



Usability Study Curry School of Education Website

Summary of Findings & Recommendations for Revisions

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Commissioned by the Curry Educational Technologies Office

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of Education
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Overview

I. Overview

As part of a comprehensive redesign of the Curry School of Education Website (<http://curry.edschool.virginia.edu/>), a usability study was conducted on the site from August 7, 2006 to September 1, 2006. The study's primary objective was to gauge the success of the redesign, by testing the Website's new design and functionality with actual users. The secondary objective was to collect concrete user feedback for site improvement or enhancement. A third objective was to further document the needs of the audiences that use the Curry Website. This usability study served as part of the 'live testing phase' of the total website redesign process.

The usability study was orchestrated by the Curry Educational Technologies Office (ETO), specifically Richard Hephner, Webmaster, and William Booz, Instructional Designer. Initial usability planning and scripting were drafted by ETO with consultation by Sara Dexter, Assistant Professor of Technology Leadership. Final usability scripting, testing and reporting were conducted by Spring Brennan, doctoral student in the Instructional Technology program.

II. Usability Testing Process

A total of 18 usability testing sessions were held in ETO's Video Production Room (Ruffner Hall, room 203). Usability sessions typically lasted 30 minutes. The shortest was 19 minutes; the longest was 1 hour and 10 minutes. Each session consisted of the interviewer and a tester. Four of the Website's major audiences were chosen to test it:

- Curry faculty (6 testers)
- Curry staff (4)
- Enrolled students (4)
- Prospective students (4)

P-12 teachers and alumni were not chosen for usability testing since, as external audiences, they had more narrowly focused content on the Curry site. A separate script of questions was developed for each audience, though multiple questions recurred. For example, all audiences were asked questions relating to faculty search functionality, because all audiences use this search. ([See Appendix A for usability session scripts.](#)) Once underway, all testing sessions digressed from the scripts as specific sections of the site were explored. At least 1 tester per internal audience was chosen from each of Curry's academic departments (Human Services; Curriculum, Instruction, and Special Education; Leadership, Foundations, and Policy).

All sessions were video recorded for note-taking purposes and accuracy in reporting. The video included computer screen recordings. Meaning, each tester's interaction with the Website during the session (navigation and mouse movements, e.g.) was

captured/recorded. Written notes were also taken throughout by the interviewer. Testers were guaranteed privacy – their names would not be used in reporting – as a way to elicit critical feedback.

Summary of Findings

I. Responses to the Redesigned Curry Website

A. Visual Design

The majority of responses to the Curry site’s new visual design were positive, and from a visual standpoint, the redesign may be considered successful. Three testers expressly stated “I like the look,” when asked “What is your first impression of the homepage?” Others commented favorably on the colors or layout. Five testers also remarked that they liked the photos. (These 5 testers were from the faculty, staff and prospective student audiences.)

Summary of positive words or phrases used to describe the homepage:

- Colorful, good use of University of Virginia (UVA) colors (6 responses)
- Organized, well-structured (5)
- Easy on the eye, soothing, not garish, non-threatening (5)
- Simple, clear, self-explanatory (3)
- Helpful (2)
- Elegant, modern, up-to-date (1)
- Accessible, readable (1)
- All on one screen, no scrolling (1)

The most consistent negative response to the redesigned site was directed at its fixed-width layout. In other words, testers wanted the Curry Website to fill the Internet browser window. (“It looks like half a webpage.”) One faculty tester also did not like the fixed font size; they wanted to enlarge it to increase readability. These are both [Web accessibility](#) concerns and are outside the scope of this usability study. They are included here because they reflect testers’ perceptions and opinions of the Curry site. The other readability issue mentioned was the dark blue page title text blending with the dark blue header.

Summary of negative responses used to describe the homepage:

- It’s too small, contained, framed, doesn’t fill the screen. (6 responses)
- The menu terminology is vague. (2)
- The font is too small and you can’t adjust it. (1)
- It’s busy. (1)

- It's impersonal. (1)
- I liked the old Curry site better. (1)
- It doesn't look like the UVA site. It should. (1)
- The title text blends in. (1)
- The UVA Home link blends in. (1)
- The templating is monotonous, too uniform. (1)

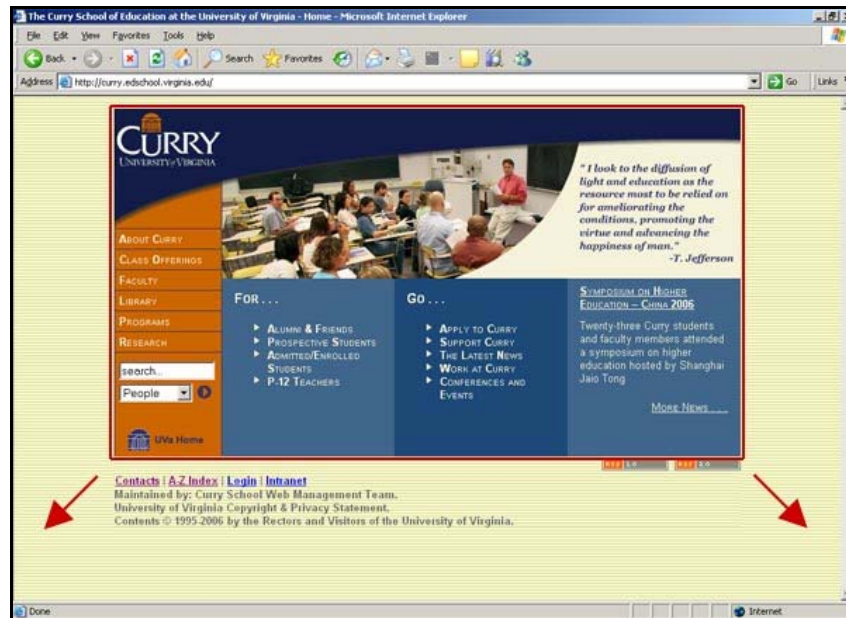


Figure 1. Six of the 18 testers wanted the Website to fill the screen.

The “impersonal” response should be noted, because it is part of a larger trend. Multiple testers – again, from all 4 audiences – responded that the Curry site should do more to promote its people and projects. (“Other schools do a much better job of putting a face on the school.”) These responses are incorporated into the Recommendations for Revision section of this report, but included here as it relates to the site’s visual design.

B. Functionality

All tester reactions to Curry site functionality were mixed, both within and among audiences. The trend among testers was to respond positively in general, but negatively to specific pages or features. From a functional standpoint, the Curry site is in need of revision before the redesign may be considered successful. This conclusion may be attributed directly to the breadth of tester requests for revision.

There was no consensus on which functionality testers sought to use most. However, multiple testers focused on the site-wide menu, the menu of links that appeared on all templated webpages. This may be attributed to the menu’s color (bright orange) and its location at the upper left of the browser window. Prospective student testers in particular responded that the “orange navigation was primary”, while blue homepage sections were “extras.” (This was in response to the question “What is the first thing you

want to click on?") Even though testers' eyes were drawn to the site-wide menu, most actually relied on the [Curry Homepage](#) or browser buttons (back, forward, home, e.g.) to maneuver through the site. For example, 15 of the 18 testers returned to the Curry Homepage for new tasks, even though the same site-wide menu was present on each Curry webpage.



Figure 2. Testers gravitated to the site-wide menu to navigate from the Homepage.

The site's search functionality – keyword, people and faculty searches – was also frequented, with the [A-Z Index](#) closely linked. ("[The A-Z Index] is the best place to look if you don't know keywords for the search or navigation.") This reflects testers' unfamiliarity with the redesigned Curry menus and mirrors their expressed preference for search websites like Google.com.

The Faculty pages with photos, publications and presentations were considered the most-improved feature on the redesigned Curry site. Multiple testers also responded favorably to direct menu links to University of Virginia (UVA) resources like the Course Offering Directory ([COD](#)) or library catalog ([VIRGO](#)). Different staff and faculty testers also responded that the [Prospective Students](#), [Enrolled Students](#), and [Programs](#) pages were an improvement over the previous Website.

The feature perceived as least-improved was the site's 'community' information (news, events, research listings, e.g.). The consensus among testers was this: it is difficult to discover what is currently happening at the Curry School. ("Of the 8 schools I applied to, the Curry Website had the least amount of information about what was going on at [the school].") These impressions were likely in response to

- incomplete Faculty pages lacking publications or presentations,
- an incomplete list of research projects in the Research section,
- an incomplete list of dissertation topics,
- and a sporadic listing of articles on the [Curry News](#) page.

Again, the Recommendations for Revision section of this report addresses this issue.

As mentioned above, testers' unfamiliarity with the redesigned Curry site was reflected in the usability sessions. It should therefore be noted that many testers perceived the site as would first-time visitors. This explains in part their difficulty with its functionality. In other words, as users explore the Curry site, they will likely become more adept at maneuvering their way through it. For example, as the site-wide menu is explored, users may rely on the A-Z Index less than the testers who focused on it. Testers' unfamiliarity with the site does not dismiss its need for revised functionality though: Users do not frequent websites that lack ease-of-use, regardless of their level of experience with that site or the Internet in general.

There was considerable variation to the testers' amount of general Internet experience, both within and among audience groups. (Responses to the question "How much time do you spend online?" ranged from "30 minutes a day" for 1 prospective student, to "all day" for two faculty testers; the average time was closer to 2-3 hours.) There was minimal implication during the sessions that audiences trending towards less time spent online (Curry staff and prospective students) were less willing to persist in looking for information. For example, enrolled student testers conducted multiple keyword searches for a topic, while prospective students opted only for 1 or 2 before rejecting the search functionality. General Internet-use levels did not always correlate to functionality-use though. For example, the faculty testers trended towards longer periods of Internet use, yet 3 of the 6 faculty testers gave up looking for annual reports without finding them. (This was in response to the question "How would you find the Faculty Annual Reports?") What actually seemed to most impact testers' perceptions of functionality was their prior experiences with the Curry Website and the UVA Website. This is summarized in the next section.

II. How Audiences Use the Curry Website

All testers were asked about their prior experience with and current uses of the Curry Website. ("How do you typically use the Curry Website? Which parts do you use?") These questions were especially important to confirm audience priorities – in other words, which parts of the website are important to which audiences.

Summary of faculty responses:

- I look for updates about other Curry faculty or programs, i.e., who's doing what. This includes research, projects, trends in funding, faculty personal pages, etc. (5/6 faculty testers)
- I use the Education library for research, VIRGO, etc. (3/6)
- I look up Curry faculty or people, seeking contact info. (3/6)
- I use the site to answer students' questions (student forms, admissions, dissertation manual, departmental handbook, etc.). This includes referring students to these webpages. (2/6)
- I look for detailed course offering info on program webpages. (2/6)
- I look up the Faculty Council or other faculty meeting info. (2/6)

- I look at (or maintain) my program’s webpages. (2/6)
- I look for news and events (lecture series, grant announcements, e.g.) (2/6)
- I rarely/seldom use it. I use the UVA Homepage instead. (2/6)
- I use the ETO webpages for room reservations, tech support, etc. (1/6)
- I use the Curry Foundation webpages. (1/6)
- I use the Intranet or Curry homedisk. (1/6)

Summary of staff responses:

- I look up Curry faculty or people, seeking contact info. (3/4 staff testers)
- I rarely/seldom use it. I use the UVA Homepage instead. (3/4)
- I look for news and events (picnic or the speaker series, e.g.) (3/4)
- I use the site to answer students’ questions (contact info for program areas, course offerings by department, admissions information, e.g.) (2/4)
- I look at my program’s webpages. (1/4)
- I use the Education library for research, VIRGO, etc. (1/4)

Summary of enrolled student responses:

- I use the Education library for research, VIRGO, etc. (4/4 enrolled student testers)
- I rarely/seldom use it. I use the UVA Homepage instead. (3/4)
- I look up Curry faculty or people, seeking contact info. (3/4)
- I used it for applying to Curry, i.e. the admissions process. (2/4)
- I looked up program information, courses and professors before applying. (1/4)
- I look at my program’s webpages. (1/4)

Summary of prospective student responses:

The prospective students, the external audience, had minimal to no prior experience with the Curry site. These testers did not know what the site offered and did not know which sections they would use. This was expected and their usability sessions instead focused on how they *could* use the site, directing them to the prospective student sections (e.g., admissions process, degree requirements, locating contact info). As current undergraduate students, these testers did express familiarity with the conventions of college/university websites (the admissions process, the class registration process, content divisions based on academic departments, for example). Three testers had used the UVA Website in particular. One tester was a currently enrolled student at UVA, but he was not an education major within the Curry School. Below are the noteworthy prospective student responses:

- I would look up Curry people or offices, seeking contact info. (3/4 prospective student testers)
- I would use it for applying to Curry, i.e. the admissions process. (3/4)
- I would start at the UVA Homepage. If I needed to, I would then look for specific info on the Curry site. (2/4)

- I would look up program information, courses and professors before applying.
(1/4)

Conclusion:

As expected, use varied greatly, both within and between testing audiences. No audience used all website sections, though there were multiple points of overlap. (Staff and students both used the [Prospective Students](#) page, e.g.) Faculty used the widest range, especially those who also served as administrators or student advisors. And, all 4 audiences used the site's utilities – the search functionality (keyword and people), the [A-Z Index](#), and the Contacts forms.

It must be noted that 10 of the 18 testers (from all 4 audiences) expressed a preference for using the [UVA Homepage](#), rather than the Curry site. This confirms that it is not necessary for the Curry site to duplicate functionality provided by the UVA Homepage. The Curry site may instead focus on providing detailed content specific to its people and programs. For example, the redesigned Faculty pages with publications and presentations were well-received by all audiences; testers felt this was positive information that helped to exemplify and promote the Curry School.

Recommendations for Revision

I. Homepage

A. Add a Faculty & Staff link under the FOR... section

It is recommended that this link lead to the [Faculty](#) page, which most testers did not locate in its current menu location. Adding the word staff to the homepage will also address testers' responses that staff were missing from the Curry site. This was discovered when testers were asked to find links for or about faculty and staff. ("How would you find the email address or phone number for ETO technical support?") Also, the majority of testers looked for staff contact info under the Faculty section, because it was the only 'people' category in the site-wide menu. If this revision is made, the Faculty page will need retitling to "Faculty & Staff," for consistency. (This is recommended in the Faculty section below.)

B. Rename Work at Curry to a link name that implies employment listings

A faculty tester expected to see information on faculty research projects, not employment listings, under this section, simply because of the [Work at Curry](#) link terminology. If there is continuing confusion over this link, simply altering the link text will likely resolve it.

II. Site-Wide Navigation and Menus

A. Add a Curry Home link to the template

Most testers preferred to return to the [Curry Homepage](#) for new tasks. It is therefore recommended that a Curry Home link be added to the site-wide template or menu. It is also suggested that this link either be grouped with the UVA Home icon or placed above the About Curry menu text. These were the 2 locations that testers consistently looked. Testers liked that they could click on the Curry logo to return to the homepage, but multiple testers explicitly stated that they “would never have found it” without the icon being pointed out to them. This was discovered when testers were simply asked “How do you return to the homepage?”

B. Include links on the main menu pages elsewhere

Not all testers intuited that main menu text linked to unique webpages, pages not listed in the pull-out menus. Three testers in particular responded “I never would have noticed that.” These responses were in the minority, but their responses still indicate that vital information may be hidden to users unfamiliar with the menus. For example, most faculty testers did not notice that the [Faculty](#) page contained links ‘for faculty’. They consequently struggled to locate links like ETO and Faculty Council. (Testers were responding to the question “How would you find the email address or phone number for ETO technical support?”) One option is to duplicate the main menu link in the pull-out menus, but this may be overly repetitive. Simply confirming that the links on main menu pages may be accessed from alternate locations should suffice. This issue is addressed further under additional recommendations (like linking Faculty & Staff on the homepage).



Figure 3. Not all testers realized that the main menu linked to unique webpages not listed in the pull-out menu.

C. Alter subsite menus so that they are visually distinct

Subsite menus blend in with site-wide navigation, because they are located in the same place and have the same graphic style. Therefore, it is suggested that they be altered until they are visually distinct. Note that a majority of testers *did* recognize that subsites had new menus and that the site-wide menu shifted down (e.g., [Curry Foundation](#) pages, Faculty pages). This revision is then recommended because at least 1 tester from each audience group did not notice the new menu – there was insufficient visual change. This was discovered when testers were prompted to rely on the site-wide menu for navigation rather than the Curry Homepage. (“From this [sub]page, how would you find graduate courses offered by the Human Services department?”) Even testers that recognized the menu shifts remarked on the similarity of the menus. And, multiple testers requested that the subsite menus simply change color.

Another option is to remove the site-wide navigation from subsites. As mentioned, most testers preferred to return to the [Curry Homepage](#) for new tasks. Only 3 of the 18 testers even used the shifted site-wide menu. Faculty in particular responded that they were not likely to use more than a Curry Home link. The visual style of subsite menus should still be altered, unless removing the site-wide navigation from subsites provides pronounced visual clarity.



Figure 4. Not all testers realized that subsites have their own, new menus.

III. Search Functionality – Keyword and People

A. Improve keyword search functionality

Of all website features tested in the usability sessions, testers consistently had the most difficulty with the search functionality. In short: the keyword search failed 16 of the 18 testers. They had difficulty both operating/submitting the search and then parsing the results to find what they sought. It is then recommended that search functionality be improved or optimized until it operates effectively and efficiently. This improvement is especially important to prospective students, because, as the external audience with no

prior site experience, they gravitated to the search. Even testers familiar with the Curry School expressed a preference for using search functionality. (“I skip the navigation and go directly to the search.”) Also note that 7 of the 18 testers chose Google.com as their favorite website. (If more information on the importance of search functionality to a website is needed, please start with Jakob Nelson’s 2001 Alertbox titled “Search: Visible and Simple” at <http://www.useit.com/alertbox/20010513.html>.)

Recommendations for keyword search functionality:

- Set Curry Web as the default choice for the search form field, not People. (See the paragraph below for explanation of this recommendation.)
- Optimize Curry webpages for search engine placement. Primary webpages (e.g., [Apply to Curry](#)) should appear on the first page of search results – no testers clicked through to the second page of results.
- Allow more than 20 characters in the search field on the keyword results page.
- Include faculty pages in Curry Web results, if possible.

Usability testers from all 4 audiences had difficulty submitting search requests. Here is why: Even savvy testers familiar with Curry and the UVA Website typed keywords in the search field and then pressed the Enter key. They did not make the Curry Web versus People distinction. The Keyword>Enter process returns this page:

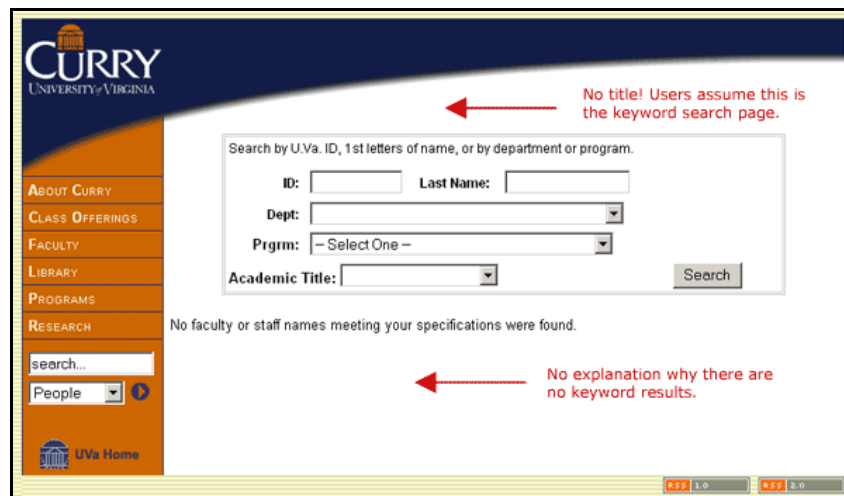


Figure 5. The Keyword>Enter process returns a blank people search page.

Testers then had to guess why they did not receive search results. Most testers familiar with the [UVA Homepage](#) recognized within several tries that they had to choose Curry Web from the dropdown menu and then click the arrow. Prospective students made no distinction and assumed the search field was for keywords only; they even tried to type keywords into the people search (in part, because the people search page lacks a title.) And, prospective students did not connect the search field with the dropdown menu or the arrow immediately below it. If they wanted to search for a person, they clicked the arrow button without typing a name in the search field.

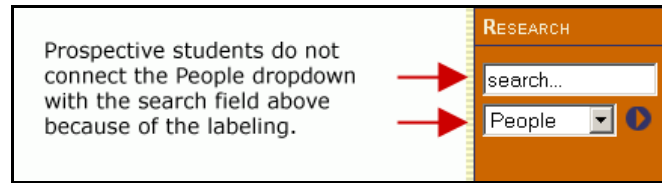


Figure 6. Keyword search field versus people search dropdown menu.

To prevent this mass of operational confusion, it is recommended that the search function default (i.e., what happens when you hit the Enter key) be set to Curry Web. If there is concern about Curry People being hidden, then perhaps an option besides a dropdown menu may be chosen. For example, display both Curry Web and Curry People with radio buttons below the search field. (See the Johns Hopkins University Homepage for an example of radio button with search use: <http://www.jhu.edu/>.) Another recommendation is to change the search field text (“search...”) so that there is no disconnect between it and the People dropdown. This may be why the UVA search field uses “Keyword/Name” as its default text.

After testers learned how to operate the search, and even when a keyword search returned appropriate results, they were still unable to locate what they sought in the results list. For example, searching for “admissions” actually returned webpages about admissions, but the pages had titles like Curry School Life: Administrative Offices. Testers dismissed these results as not useful. Also, the primary Curry admissions pages Apply to Curry and For Prospective Students did not appear on the first page of search results. For scope, here are the keywords unsuccessfully searched for by testers:

- | | |
|--|---|
| <input type="checkbox"/> Admissions | <input type="checkbox"/> Dissertation (manual and guidelines) |
| <input type="checkbox"/> Annual report | <input type="checkbox"/> ETO technical support |
| <input type="checkbox"/> Application status | <input type="checkbox"/> Faculty Council |
| <input type="checkbox"/> Chi sigma | <input type="checkbox"/> Honors society |
| <input type="checkbox"/> Counselor education | <input type="checkbox"/> Human services department |
| <input type="checkbox"/> Curry Foundation | <input type="checkbox"/> Masters of teaching |
| <input type="checkbox"/> Dean’s office | <input type="checkbox"/> SVEA |

If settings on the search engine itself cannot be altered to improve results, then it is recommended that a site-wide plan for search optimization be implemented. For a definition of search optimization, please start with http://www.web-source.net/webpage_optimizing.htm.

B. Improve people search functionality

The Curry site’s people search operated far more effectively than the keyword search. It was actually considered one of the site’s most efficient features. This was revealed when testers were simply asked questions like “How would you locate a phone number or email address for an individual you wanted to contact?” Even with the positive reception, testers still experienced multiple points of confusion with the people search.

Recommendations for people search functionality:

- Add a specific title to the Curry People search page, otherwise users assume it is the keyword search. It is also recommended that the title inform users that this is not the UVA people search and that it contains only Curry faculty and staff, no students.
- Users need to type both first and last names into the people search field and get results. Users need to separate last and first names with commas and get results.
- Consistently label the people search as ‘Curry People’ in text and menus. This is recommended so that there is no confusion with the UVA people search.
- Revise the default text in the search field, preferably to reference Curry and people. This is recommended so that users know it is not the UVA web search. (See the keyword search section above for more on this.)
- UVA ID should not be the first field on the people search page, if possible. It is recommended that the name field be first, since it is used most.
- Rename the UVA ID field to ‘Email ID’. This is recommended since multiple testers tried to type their social security numbers into the ID field.

IV. Prospective Students

A. Add an Apply to Curry link to the Prospective Students page

It is also suggested that this be the top link on the [Prospective Students](#) page. Without the direct link, this is the path prospective graduate students follow to get to the admissions application: Prospective Students>Graduate Degree Programs>Apply to Curry>Graduate Application Degree-Seeking Forms and Deadlines>Online Graduate (degree-seeking) Application. This proved too complex for 2 of the 4 prospective student testers when they were asked “How would you find the Curry admissions application?” Also, 1 prospective student tester first clicked on [Apply to Curry](#), but then rejected the page in favor of Prospective Students. Adding the Apply to Curry link to Prospective Students reinforces that users are on the right webpage for admissions applications.

B. Add a Check the Status of your Graduate Admissions Application link to the Prospective Students page

It is recommended that this link lead directly to the [Contact Us form](#) for application status, just as it does on the [Graduate Degree-Seeking Application Forms Supplemental Application Materials](#) page. Not all testers recognized that the [Office of Admission and Student Affairs](#) link on the Prospective Students page was a contact form. This was revealed when prospective student testers were asked “How would you check the status of an admissions application, once submitted?” Adding the status link should resolve oversight by users.

C. Add a Faculty By Department link to the Prospective Students page

Prospective graduate students seek information on faculty research and interests, because it impacts what they study at Curry. Both enrolled and prospective student testers thus responded that adding a link to faculty information would be useful. It is not recommended that a new webpage be built for faculty interests though. A link to the existing Faculty > [By Department](#) page is suggested instead.

D. Rename the Financial Aid link to Financial Aid & Scholarships

This revision is recommended because not all testers understood that scholarships or fellowships were synonymous with financial aid. Based on the existing link name, they only expected links to the FAFSA. This was revealed when prospective and enrolled student testers were asked “How would you locate the Curry Foundation webpages on student scholarships?”

E. Move the FAQ’s to the top of the Financial Aid page

The FAQ’s on the [Financial Aid](#) page were below the fold of the Internet browser window during usability sessions, and testers had difficulty locating the link. It is therefore simply recommended that the FAQ link be relocated. A staff tester also asked that the FAQ link text be more specific than the word ‘here’. This was a concern because staff refer students to the FAQ’s, and instructing students to click on a “here” link is not helpful (especially when over the phone).

F. Add a Curry Foundation: Awards, Scholarships & Fellowships link on the Financial Aid page

Linking to the [Curry Foundation](#) homepage forces students to parse the Foundation subsite looking for the scholarship link. And, not all student testers noticed that Curry Foundation was a subsite with its own menu. They instead scrolled to the bottom of the Foundation homepage looking for links. (There are none.) Adding the direct link on the Financial Aid page is recommended to resolve this. Since the [Curry Foundation: Awards, Scholarships & Fellowships](#) page does not have a link labeled ‘home’ on it, the [Financial Aid](#) page may need to continue to link to the Foundation homepage.

V. Admitted/Enrolled Students

A. Consolidate the 2 enrolled students link lists into one list

It is recommended that this section be at the top of the [Enrolled Students](#) page. Testers did not notice the links at the bottom of the webpage until they were pointed out. (The links were often below the fold of the Internet browser window.) Once they were asked to reviewed the two sets of links, testers did not comprehend why the links were separated. Likewise, 3 testers remarked that the bottom list was repetitive.

B. Remove the Information for Enrolled Students from the Office of Admission and Student Affairs subtitle

This is recommended because student testers did not care who provided the links or why; they just wanted the links. (Multiple enrolled student testers literally responded “I don’t care.”) Also, even with the subtitle, they did not discern why the Tools and Resources for Enrolled Students links at the bottom of the page were divided out. (The subtitle is also very long.) If there is concern about admitted students not knowing where to look--because the page title reads Enrolled Students perhaps--then it is suggested that a link to this page for admitted students be added onto the [Prospective Students](#) page. This would also be addressed if the page title was revised to read Admitted/Enrolled Students. (This is more consistent with the link text on the Curry Homepage too.) The admitted/enrolled distinction did not hold meaning for the testers though. Again, they just wanted the links.

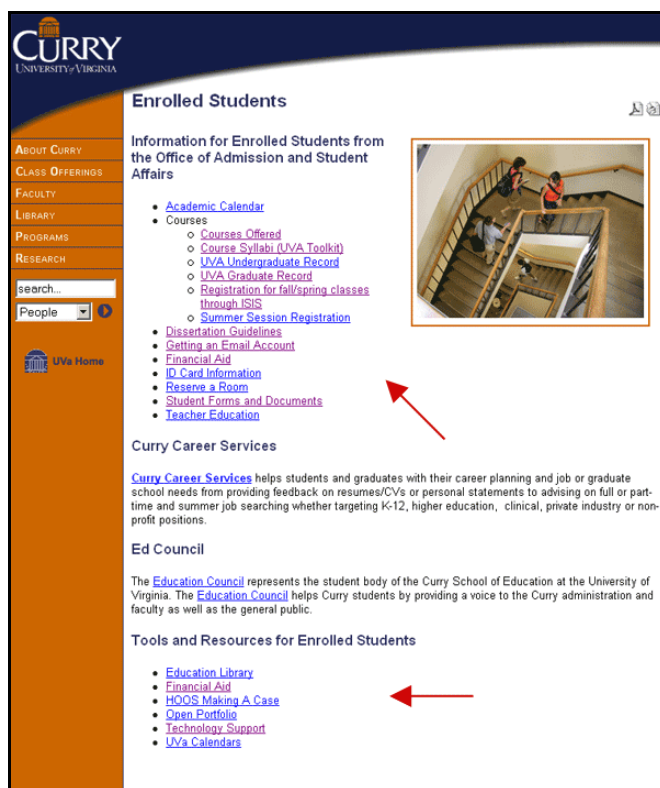


Figure 7. Testers did not comprehend why enrolled student links were separated.

C. Add a Health Insurance link to the Enrolled Students page

Two enrolled student testers and 1 staff tester requested that the Health Insurance link be added. This was in response to questions like “Did you find what you expected under this section?”

D. Add an ITC – Student Computing Support link

This is suggested because the word ITC is currently missing from the Enrolled Student page, and testers did not immediately associate the [Getting an Email Account](#) link with ITC. Adding an ITC link will likely resolve this. It may also assist with confusion over whether ETO provides student support.

E. Revise the Technology Support link text to read ETO- Technology Support

This is recommended for clarity, i.e., testers found the link text vague. Enrolled student testers did not know whether it led to ETO or ITC and did not recognize that they could find ETO on the Enrolled Students page. Again, this was revealed when testers were asked “Did you find what you expected under this section?”

F. Add a Dissertation Topics link

This link is currently missing from both the [Enrolled Students](#) page and the [Dissertation: An Overview](#) page, and its addition is recommended since enrolled student testers were enthusiastic to learn about other students’ research. Though it has a different title, it is suggested that the new link point to Curry’s [Dissertation Projects](#) page. One tester also requested that the projects page be updated so that it contains a complete list of dissertation titles, saying it was a good way to “see what was happening at Curry.” (The page only lists 4 dissertations currently, and may warrant a Submit feature, so that current students can add their dissertation titles.)

G. Add a Funding Opportunities link and/or add a webpage on how to fund dissertation research

Two enrolled student testers responded that they wanted information about funding their dissertation research. This was actually revealed when the testers were asked to review the Research section. (“How would you find a research project that interests you?”) They ultimately wanted it linked under Enrolled Students though, after they discerned what was located under Research. It is likely that they seek a webpage similar to this from the University of Florida: <http://education.ufl.edu/web/?pid=252>. It has a section titled Possible Funding Sources for Dissertations.

H. Retitle the Student Forms page to Enrolled Student Forms

Or, the [Student Forms](#) page could be retitled to Enrolled Student Forms & Documents. This option is suggested since without the enrolled student distinction, admission applications should be added to the link list – they are technically student forms.

I. Alphabetize the link list on the Student Forms page

This is recommended since 2 enrolled students did not see the dissertation link on this page, simply because it was not alphabetized. This was revealed when student testers

were asked “How would you find a copy of the Curry Dissertation Manual?” and the Student Forms page was displayed in keyword search results for “dissertation manual.”

VI. Curry News

A. Add an Emergency Notices link to the Curry News page

It was not intuitive to staff and faculty testers that [Emergency Notices](#) was located under the About Curry menu. It is more often associated with news, and therefore it is recommended that the link be added to/publicized on the [Curry News](#) page. Note that multiple testers said that they would not look for emergency announcements on the Curry site. They would instead use the UVA Homepage.

B. Add a Risk & Prevention Speaker Series link to the Curry News page

Faculty testers did not know where the [Risk & Prevention Speaker Series](#) was linked on the Curry site. It is thus suggested that the link be added to an appropriate area like the Curry News page or perhaps the [Events at Curry](#) page. It may also warrant addition to the retitled Faculty & Staff page.

VII. About Curry

A. Add a Welcome link to the About Curry pull-out menu

This revision is recommended since multiple testers remarked that there was nothing on Curry’s mission in the About Curry menu. They did not notice that the [About Curry](#) text was a link, nor did they recognize that the [Welcome to Curry](#) page contained a mission statement. There was some confusion because the page title (Welcome to Curry) did not match the link text (About Curry). Adding an About Curry>Welcome link will likely resolve this. If added, the Welcome link should be at the top of the pull-out menu. This is where prospective students expected to see it.

B. Add an Offices link to the About Curry pull-out menu

Multiple testers had difficulty locating administrative or service offices (admissions, dean’s, ETO, e.g.) using the site-wide menu. The first place testers looked was the About Curry section. It is therefore recommended that an About Curry>Offices link be added to resolve this (along with building an a Offices A-Z webpage, of course). The About Curry>[Technology](#) link may then be removed from the menu and integrated into the office listing as ETO. (Only 3 testers understood that the Technology link led to the ETO homepage anyway.) For consistency, the About Curry>[Curry Foundation](#) link could also be removed and integrated. Also, it may be worthwhile to consolidate the [Contact](#)

[Curry](#) webpages into the office listing, so that users do not have to look in multiple places for the same information. The added link should still be named Offices though, since the vast majority of testers did not look under Contact Curry for admissions. And, it is not recommended that the Offices link be named departments or programs, since those terms are already used elsewhere.

C. Retitle and/or redesign the Curry Partners page

Or, perhaps move it to the Research section. This is suggested since a majority of testers did not know what defined a ‘partner’, and they did not differentiate between research projects and the content on the [Curry Partners](#) page. This was further complicated by the fact that some projects were cross-listed in both sections (e.g., Young Women Leaders Program). Multiple testers also questioned why the page included “academic programs” like the Young Writers Workshop. And, note that multiple faculty testers did not know that Curry sponsored professional societies. (This was revealed when testers were asked “How would you find the name of a professional society that Curry sponsors?”) One enrolled student tester recommended that the page be renamed Outreach Projects; one staff tester recommended Organizations. Choosing either of these as a new title would require content revision for logic. Multiple testers also responded that there was content missing from the page (e.g., joint appointments, corporate partners, [CTTE’s partners](#), the Center for Advanced Study of Teaching and Learning, the Darden School of Business). A quick comparison of how other universities label professional societies or initiatives may assist in the redesign of this page.

VIII. Class Offerings

A. Add a COD link to the Class Offerings pull-out menu

Just like VIRGO under Library, UVA’s Course Offering Directory ([COD](#)) should be directly linked in the Class Offerings pull-out menu. This is recommended because 17 or the 18 testers responded that they go directly to the COD for information about classes, faculty schedules (who is teaching which class), room numbers, and sometimes even Curry program information. It is also suggested that the Class Offerings>COD link be at the top of the pull-out menu, again, because of the high demand for the COD. User preference for the COD was revealed in response to multiple questions. For instance, “How would you find graduate courses offered by the Human Services department?”

B. Add a Toolkit link to the Class Offerings pull-out menu

Just like VIRGO under Library, Instructional Toolkit should be directly linked in the Class Offerings pull-out menu. This is recommended since testers did not intuit that Toolkit was linked on a [Class Offerings](#) subpage; this will likely improve access to Toolkit. And, since the paragraph about Toolkit on the [Class Schedules & Materials](#) page is directed at faculty, it can be relocated to the [Faculty & Staff](#) page, if needed.

C. Combine the Class Offerings page and the Class Schedules & Materials page

Or, perhaps remove the [Class Schedules & Materials](#) page altogether. This is recommended since testers did not read either of these pages. They went directly to the COD. The [Class Offerings](#) page was particularly confusing to prospective students, because it did not list any courses. It also contains text about Curry's mission, text that is better suited for the About Curry > [Welcome to Curry](#) page. Finally, if the COD and Toolkit are added to the pull-out menu, the Class Schedules & Materials page will have minimal unique content.

D. Remove links to the Undergraduate and Graduate Records from the Course Descriptions page

Testers found the links to the UVA Records on this page unhelpful, simply because they did not link directly to course descriptions. From Curry's [Course Descriptions](#) page, a path to locate course descriptions or information looks like this: Curry School of Graduate Education > Display Programs for this Department > Clinical and School Psychology > EDHS 763 - Seminar: Issues in Professional Psychology. This was far too convoluted for student testers, and regardless, the same information may be located much faster in the [COD](#). (The COD's course descriptions are from the UVA Records!) Note also that multiple testers expected the Class Offerings > Course Descriptions link to take them directly to the COD. This was revealed when testers were asked questions like "How would you find graduate courses offered by the Human Services department?" Adding COD to the pull-out menu will likely resolve this confusion.

If the goal of the Course Descriptions page is to link to all Curry classes, not just current semester COD listings, then there are other options. If the goal is to link to detailed course descriptions by program or department, there are still better options. Two faculty testers responded that in their role as student advisors, they look up detailed course descriptions on Curry program webpages. Also, both enrolled and prospective students may look for required classes on program pages. If each program has a courses page (e.g., [Higher Education](#) courses), it may be viable to link there. Note that as of the Fall 2006 semester, not every Curry program has a courses pages and some simply replicate COD descriptions.

E. Consider linking to Toolkit Searches on the Course Descriptions page

This revision is suggested since detailed class syllabuses or websites are often linked in Instructional Toolkit. It may be most useful for the Course Descriptions page to link to Toolkit searches for Curry course mnemonics (EDHS, EDIS, EDLF). For example, a Toolkit search for EDHS leads to this list: https://toolkit.itc.virginia.edu/cgi-local/tk/.displayclass/displayclass:display_homepage:2006_Fall:EDHS? As mentioned, these links lead to course websites and syllabuses. *It should be confirmed that users not logged in or not on the UVA Intranet can still access the syllabi before Curry links here.* Note also that Toolkit search links would need revising each semester, since Toolkit searches by semester. If program pages or Toolkit are not acceptable, the Registrar's Office provides a Course Offerings search at <http://etg05.itc.virginia.edu/record-search/>, and

the UVA Records offer course searches at http://records.ureg.virginia.edu/search_advanced.php?catoid=9 and http://records.ureg.virginia.edu/search_advanced.php?catoid=7. Either option is more direct than the current link to the general Record webpages.

IX. Faculty

A. Retitle the Faculty page to Faculty & Staff

This revision is recommended to correspond with the addition of the [Faculty & Staff](#) link under the For... section of the Curry Homepage. If the page is retitled, minimal content revision will be required so that staff are incorporated appropriately and the page's content logic is maintained. Again, this addresses testers' responses that staff were missing from the Curry site and aids users in locating information for faculty and staff.



Figure 8. Faculty and staff testers did not notice the For Faculty links (like ETO).

B. Link Faculty > Alphabetically directly to the people search

Testers did not differentiate between a faculty search and a people search. Also, the majority of testers looked for staff contact info under the Faculty section, because it was the only 'people' category in the site-wide navigation. (The pages also look the same and have no titles to differentiate them.) Enrolled students, faculty and staff were frustrated that they could not locate staff under the Faculty section. Even if it was a conscious decision not to name the section Faculty & Staff, it is recommended that staff still be integrated into the results here, simply to meet the needs of users.

C. Reorganize the Faculty>By Department page, with names listed alphabetically, not by job title

This is recommended since organizing the faculty listing by job title was found to not be useful. It required that testers know Curry's faculty classifications. (They didn't.) This was revealed when testers addressed simple questions like "How would you find info about your research on the Curry site?" Much in the same way that users do not differentiate between a faculty search and people search, they do not differentiate between the various faculty titles. There was particular confusion when testers tried to locate faculty in categories that shared words (e.g., Associate Professor, Visiting Associate Professor, Research Associate). Multiple testers requested that faculty simply be listed alphabetically under the department. If job titles must be included, they may be added after each faculty name, in a column or separated by a comma perhaps (e.g., name, title). Multiple testers also requested that the faculty program area be listed on the Faculty>[By Department](#) page. This is not recommended however, because faculty often serve multiple programs. Including all programs would likely overburden the page with text. And, this information is already available in the people search and on faculty pages.

D. Add an Offices links to the Faculty>By Department page

This is recommended since multiple testers looked for administrative offices on the Faculty>[By Department](#) page. Prospective students in particular sought contact information for admissions here. This may be attributed simply to their seeing "department" in the link name. Staff also expected offices here because the Dean's Office was the first link on the page. They then expected to see other administrative offices. Adding an offices link may violate the page's content logic, but to meet user's needs, it is still recommended that it be included. Testers also looked under Programs>By Department, but changing that section's name to Degree Programs will likely resolve this. (See the Programs section below for this recommendation.)

E. Include specific details about research projects on faculty pages, not just keywords about their research

Both faculty and enrolled students sought research information under the Faculty section. If the tester did not know the name of a research project, they looked on that faculty's webpages for the project name and website address. The Research section was not useful unless testers already knew the project name. This was revealed by multiple usability questions, including simply "How would you find a research project that interests you?"

F. Replace the Faculty Page menu link on faculty pages with specific names

The generic link text was found to not be useful, and testers did not know that the link was different for each faculty member. This revision is also recommended since most testers actually thought it was a link to info for [Faculty & Staff](#). The link text should be replaced with each faculty name, if possible.

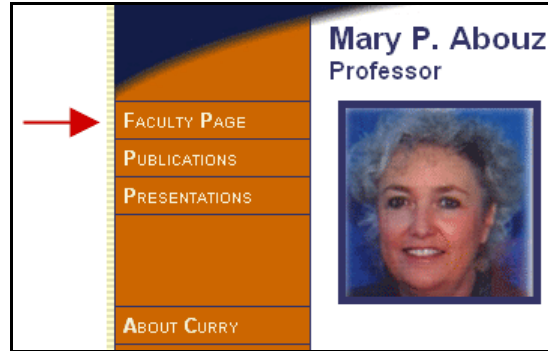


Figure 8. Testers did not realize that faculty page links were different for each faculty.

G. Alter subsite menus so that they are visually distinct

This recommendation is duplicated in this section, because multiple faculty thought their publications and presentations were missing from their subsites. The subsite menu had to be pointed out to them. This again indicates that the subsite menu is too visually similar to the site-wide navigation. Faculty also did not know that the Faculty Page link was connected to their pages, instead believing it was a school-wide listing. (“Those are my publications?”) Denoting the faculty name or otherwise altering the appearance of the submenu will likely resolve this.

X. Programs

A. Rename the Programs section to Degree Programs

When asked directly, 15 of the 18 testers responded that the [Programs](#) section contained information on degree or academic programs. However, what testers actually sought under Programs was far different:

- | | |
|---|---|
| <input type="checkbox"/> Admissions office | <input type="checkbox"/> ETO (3/6 faculty) |
| <input type="checkbox"/> Center for Clinical Psychology | <input type="checkbox"/> Partners, partnerships |
| <input type="checkbox"/> Course descriptions | <input type="checkbox"/> Required Courses |
| <input type="checkbox"/> Curry initiatives | <input type="checkbox"/> Research information |
| <input type="checkbox"/> Dean’s Office | <input type="checkbox"/> Scholarships |
| <input type="checkbox"/> Degree requirements | <input type="checkbox"/> SEP |
| <input type="checkbox"/> Departments (EDHS, EHIS, EDLF) | |

To resolve this confusion, it is therefore recommended that the section and menu links be renamed to Degree Programs. This will also likely be useful for external audiences, since they do not differentiate between departments and programs.

B. Add the Saturday & Summer Enrichment Program (SEP) to the Degree Programs page

Although it violates organizational logic to link [SEP](#) under the [Degree Programs](#) page, testers still expected to see it there. This is simply because SEP has the word ‘program’ in its title. It also was not intuitive to all testers that SEP was grouped with Class Offerings, though those testers asked located it within several tries.

XI. Research

A. Consolidate Grant Funded Research and Other Faculty Research into an A-Z list on one webpage

This is recommended since the majority of testers did not differentiate between grant-funded and non-grant-funded research. Testers revealed this when asked questions like “What would you expect to find under the Research section?” Some did not know where to look for their own research and did not like being forced to choose. Faculty even concluded that the [Other Faculty Research](#) page held a pejorative or less prestigious connotation. Also, some testers did not differentiate between centers and grant funded research. (“My center is grant funded. Why isn’t it on the grant funded page?”) To avoid this confusion, one A-Z list of research projects should be constructed. Centers may still be broken out to improve their visibility, but they may need cross-listing on the projects page.

B. Title the new page and menu link Research Projects

Multiple faculty indicated that they consider a center to be their research. To avoid confusion, it is recommended that the new A-Z research page be titled Research Projects, not just research. This will also further differentiate it from the [Research at Curry](#) page. There was no indication that the Research section needs renaming though, just the new page.

C. Update Research Projects and Centers pages with current listings

There was consensus among testers that projects and centers were missing from the Research section. For example, the Center for Advanced Study of Teaching and Learning (CASTL) and the Virginia Center for Educational Policy Studies ([VCEPS](#)) are not listed under centers. Faculty and enrolled students in particular were frustrated by missing research. They felt that Curry should “show off” what it is accomplishing, and the Research section was the best place to do this. All 4 audiences also looked to this section as a way to learn about Curry. (“Who is doing what research? What grant money is out there?”) It was also requested by 3 testers that research projects conducted under the centers be included in the A-Z list (e.g., [CTTE’s initiatives](#)). If a list of research projects cannot be collected by the Curry School, then perhaps a mechanism for submitting research project info may be added to the Research webpages.

D. Add the faculty or principle investigator associated with a project to the A-Z research listings

Multiple testers requested this. If users do not recall the research project name, they wish to look for a faculty name. One tester also asked that Curry departments associated with the project be added for external audiences (i.e., faculty at other universities) not familiar with Curry. Providing this information may overcomplicate the project page though, if multiple programs are involved with each project.

E. Consolidate Curry Partners under Research

Or, perhaps retitle/redesign the [Curry Partners](#) page so that it is not confused with research. These revisions are recommended since a majority of testers did not differentiate between what was a research project and what was on the Curry Partners page. This was further complicated by the fact that some projects were listed in both sections (e.g., Young Women Leaders Program). Faculty and staff testers in particular questioned the logic of the Partners page or looked for it under the Research section of the menu. Faculty also concluded that there were partners missing from this list. For example, Curry partners with the Darden School of Business on projects, but it is not listed as a partner. If there are listings on the Partners page that truly do not belong under Research (e.g., Young Writers Workshop), then logically, they should be grouped elsewhere. (See Curry Partners under About Curry for more.)

XII. Contacts

A. Consolidate the 4 Contacts pages into one webpage

By dividing the contacts onto separate pages, testers were forced to guess which page held the contact they sought. Prospective students in particular did not recognize that they had to click through to Administration for admissions contacts. And, only 1 tester noticed that students could check their application status here. Prospective students responded that they wanted not only admissions, but also office phone numbers listed on the first [Contacts](#) page. It is then recommended that the list of contacts be consolidated onto 1 page, especially since the separate pages contain only 2-4 contacts each. Note that if an About Curry >Offices page is built, it may be worthwhile to link it off the Contacts pages or even consolidate it with Contacts to further improve ease of use.

B. Consolidate Contacts and Curry Contacts into one webpage

Testers did not differentiate between the [Contacts](#) and [Curry Contacts](#) pages; they provide the same information. This indicates that two separate pages are not needed.

XIII. A-Z Index

A. Curry webpages need unique, specific page titles

This is recommended since multiple pages on the Curry site have the same or similar page titles. This made it difficult for testers to differentiate pages by title. It especially complicated testers' attempts to locate specific pages in the [A-Z Index](#). For example, a plenitude of programs have requirements or [criteria pages](#). Testers even dismissed the usefulness of some webpages, because their titles were vague. To prevent this confusion, all webpages need unique, specific titles. Unique page titles will also improve keyword search results, and are part of the search optimization process recommended in the search functionality section above.

B. Cross-list pages in the A-Z Index

There was consensus among the testers that pages were missing from the A-Z index. In actuality, the pages were listed, but not where testers expected them to be. For example, most ETO webpages were alphabetized by ETO, but the ETO homepage was listed as Educational Technologies Office. It was not grouped with other ETO pages; testers then concluded that it was missing. It is then recommended that, if possible, pages simply be cross-listed in multiple places on the A-Z Index. If this is not possible, then again, page titles need to be unique and specific.

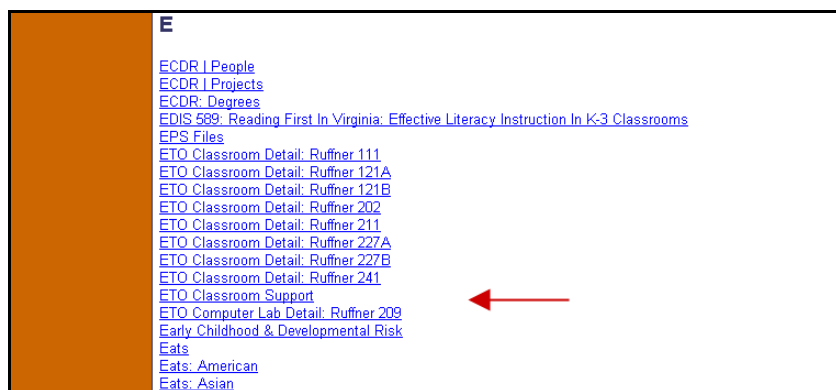


Figure 9. Testers concluded the ETO homepage was missing from the A-Z Index.

XIV. Educational Technologies Office (ETO)

A. Add a helpdesk or general phone number to the ETO homepage

This is recommended since the majority of testers were unable to locate a phone number on the [ETO subsite](#). (This was revealed with questions like "How would you find the

email address or phone number for ETO technical support?") And, because it was below the browser window fold, testers did not notice links to [ETO Personnel](#). They also did not know to look on the [Contacts](#) page for the ETO phone number.

B. Emphasize the ETO Personnel link on the ETO homepage

Only 2 testers noticed the [ETO Personnel](#) link without it being pointed out. Once they located the page, it was heavily favored, by faculty and enrolled student testers in particular. ("I would go directly here to look up Cindy's contact info.") Two testers also requested that Cynthia Moore be marked on the ETO Personnel page as the point of first contact.

C. Rename the Home link on the ETO subsite to ETO Home

Multiple testers falsely concluded that the Home link at the bottom of ETO pages led to the Curry Homepage. Revising the link text so that it is specific will likely resolve it.

D. Group the ETO homepage with other ETO pages in the A-Z Index

Multiple testers concluded that the ETO homepage or information about technical support was missing from the [A-Z Index](#). This was simply because the page is alphabetized under E, not T for technology. It also was not grouped with other ETO pages. Enrolled student testers also requested that the ETO homepage be cross-listed under technology, technical support, computer support or equipment reservations. (See the A-Z Index section above for more on this recommendation.)

E. Update Lab Detail pages

Most ETO lab detail webpages are missing information. For example, [ETO Computer Lab Detail: Ruffner 209](#). If possible, 1 faculty tester wanted to know which equipment/software was available in which labs.

F. Add a helpdesk phone number to the ETO Classroom Support page

This is recommended since 2 faculty testers looked for a phone number on the [ETO Classroom Support](#) page. Again, they did not notice the ETO Personnel link, because it was at the bottom of the webpage, below the fold.

G. Consider updating the ETO reservation form

Two enrolled student testers responded negatively to the [ETO Reservation Form](#). They felt it was overly complicated and more difficult to use if you were a teaching assistant. There was also some confusion among faculty over [The Source](#) and ETO's Reservation Form. It may be worth redesigning the reservation form for clarity.

XV. Conclusion

The majority of the recommended revisions simply seek to improve the Curry Website's ease of use. This may be achieved most often through clarity and consistency, and this is why multiple revisions relate to titling, naming and organization. The site's functionality will also be greatly improved through revisions to the keyword and people searches. Another trend to the recommendations asks for increased content. Recall that the consensus among testers was this: it is difficult to discover what the Curry 'community' is achieving. Adding detailed content to the Faculty, Research and News sections will do much to alter this perception.

Adding this content will likely require more participation by Curry Website audiences. So, a final point: it is recommended that the ETO promote or advertise the redesigned Curry site to encourage participation. Multiple faculty testers responded that they were more likely now to use the site after learning about its features in the usability session. (The Curry Intranet should be included if there is promotion; only 2 of the 6 faculty testers knew that annual reports were located there.) Three others testers commented that they would use the Curry site now that it "seemed more up-to-date." This enthusiasm may gradually increase as the site's ease of use improves, but actively promoting the redesigned site while it is still novel to internal audiences will do much to encourage activity and participation.

Appendixes

Appendix A. Usability Session Scripts

I. Introduction	<p><i>This is the usability session for the newly redesigned Curry Website.</i></p> <p>Introduce tester:</p> <p><i>My name is... I am a grad student here at Curry... Thank you for joining me today.</i></p> <p>Introduce recording setup:</p> <p><i>This session is being recorded for note-taking purposes and to ensure accuracy in the report. The video will record not just video and audio but also your mouse-clicks and mouse movements. This tracking lets us know where you are looking on the site. For your privacy, the video will NOT be distributed with the report. I will also take notes as we proceed.</i></p> <p>Introduce process:</p> <p><i>The goal today is to collect feedback on the newly redesigned Curry Website. We simply want to know what works and what doesn't.</i></p> <p><i>So that I can observe how you use the website, I'm going to direct you to look for certain webpages and ask you questions along the way. As you answer the questions, please talk me through your process. Let me know what you are clicking on, and tell me your reactions to what you encounter. Feel free to be honest and to ask me questions as well. I will answer your questions as best I can, but may hold off on some, so that I don't give away what we are trying to test.</i></p> <p>If there are problems, it is due to the website and not the user:</p> <p><i>Remember that we are here to test the redesigned website, not you or your knowledge of the Internet. There are no right or wrong answers to the questions. You may encounter things that don't make sense or you may even get an error. This is expected, and your feedback to this is what we are here to record. [We may also encounter a slow Internet connection.]</i></p>
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	<p><i>The session should take 30 minutes. Any questions before we begin?</i></p>
<p>II. Curry Faculty Questions</p> <p><i>[Walk/talk me through your process.]</i></p>	<p>User characteristics:</p> <ol style="list-style-type: none"> 1. Audience category? Department or program? 2. How specifically do you spend your time online? Hours per day or per week? 3. Favorite websites? <i>[Functionality and/or design?]</i> 4. How do you typically use the Curry Website? 5. Do you use the Curry site to locate community information like news or events? If so, how? <p>Questions:</p> <ol style="list-style-type: none"> 1. What is your first impression of the homepage? What do you notice first? 2. What is the first thing you want to click on? Why? <i>[Do they click in blue sections?]</i> 3. Did you find what you expected under this section? Please explain. 4. How would you find info about your research on the Curry site? <i>[Do they notice new menu on faculty pages?]</i> 5. What would you expect to find under the Research section? 6. From the homepage, how would you find your email address on the Curry site? <i>[How do they return to homepage? Do they use email search field?]</i> 7. How would you find the email address for ETO technical support? <i>[Prompt for search engine?]</i> 8. How would you find the hours of operation for the Education Library? <ol style="list-style-type: none"> a. Is this library page still part of the Curry Website? How do you know? 9. How would you find the name of a professional society that Curry sponsors? 10. How would you find the Faculty Annual Reports? <i>[Faculty login to Intranet with own ID.]</i>
<p>III. Curry Staff Questions</p>	<p>User characteristics:</p> <ol style="list-style-type: none"> 1. Audience category? Department or program? 2. How specifically do you spend your time online? Hours per day or per week? 3. Favorite websites? <i>[Functionality and/or design?]</i> 4. How do you typically use the Curry website?

<p><i>[Walk/talk me through your process.]</i></p>	<p>5. Does this include your departmental website? If so, how?</p> <p>Questions:</p> <ol style="list-style-type: none"> 1. What is your first impression of the homepage? What do you notice first? 2. What are the purposes of the four sections on the homepage? How do you know? 3. What is the first thing you want to click on? Why? 4. Did you find what you expected under this section? Please explain. 5. From the homepage, how would you find your email address on the Curry site? <i>[How do they return to homepage? Do they use email search field?]</i> 6. How would you find info on your department or program on the Curry site? 7. From the homepage, how would you locate the Curry Foundation webpages on student scholarships? <i>[Do they notice new menu?]</i> 8. From this page, how would you find the email address or phone number for ETO technical support? <i>[Do they use site-wide navigation?]</i>
<p>IV. Enrolled Student Questions</p> <p><i>[Walk/talk me through your process.]</i></p>	<p>User characteristics:</p> <ol style="list-style-type: none"> 1. Audience category? Department or program? 2. How specifically do you spend your time online? Hours per day or per week? 3. Favorite websites? <i>[Functionality and/or design?]</i> 4. How do you typically use the Curry website? <p>Questions:</p> <ol style="list-style-type: none"> 1. What is your first impression of the homepage? What do you notice first? 2. What is the first thing you want to click on? Why? <i>[Do they click in blue sections?]</i> 3. Did you find what you expected under this section? Please explain. 4. From this page, how would you find graduate courses offered by the Human Services department? <i>[Do they use site-wide navigation?]</i> 5. How would you find the room number for the fall course EDIS 587? <i>[Did they notice offsite?]</i> 6. How would you find a copy of the Curry Dissertation Manual?

	<ol style="list-style-type: none"> 7. How would you find Dr. Luke Kelly’s email address? <i>[Do they use email search field?]</i> 8. How would you find the hours of operation for the Education Library? <ol style="list-style-type: none"> a. Is this library page still part of the Curry Website? How do you know? 9. From the homepage, how would you find the name of a professional society that Curry sponsors? <i>[How do they return to homepage?]</i> 10. How would you find a research project that interests you?
<p>V. Prospective Student Questions</p> <p><i>[Walk/talk me through your process.]</i></p>	<p>User characteristics:</p> <ol style="list-style-type: none"> 1. Audience category? 2. How specifically do you spend your time online? Hours per day, per week? 3. Favorite websites? <i>[Functionality and/or design?]</i> 4. Have you used the Curry site before? If so, how? <p>Questions:</p> <ol style="list-style-type: none"> 1. What is your first impression of the homepage? What do you notice first? 2. What is the first thing you want to click on? Why? <i>[Do they click in blue sections?]</i> 3. Did you find what you expected under this section? Please explain. 4. From this page, how would you locate a phone number or email address for an individual you wanted to contact? <i>[Do they use email search field?]</i> 5. From this page, how would you find graduate courses offered by the Human Services department? <i>[Do they use site-wide navigation?]</i> 6. How would you find programs offering a Masters of Teaching? 7. From the homepage, how would you find degree requirements for the PhD in Special Education? <i>[How do they return to homepage?]</i> 8. How would you find the Curry admissions application? 9. How would you check the status of an admissions application, once submitted? 10. How would you locate the Curry Foundation webpages on student scholarships? <i>[Do they notice new menu?]</i>

	<p>11. From this page, how would you find the hours of operation for the Education Library?</p> <ul style="list-style-type: none">a. Is this library page still part of the Curry Website? How do you know?
<p>3. Conclusion</p>	<ul style="list-style-type: none">1. Any changes or improvements for the site that you haven't mentioned? Please explain.2. Can you see yourself using the Curry website more than you do now? Please explain.3. What are your questions about the site? Any questions for me? <p><i>Thank you again for your time and comments. Your feedback from this session will be integrated with that of other testers and a summary report with recommendations for the Curry Website will be made to the Educational Technologies Office (ETO).</i></p>

Appendix B. URLs Linked in this Usability Study Report

About Curry:	http://curry.edschool.virginia.edu/index.php?option=com_content&task=view&id=561&Itemid=27
Apply to Curry:	http://curry.edschool.virginia.edu/index.php?option=com_content&task=view&id=63&Itemid=237
A-Z Index:	http://curry.edschool.virginia.edu/index.php?option=com_alphalist&Itemid=142
Class Offerings:	http://curry.edschool.virginia.edu/index.php?option=com_content&task=view&id=103&Itemid=36
Class Schedules & Materials:	http://curry.edschool.virginia.edu/index.php?option=com_content&task=view&id=927&Itemid=195
Contact Curry:	http://curry.edschool.virginia.edu/index.php?option=com_contact&Itemid=29
Contacts:	http://curry.edschool.virginia.edu/index.php?option=com_contact&Itemid=22
Contact Us:	http://curry.edschool.virginia.edu/index.php?option=com_contact&task=view&contact_id=7
Course Descriptions:	http://curry.edschool.virginia.edu/index.php?option=com_content&task=view&id=928&Itemid=196
Course Offering Directory/ COD:	http://etg08.itc.virginia.edu/cod.pages/20063/EDF/
Criteria Pages:	http://curry.edschool.virginia.edu/index.php?option=com_content&task=view&id=1099
CTTE's Initiatives:	http://www.teacherlink.org/act/
CTTE's partners:	http://www.teacherlink.org/partnerships/
Curry Contacts:	http://curry.edschool.virginia.edu/index.php?option=com_contact&Itemid=29
Curry Foundation:	http://curry.edschool.virginia.edu/index.php?option=com_content&task=view&id=901&Itemid=153
Curry Foundation: Awards, Scholarships & Fellowships:	http://curry.edschool.virginia.edu/index.php?option=com_content&task=view&id=573&Itemid=160
Curry Homepage/School of Education Website:	http://curry.edschool.virginia.edu/
Curry News:	http://curry.edschool.virginia.edu/index.php?option=com_content&task=category&sectionid=1&id=5&Itemid=28
Curry Partners:	http://curry.edschool.virginia.edu/index.php?option=com_content&task=view&id=562&Itemid=30
Degree Programs:	http://curry.edschool.virginia.edu/index.php?option=com_content&task=view&id=564&Itemid=38
Dissertation Projects:	http://curry.edschool.virginia.edu/index.php?option=com_content&task=view&id=629
Dissertation: An Overview:	http://curry.edschool.virginia.edu/index.php?option=com_content&task=view&id=66
Emergency Notices:	http://curry.edschool.virginia.edu/index.php?option=com_content&task=view&id=1229&Itemid=289
Enrolled Students:	http://curry.edschool.virginia.edu/index.php?option=com_content&task=view&id=568&Itemid=44
ETO Homepage (subsite):	http://curry.edschool.virginia.edu/index.php?option=com_content&task=view&id=15
ETO Classroom Support:	http://curry.edschool.virginia.edu/index.php?option=com_content&task=view&id=14
ETO Personnel:	http://curry.edschool.virginia.edu/index.php?option=com_currypeople&programid=45&alphabetize=no
ETO Reservation Form:	http://eto.edschool.virginia.edu/AV/Reservations.asp
Events at Curry:	http://curry.edschool.virginia.edu/index.php?option=com_content&task=view&id=1234&Itemid=290
Faculty/Faculty & Staff:	http://curry.edschool.virginia.edu/index.php?option=com_content&task=view&id=570&Itemid=252
Faculty>By Department:	http://curry.edschool.virginia.edu/index.php?option=com_content&task=view&id=936&Itemid=199

Financial Aid:	http://curry.edschool.virginia.edu/index.php?option=com_content&task=view&id=70&Itemid=223
Funding Opportunities:	http://education.ufl.edu/web/?pid=252
Getting an Email Account:	http://www.itc.virginia.edu/desktop/email/
Graduate Degree-Seeking Application Forms Supp. Application Materials:	http://curry.edschool.virginia.edu/index.php?option=com_content&task=view&id=1086&Itemid=0
Higher Education:	http://curry.edschool.virginia.edu/index.php?option=com_content&task=view&id=272
Johns Hopkins Homepage:	http://www.jhu.edu/
Office of Admission and Student Affairs (Contacts):	http://curry.edschool.virginia.edu/index.php?option=com_contact&task=view&contact_id=2&Itemid=22
Other Faculty Research:	http://curry.edschool.virginia.edu/index.php?option=com_content&task=view&id=1017&Itemid=210
Programs:	http://curry.edschool.virginia.edu/index.php?option=com_content&task=view&id=565&Itemid=39 and http://curry.edschool.virginia.edu/index.php?option=com_content&task=view&id=564&Itemid=38
Prospective Students:	http://curry.edschool.virginia.edu/index.php?option=com_content&task=view&id=567&Itemid=43
Record Search (Graduate):	http://records.ureg.virginia.edu/search_advanced.php?catoid=9
Record Search (Undergrad.):	http://records.ureg.virginia.edu/search_advanced.php?catoid=7 .
Research at Curry:	http://curry.edschool.virginia.edu/index.php?option=com_content&task=view&id=683&Itemid=55
Risk & Prevention Speaker Series:	http://curry.edschool.virginia.edu/index.php?option=com_content&task=view&id=1175&Itemid=23&Itemid=235
Ruffner 209 Lab Detail:	http://curry.edschool.virginia.edu/index.php?option=com_content&task=view&id=1208&Itemid=0
Search Optimization:	http://www.web-source.net/webpage_optimizing.htm
SEP (Summer Enrichment Program):	http://curry.edschool.virginia.edu/index.php?option=com_content&task=view&id=713&Itemid=67
Student Forms/Enrolled Student Forms:	http://curry.edschool.virginia.edu/index.php?option=com_content&task=view&id=78&Itemid=18
The Source:	http://r25wv.eservices.virginia.edu/wv3/wv3_servlet/urd/run/wv_space.DayList?spfilter=21415,spdt=200
Technology:	http://curry.edschool.virginia.edu/index.php?option=com_content&task=view&id=15&Itemid=267
Toolkit Search (EDHS):	https://toolkit.itc.virginia.edu/cgi-local/tk/.displayclass/displayclass:displayhomepage:2006_Fall:EDHS?
University of Virginia (UVA) Homepage:	http://www.virginia.edu/
VIRGO:	https://virgo.lib.virginia.edu/uhtbin/cgiirsi/7FNMOe2Nj1/UVA-LIB/269590241/60/1180/X
VCEPS:	http://curry.edschool.virginia.edu/index.php?option=com_content&task=view&id=1255&Itemid=291
Web Accessibility:	http://www.w3.org/TR/WAI-WEBCONTENT/
Welcome to Curry:	http://curry.edschool.virginia.edu/index.php?option=com_content&task=view&id=561&Itemid=27
Work at Curry:	http://curry.edschool.virginia.edu/index.php?option=com_content&task=view&id=392&Itemid=47