

Usability Test Results

For: **The Art Institute of Atlanta**

<http://www.aia.aia.edu/index.asp>

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Executive Summary

Ann White and Kevin Smith, students at the Art Institute of Atlanta recently completed focus groups and usability testing for The Art Institute of Atlanta public web site.

Purpose of the Art Institute of Atlanta Usability Test

Overall Goal: To provide specific research on the features of interest to current students of the Art Institute of Atlanta web site. To determine expected performance of those specific features and identify any serious problems or possible solutions for a potential redesign or reorganization of the site to meet needs of current students.

Problem Statements and Test Objectives

The following questions were formulated from recent findings during a focus group session with current Art Institute of Atlanta students. The focus group discovered that many current students would not use this site as a primary source of information for the Art Institute. Specific questions to be answered:

1. How easily can current students find specific features that are useful and or important to them?
2. Some specific features being tested: contact information, student work samples, scholarship information, jobs or internships available, transcript information
3. Would these features be more useful on another site that students visit more often?

User Profile

The target market is intended to current students attending the Art Institute of Atlanta. They are somewhat familiar with how to navigate on the web and basic email functions. They may or may not have previous experience with the site. They can be attending any major or minor program at Ai, full or part time. See Analysis of Quantitative Data for specific demographics of participants.

Data Analysis and Recommendations

Below is a list of the major areas of concern and recommendations. These concerns and recommendations are elaborated on more deeply in the Usability Test Results Analysis portion of this document.

Analysis of the test data provides two major findings:

1. Labeling for the navigation is not clear or intuitive. Users spend too much time browsing and guessing as to where the information they are looking for is located.
2. Users are taken to new windows and other sites without their knowledge, this raises uncertainty. The user questions where they are on the site, if they are still on the site, if they close a window, will they close the site. They also question how to get back to the site.

Based on these findings Kevin Smith and Ann white make the following recommendations

1. Specific card sorting tests be completed and labels changed accordingly. Possibly implement drop down menus.
2. Notify users when they are leaving the Art Institute of Atlanta web site and going to another site, or when files will open in a new window.

Additional recommendations based on findings:

It was interesting to see that current students seldom use the corporate/public AiA site. They did find however several features that were useful and interesting to them. We recommend incorporating these features into the existing HUB site for current students:

- News and Events
- Digital Gallery (Gallery of student work, static and interactive)
- Order a transcript
- Specific Scholarships Information
- Actual job listings

Methodology

Usability testing was held at the student discussion room located in the library at Ai. Each session should take no more than 30 minutes. The sessions were video taped and Camtasia was used to capture screen data. Each facilitator will follow the same testing plan and guidelines. A complete copy of the test is included in the Appendices Section

Testing Outline

- ___ Introduce yourself/ team
- ___ Brief Background about the Art Institute of Atlanta
- ___ Sign consent Form
- ___ Explain How the observation works
- ___ Assess the navigation
- ___ Complete Task Scenarios
- ___ Complete Demographic Questionnaire
- ___ Complete Post Questionnaire
- ___ Thank them for participating (disburse incentive and extra credit form)

Test Environment and Equipment

The student discussion room located in the library of the Art Institute of Atlanta will be equipped with one video camera, microphone, a laptop computer running Windows XP with a Pentium 4, internet capability with Firefox and Internet Explorer, and the laptop will be running Camtasia. This room will serve as both the observation and evaluator room. Clients will not be present for the testing.

Roles of the Team

Our team consists of two members. Each member will perform the following tasks alternating between tests. The major roles for this usability test are:

Camera Operator: responsible for recording the participant's facial expressions, actions and comments. Responsible for data retrieved electronically regarding the test and technical issues surrounding the equipment used for the test.

Test Administrator/Facilitator: Overall coordination of the individual test, explain the test activities and administer questionnaires. They will be responsible for taking observation notes. Primary person the test subjects will interact with.

Usability Test Results Analysis

Summary

Both qualitative and quantitative methods of data collection were used. The specific data findings are included below.

Site Positives

We compared the results of our qualitative data with our quantitative data and found that 75% participants found the site to be informative and well organized. Although participants had trouble completing tasks, the functionality of the site performed as was expected. (No broken links, good status indication and in general a usable site.) The design and layout of the site was received well, but some participants expected a site with a little more artistic flare.

Scenario 3 (find a part time job) was the most successful. All participants completed the task successfully in the allotted time.

There were features of this site that students identified as being helpful and informative and that they would like to see included on the HUB site for the school. These features are discussed in the Summary of Recommendations portion of this document.

Specific Problems of Concern:

There are two major areas of concern for the site: navigation labeling and opening of new sites in the existing window of the current site without the user's knowledge.

The first major area of concern is not so much the functionality of site, but the labeling of links and placement of information within the site based on the existing labels. It is apparent that the existing site is primarily targeted for potential students and parents, however, there are features that existing students would find helpful, if they knew where to look.

As the demographics show, our test participants are somewhat internet savvy with a minimum of four years of experience on the web. They have enough experience on the web to have developed expectations on where information might be found and how to get around a site. This raises the concern, if experienced users have difficulty finding the information, beginner users will have difficulty as well.

In Scenarios 2, 4, 5: 75% of the participants could not complete the task unless prompted to do so. This raises a high level of concern. If users can not find information on their own, the site is not useful to them and is not effective and misses its main purpose, to provide information.

50% of the participants were able to finish the tasks in more than the allotted time. It appears that a user will spend more time on the site, but this time is spent trying to find information, not utilizing the site properly. This searching is frustrating to users and they will resort to inefficient manners of obtaining the information (request information form). This is discouraging to users who are expecting to find the information easily.

Only one participant was able to complete all the tasks in the allotted time. The respondent is active in the IMD program (very internet savvy) and is 37 years old, and possess a college degree already. This raises some concern as to the labeling as well. Are the labels being used appropriate for the level of education high school students and early college students will use and understand? Again, further testing and card sorting of the targeted age range and education level should be conducted. Is the navigation intuitive? It appears not to be.

Specific labels that need reconsideration	Description of Problem	Task or test that identifies problems
Digital Gallery	All participants eventually came to understand Digital Gallery as the link where they could find student art work, however some thought the name implied a virtual tour of the school, or art work more related to animation.	Navigation Assessment - Scenario 1
Creative Solutions	Most participants weren't sure what to think of this nomenclature. 50% thought the link would be solutions to art problems or problems students had worked on (possibly tutorials to solve a problem with a piece of art work).	Navigation Assessment Scenario 1
Community Education	100% of participants did NOT equate Community Education with continuing education, or credit free classes, or classes available to non students.	Navigation Assessment
Academics	Existing students equate academics with similar categories as found on the HUB site. Participants also equated administrative tasks relating to their education to be found under this label.	Scenario 4 Scenario 5
About Us/Contact Us	Participants did not expect find specific contact information in this category. They have become used to a more general category of information.	Scenario 4

Results Analysis Qualitative Data

Qualitative data is obtained using observation of facial expressions, verbal comments when participants think out loud and spontaneous verbal expressions (comments). Qualitative data is also obtained from participants using surveys that measure how a respondent feels or perceives about a particular statement. Our testing includes both methods of observation of the task scenarios and data collected from the post questionnaires.

Pre-task Interview and Task Scenarios

Users were asked to give their overall impression or first impression of the site. Listed below are the responses:

Test Subject1:

Is this the site I go to now? Oh, this one is for the general public

There is a lot of information, I like on top I can clearly see what area I want to look for and go into. For an art institute its not overly creative, doesn't grasp my attention or be something I would expect to see from an art school

Test Subject2:

My first impression, very business like, professional, like the image of the school, students that go here would recognize the school, feels like home, its part of our school, typography is very good. I like the tag line (Picture Yourself here, Time is now) stands out very well. It's very professional.

Test Subject 3:

Looks easy to navigate, good choice of colors and font, makes it easy to be where you want to go, red sign with white font, and looks clean and direct.

Test Subject 4:

Defines the At Institute, I like it.

Users were asked about key areas of the site that have important, useful or interesting features to current students. First they will be asked to do a navigation assessment. This assessment is done to test for intuitiveness of the labels used on the site. They will then be given scenarios and tasks that will test the specified features. The evaluation form for those scenarios is displayed after the navigation assessment.

Navigation Assessment:

What do you expect to find under the following headings, what types of information??

	Test Subject 1	Test Subject 2	Test Subject 3	Test Subject 4
Digital Gallery	flash animation, lot of moving graphics	more images and animations of the school area, school grounds like a miniature tour of the building	Cg'd work, corel painter, work with photoshop	computer animated things, graphics, things have to do with computers, technology
Careers	jobs related to the careers you can find after you get a degree from the Art institute, Graphic Design field, web developer even as far as marketing	who is coming to look for interns, during port folio announcements of who will be coming to see them	careers offered from the different areas of the school	Shows what majors are at the Art Institute and describes the programs and jobs you can have
Creative Solutions	, pause , can I come back to that, I'm not sure about that one (After being asked a second time) Something I would have in class, how would I creatively attack that question.	more creative side and ideas of professors, students and their work	---hmmmm solutions to problems that are outside the box, not viewed as the norm	really don't know, solutions for your art work, solution to a piece of work that you are working on

Community Education	stuff in the school , ongoing education classes that the school offers,	How classes work, how students work with each other in and out of the classrooms, to make it a friendly environment, just hang outside of classroom...	Learning process, that's tricky, as pertaining to the community here? Re prompted _ if you see that label on this web site, what would you expect? Not sure, I think of community as far as a neighborhood, I think centered around the students and this building	How the art institute is involved with the community, anybody can go here if you have the ability to want to learn
Other comments before beginning	none	, I like pictures of the building: Task one flash class question: students work ...	I'm hands on and like to experience things first hand...	none

Note to facilitator: In observing the tasks be aware of body language, facial expressions and comments. Record all verbal comments and where they occur in the testing process as well as facial expressions and body language. If possible record the time it takes to complete each task.

Scenarios/User Tasks

1. You will be taking a Flash class next quarter and you want to know what kind of work students have done in Flash. Find the student gallery on the web site and locate art work from Interactive Media Design students.

Test Subject 1

Observations	Verbal Comments	Results
Chooses Digital Gallery then interactive media then the links of the individual students. Then opens the small thumbnail to reveal larger image	I would go first to digital gallery, then interactive media design, look at the links of the students. Probe: is it what you expected? I would hope to see more than just the intro – looking for some movement or animation, really gives no idea of what a student has done with movement in a website.	Completion on this task: Successful Interesting finding: Does not meet participants expectations

Test Subject 2

Observations	Verbal Comments	Results
Looks around a bit chooses Creative Solutions then Student Gallery completes the task, closes out the new window – is asked to look again for student work on the Ai site, Chooses digital gallery, is reminded for interactive media. (accidentally minimizes the site)	Reads page out loud I suppose there would maybe be a list I did not notice the sub navigation links	Interesting finding: Completes the task successfully finding a link we had not known was there. We were very surprised with the success of this task as most participants weren't too certain of what Creative Solutions link would hold... Creative Solutions opens a new web site in a new window – you are no longer in the Art Institute of Atlanta page. Completion on this task: Successful

Test Subject 3

Observations	Verbal Comments	Results
Goes directly to digital gallery: interactive media design students: misses interactive media the first time (then prompted to find interactive media design again) sees a series of names	I see a series of names, I assume these are students involved in that Looks like a student project. Its pretty much open book, I wasn't sure what to expect...	Completion on this task: Successful

Test Subject 4

Observations	Verbal Comments	Results
Goes to digital gallery and chooses interactive media – wasn't sure, thought about creative solutions, but chooses gallery because gallery was stated – thought creative solutions because they would be solutions students have come up with for projects	I wasn't real sure, I thought maybe creative solutions, because they would be solutions students have come up with for projects. but since the question mentioned gallery I went with digital gallery	Completion on this task: Successful Interesting finding: the definition of Creative Solutions according to the participant.

2. You are looking for a new scholarship to apply for. Navigate through the web site to find information on a scholarship that is offered for Art Institute students.

Test Subject 1

Observations	Verbal Comments	Results
<p>(some confusions about where to look) Chooses academics. Chooses Special programs,</p> <p>Probe, Using the main navigation labels, is there another area you might look for this information?</p> <p>Chooses admissions, financial planning – scholarships</p>	<p>Apologizes, this is not something I would need to look for, Special Programs, but those don't look quite right, this doesn't give me the information I'm looking for.</p>	<p>The first attempt at this task was unsuccessful. When probed further to think about another way to find the information the task was completed eventually.</p> <p>Completion on this task: Successful but not on first attempt</p>

Test Subject 2

Observations	Verbal Comments	Results
<p>Probed to think out loud</p> <p>First clicked on news and events similar to what is downstairs for what is available. Expected it to act like the school. Is misdirected to student life oops then directed to admissions, financial planning, and then scholarships.</p>	<p>I chose news and events; I was expecting it to be similar to what I would find downstairs for what is available.</p>	<p>This participant had to be prompted to find the information using the admissions link.</p> <p>Completion on this task: Unsuccessful</p>

Test Subject 3

Observations	Verbal Comments	Results
<p>Hesitates and chooses request for information ...</p> <p>Prompted to go back to main navigation then thinks careers and alumni and maybe academics,</p> <p>Prompted as new student, where might you look, maybe the site map...</p> <p>Prompted to click on admissions: appears puzzled opens the application for admission and directions. Confused about closing the window out)</p> <p>Prompted to Return to admissions and look for something for scholarships, read through the sub navigation)</p> <p>Again prompted to choose financial planning...</p> <p>Still has trouble finding the scholarships</p> <p>Recap: financial planning would not have been your first place to look for this information</p> <p>Probed as to how we might make it easier to find:</p>	<p>I'm thinking request for information but I think there may be a better place, I'm looking through the different categories, I can't find what I'm looking for, I guess I would fill out this form</p> <p>I'm not sure, careers, alumni maybe academics?</p> <p>Maybe the site map</p> <p>I guess from admissions I would choose application. I don't know, is this is?</p> <p>Can I close this window or will it take me out of the site?</p> <p>Reads the sub navigation out loud for Admissions</p> <p>Now that I think about it, it would have made sense...</p> <p>tab, that said opportunities or scholarships offered:</p>	<p>Completion on this task: Unsuccessful</p> <p>Even using prompts and directed navigation on the part of the facilitator this task was not completed successfully.</p>

Test Subject 4

Observations	Verbal Comments	Results
<p>Looks around at the navigation, appears puzzled, clicks on Request Information . Looks through the form to see how to fill it out.</p> <p>Prompted to consider another choice – scans with the mouse to see if she finds something that will work..</p> <p>Spends a long time browsing</p> <p>Prompted to go to Admissions,</p>	<p>I would not have thought to go to admissions to first</p>	<p>Completion on this task: Unsuccessful</p>

3. Now in your second year at school you want to find a part-time job. Navigate through the web site to find information on where to find a part-time job through the school.

Test Subject 1

Observations	Verbal Comments	Results
Careers, first look, (quick decision) part time student employment: sees the apply on line now button and opens it, it opens a new window.	I was hoping to find categories or jobs posted.	Completion on this task: Successful Interesting finding: results did not match the participants expectations

Test Subject 2

Observations	Verbal Comments	Results
Careers, part time student employment	clear, and easy to find	Completion on this task: Successful

Test Subject 3

Observations	Verbal Comments	Results
Click on careers, reads through the sub navigation, chooses part time student employment.	Reads sub navigation links out loud	Completion on this task: Successful

Test Subject 4

Observations	Verbal Comments	Results
Hesitates on which link to click on and then chooses the Careers link. Reads through the sub navigation, chooses part time student employment. Asked to speak out loud, what's going through your mind -	Is that it? Was looking for job postings, then looks into careers and completes the task (slowly)	Completion on this task: Successful but slow Interesting finding: results did not match the participants expectations she is unclear that she has completed the task

4. You are currently taking an elective class outside of your major area of study. You need to notify your instructor with some questions you have, unfortunately you have misplaced your syllabus but do have access to the internet. Using the Art Institute of Atlanta website, find your instructors contact information.

5.
Test Subject 1

Observations	Verbal Comments	Results
<p>Clicks on Academics,</p> <p>Not certain where she is looking, finds what she expects to under contact us, but is not satisfied with finding a specific address for a specific faculty member...</p>	<p>Probably look under academics first, Oh, I was here before, that is not where I want to be....</p> <p>Let's see, about us, do I see faculty? (Still looking) I know on the student site you can find it.</p> <p>Contact us, maybe there would be a list, or maybe it's just general information about the school not a list of specific people to contact.</p> <p>This is what I would expect it to be, it does not give specific addresses to contact specific faculty.</p> <p>refers to the student site HUB where she would go to find contact information for faculty</p>	<p>Completion on this task: Successful but slow</p> <p>Interesting finding: her expectations do match what she finds, but she is unaware that she has completed the task...</p>

Test Subject 2

Observations	Verbal Comments	Results
<p>Academics, graphic design, bachelors, list of programs, appears confused.</p> <p>Then clicks on Community Education, looks at the sub navigation and goes into Personal Track.</p> <p>prompted to go to about us</p> <p>Prompted to go to contact us.</p>	<p>I'm going to academics then graphic design then bachelors hmmm</p> <p>Ok lets try community education, professional track, I'm thinking academics is anything to do with my schedule, or courses, I was thinking I could find who teaches the classes and their names</p> <p>About us - I think that's just about the school itself, more general, not the particular professors...</p>	<p>Completion on this task: Unsuccessful</p> <p>Interesting finding:</p> <p>Participants definition of Academics – similar to what is used on the HUB site...</p>

Test Subject 3

Observations	Verbal Comments	Results
<p>appears puzzled – chooses request information – chooses ai student, then goes to the form</p> <p>Re directed to the about us: contact us link:</p> <p>Probe: is it clear that the sub navigation is clear as clickable information is there anything on this sub navigation that might help you contact an instructor – encouraged to go there – schools, address, executive committee, but scrolls to find info</p> <p>Appears frustrated in having to look through so much information to find an appropriate contact.</p>	<p>I would put the employees name that I'm trying to contact here and then fill in the questions and comments section</p> <p>There have been other websites that I've been to that when you roll over the links they give you information about other things that will be included there (drop down menus)description what you will find in this section – so don't waste your time clicking through all these windows.</p>	<p>Completion on this task: Unsuccessful</p> <p>Interesting finding:</p> <p>Participant becomes frustrated with not being able to find specific information easily and suggests use of drop down menus as additional secondary navigation instead of clicking around to find out what is in each sub category.</p>

Test Subject 4

Observations	Verbal Comments	Results
<p>Goes to Academics and looks through the page. Seems confused. Stays on the page for a long time.</p> <p>prompted to go to about us: Still confused after being prompted to find an email address again</p> <p>prompted to go to contact us</p>	<p>If I didn't go here (if I didn't attend the Art Institute) I would go to contact us – more general – but looking for a specific instructor, I wouldn't have thought to look at contact us.</p>	<p>Completion on this task: Unsuccessful</p> <p>Interesting finding: Even when told how to complete the task, the participant does not see the logic in its location</p>

5. You are thinking about transferring to another school and need to order a copy of your transcript.

Test Subject 1

Observations	Verbal Comments	Results
<p>Look under admissions Looks under academics</p> <p>Appears confused – given the probe, if you had already completed school and needed a copy of your transcript where would you go? Chooses Alumni</p>	<p>I don't think it would be here (admissions) Maybe Academics, I just want to make sure there isn't something I'm missing</p>	<p>Completion on this task: Successful when probed further.</p> <p>Interesting finding: would look to alumni if finished but not certain where to look otherwise</p>

Test Subject 2

Observations	Verbal Comments	Results
<p>Academics first but hesitates before clicking.</p> <p>Goes back home and clicks on About Us. Looks through the sub navigation and clicks on Contact Us.</p> <p>Prompted to the alumni</p>	<p>, maybe something dealing with registration. ...</p> <p>I would email the school through the contact us page</p> <p>I wouldn't think Alumni, I thought that just who has been here, maybe positing information on those who graduated and through with school.</p>	<p>Completion on this task: Unsuccessful</p> <p>Interesting finding: participants definition of Alumni or what they might expect to find on that page</p>

Test Subject 3

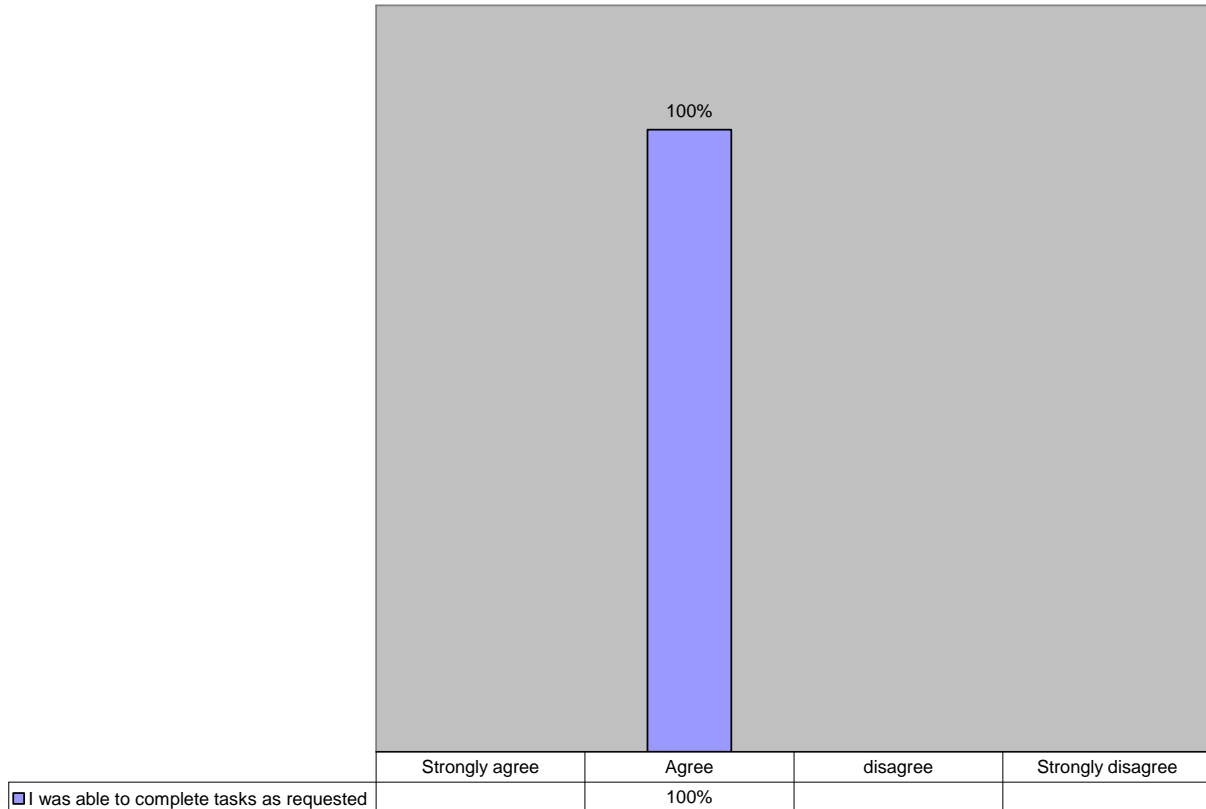
Observations	Verbal Comments	Results
<p>Looks over the navigation and then hovers over the sub navigation link Request Info and hesitates for a while before clicking.</p> <p>Goes to Admissions.</p> <p>Appears puzzled</p> <ul style="list-style-type: none"> - I guess former Ai student is what I would be uncertain if he is in the right place -Probe: what if you had recently graduated portion of the site you would go to order a transcript? – Creative Solutions maybe? - <p>Prompted to click Alumni</p>	<p>I guess, request information, I guess former student, I would be uncertain if this is right place.</p> <p>Creative Solutions?</p>	<p>Completion on this task: Unsuccessful</p> <p>Appeared to be some confusion why a graduate might need a transcript...</p>

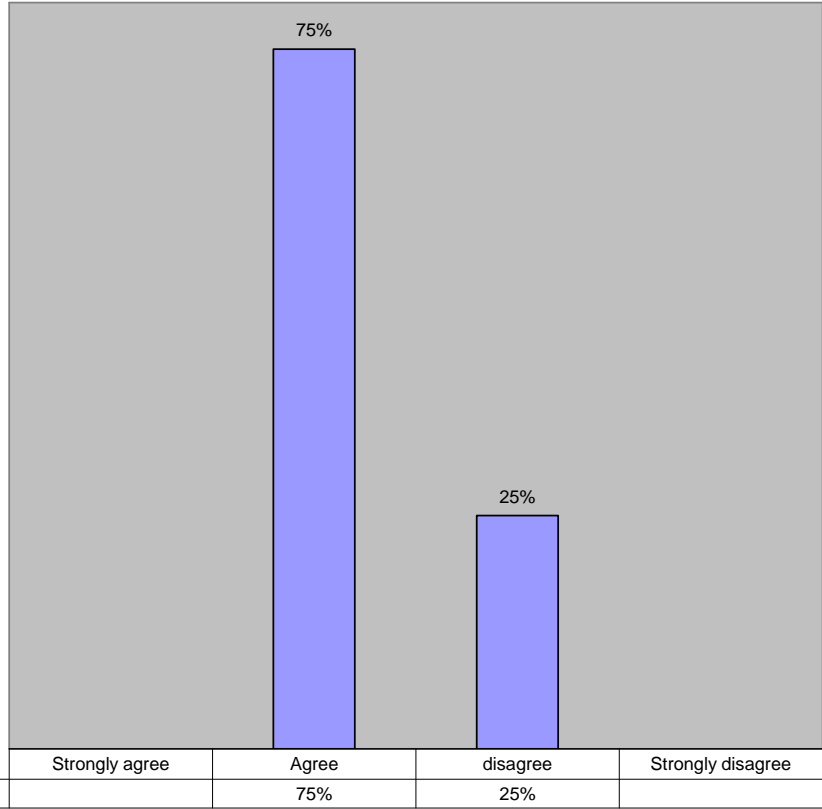
Test Subject 4

Observations	Verbal Comments	Results
<p>Clicks on Academics and looks over the page then proceeds back to Home.</p> <p>Probed as a graduate where might you look to order your transcript?)</p> <p>Hesitates for a long time while looking over the main navigation.</p> <p>Prompted to go to alumni,</p>	<p>When prompted to choose alumni, I thought that would be telling about graduate careers</p>	<p>Completion on this task: Unsuccessful</p>

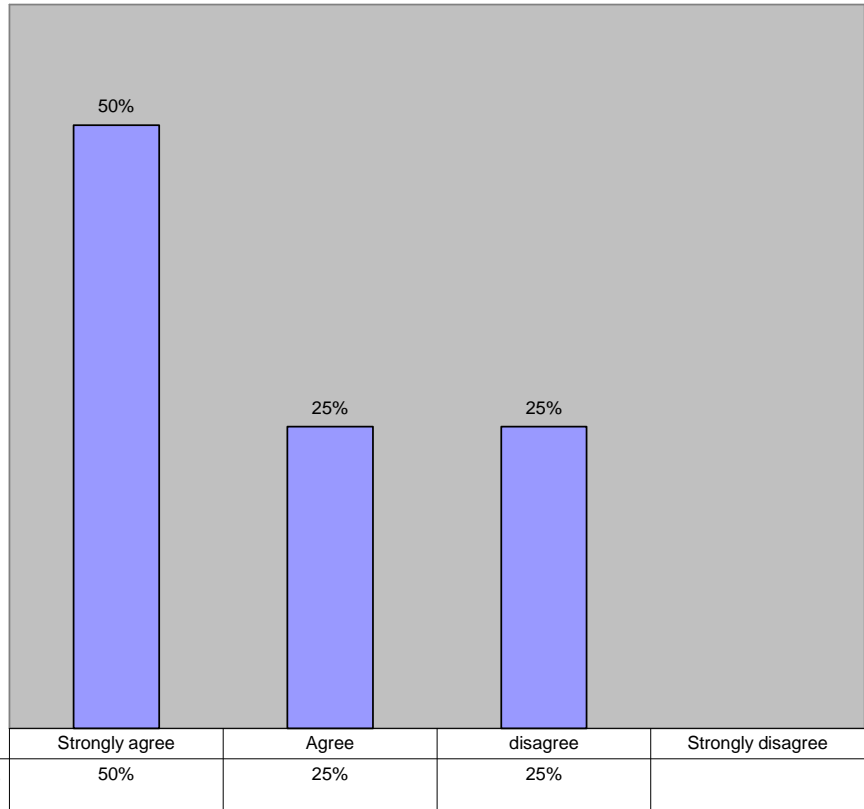
Post Session Survey Results

Participants were asked to rate 10 questions about their experience on the site. Below are the graphed results by question. Four participants were surveyed.

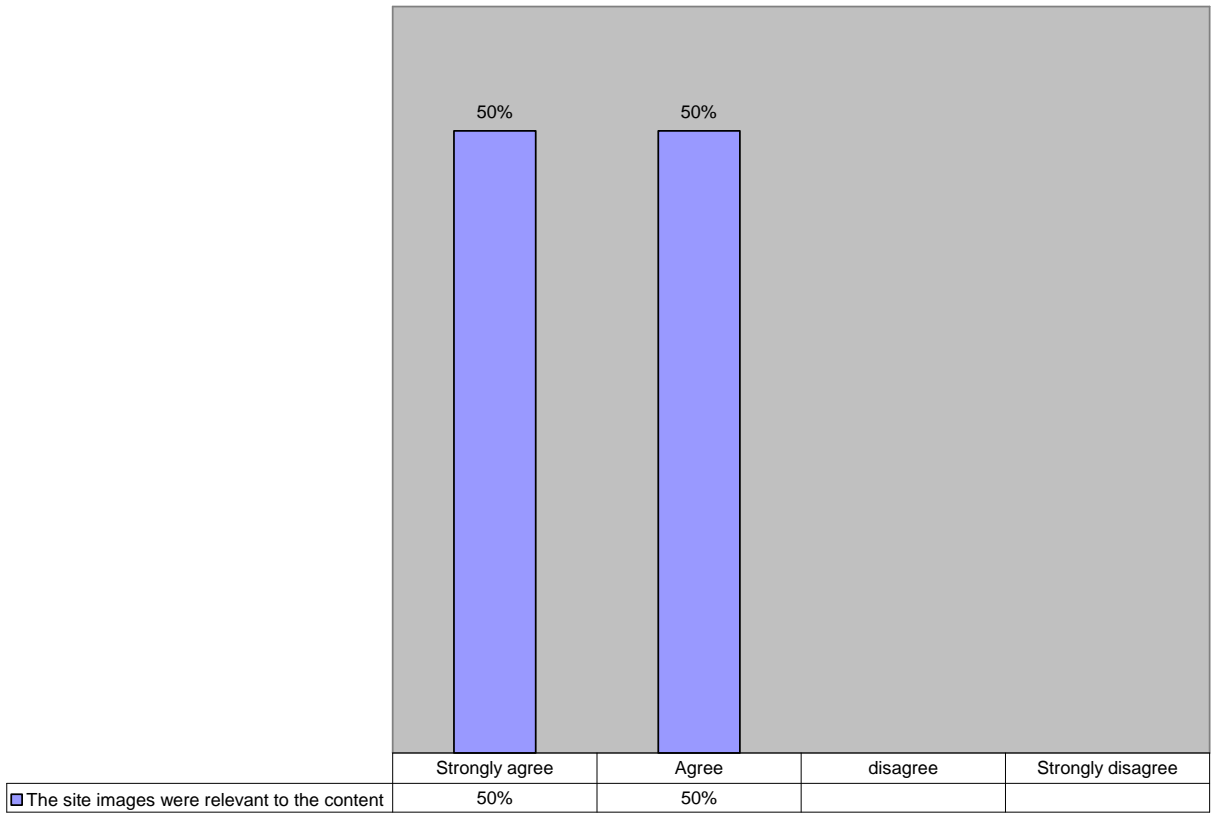
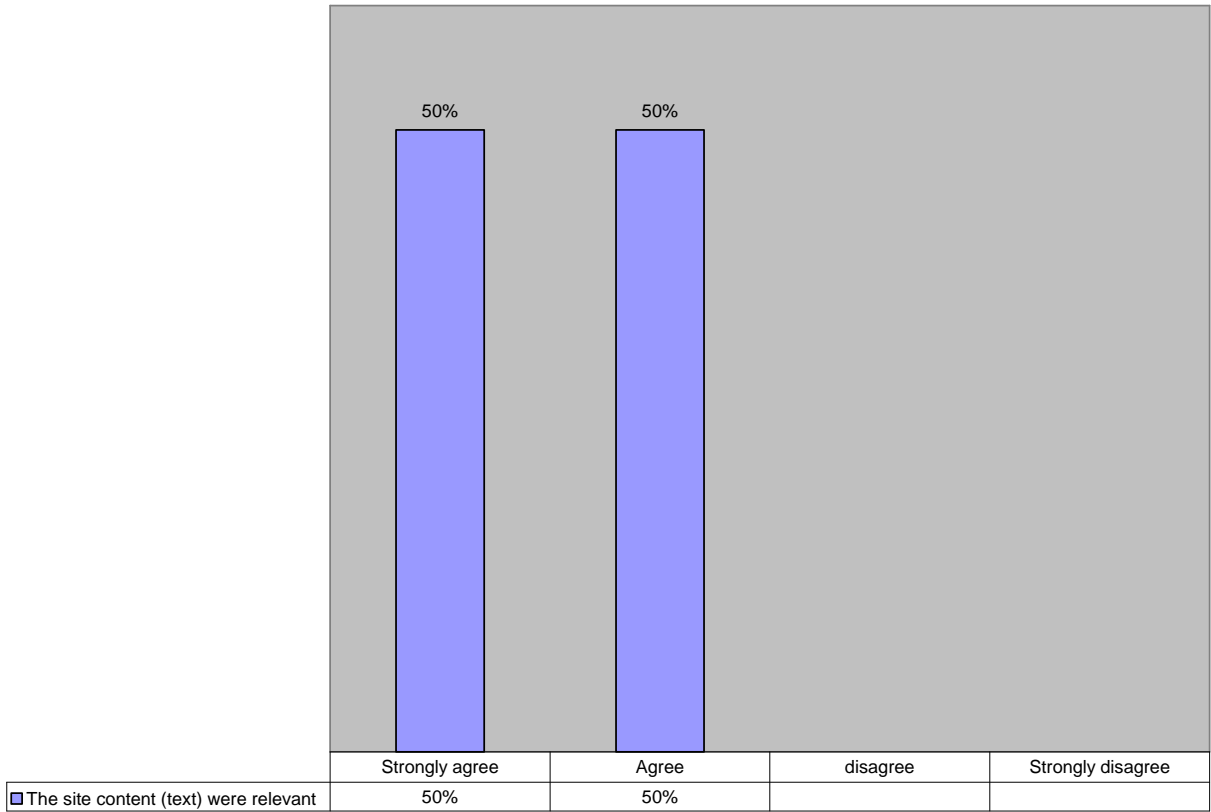


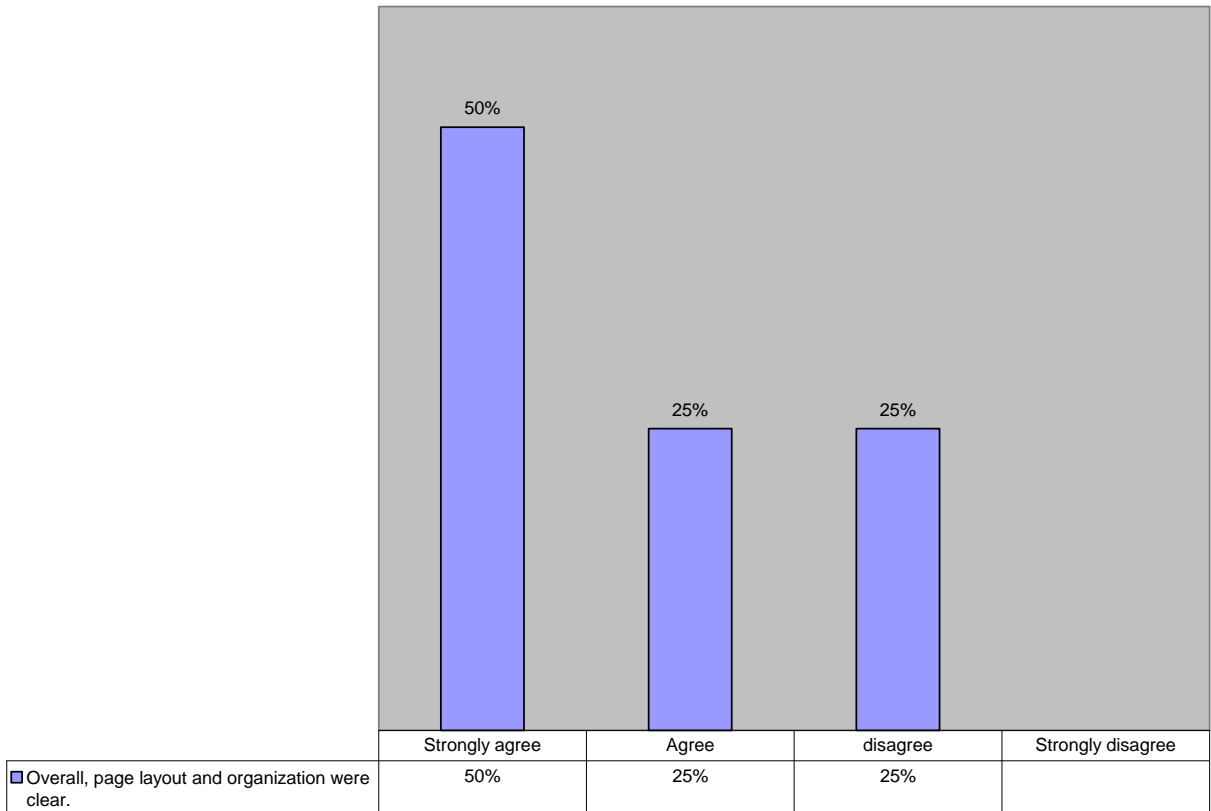
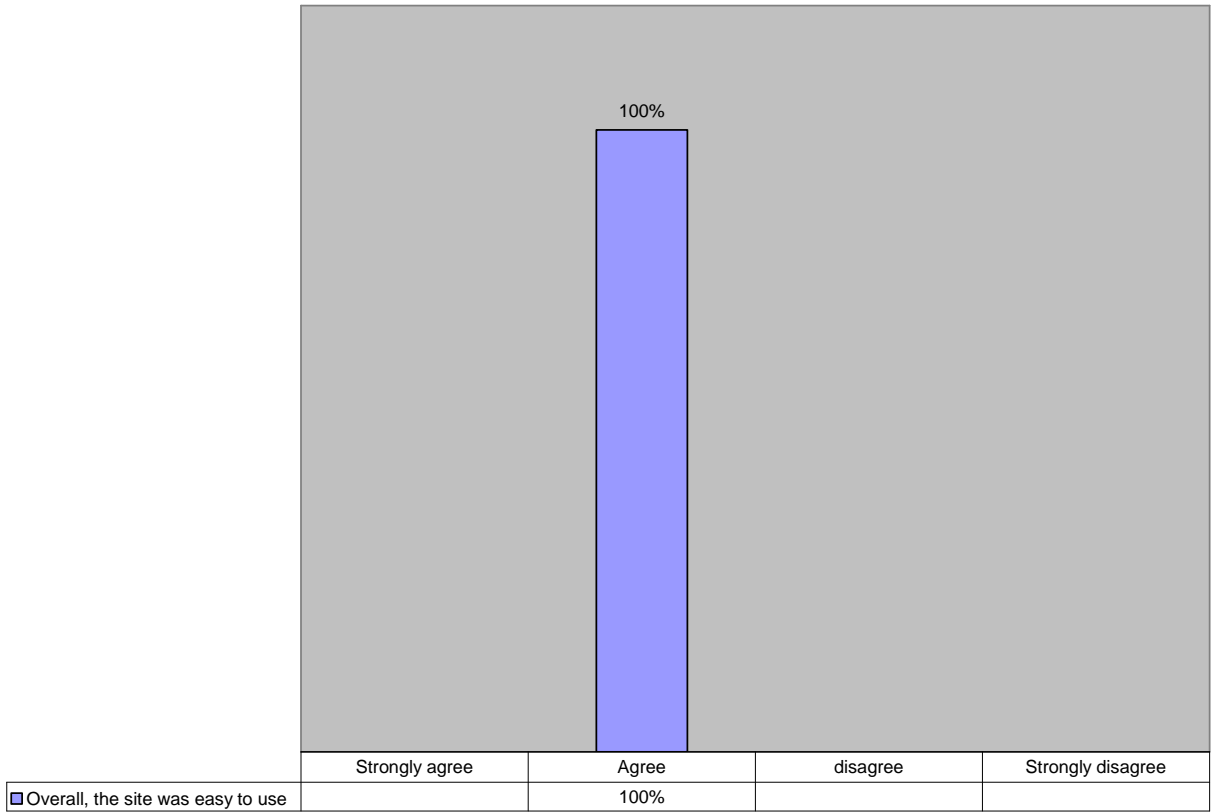


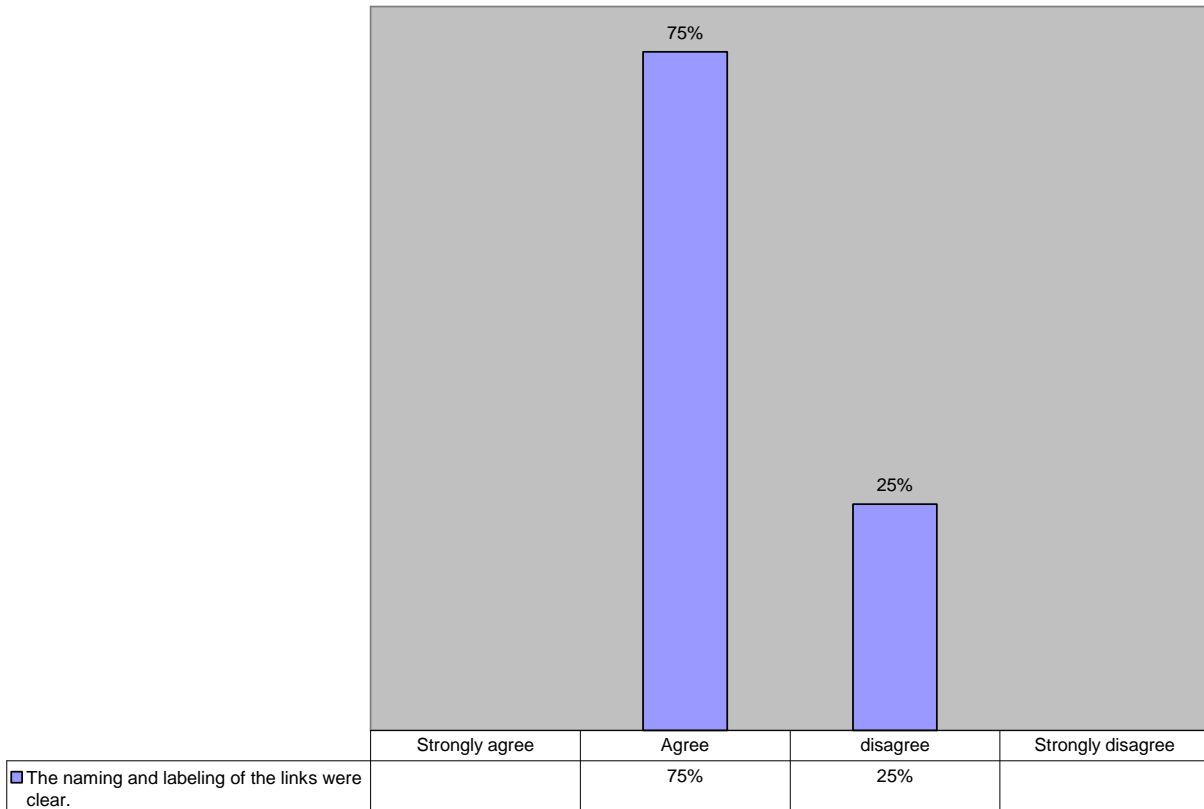
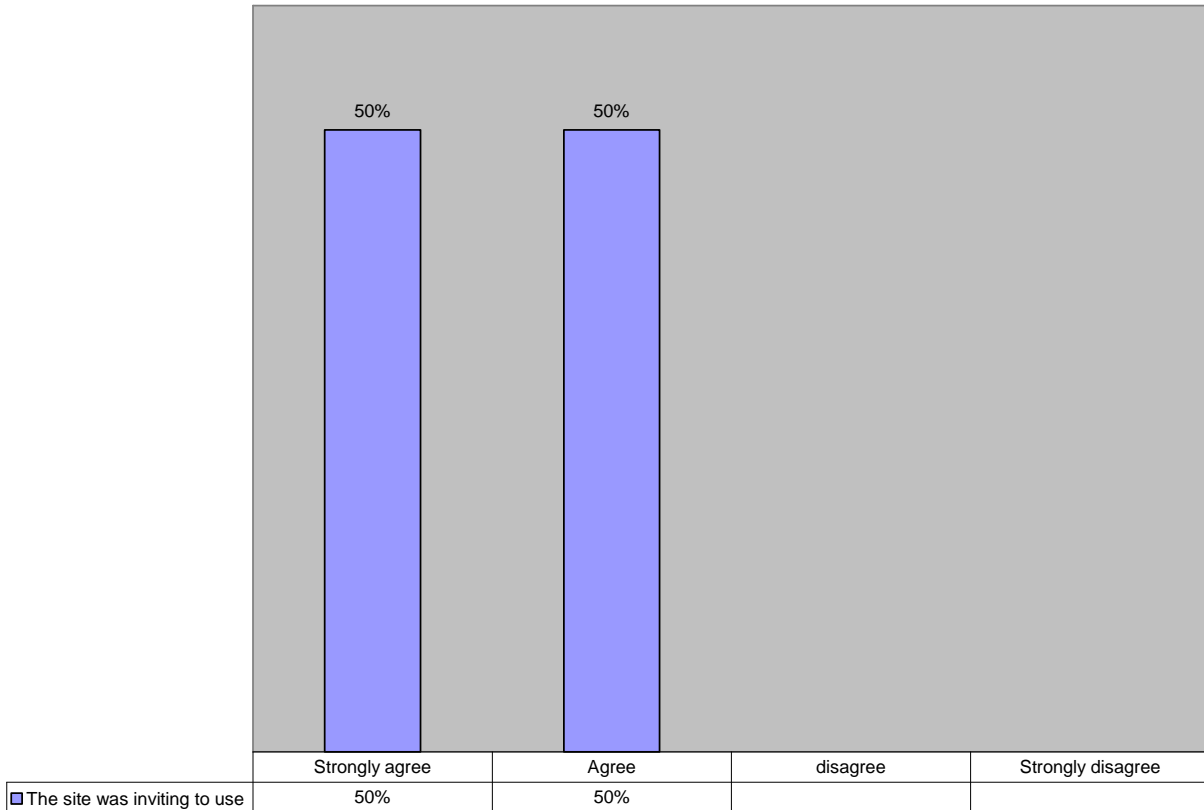
I was able to navigate through the site easily.

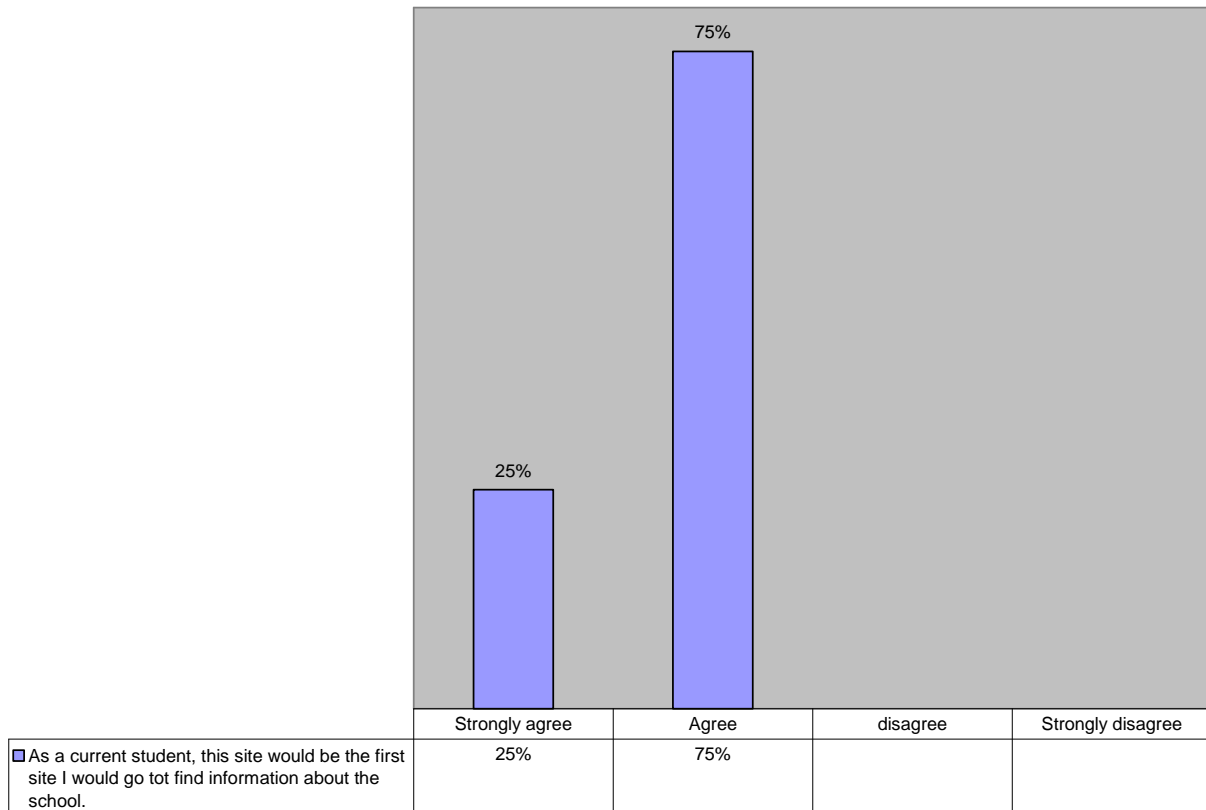


The overall look and feel of the site was pleasing.









Please list additional comments about the site experience:

I'd like it to fill the entire screen

The changing of the pictures was very nice and the colors also

I think that brief descriptions about the labels and tags would help out greatly

For an art school this site does not stand out – it has the appearance of any other educational website. I would expect a little more dynamics from an art school

This question was included on the demographic survey and yielded these results:

<p>Are there features on the site you looked at today that you would like to have available to you from the HUB site?</p>	<p>All 4 respondents answered yes with the following individual statements:</p> <p>Please specify the features:</p> <p>Student art work Images of School life and student interaction</p>
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Results Analysis Quantitative Data

Quantitative Data is obtained using numerically measured methods. Using Camtasia we captured specific numerical results pertaining to the task scenarios. We have also included the results of the demographic survey as well.

Task Scenarios

This quantitative data was compiled using Camtasia.

Time to complete each task

	Scenario 1 Student art work	Scenario 2 Scholarships	Scenario 3 Part time job	Scenario 4 Contact instructor	Scenario 5 Order a transcript
Subject 1	00:24	1:30	00:11	1:29	00:51
Subject 2	1:26	2:01	00:13	2:28	1:19
Subject 3	00:46	4:00	00:29	2:46	1:37
Subject 4	*	*	00:19	2:21	1:17

* unable to time tasks, Camtasia programming failure...

Number of participants completing the tasks within an allocated time

The following is the allocated time for each Scenario:

- Scenario 1 - 00:30
- Scenario 2 - 2:00
- Scenario 3 - 00:15
- Scenario 4 - 1:40
- Scenario 5 - 1:00

	Scenario 1 Student art work	Scenario 2 Scholarships	Scenario 3 Part time job	Scenario 4 Contact instructor	Scenario 5 Order a transcript
Subject 1	X	X	X	X	X
Subject 2			X		
Subject 3					
Subject 4					

Number of participants completing task with extra time

	Scenario 1 Student art work	Scenario 2 Scholarships	Scenario 3 Part time job	Scenario 4 Contact instructor	Scenario 5 Order a transcript
Subject 1					
Subject 2					
Subject 3	X	X	X	X	X
Subject 4	X	X	X	X	X

Number of Users able to complete without prompts and probes

	Scenario 1 Student art work	Scenario 2 Scholarships	Scenario 3 Part time job	Scenario 4 Contact instructor	Scenario 5 Order a transcript
Subject 1	X		X		
Subject 2			X		
Subject 3	X		X		
Subject 4	X		X		

Number of Users able to complete with browsing

This is where the user may get lost at times but is able to find their way to complete the Scenario

	Scenario 1 Student art work	Scenario 2 Scholarships	Scenario 3 Part time job	Scenario 4 Contact instructor	Scenario 5 Order a transcript
Subject 1		X		X	X
Subject 2	X				
Subject 3					
Subject 4					

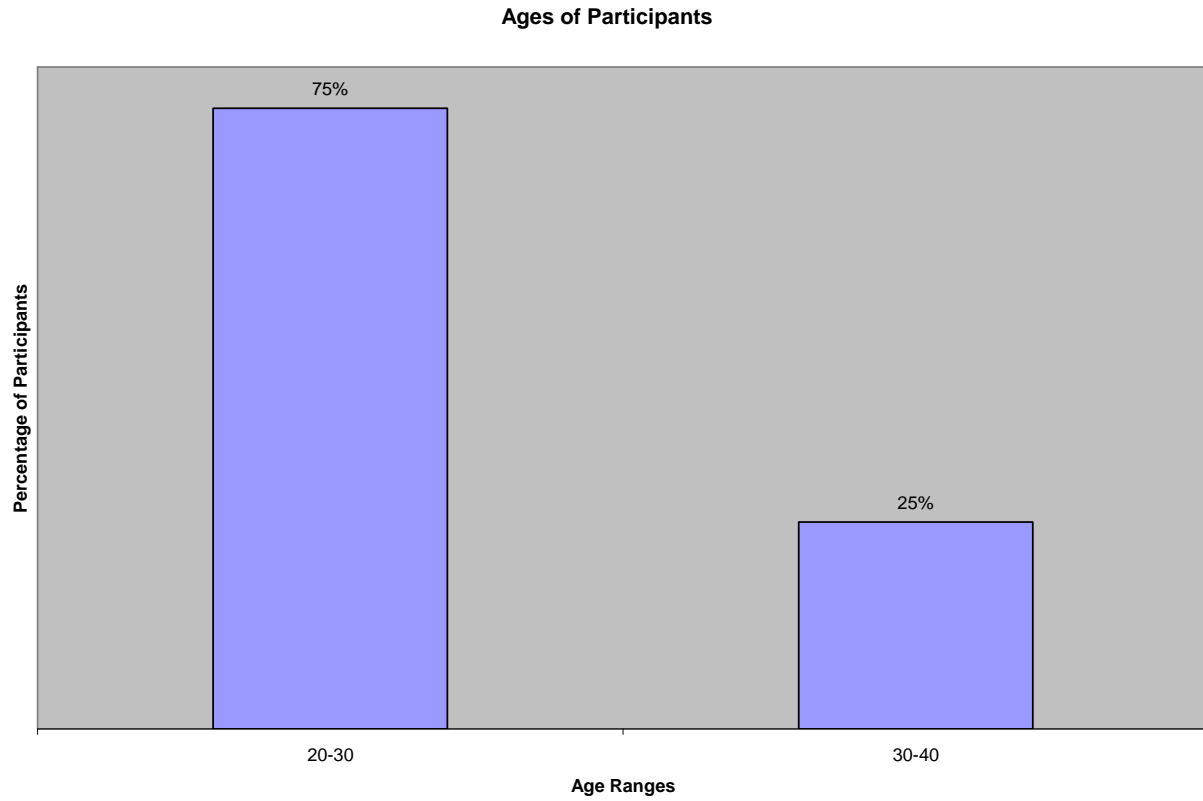
Number of Users who needed to be prompted to complete

This is where the user became lost and was not able to complete the Scenario on their own and needed help

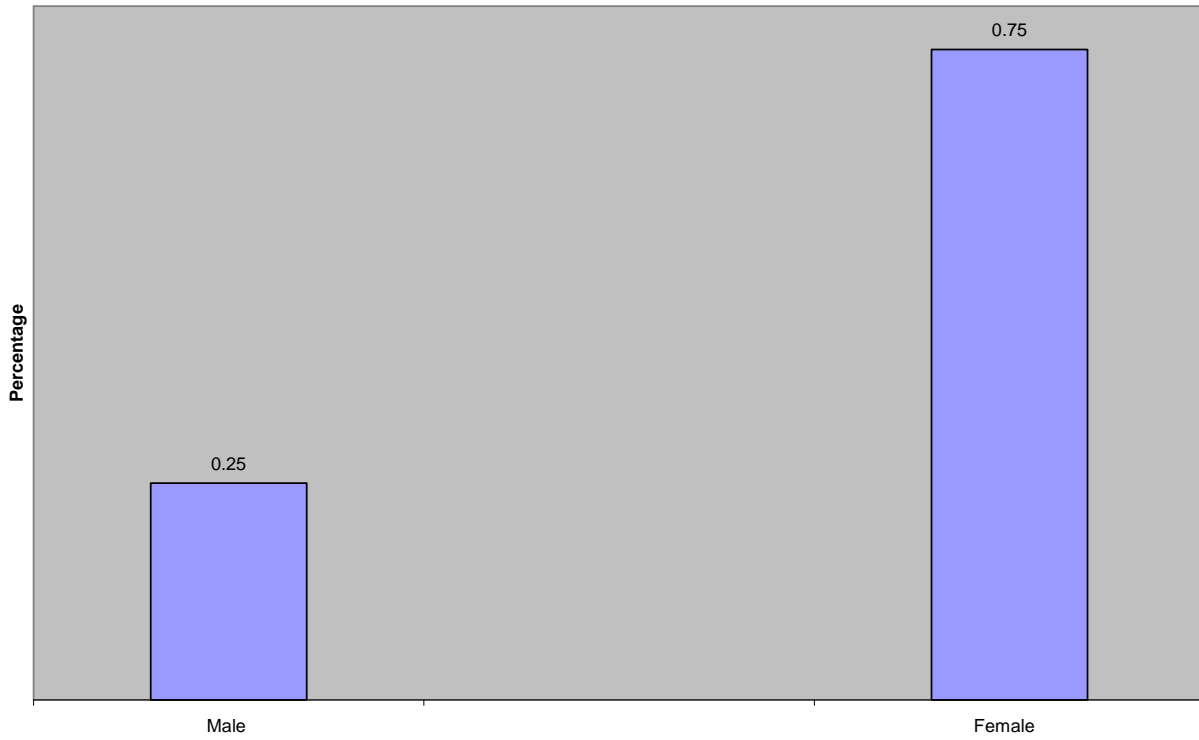
	Scenario 1 Student art work	Scenario 2 Scholarships	Scenario 3 Part time job	Scenario 4 Contact instructor	Scenario 5 Order a transcript
Subject 1					
Subject 2		X		X	X
Subject 3		X		X	X
Subject 4		X		X	X

Demographics

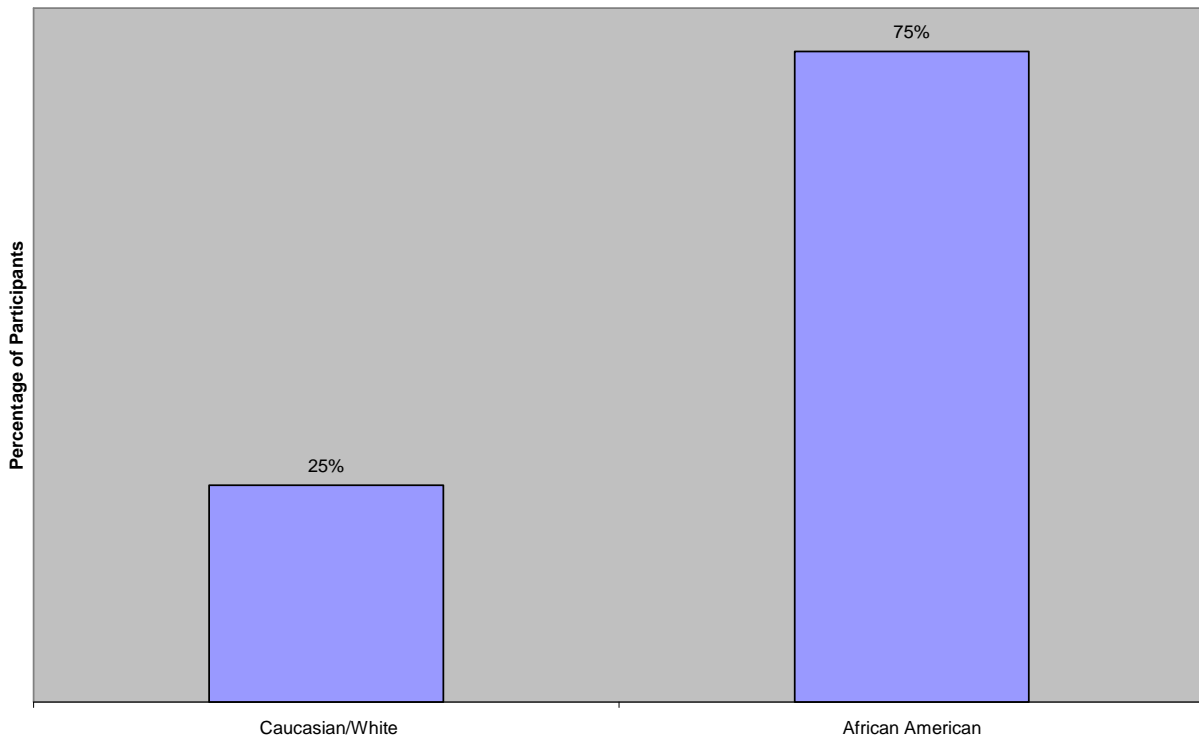
Graphed below are the results of the demographic surveys.



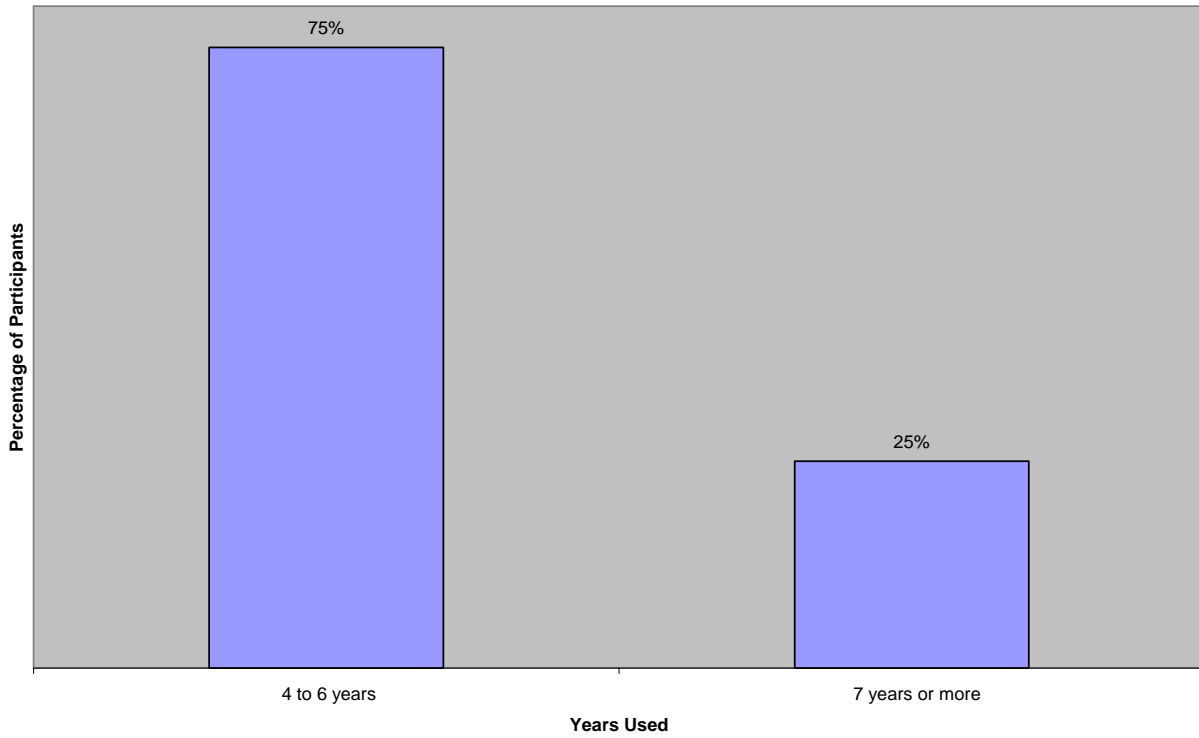
Gender of Participants



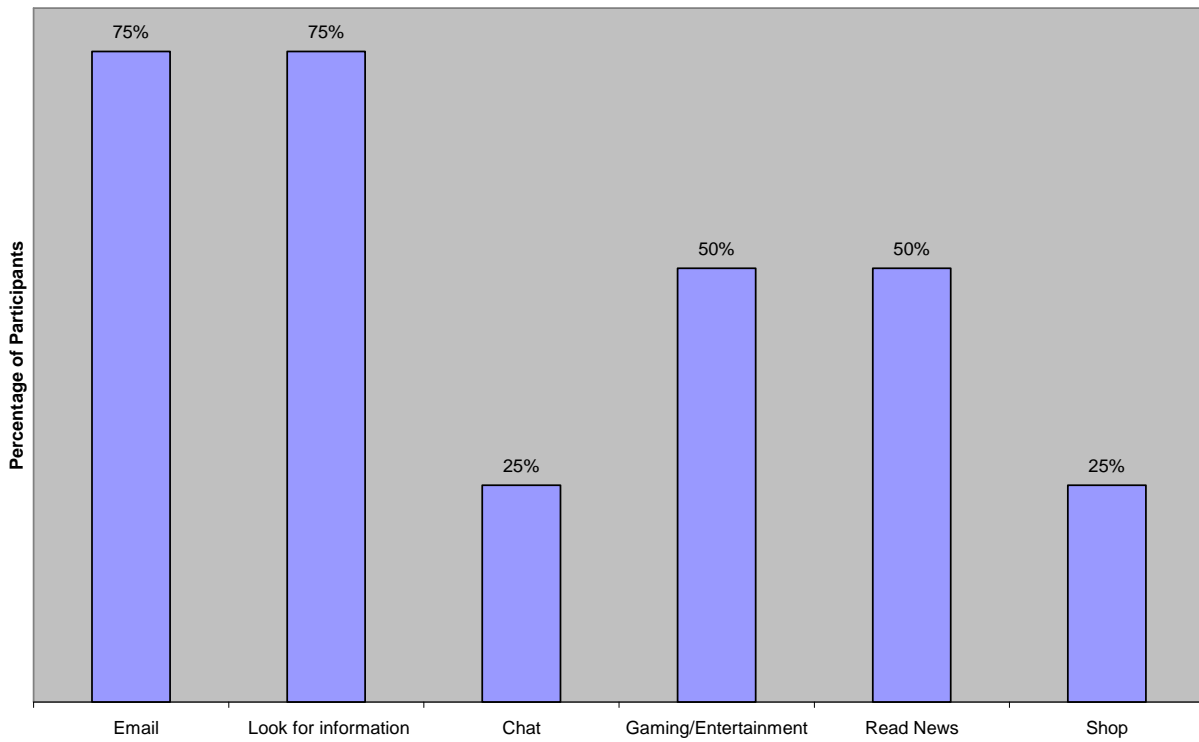
How would you classify yourself?



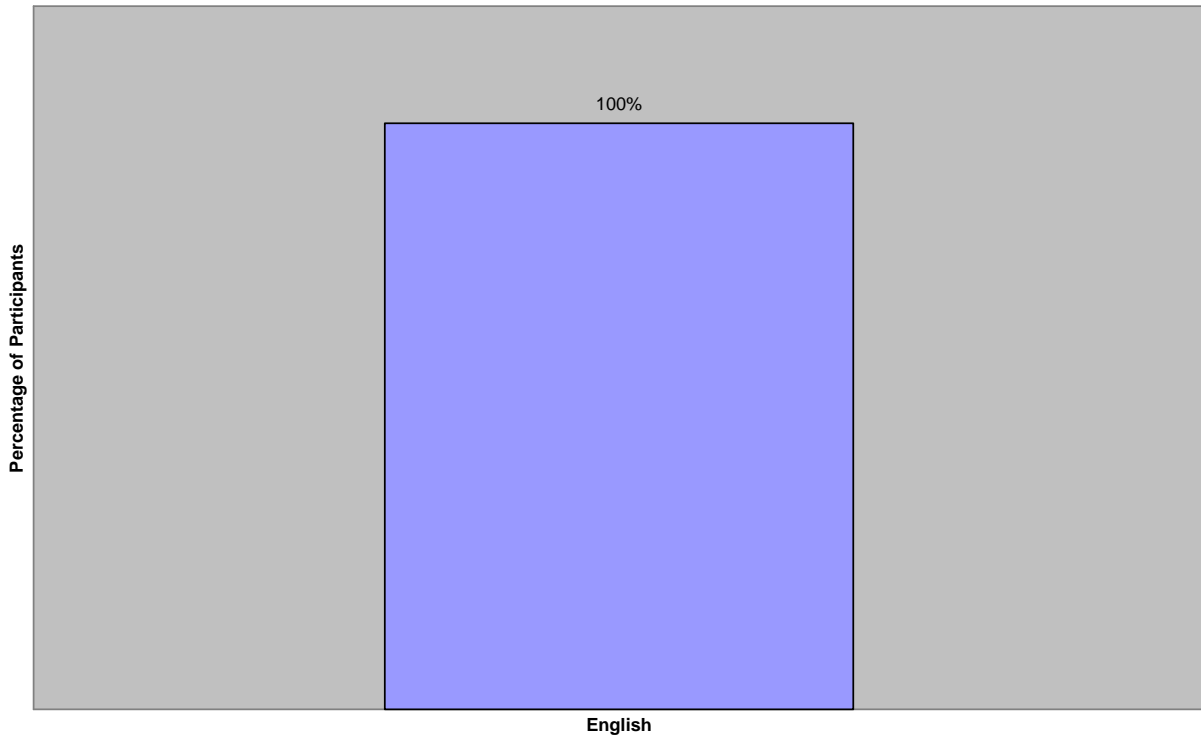
How long have you been using the internet?



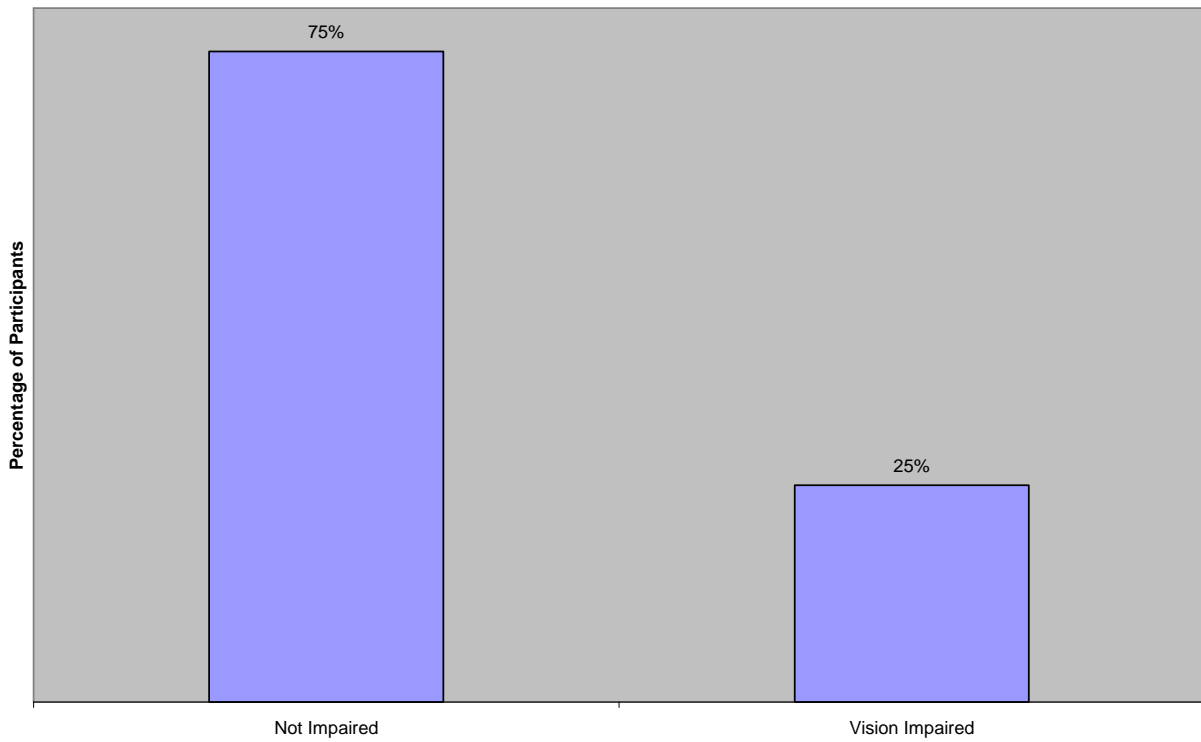
What do you usually do on the internet?



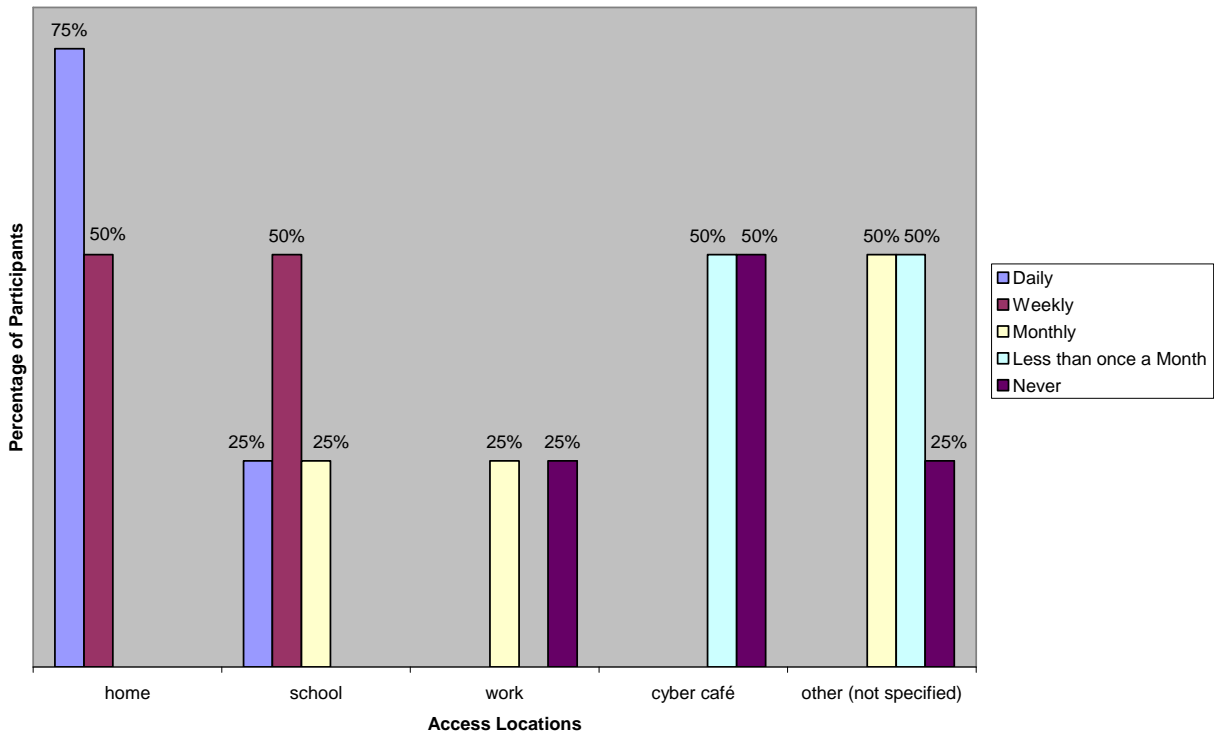
What is your primary language?



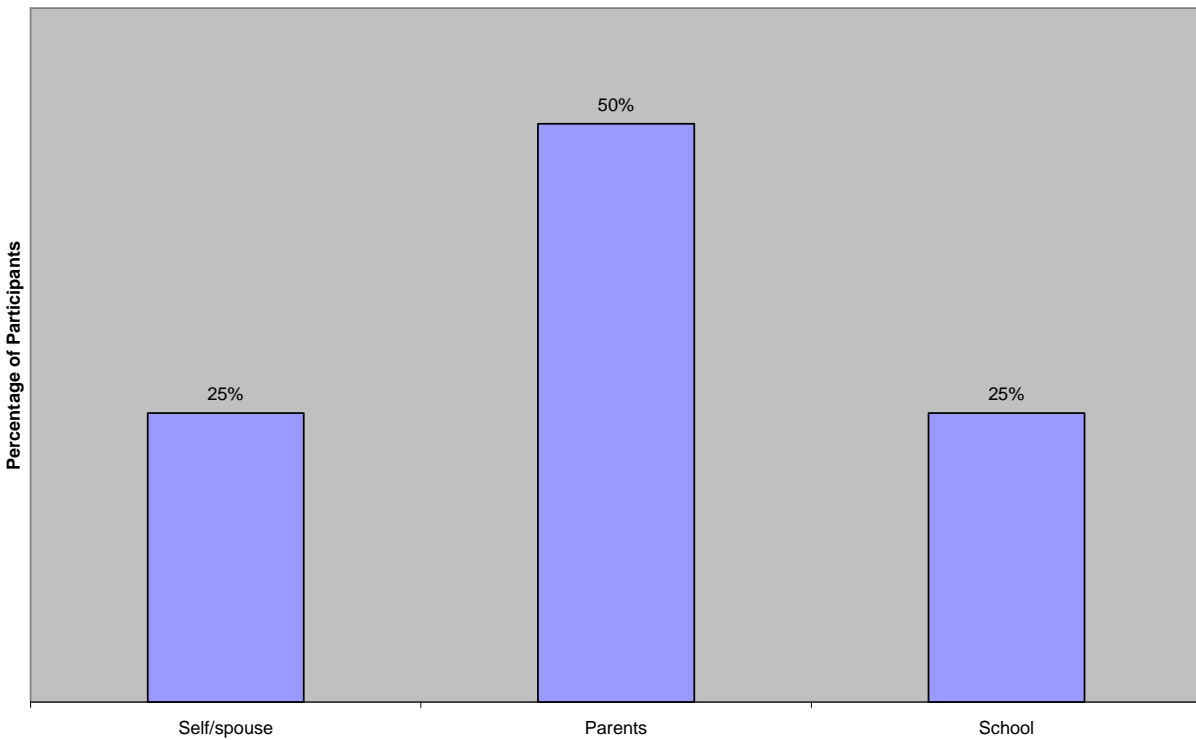
Are you disabled or impaired?



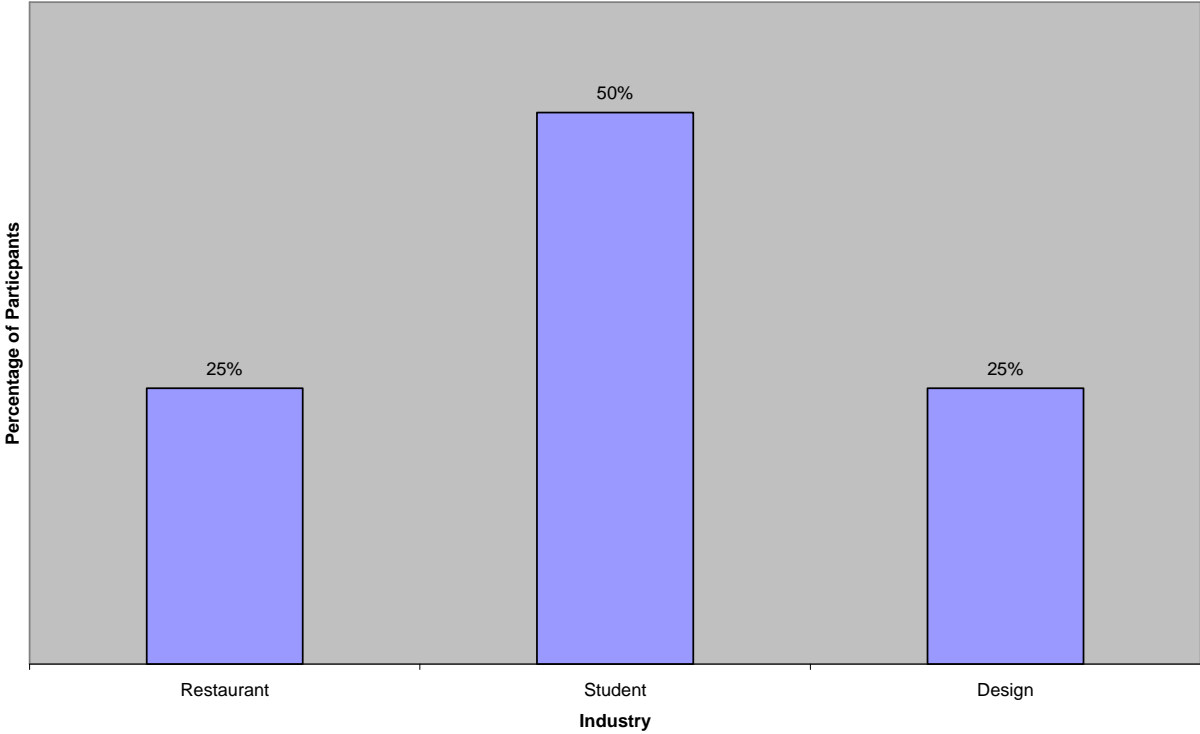
How frequently do you access the internet from the following places?



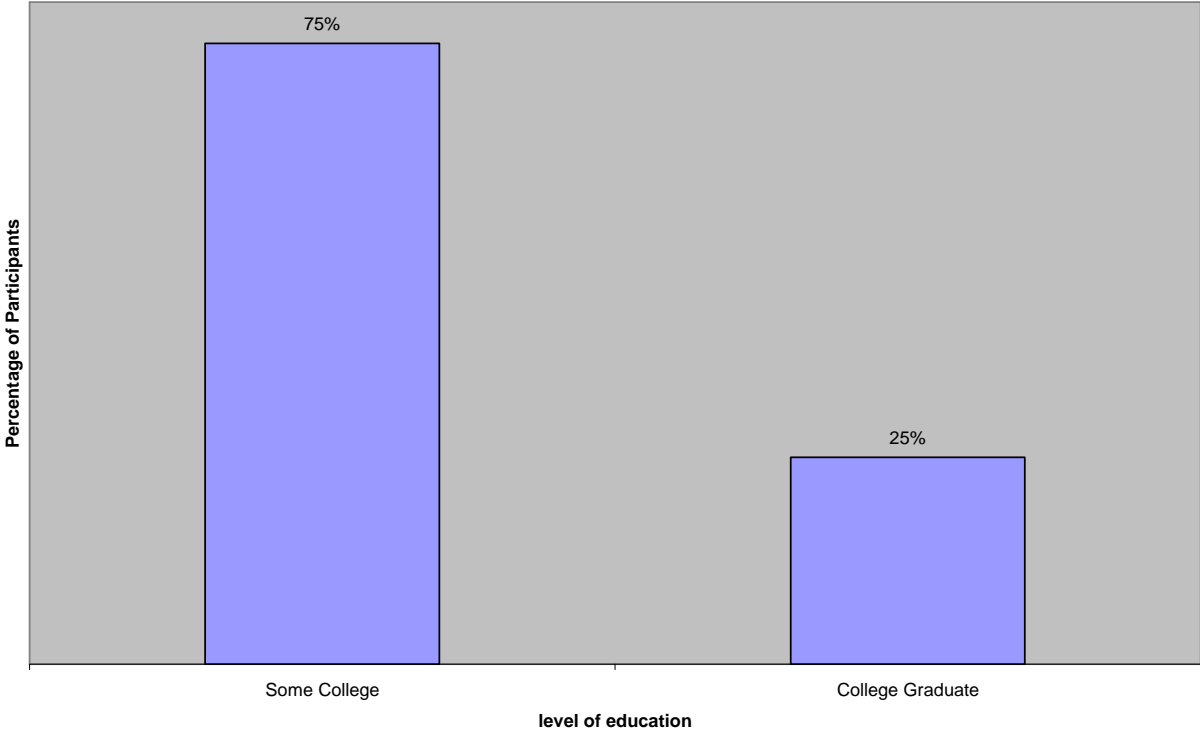
Who Pays for your internet access?



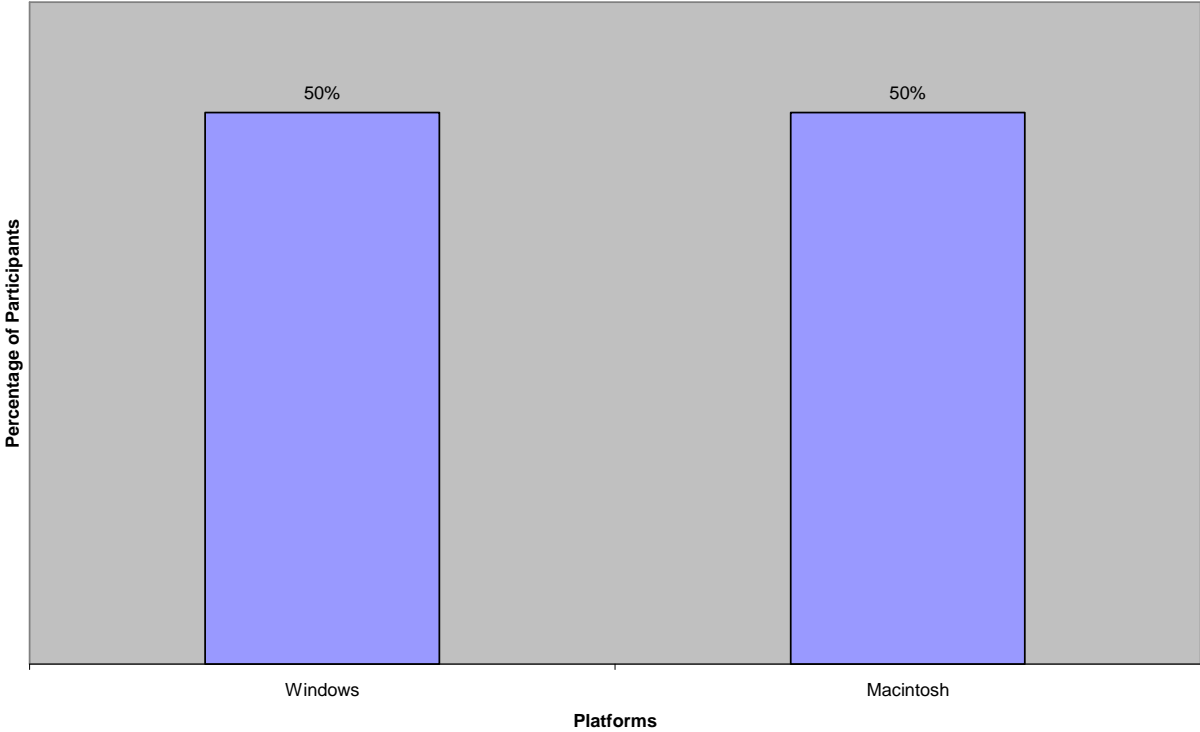
What type of industry do you work?



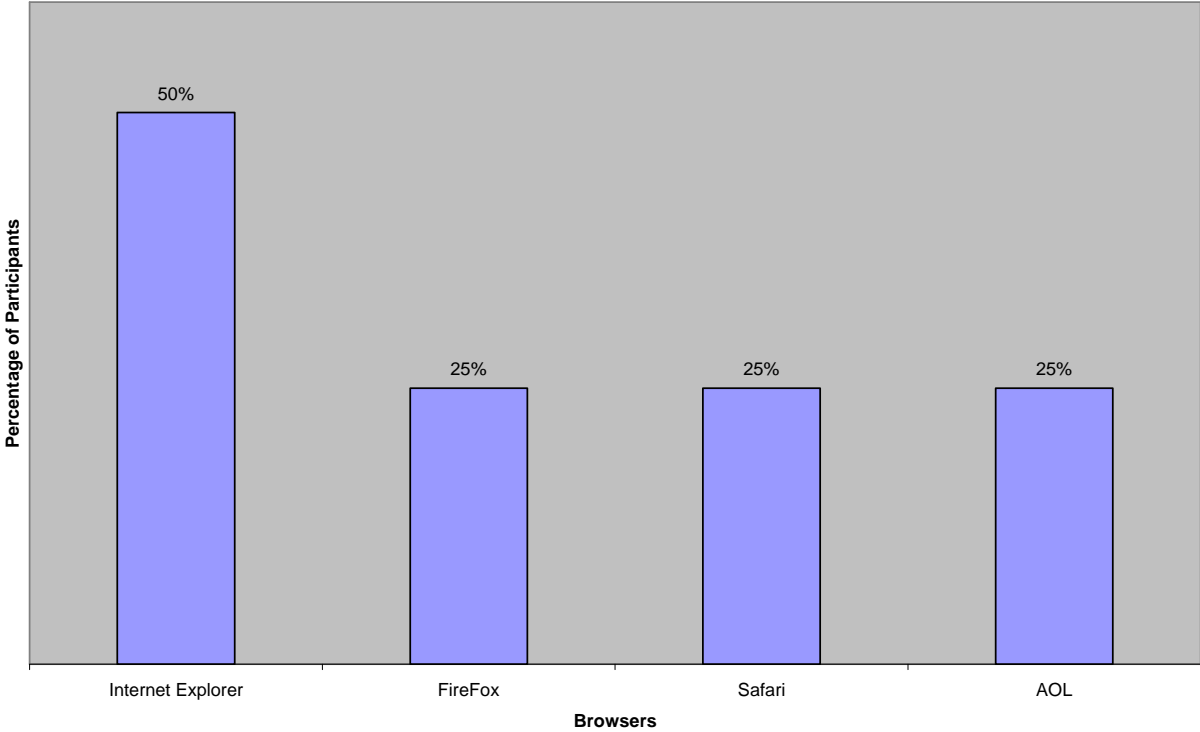
Your highest level of education completed



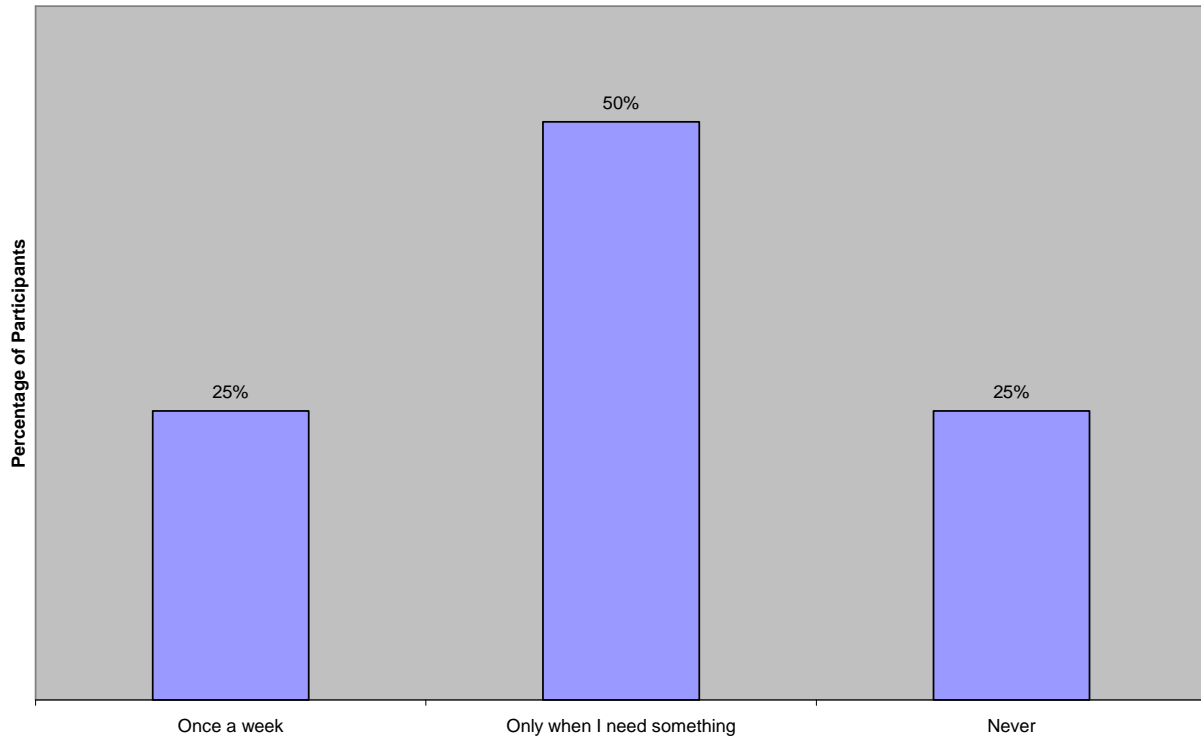
Primary computing system platform



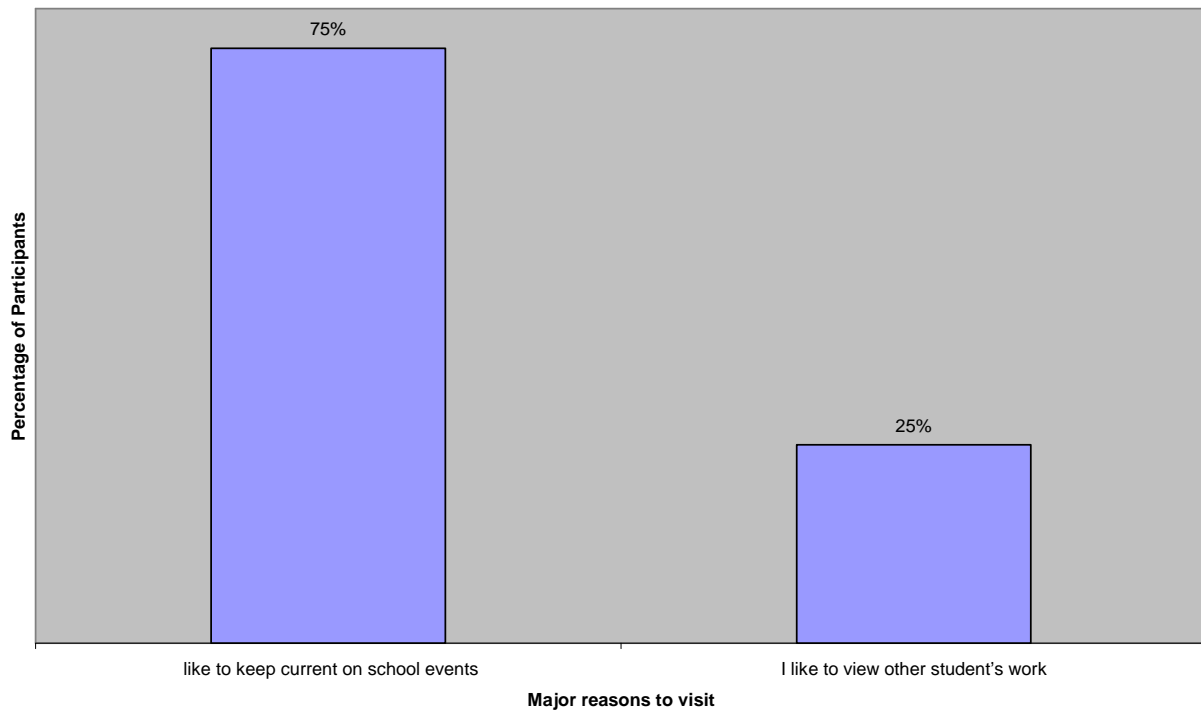
Primary Internet Browser



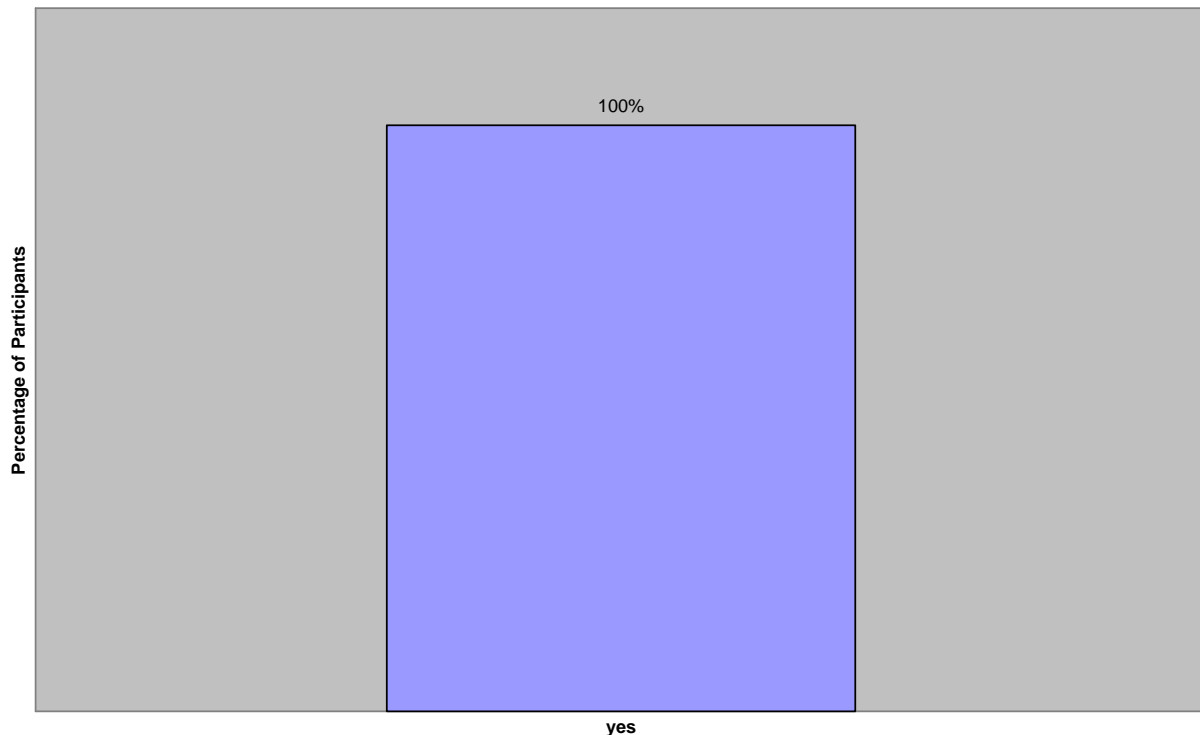
How often do you visit the Art Institute public web site?



Which reason best describes the reason you would visit the Art Institute of Atlanta public web site?



Have you visited the HUB web site for current students?



Summary of Recommendations

There are two major areas of concern for the site: navigation labeling and opening of new sites in the existing window of the current site without the user's knowledge.

In order for navigational links to be effective they must be descriptive enough to assist users in finding information they seek. Card sorting is an effective method to gather insight into users' mental models. We recommend a series of card sorting exercises to determine better, more effective navigation labels. Another possible solution would be to incorporate some new labeling and drop down menus. Drop down menus would reduce the amount of browse time spent searching for a label that might be listed, but not necessarily under the category that everyone would look for it. A prime example of this would be "Academics" (what is included here? ... faculty, courses, registration information?) or even "Contact Us" (Who is Us? Who can be contacted?)

The second major area of concern is users leaving the site without their knowledge. The Creative Solutions link, and Apply On-Line link open new windows without informing the user. Implementing a dialog box to inform the user what is happening and how to recover from it are imperative.

We understand that “Creative Solutions” may not be under the jurisdiction of the specific Art Institute of Atlanta we realm, however we do recommend a different label for this link, or at least a description of the site a user will be taken to.

Additional Features

The demographic survey showed that current students were less likely to visit this particular site. They are used to visiting the HUB site and would like to see a few of the features found here on the HUB site. The features that current AiA students would like to see incorporated into the HUB site are:

- News and Events
- Digital Gallery (Gallery of Student work, static and interactive)
- Order a transcript
- Specific Scholarships Information
- Actual job listings

Students also commented that if they were to contact a current instructor they would most likely use the HUB site and not the corporate/public site to do so.

Appendices

Participant Screener

- 1) Are you a current student at the Art Institute of Atlanta?
- 2) What major are you currently enrolled?
- 3) Have you ever visited the HUB website?
- 4) Have you ever visited the Art Institute of Atlanta's main web site?
- 5) Check the box:

I am: Right handed Left handed
I am: Male Female

Consent Form

Thank you for participating in the usability testing for the Art Institute of Atlanta web site.

I, _____ voluntarily agree to participate in this testing, videotaping and observation. I understand that the observation and testing is being done for educational purposes only. Any feedback I provide will be used to enhance this website and that I may stop at any time. Any information provided by me for this testing is to be used solely for research purposes in relationship to this project.

Signature

Scenarios and Task Lists

Users will be asked about key areas of the site that have important, useful or interesting features to current students. First they will be asked to do a navigation assessment. This assessment is done to test for intuitiveness of the labels used on the site. They will then be given scenarios and tasks that will test the specified features. The evaluation form for those scenarios is displayed after the navigation assessment.

Overall Assessment/ First Impression of the site

Users were asked to give their overall assessment of the site, their first impression and general impression about the site before beginning the task scenarios:

Navigation Assessment:

What do you expect to find on the

Digital Gallery	
Careers	
Creative Solutions	
Community Education	
Other comments before beginning:	

Note to facilitator: In observing the tasks be aware of body language, facial expressions and comments. Record all verbal comments and where they occur in the testing process as well as facial expressions and body language. If possible record the time it takes to complete each task.

Scenarios/User Tasks

1. You will be taking a Flash class next quarter and you want to know what kind of work students have done in Flash. Find the student gallery on the web site and locate art work from Interactive Media Design students.

Observations	Verbal Comments	Results

2. You are looking for a new scholarship to apply for. Navigate through the web site to find information on a scholarship that is offered for Art Institute students.

Observations	Verbal Comments	Results

3. Now in your second year at school you want to find a part-time job. Navigate through the web site to find information on where to find a part-time job through the school.

Observations	Verbal Comments	Results

4. You are currently taking an elective class outside of your major area of study. You need to notify your instructor with some questions you have, unfortunately you have misplaced your syllabus but do have access to the internet. Using the Art Institute of Atlanta website, find your instructors contact information.

Observations	Verbal Comments	Results

5. You are thinking about transferring to another school and need to order a copy of your transcript.

Observations	Verbal Comments	Results

Demographic Questionnaire

(Please note, your information will not be sold or given to outside entities. It is for internal educational use only.)

Name		
Gender	Male	Female
Age		
<p>How would you classify your self?</p> <p>Note: This is a sensitive question that can help Internet developers to understand the needs of current web users--it is not intended to offend.</p>	<input type="checkbox"/> Rather Not Say <input type="checkbox"/> Caucasian/White <input type="checkbox"/> African American <input type="checkbox"/> Indigenous or Aboriginal <input type="checkbox"/> Asian/Pacific Islander <input type="checkbox"/> Hispanic <input type="checkbox"/> Multiracial <input type="checkbox"/> Other: Specify _____	
<p>How long have you been using the Internet (including using e-mail, gopher, ftp, etc.)?</p>	<input type="checkbox"/> less than 6 months <input type="checkbox"/> 6 to 12 months <input type="checkbox"/> 1 to 3 years <input type="checkbox"/> 4 to 6 years <input type="checkbox"/> 7 years or more	
<p>What do you usually do on the internet? (e.g., email, use reference materials such as encyclopedias and dictionaries, read news, curriculum activities, games, entertainment etc.)</p>		
<p>What is your primary language (i.e., the one you speak most of the time)?</p>	<input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Chinese <input type="checkbox"/> French <input type="checkbox"/> German <input type="checkbox"/> Dutch <input type="checkbox"/> Japanese <input type="checkbox"/> Other: specify _____	
<p>Are you disabled or impaired? (Please check all that apply.)</p> <p>Note: This is a sensitive question that can help Internet developers to understand the needs of current web users--it is not intended to offend.</p>	<input type="checkbox"/> Rather not say <input type="checkbox"/> Vision Impaired <input type="checkbox"/> Hearing Impaired <input type="checkbox"/> Motor Impaired <input type="checkbox"/> Cognitively impaired <input type="checkbox"/> Not Impaired	

How frequently do you access the internet from the following places?	
Home	<input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Less than once a month <input type="checkbox"/> never <input type="checkbox"/> can't say
School	<input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Less than once a month <input type="checkbox"/> never <input type="checkbox"/> can't say
Work	<input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Less than once a month <input type="checkbox"/> never <input type="checkbox"/> can't say
Cyber Café	<input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Less than once a month <input type="checkbox"/> never <input type="checkbox"/> can't say
Other	<input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Less than once a month <input type="checkbox"/> never <input type="checkbox"/> can't say
Who pays for the Internet access? (Check all that apply)	<input type="checkbox"/> Self/spouse <input type="checkbox"/> Parents <input type="checkbox"/> Work <input type="checkbox"/> School <input type="checkbox"/> Don't Know <input type="checkbox"/> Other – specify _____
What type of industry do you work in (e.g. software, government, IT etc)?	
Please indicate the highest level of education completed.	<input type="checkbox"/> Grammar school <input type="checkbox"/> High School or equivalent <input type="checkbox"/> Vocational/Technical School <input type="checkbox"/> Some College <input type="checkbox"/> College Graduate(4yr) <input type="checkbox"/> Master's Degree (MS) <input type="checkbox"/> Doctoral Degree (PhD) <input type="checkbox"/> Professional Degree (MD, JD, etc) <input type="checkbox"/> Other: Please Specify
What is your primary computing system platform?	<input type="checkbox"/> Windows <input type="checkbox"/> Macintosh <input type="checkbox"/> Linux <input type="checkbox"/> Unix <input type="checkbox"/> Other: Please Specify

<p>What is your primary internet browser?</p>	<p> <input type="checkbox"/> Internet Explorer <input type="checkbox"/> FireFox <input type="checkbox"/> Mozilla <input type="checkbox"/> Netscape <input type="checkbox"/> Safari <input type="checkbox"/> AOL <input type="checkbox"/> Other: Please Specify </p>
<p>How often do you visit the web site?</p>	<p> <input type="checkbox"/> Every Day <input type="checkbox"/> Once a Week <input type="checkbox"/> Once a Month <input type="checkbox"/> Only when I need something </p>
<p>Which reason best describes the reason you would visit the web site?</p>	<p> <input type="checkbox"/> I like to keep current on school events <input type="checkbox"/> I use it to pay my tuition <input type="checkbox"/> I like to view other student's work <input type="checkbox"/> Other: Please Specify </p>
<p>Have you visited the HUB web site for students (the site where you would register for classes)</p>	<p> <input type="checkbox"/> yes <input type="checkbox"/> no </p>
<p>Are there features on the site you looked at today that you would like to have available to you from the HUB site?</p>	<p> <input type="checkbox"/> yes Please specify the features <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> </p>

Post Session Survey

Please fill out the following questions about the site:

	Strongly agree	Agree	disagree	Strongly disagree
I was able to complete tasks as requested				
I was able to navigate through the site easily.				
The overall look and feel of the site was pleasing.				
The site images were relevant to the content				
The site content (text) were relevant				
Overall, the site was easy to use				
Overall, page layout and organization were clear.				
The site was inviting to use				
The naming and labeling of the links were clear.				
As a current student, this site would be the first site I would go tot find information about the school.				

Please list additional comments about the site experience:

Thank you answering the questions.

Extra Credit Participation

_____ participated in the focus group for Art Institute of Atlanta web site conducted by Ann White (MM445).

In appreciation of your student's participation, please provide him/her with the additional extra credit points you have designated.
