

Usability Testing Round Two Results

I. Remote Testers: key findings

1. Overall Look of the website

Parents answered a series of rating questions about the overall look and feel of the website. The vast majority gave the site positive ratings for overall look/feel, organization and navigation.

Table #1-Look and Feel of website	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Overall Look of the site	3(27.27%)	7(63.64%)	1(9.09%)	0(0%)	0(0%)
The Homepage is attractive and attention-getting	4(36.36%)	5(45.45%)	2(18.18%)	0(0%)	0(0%)
The overall site is attractive	3(27.27%)	6(54.55%)	2(18.18%)	0(0%)	0(0%)
The site's graphics are pleasing	3(27.27%)	6(54.55%)	2(18.18%)	0(0%)	0(0%)
The site has a good balance of graphics versus text	3(27.27%)	7(63.64%)	1(9.09%)	0(0%)	0(0%)
The typography (lettering, headings, titles) is attractive	3(27.27%)	6(54.55%)	2(18.18%)	0(0%)	0(0%)
Information is easy to read	3(27.27%)	6(54.55%)	1(9.09%)	1(9.09%)	0(0%)
Screens have the right amount of information	2(18.18%)	8(72.73%)	1(9.09%)	0(0%)	0(0%)

2. Assistive Technology

In Round One, the task of finding information on Assistive Technology had a high error rate. Prior to Round Two testing, a tab on the top navigation bar was created for Assistive Technology. Parents did not have any challenges locating specific information about Assistive Technology in Round Two testing:

Table 4 – Task Completion				
Overall Task Completion	Total Tasks	Goal	Actual	Comment
Users – were asked to complete all 6 tasks and respond to the accompanying questions. There were 27 questions in total.	6	100%	69%	Of the 16 possible parents asked to complete the survey, 11 parents in total completed all of the survey questions.

Task	Goal	Actual	Severity of Error	Frequency	Recommendations
1. Look/Feel of website	100%	100%	n/a	n/a	None at this time
2. Assistive Technology	100%	100%	None	None *n=11	None at this time
3. Information on Local Policies for Special Education	100%	9%	High	91% *n=11	*See below for explanation
4. Search Engine	100%	55%	High	45% *n=11	1.Lack of content is a part of the issue as the site is not fully populated with content. 2.Tagging and cross-linking, which will be added later, will allow users to find information by the terminology they're most familiar with.
5. Organization of website	100%	100%	n/a	n/a	None at this time
6. Content of website	100%	100%	n/a	n/a	None at this time

*Information on local policies - users were going to My Community to find local policy information, as they tend to look to their local community, E.g., advocates, for help in interpreting policies. Though policies are not made at the local level, but at the state and federal level, users may not necessarily understand where to look for this information. Users also searched for local policies under Laws & Regulations as they assumed this would be the logical path, (it is actually under Plan My Child's Education/Special Education Process/Local Policies). This is a conceptual problem, not a navigation problem.

3. Information on Local Policies for Special Education

Parents were asked to find local special education policy information, and had difficulties finding the information. Parents were looking for this information under “My Community” and “Laws and Regulations”. They assumed it would be under “My Community” because of the word “local” and they assumed it would be under “Laws and Regulations” because of the word policies. This is a conceptual issue and is out of the scope of the project. It needs to be addressed by Subject Matter Experts in subsequent phases of development. (see Table #4).

4. Search Engine

Parents documented that they had trouble using the Search Engine; however, comments indicated that this was mainly as a result of the site not being fully populated with content., (see Table #4).

5. Organization of the Website

Parents were asked to answer a series of questions about the organization of the website and responded favorably to these questions:

Table #2 – Organization of website	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
When I got lost during navigation, my mistakes were easy to correct	4(36.36%)	5(45.45%)	2(18.18%)	0(0%)	0(0%)
It is easy to find my way around the site	4(36.36%)	5(45.45%)	2(18.18%)	0(0%)	0(0%)
I can get to information quickly	2(18.18%)	6(54.55%)	3(27.27%)	0(0%)	0(0%)
It is easy to remember where to find things	3(27.27%)	5(45.45%)	3(27.27%)	0(0%)	0(0%)

6. Content of the Website

Parents were asked to answer a series of questions regarding the value of the content on the website and responded favorably to these questions:

Table #3 – Content of website	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The site effectively communicates the purpose of serving parents of children with special needs	3(27.27%)	6(54.55%)	2(18.18%)	0(0%)	0(0%)
The site is designed with parents of children with special needs in mind and the information is relevant to my child’s educational needs	3(27.27%)	6(54.55%)	1(9.09%)	1(9.09%)	0(0%)
The site’s content interests me and would keep me coming back	3(27.27%)	5(45.45%)	3(27.27%)	0(0%)	0(0%)
The site is well-suited to first time visitors	5(45.45%)	5(45.45%)	1(9.09%)	0(0%)	0(0%)
The site is well-suited to repeat visitors	6(54.55%)	3(27.27%)	2(18.18%)	0(0%)	0(0%)
The homepage’s content makes me want to explore the site further	4(36.36%)	4(36.36%)	3(27.27%)	0(0%)	0(0%)
Information is written in a style that suits me	2(18.18%)	7(63.64%)	2(18.18%)	0(0%)	0(0%)

I. Design Team Recommendations

1. Local Policies on Special Education This is a conceptual issue and is out of the scope of the project needs to be addressed by Subject Matter Experts in subsequent phases of development.
2. Search Engine: Once the site is populated with content, tagging and cross linking to facilitate parents' searches should be considered in subsequent stages of development.

II. Additional Content Requested by Parents

The users had some recommendations and suggestions for additional content:

Assistive Technology

- Additional resources for financial assistance for Assistive Technology.
- More than one option to read/think about, a parent mentioned wanting to be able to link back to information on obtaining Assistive Technology services privately, through doctors, etc., in the event the disability services coordinator does not recommend them.
- Show various options for communication using an iPad or iPod, since they are such versatile teaching and communication tools.
- Information on Assistive Technology for college students.

Transitions

- Something to define the age at which transition should be reinforced in order for a parent to understand what should be happening for a child to successfully graduate and prepare to enter the workforce or college.
- A very simple article that communicates to a family the age at which their child should have a transition plan, and exactly what should be happening in their school and their plan.
- A request for information on situational assessments and how they may benefit their child in a school setting

Other Suggestions

- Add information about bilingual children and the ESOL systems. How does being bilingual affect the special education system?

- Information on regulations and procedures for ESL students in special education, how parents are accommodated during child studies and IEP meetings, would be helpful. It would also be very helpful to have the documents translated into various other languages (E.g., Spanish) so that all parents can have access to information regarding their children.
- Add Information about local SEAC chairpersons.
- A different font for all the caps titles. It's very boxy.
- The state endorses the Self-Determination Project. A link to this would be helpful.