	2	No	Stairs	Walk Around	Tablets	Drawers	Tablets	NA	NA	NA	8	Mayan ceramics, points, jars, Inuit, tomahawks, looking at shelves	Stairs	3:52 PM	17
AV 11/19	3:53 PM	3	Yes	Stairs	Walk Around	Tablets	Jaguar	Spider	Tablets	NA	NA	3	Inuit, leggings, moccasins	Stairs	4:08 PM	15
AV 11/19	4:08 PM	2	No	Stairs	Walk Around	Tablets	Jaguar	Spider	Tablets	NA	NA	0		Stairs	4:21 PM	13
AV 11/19	2:12 PM	1	NA	Stairs	Walk Around	Drawers	Tablets	Drawers	Tablets	NA	NA	2	Archaeology	Stairs	2:26 PM	9
AV 11/19	2:03 PM	4	Yes	Stairs	Walk Around	Tablets	Drawers	Bear	Jaguar	Spider	Bear	25	Archaeology	Stairs	2:40 PM	37
AV 11/19	2:44 PM	3	No	Stairs	Walk Around	Tablets	NA	NA	NA	NA	NA	0		Stairs	2:47 PM	3
AV 11/19	2:41 PM	1	NA	Stairs	Walk Around	Tablets	Jaguar	Gillie Desk	Spider	Gillie desk	Bear	1	Mayan ceramics	Stairs	3:26 PM	45
AV 11/19	3:30 PM	2	NA	Stairs	Walk Around	Drawers	NA	NA	NA	NA	NA	3	Inuit, Mayan ceramics	Stairs	3:37 PM	7
AV 11/7	1:40 PM	2	Yes	Stairs	Walk Around	Tablets	Drawers	NA	NA	NA	NA	75	Various throughout	Stairs	2:10 PM	30
AV 11/7	2:18 PM	3	No	Stairs	Walk Around	Gillie desk	Drawers	NA	NA	NA	NA	5	Jewelry	Elevator	2:35 PM	17
AV 11/7	2:52 PM	2	Yes	Stairs	Walk Around	Gillie desk	Tablets	Jaguar	Spider	Bear	n/a	0		Stairs	3:20 PM	28 minutes
AV 11/7	2:56 PM	1	Yes	Stairs	Walk Around	Tablets	Drawers	Jaguar	Spider	Bear	n/a	10	Projectile points	Stairs	3:27 PM	29 minutes
AV 11/7	3:32 PM	2	No	Stairs	Walk Around	Drawers	Gillie Desk	Drawers	NA	NA	NA	4	Beaded work	Stairs	3:42 PM	10 minutes
AV 11/7	4:05 PM	2	No	Elevator	Walk Around	Tablets	Drawers	NA	NA	NA	NA	40	Various throughout	Elevator	4:27 PM	22 minutes
AV 11/7	4:30 PM	1	NA	Stairs	Walk Around	Tablets	Jaguar	Spider	Tablets	NA	NA	0		Stairs	4:45 PM	15 minutes
AW 11/14	1:29 PM	2	Yes	Stairs	Walk Around	Gillie desk	Tablets	Drawers	Jaguar	Gillie desk	Drawers	50	A bit from everywhere	Stairs	2:06 PM	37 minutes
AW 11/15	1:44 PM	2	No	Stairs	Walk Around	Gillie desk	Tablets	Drawers	NA	NA	NA	15	Pipes and tomahawks	Stairs	1:52 PM	8 minutes
AW 11/16	2:11 PM	2	No	Stairs	Walk Around	Gillie desk	Drawers	Bear	NA	NA	NA	30	A bit from everywhere	Stairs	2:25 PM	14 minutes
AW 11/17	2:17 PM	2	No	Stairs	Walk Around	Gillie desk	Tablets	Drawers	Gillie Desk	Tablets	NA	0		Stairs	2:22 PM	4 minutes
AW 11/18	3:11 PM	2	No	Stairs	Walk Around	Gillie desk	Tablets	Drawers	Bear	Spider	Drawers	20	A bit from everywhere	Stairs	3:25 PM	14 minutes
AW 11/19	3:29 PM	2	Yes	Stairs	Walk Around	Gillie desk	Tablets	Drawers	Spider	Drawers	NA	0		Stairs	3:45 PM	16 minutes
BD 11/11	11:15 AM	1	NA	Stairs	Walk Around	Gillie Desk	Tablets	Drawers	NA	NA	NA	3		Stairs	11:23 AM	8 minutes
BD 11/11	11:23 AM	2	Yes	Stairs	Walk Around	Gillie Desk	Tablets	Drawers	Jaguar	Spider	Drawers	7		NA	11:51 AM	28 minutes
BD 11/11	11:25 AM	4	No	Stairs	Walk Around	Drawers	Gillie Desk	Drawers	Tablets	NA	NA	NA		NA	11:32 AM	7 minutes
BD 11/11	11:54 AM	7	Yes	Stairs	Walk Around	Gillie Desk	Tablets	Drawers	NA	NA	NA	1		NA	NA	485
BD 11/11	12:47 PM	2	No	Stairs	Walk Around	Tablets	Gillie Desk	NA	NA	NA	NA	NA		NA	NA	NA
BD 11/11	NA	2	Yes	Stairs	Walk Around	Gillie Desk	Tablets	Drawers	NA	NA	NA	26		NA	NA	NA
BD 11/11	11:58 AM	2	No	Stairs	Walk Around	Drawers	NA	NA	NA	NA	NA	NA		NA	NA	NA
BD 11/11	11:03 AM	3	No	Stairs	Walk Around	Gillie Desk	Drawers	NA	NA	NA	NA	59		NA	NA	NA
BD 11/11	12:40 PM	2	No	Stairs	Walk Around	Drawers	Gillie Desk	Tablets	Drawers	NA	NA	NA		NA	1:07 PM	27 minutes
BD 11/11	12:11 PM	3	NA	Stairs	Walk Around	Gillie Desk	Tablets	Jaguar	Spider	Bear	Drawers	4		Stairs	12:44 PM	33 minutes
EC 11/19	11:16 AM	2	No	Stairs	Walk Around	Gillie desk	Drawers	Tablets	Drawers	NA	NA	5	Lures. Moccasins. beadwork	Stairs	11:40 AM	25 minutes

EC 11/19	11:20 AM	2	No	Stairs	Walk Around	Gillie Desk	Drawers	Tablets	Drawers	NA	NA	2	Fishing lures	Elevator	11:43 AM	23 minutes
EC 11/19	11:49 AM	1	NA	Stairs	Walk Around	Tablets	Gillie desk	Drawers	Jaguar	NA	NA	0		Stairs	12:00 PM	11 minutes
EC 11/19	12:16 PM	2	No	Stairs	Walk Around	Gillie Desk	Drawers	NA	NA	NA	NA	25+	Ceramic figurines, points, stone tools	Stairs	12:32 PM	16 minutes
EC 11/19	12:25 PM	4	No	Stairs	Walk Around	Gillie Desk	Drawers	NA	NA	NA	NA	15	Points, ceramic figurines	Stairs	12:40 PM	15 minutes
EC 11/19	1:06 PM	2	No	Stairs	Walk Around	Tablets	Drawers	NA	NA	NA	NA	10	Moccasins, points	Stairs	1:21 PM	15 minutes
EC 11/19	1:12 PM	5	No	Stairs	Walk Around	Gillie Desk	Tablets	Drawers	Tablets	Drawers	NA	20+	Beadwork, moccasins, points	Stairs	1:22 PM	10 minutes
EC 11/19	1:16 PM	3	No	Stairs	Walk Around	Gillie Desk	Tablets	Jaguar	Spider	Bear	Drawers	0		Stairs	1:49 PM	33 minutes
EC 11/19	2:09 PM	8	Yes	Stairs	Walk Around	Tablets	Drawers	NA	NA	NA	NA	20+	Points, stone tools, moccasins, dolls	Stairs	2:26 PM	17 minutes
EC 11/19	2:27 PM	2	No	Stairs	Walk Around	Gillie Desk	Drawers	Jaguar	Spider	Bear	NA	0		Stairs	2:26 PM	27 minutes
EC 11/19	4:01 PM	2	Yes	Stairs	Walk Around	Tablets	Jaguar	Spider	Bear	NA	NA	0		Stairs	4:23 PM	22 minutes
EC 11/19	2:30 PM	2	No	Stairs	Walk Around	Tablets	Jaguar	Spider	Bear	NA	NA	0		Stairs	2:57 PM	27 minutes
EC 11/19	3:25 PM	2	No	Stairs	Walk Around	Gillie Desk	Tablets	Drawers	Jaguar	Spider	Bear	10	Dolls, moccasins, beadwork	Stairs	3:54 PM	29 minutes
EC 11/19	3:56 PM	1	NA	Stairs	Walk Around	Gillie Desk	Tablets	Drawers	NA	NA	NA	25+	Dolls, ceramic figurines, bead work	Stairs	4:10 PM	4 minutes
EC 11/7	10:21 AM	1	NA	Stairs	Walk Around	Gillie Desk	Tablets	Drawers	NA	NA	NA	20+	Projective points, moccasins, figurines, etc.	Stairs	11:08 AM	47 minutes
EC 11/7	11:10 AM	11	No	Stairs	Walk Around	Gillie Desk	Tablets	Jaguar	Spider	Bear	NA	0		Stairs	11:36 AM	46 minutes
EC 11/7	10:45 AM	2	No	Stairs	Walk Around	Gillie Desk	Tablets	Drawers	NA	NA	NA	5	Moccasins, and beadwork	Stairs	10:56 AM	11 minutes
EC 11/7	10:47 AM	1	NA	Stairs	Walk Around	Gillie Desk	Drawers	NA	NA	NA	NA	0		Stairs	10:53 AM	6 minutes
EC 11/7	10:56 AM	4	No	Stairs	Walk Around	Gillie desk	Tablets	Drawers	Tablets	Drawers	NA	10+	Moccasins, beadwork, etc.	Stairs	11:04 AM	8 minutes
EC 11/7	11:06 AM	1	NA	Stairs	Walk Around	Gillie Desk	Drawers	NA	NA	NA	NA	2	Points	Stairs	11:17 AM	11 minutes
EC 11/7	11:17 AM	3	No	Stairs	Walk Around	Tablets	Drawers	NA	NA	NA	NA	30+	Drawers from every area	Stairs	11:33 AM	16 minutes
EM 11/10	10:25 AM	1	No	Stairs	Walk Around	Gillie Desk	Tablets	Drawers	NA	NA	NA	42	Mayan ceramics, jade, war clubs, tomahawks	Elevator	10:54 AM	29 minutes
EM 11/10	11:03 AM	1	No	Stairs	Walk Around	Drawers	Spider	NA	NA	NA	NA	41	Projectile points, obsidian, shoulder bags, knives, war clubs, tomahawks	Stairs	11:27 AM	24 minutes
EM 11/10	11:08 AM	3	No	Elevator	Walk Around	Tablets	Drawers	NA	NA	NA	NA	32	Obsidian, earspools, ceremonial axes and blades, ivory effigies	Elevator	11:56 AM	48 minutes
EM 11/10	11:21 AM	3	No	Stairs	Walk Around	Gillie Desk	Tablets	Drawers	Spider	Bear	Drawers	26	Bea, silver jewelry, beaded necklaces, earspools, copper tools	Stairs	11:40 AM	19 minutes
EM 11/10	12:36 PM	2	No	Elevator	Walk Around	Gillie Desk	Tablets	Drawers	Spider	Bear	NA	3	Dolls, pipe bowls	Stairs	12:48 PM	12 minutes
EM 11/10	1:05 PM	3	No	Elevator	Walk Around	Drawers	NA	NA	NA	NA	NA	7	Tomahawks, projectile points	Elevator	1:11 PM	6 minutes
EM 11/10	1:18 PM	2	No	Stairs	Walk Around	Drawers	Tablets	Drawers	NA	NA	NA	8	Moccasins, pipe bowls, leggings	Stairs	1:43 PM	25 minutes
EM 11/10	1:28 PM	1	No	Elevator	Walk Around	Drawers	Spider	NA	NA	NA	NA	0		Stairs	1:30 PM	2 minutes
EM 11/10	1:30 PM	1	No	Stairs	Walk Around	Drawers	Spider	Jaguar	Drawers	NA	NA	2	Stone blades	Stairs	1:36 PM	6 minutes
EM 11/17	10:05 AM	5	Yes	Stairs	Walk Around	Tablets	Bear	Jaguar	Spider	Tablets	Drawers	24	Beadwork, silver jewelry, peace medals, knives and sheaths, baskets, moccasins	Stairs	10:57 AM	52 minutes
EM 11/17	10:05 AM	4	Yes	Stairs	Walk Around	Tablets	Jaguar	Spider	Bear	Tablets	Drawers	27	Ceramic pipes and blades, ivory pipes, ear spools, projectile points, jade, stone masks, Mayan ceramics	Stairs	10:57 AM	52 minutes 1645
EM 11/17	11:00 AM	4	Yes	Stairs	Walk Around	Tablets	Jaguar	Spider	Bear	Tablets	Drawers	21+	Moccasins, cradleboards, baskets, guns, silver jewelry, stone masks, banner stones, stone blades, ivory effigies, ivory sinkers	Stairs	11:46 AM	46 minutes
EM 11/17	12:30 PM	1	NA	Stairs	Walk Around	Gillie Desk	Tablets	Drawers	Spider	Drawers	NA	8	Tomahawks, shoulder bags, dolls	Stairs	12:51 PM	21 minutes
HH 11/18	3:09 PM	3	No	Stairs	Walk Around	Gillie Desk	Tablets	Drawers	NA	NA	NA	10+		Stairs		
HH 11/18	1:56 PM	3	Yes	Stairs	Walk Around	Gillie Desk	Tablets	Drawers	Drawers	NA	NA	25+		Stairs	2:19 PM	25 minutes
HH 11/18	11:06 AM	5	Yes	Stairs	Walk Around	Gillie Desk	Tablets	Bear	Jaguar	Spider	Drawers	15+		Stairs	11:46 AM	40 minutes
LF 11/12	10:45 AM	4	Yes	Stairs	Walk Around	Gillie Desk	Tablets	Drawers	Tablets	Jaguar	Spider	10	8A, 9B, 6A, 9A, 6A, 6C, 5C, 4B, 4D, 3B	Stairs	11:08 AM	23 minutes

LF 11/12	11:00 AM	1	NA	Stairs	Walk Around	Gillie Desk	Drawers	NA	NA	NA	NA	50+	Basically, the entire side of drawers on the jaguar side	Stairs	11:20 AM	20 minutes
LF 11/12	11:16 AM	2	No	Stairs	Walk Around	Gillie Desk	Tablets	Drawers	NA	NA	NA	50+		Stairs	11:47 AM	31 minutes
LF 11/12	10:57 AM	1	NA	Elevator	Walk Around	Drawers	Gillie desk	Tablets	Drawers	NA	NA	15	5A, 5C, 9A, 7G, 1J, 1C, 1L, 1K, 2A, 25A-D, 12A, 11A	Stairs	11:57 AM	1 hour
LF 11/12	11:40 AM	2	No	Stairs	Walk Around	Gillie Desk	Drawers	NA	NA	NA	NA	20	1I, 1D, 4A-D, 7A, 9A, 6A-D, 6H, 8A, 20A, 23A, 25A-B, 26A-B	Stairs	12:13 PM	33 minutes
LF 11/12	11:50 AM	1	NA	Stairs	Walk Around	Gillie Desk	Tablets	Drawers	NA	NA	NA	17	6A, 6E, 5A, 4G, 5E, 5B, 8B, 9A, 11A, 11B, 13B, 13C, 14B, 14E, 20B, 20G, 26F	Stairs	12:20 PM	30 minutes
LF 11/12	11:53 AM	2	Yes	Stairs	Walk Around	Gillie Desk	Tablets	Drawers	NA	NA	NA	24	5F, 3A, 2A, 9A, 14A, 4H, 4I, 4J, 26A, 25A, 25D, 23C, 22E, 22B, 21D, 20H, 20J, 20F, 15A, 15B, 15C, 13A, 11A, 11B	Stairs	12:17 PM	24 minutes
LF 11/12	12:58 PM	2	No	Stairs	Walk Around	Gillie Desk	Tablets	Drawers	NA	NA	NA	1	5A	Stairs		
LF 11/14	12:00 PM	1	NA	Stairs	Walk Around	Tablets	Gillie desk	Tablets	Jaguar	Drawers	NA	14	Dolls, moccasins, boots, bead necklaces, beadwork/quillwork, war clubs	Stairs	12:10 PM	10 minutes
LF 11/14	12:02 PM	2	No	Stairs	Walk Around	Gillie Desk	Drawers	NA	NA	NA	NA	19	Moccasins, war clubs, peace medals, stone masks, points, ulu drill base, ivory effigies, projectile stone points	Stairs	12:16 PM	14 minutes
LF 11/16	10:54 AM	1	NA	Stairs	Walk Around	Drawers	NA	NA	NA	NA	NA	0		Stairs	11:01 AM	7 minutes
LF 11/16	11:40 AM	1	NA	Stairs	Walk Around	Gillie Desk	Drawers	NA	NA	NA	NA	50+	Drawers from almost every row	Stairs	12:10 PM	30 minutes
LF 11/16	10:52 AM	2	No	Stairs	Walk Around	Spider	Drawers	Jaguar	NA	NA	NA	2	2B, 2C	Stairs	11:01 AM	9 minutes
LF 11/16	10:43 AM	3	No	Elevator	Walk Around	Tablets	Jaguar	Spider	Drawers	Bear	NA	2	3D, 3E	Elevator	11:07 AM	24 minutes
LF 11/16	10:39 AM	1	NA	Stairs	Walk Around	NA	NA	NA	NA	NA	NA	0		Stairs	11:04 AM	25 minutes
LF 11/16	10:26 AM	5	No	Stairs	Walk Around	Drawers	NA	NA	NA	NA	NA	0		Stairs	10:26 AM	14 minutes
LF 11/16	10:25 AM	2	No	Stairs	Walk Around	Tablets	Jaguar	NA	NA	NA	NA	0		Stairs	10:27 AM	2 minutes
LF 11/16	11:00 AM	2	No	Stairs	Walk Around	Tablets	Drawers	Jaguar	Drawers	NA	NA	8	Moccasins, shoulder bags, jade figures, ivory effigies	Stairs	11:12 AM	12 minutes
LF 11/16	12:18 PM	2	No	Stairs	Walk Around	Gillie Desk	Drawers	NA	NA	NA	NA	NA		Stairs	12:30 PM	12 minutes
LF 11/16	11:42 AM	6	No	Stairs	Walk Around	Tablets	Jaguar	Drawers	Spider	NA	NA	10	11A, 6A, 6B, 5A, 4A, 4B, 4C, 10A, 3A, 3B	Stairs	12:10 PM	28 minutes
MB 11/17	11:00 AM	5	Yes	Stairs	Walk Around	Tablets	Spider	Bear	Drawers	Jaguar	NA	5	Moccasins, War Clubs, Beadwork, Dolls	Stairs	11:46 AM	46 minutes
MB 11/19	2:19 PM	4	No	Stairs	Walk Around	Gillie Desk	Tablets	Drawers	Drawers	Spider	Bear	16	Ivory Effigies, Ivory Combs, Ceremonial Blades, Bannerstones, Stone Blades, Projectile Point, Obsidian, War Clubs, Beadwork, Bead, Silver, Bead Necklace, Jewelry	Stairs	2:50 PM	31 minutes
MB 11/19	3:33 PM	6	Yes	Stairs	Walk Around	Gillie Desk	Tablets	Gillie Desk	Jaguar	Spider	Bear	8	Ivory Effigies, Ivory Combs, Ceremonial axes, Ceremonial Blades, Bannerstones, Obsidian.	Stairs	4:10 PM	43 minutes
MM 11/15	12:44 PM	1	No	Stairs	Walk around	Drawers	Bear	Drawers	Tablets	NA	NA	5	Moccasins, shoulder bags, spear heads	Stairs	12:51 PM	7 minutes
MM 11/9	10:52 AM	3	Yes	Stairs	Walk Around	Drawers	Spider	Drawers	NA	NA	NA	29+	Stone blades, walrus tusks, tomahawks	Stairs	11:25 AM	33 minutes
MM 11/9	11:13 AM	2	No	Stairs	Leave	Tablets	NA	NA	NA	NA	NA	0		Elevator	11:14 AM	1 minute
MM 11/9	11:23 AM	3	No	Elevator	Walk Around	Tablets	Drawers	Spider	Bear	NA	NA	3		Elevator	11:30 AM	7 minutes
MM 11/9	11:32 AM	6	No	Stairs	Walk Around	Tablets	Gillie Desk	Drawers	Spider	Bear	Drawers	18+	Dolls, tomahawk, projectile points, jade pieces.	Stairs	12:02 PM	30 minutes
MM 11/9	12:04 PM	3	No	Stairs	Walk Around	Gillie Desk	Tablets	Drawers	Spider	Bear	Drawers	11+	Walrus tusks, moccasins, dolls, ivory figures	Stairs	12:30 PM	26 minutes
MM 11/9	12:09 PM	1	No	Stairs	Walk Around	Drawers	Spider	Jaguar	Drawers	NA	NA	0		Stairs	12:12 PM	3 minutes
MM 11/9	12:56 PM	2	No	Stairs	Walk Around	Gillie Desk	NA	NA	NA	NA	NA	0		Stairs	1:00 PM	4 minutes
MM 11/9	1:10 PM	2	No	Stairs	Walk Around	Tablets	Jaguar	Drawers	Spider	Bear	NA	0		Stairs	1:37 PM	27 minutes
MM 11/15	9:45 AM	5	No	Stairs	Walk around	Tablets	Jaguar	Spider	Bear	Tablets	Drawers	100+	Drawers in every area	Stairs	10:45 AM	1 hour
MM 11/15	10:56 AM	4	No	Stairs	Walk around	Tablets	Jaguar	Spider	Bear	Tablets	Drawers	30+	Drawers in every area	Stairs	11:42 AM	46 minutes

MM 11/15	10:56 AM	5	No	Stairs	Walk around	Tablets	Bear	Jaguar	Spider	Tablets	Drawers	30+	Drawers in every area	Stairs	11:42 AM	46 minutes
MM 11/15	10:56 AM	5	No	Stairs	Walk around	Tablets	Spider	Bear	Jaguar	Tablets	Drawers	30+	Drawers in every area	Stairs	11:42 AM	46 minutes

Section 6: Gillie Survey

Initials and Date	1. How Often do you work in the KDC? (Hours per week)	2. Do you feel you received enough training to adequately answer questions that visitors have?	If no, please explain.	3. In your experience, if they do not approach you first, are people more likely to use the tablets and follow the trail, or more likely to just go straight to the drawers?	4. What are the most common issues that visitors have while in the KDC?	5. What suggestions do you have to further improve the visitor's ability to use the KDC?	6. What are your general feelings on the changes to the KDC?
AL 11/12	1 day per week	Yes, but have also worked at KDC long enough to know the collection		Drawers and tablets	They don't know what to look for	None	Happy with them
AV 11/19	6 hours per month	Yes	NA	Pick up tablet and go to drawers	Get confused with tablet and have to get another one	Would be good if visitor could type in certain items (example dolls) and it tell you where to find	Good; people like it
AV 11/19	4+ hours per month	Yes	Rod is awesome! He should be paid for all his hours here!	I try to greet them 1st - mostly adults go to drawers, adults with kids to pods	Bottle neck - blocked at Jaguar pod queue because someone is in it or skipped from pod to drawers	Ability to enter other pods when they are open; a stop/reset button when people leave early so next group can enter immediately	Yea! (with happy stick figure drawing)
AV 11/19	3 hours a month	No	The initial training was not well organized. But by working with equipment and guests, I have become competent to represent the center well.	Most look at tablet wall and will one up, not knowing what to do with it, by that time I am on my feet (with a smile on my face) to lead them through 2 possible trails	Sometimes congested by number of visitors in space	It would be helpful for guests to be able to randomly access the pods - not have to in specific rotation. For some reason, maybe because of seating, many went to go to bear pod, but it won't activate since they didn't do the previous two	Change is good, technology is good - everyone needs to be challenged - enjoy working in this area. The artifacts are still the real stars of this area. Children and adults enjoy them!
AV 11/19	6 hours a month	No	There was a "great" deal of noise during training. The museum was open that day, it was hard to hear and limited speaking	No - the directions are detail oriented and the visitors are not inclined to listen	The pods are difficult to stay focused geographically, pods 1 and 2 are located in open spaces. The guests wander early	This is too much going on in an open space, the areas are not clearly defined	This has made for a great deal of added responsibility for the facilitators. The guests often are in other spaces. The noise from #1 and #2 is very loud.
AV 11/19	4 hours per month	Yes	NA	More likely to go straight to the drawers	Waiting for the first pod to clear	Another interactive exhibit that children's groups can use	Interactive exhibits are good. Suggest increasing artifacts on display from 4,500 to 10,000
AV 11/19	3 hours per month	Yes	NA	NA	Getting started on the Discovery Trail	I think that the tablets should be programmed to allow a person to choose starting at any pod	Seems to be working fine
AW 11/17	3 hours per month	Yes	NA	NA	NA	NA	NA
AW 11/18	1 day per month	Yes	NA	I always try to greet guests first	NA	NA	Very good
AW 11/19	6 hours per month	Yes	NA	I think it's best to approach each visitor and share what is in the KDC	The visitors, especially younger visitors, love the new tablets. The older visitors, not so much - they would rather just look in the drawers.	Continue to offer instruction of the tablets and give information about the artifacts	I really like the interacting new pods and the tablets for info on artifacts, but I miss the research ability of the computers.
AW 11/19	12 hours per month	Yes	NA	I always demonstrate the use of the tablet to each guest. Some do trail after drawers	Most people like the KDC. They are surprised with how much is here.	NA	Great
LF 11/16	3 hours per month	Yes	NA	Most adults need to be encouraged to pick up a tablet	Pods require more guidance than drawers	Simple instructional sheet...not needed if not crowded but needed if more than a couple of visitors here	LOVE the tablets. Info on pods great, but needs some revision to use easily
LF 11/16	3	Yes	NA	Go to drawers	Tablet timing out	NA	Love the changes - everyone more stimulated
LF 11/16	4 hours per month	Yes	NA	Go to drawers	Watching their step. no issue but getting instructions to do pods	A sign with a few instructions for tablets (they drew a picture of a sign titled "Please choose a tablet" with 1...2...3... underneath)	Great!
MM 11/15	6 hours per month	Yes	NA	Young people do; older adults need orientation	They haven't allowed time to use Kravis beyond 10/15 minutes	Pods need to work independently - people tend not to use pods unless open when they come.	The area is ambiguous as a learning center or display of artifacts - people tend to feel there's more to see (the handwriting was hard to read)
MM 11/15	3 hours a month	Yes	NA	I'd say approximately 50/50	Most often I hear is I wish I had more time, no problems.	Make it larger. I would like to see clothing.	Great
MM 11/15	6 hours a month	Yes	NA	Usually 50/50	Mostly amazed at what is here	NA	Great
MM 11/15	3 hours per month	Yes	NA	I try to approach first and ask if they know about the KDC	Having to wait for jaguar to finish	Sometimes they want to move before the pod is through. Would like a way to skip ahead for adults.	Good
MM 11/15	3 hours per month	Yes	Using the tablets for the pods takes practice to move through the tablet screens.	Go straight to the drawers	How the tablets work. I give them a short training demonstration on the Discovery Trail and the explore mode.	Encourage them to use the tablets and show them how it works	We have an increase in visitors. The tablets are easy to learn. The children need little instruction.

Appendix D: Comments

Section 1: Demographic Visitor Survey Comments

Google suggested, maps inside tablet point out where objects are
More "kid-friendly" tablets don't really hold attention of younger children, interested in jade objects
High school teacher who incorporated KDC in class
Museum designer looking at KDC
General interest in museums
Working on class assignment
Wanted to see everything
Wanted to see everything
Asked if they were allowed into the KDC when coming down the stairs
Assignment brought them in
Wandering around the museum
Wanted to see the entire museum
Wanted to see the entire museum
Had trouble scanning the images into the pods, Sunday funday brought them in
Bird song
Wanted to see everything
Wanted to see changes
School field trip
School field trip
Is an archaeologist
Grandpa and friends told him
Ear spools
Daughter wanted to see things
Conference brought them in
Curiosity
Volkswagen Antiques show
Always wanted to see it
Meeting friend for lunch
Friend
Son wanted to come

Granddaughter attends TU And wanted to show them around
She was specifically looking for items on her class sheet and was not venturing outside of that
Mother has a Master's in Anthropology
This group was very enthusiastic about the drawers but did not have time do complete the trail
The little boy was very excited about the trail
They were excited about the tablets
Bird song
These two women came in, looked at tablets, and then left
Wondered in
Walked around, talked to Gillie, then went to the tunnel
Seemed to enjoy using the tablets to explore the drawers, they loved the redone KDC
Very interesting in the drawers
Brought friends to show around, both couples experienced the center in the order it was designed and spent a good amount of time to get the full experience of the center.
Presenters for museums program. They were intuitive and curious, went back in forth to different drawers and made comments to each other, they seem enthusiastic about the discovery center.
Nonchalant, came to see the Cherokee exhibit
The children were the one who used the tablets, the parents followed them around and the grand-parent sat down after visiting the Jaguar and looked at a couple of drawers by the jaguar pod.
Sunday fun day brought them in, Grand-mother was very engaging with the two granddaughters, to keep their interest going while experiencing the pods and the drawers.
Archaeologist and photographer
Completed the entire trail, had trouble with tablets working for everyone
Family completed the trail

Section 2: Tablet Usage Visitor Survey Comments

Children showed much more interest in the actual items in the drawer rather than the tablet
Very inquisitive, was impressed with how smoothly tablet ran
Made a point to let me know that the tablets were really easy to use even being from another country
I think one of their tablets timed out, but they had been using them with the drawers for at least an hour
Were very excited by the tablets and mentioned that they preferred using them rather than having to read lots of text panels
She told me that the tablets were very easy for the students, and they needed no instruction. She noted that the students were teaching her how to use it.
Didn't do discovery trail
The kids were working the tablets and helping each other as the adults watched, and they had no issues
The little boy was really enthusiastic about wanting the games
She was knowledgeable about technology and was only using the search option on the tablet
Didn't appear to have any tablet issues
Child asked mother several questions about the cultures from which the artifacts came and she was disappointed the tablet did not help
Asked Gillie if tablets were used as security
They mentioned not all the items they searched were on the tablet
They shared the tablet amongst there group, but eventually 2 split off and just looked through drawers without the tablet
They seem comfortable using the tablets.
They were very engaging in finding out information with the tablet.
He's has interest in learning new things.
At the beginning, Gillie started to assist them with the instruction of the table, the father said they've got it and know what to do and went on to help both of his sons with the tablet.
For their age group they were intuitive with the tablets.
Tablet stopped working for youngest child, "timed out"
Did not use
Had tablet but did not use it, but strongly agreed to everything
Did not use tablet
The child was distracted during videos, obvious content was too advanced for her attention
Did not use tablets
(One of the children in the group jumped in with certain questions)

Section 3: Behavior on the Discovery Trail Visitor Survey Comments

Only group in my observations that even attempted to use Discovery Trail, they had young children and the Gillie mentioned they might not want to use the Trail because it can take a long time and especially young children become distracted
Did not do the trail
Did not do the trail
Did not do the trail
Did not do the trail
He was very adamant that he was going to recommend others to come; sound at spider was not working
Parents had to help children with questions
Did not want to answer questions
School groups were able to begin at any pod. There is a specific "Lab" mode that is initiated by the Gillie to automatically put them in groups and send them to one of the three pods to begin.
Overall, she noted that the personalization in Bear pod was very good. The students identified with the personal touch. She suggested that Jaguar and Spider have more personalization as well. (how things directly affected the families and cultures rather than simply straight forward information)
Did not o the discovery trail
They did not have time to complete the trail
The little boy had some trouble scanning the trails because of his height
They free explored and did not use the trail
She did not use the Trail because she was there specifically to look through the drawers
They seemed crowded at the first pod, also mentioned the trail wasn't really a "trail". U shape instead
Noticed they tripped walking into a pod
Students came with a class and broke into three groups. Kids were very interested in the drawers and seemed moderately interested in the Discovery Trail. One Gillie did mention at the end of the tour to not "steal the tablets because an alarm would go off and we will catch you"
They followed the Trail in order (except for step 5 & 6, they didn't use the tablets while in the Spider and the Bear pods, there were couple of kids also in each as they visited each of the pods).
They follow the trail in order it was designed to do.
Gillie caught his attention with conversation.
Mother and father followed along with their two sons. At one point the mother sat done for about 8 minutes on the bench and went back to the Spider pod to join all 3.
They did not stay very long on any of the pods.
(Content confused youngest, age 10?)
Did not do the trail
Did not do the trail
Did not use tablets or trail
The little girl was only 3, the questions were too advanced for her, but she still had a positive experience, ran around a lot, ALSO the sound on the pod 2 did not work for their experience
Did not do trail or use tablets

Section 4: Drawers Visitor Survey Comments

Children were extremely excited to see in the drawers
He would look in the drawers first and then use to the tablet
Guest wanted it to be more organized by date and have more visual direction
Was very fascinated with the necklaces made out of teeth and turtle bones
They also enjoyed that they were able to see the artifacts closer than from a distance in a class container
Opened drawer then looked up item on tablet
Liked the old and new technologies together (tablets use to learn the old artifacts/tools)
Tablets wouldn't work to look up items
The grandpa volunteers at the museum nature and science in Denver and wants to mention the drawers to the curator
She was a college age student will knowledge of the technology of the tablet
The guest stated that everything was laid out nicely
Wanted us to make a note that the Gillie was amazing! Stated the KDC was a "great resource" and they were "loving this down here"
They were an older couple who felt comfortable using the tablets to search for items, stayed for a long time and seemed to enjoy the visit. No one mentioned the Discovery Trail to them
She was impressed with how many items were in the Kravis
They didn't realize they could use the tablets to look up the drawers
Did not use tablets for drawers, only looked at shelves
The second pod (spider video) still did not have sound

Section 5: Visitor Tracking Survey Comments

Seemed to "give it a shot" but lost interest quickly
Doing observational work, testing things
Spent large amounts of time on single drawers
Kid had been there and wanted to do the trail but looked like his dad got bored after a while, so they left
Had trouble scanning because kid was too short; kid complained Jaguar video was too long
Looked mostly at shelves
Split up at Jaguar because child got bored
Did not want to take a tablet so just left
After bear went to tablets, Gillie, drawers, then talked to Gillie again; seemed to get confused about where to go next so kept asking Gillie for help; tripped coming out of bear; said he had been down a lot before and excited to see the updates
Gillie explained the drawers and how to use them with the tablets in great detail, but only briefly mentioned the Discovery Trail. Woman remarked "That gives us a good centering" in regard to the Gillie's explanation. She also noted that everything is "well displayed and condensed".
Gillie explained and showed how to use pods.
Geologist and Archaeology
Gillie approached them
Archaeologist - conference
Child asked her mother some questions about information and mother was disappointed the information was not on the tablet
Gillie took them on an entire tour of the enter and they left shortly after
Gillie led him to the drawers and explained the tablets to him, started jaguar but left 1 minute in
They were walking towards the drawers but the Gillie stopped them and brought them back to the desk
They spent a lot of time looking at the items on the shelves
They talked about not having time to look in the drawers
Entire group split up and went different ways after getting tablets
Left immediately after completing trail
Father did most of trail with daughter but instead of going into bear he stayed outside and talked to the Gillie
Went to the drawers before they did the trail
Was specifically there for a class project and was searching for specific items
Did not have a lot of time
Gillie directed them toward the drawers and did not mention the discovery trail
Man only looked at drawers which the Gillie had already opened. was wasting time waiting on his wife.
Man came and got tablet but quickly replaced it.
Man looked mainly at drawers already pulled out by the Gillie
Man that works at the Gilcrease was taking them on a tour

Gillie suggested to the gentleman that he suggested Free Exploration (guest was an Archaeologist from AL)
Gillie walked up to him as he was looking in the drawers and gave him a tablet.
Dr. Pickering was leading this couple around.
Gillie walked up to the group as they were walking around looking at the artifacts and gave them a tablet.
Gillie suggested Free Exploration to them; 6 tablets stopped working/ were charging
Overheard one of the visitors stating, "some of the drawers are sticky."
Visitor tripped two different times on the lip of the area going up to tablets; Gillie suggested they do Free Exploration
Honestly seemed a bit lost.
Lost interest quickly, KDC was the last part of the Gilcrease they were visiting, so fatigue might have set in as well
They were a part of a bigger 6th grade school group; 1 out of 5 tablets stopped working; overheard Gillie saying "Glitches, Glitches, Glitches!"
They were a part of a bigger 6th grade school group; kids got excited when they answered correctly; 3 out of 4 tablets stopped working; kids tripped into the main tablet area; Gillie told them they went out of Bear from the "wrong side" and made them go back in it and exit "where they were supposed to"
Gillie stated, "We've had several things break this morning"; Main Gillie made everyone put their tablets back because they clicked on the checkmark before they were supposed to, got onto them for it and made everyone start all over; One Gillie (woman) seemed to be irritated with the children and it was noticeable; overheard kids saying, "I want to do this again!" and "Loved it!"
Looked at shelves as well
The power went out in the Gilcrease and the guests left when they realized it affected the Discovery Trail (One pod had sound but no video, one had no sound and only video)
Students came with a class and broke into three groups. Kids were very interested in the drawers and seemed moderately interested in the Discovery Trail. One Gillie did mention at the end of the tour to not "steal the tablets because an alarm would go off and we will catch you"
Gillie went up to them to explain the KDC; the mom and grandma looked at drawers while the children did the trail
He did not use the tablet though the Gillie offered it to him
Some of the time includes when they went to look at the gallery
Occasionally would go and look at the pods
They had a professional camera and were taking pictures of objects
She had a tablet, he did not. They also donated money.
The Gillie didn't do a good job of explaining the tablet. She walked to jaguar and tried to use it as a touchscreen and then went to look at drawers. After about four minutes, she put up the tablet and looked at the drawers without it.
Came in specifically looked for arrowheads. Gillie pointed them out the two, they looked at drawers, and then went to the gallery.
She just walked around, not opening anything. Then she went to the gallery.
He said some things were mislabeled to the Gillie
Immediately went to spider and then went to look at the drawers, then they went to the gallery
No Gillie down there to direct them, so they didn't know what to do, but they eventually figured it out. Stopped after Spider to look at drawers briefly and then completed the trail
He was waiting for his group, so he sat down and waited for over twenty minutes and then he got up and left without looking at anything
They just walked around the room looking at the shelves, didn't open any drawers
They didn't take a tablet, looked at jaguar, and then went to the gallery

Went to the jaguar and looked at it then went back to the drawers. didn't pick up a tablet.
He had a kid with him and then walked around a bit and then went to the gallery
They took one tablet for the family. The Gillie had to explain the trail. One of the kids, a teen, just sat on a bench, not interested and the Gillie tried to get him interested. They went off the trail at points and the audio on spider wasn't working. They did not do bear.
Celia Clinton Elementary School - 6th graders(multi-ethnicity) split into 3 groups of five and some had more than 5 students. Lead Gillie- Rod Snyder provided some instructions to the students. Noticed few students from each of the divided group congregated to the war club's drawers, they thought it was cool to see the guns. Also noticed with the group I observed, the gillie was attentive to the students' needs as they go through each of the Spider and Bear pods. At the end of the tour, the lead gillie - Rod, gathered all the students on the floor in front of the tablets station, he thanked the students and ask them if they had any questions or what they think of the exhibit. However, out of nowhere, another gillie (a lady) made a comment to the students, telling them if they steal the tablets the buzzer will go off. Overall the students were well behaved and polite. It seems they had a good experience at KDC.
One split from the group and went to the Spider pod and came back to join the other 3 at the Jaguar pod, also he replaced the tablet when all 4 started to look at the drawers. No tablets were used by any while they visited the Spier and the Bear pods.
The Gillie chatted with them a bit while going through the experience
He tripped going near the tablets. The Gillie explained the tablets and Discovery Trail to him and he was not interested, because he did not have the time.
Security Guard came and re-started Tablets that were not working.
They stopped to look at the Tablets and then walked into the Groenendyke Gallery
Quick tour by a staff member of the Gilcrease.
Little girl in group tried scanning the Jaguar, couldn't get it to work, went over to spider & bear, wouldn't work, went back to Jaguar and started Discovery Trail, went to spider.
Gillie never explained the Discovery Trail to any visitors, he only explained free exploration. One in this group was blind, His wife specifically asked Gillie if there was sound with the Tablets, Gillie said there was no sound. The wife wished there was sound, so her husband could hear about the pieces in the KDC.
Looked around the KDC and went into the Groenendyke Gallery
Walked in and asked Gillie some questions about Gilcrease and then went into the Groenendyke Gallery. They asked the Gillie if the Tablets were security screens.
Only pair that did the Discovery Trail with the Tablet. They walked away from Jaguar part way through the video and started looking at drawers.
This was the first school group. 14 total kids, split into 3 groups. They did the full Discovery Trail and Free Exploration. There were technical issues with Spider. A student pushed a button on the speaker and it stopped working and knocked it down. Gillies had to call someone to fix it, they restarted it and it worked. Some tablets froze while students used them, they had to be restarted. Gillie mentioned there are almost always glitches when school groups come. The students like the bear, exploring with the tablets, and the tablets in general. One student asked if you could buy the artifacts.
A part of the second school group that came into the KDC. They did the entire discovery trail and free exploration. There is a specific setting on the tablet for school groups. Gillie selected school level (middle school) on the main Gillie Tablet at the desk, then all tablets lit up and put students into 3 groups automatically when the students picked up a tablet. Each group was labeled "spider" "bear" or "jaguar" and that is where the group would start on the trail and then continue throughout it. The tablets work really well for school groups doing the Discovery Trail, just not for individuals trying to do the trail. The tablets work better for individuals doing the Free Exploration. I can explain this more in class, if it doesn't make sense. One students tablet stopped working during the trail and had to be put back.
A part of the second school group that came into the KDC. Did the entire discovery trail and free exploration. The KDC is "closed" to the public when a school group is using it.
A part of the second school group that came into the KDC. Did the entire discovery trail and free exploration. One student noticed that some projectile points weren't in the case or in the tablet. Some tablets had issues. Students liked the guns, dolls, stone masks, totem polls, and glasses. The students said they had fun and had a blast!

Section 6: Gillie Survey Comments

NA
NA
1. Categories search on tablets would be helpful. 2. Larger labels on drawers so easier to read (or color-coded categories)
NA
This overall has been a very nerve wracking experience. I am exhausted each time by the time I leave.
Expand KDC into vacated library area
NA
NA
NA
There is improvement on getting all the tablets working and I'm sure that eventually all the bugs will work out.
NA
NA
NA
Add search item button on explore
I think there could be a way to tie the artifacts to the tribal culture rather than group by type and object. I would like a way to compare/contrast artifacts as part of different tribal cultures, perhaps placing artifacts within context of geography and culture. Basically, is Kravis an educational center or display of artifacts?
NA
NA
NA
The pods are interesting and provide good information, I have found most people enjoy exploring the drawers/