PASTEL

COLLEGE BOUND

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STUDY PROTOCOLS

We conducted these studies by sending out questionnaires hosted by Google Forms. Each evaluation had its own form with consent agreements, optional demographic reports and questions pertaining to the evaluation. Respondents were introduced and informed about the evaluation they would undergo. A link to the deployed web application was provided prior to the instructions. Instructions varied by evaluation.

In the heuristic, retrospective and think aloud evaluations, respondents were asked to explore the entire site freely. In the cognitive evaluation, respondents were asked to navigate to the "How to Find Scholarships" subpage. In the think aloud evaluation, specifically, respondents were asked by their evaluation practitioner to explore the entire site, emphasizing the respondent to voice their thoughts out loud. In addition, practitioners informed the respondents that they were unable to provide further instructions or information and that they would simply be taking notes in the background.

The instructions also informed respondents that they should preferably use a computer (as the web application is currently optimized for computers) and all text on the website is currently in lorem ipsum text. Therefore, respondents were tasked with evaluating organization and usability of the site, rather than the content. After respondents had the chance to explore aspects of the site or the entire site, practitioners informed them to turn to the questionnaire. Respondents were asked to consent to their information being used for an academic project. Then, respondents again were informed that the evaluation was best performed using a computer. A question regarding the technology the respondent used for the evaluation was included so as to standardize the results, since the web application was in its intended evaluated state only when viewed on a computer. Respondents were informed that their answers may not be used if they used a mobile device to perform the evaluation. Then, respondents were asked open-ended, closed-ended, scalar, multiple choice, and ranked questions that varied by evaluation. Exact questions are included in this document for reference. Specifically, in the cognitive and heuristic evaluations, respondents were asked multiple open-ended questions either pertaining to the evaluation of the entire web application or task. In the retrospective and think aloud evaluation forms, respondents were asked to complete the same eighteen questions. For the think aloud evaluation, these retrospective questions were answered following the think aloud session with the practitioner.

Finally, two demographic questions were asked. These questions are optional and respondents could opt out of answering. Specifically, these questions inquired about the age of the respondent and whether the respondent was a first-generation student according to the definition provided. Since College Bound's primary users were intended to be first-generation high school or college students and their families, the demographic questions were included so as to see how respondents identified with this target demographic. Finally, in the retrospective and think aloud evaluations, respondents were provided with the option of providing additional feedback, comments or suggestions.

DEMOGRAPHICS

COGNITIVE

We had three respondents for the cognitive evaluation. Out of the three respondents, all of them reported being in the 18 - 22 years old age group.

Of these participants, 33.3% (1 person) reported being a first generation college student (having parent(s) / guardian(s) who did not attend a four-year university in the USA). The remaining 66.7% of respondents (2 people) reported not being a first generation college student.

HEURISTIC

We had three respondents for the heuristic evaluation. Out of the three respondents, all of them reported being in the 18 - 22 years old age group.

Of these participants, 33.3% (1 person) reported being a first generation college student (having parent(s) / guardian(s) who did not attend a four-year university in the USA). The remaining 66.7% of respondents (2 people) reported not being a first generation college student.

RETROSPECTIVE

Out of the 23 respondents for the retrospective evaluation, 78.3% (18 people) reported being in the 18-22 years old age group. 8.7% (2 people) reported being in the 23-30 years old age group. 4.3% (1 person) reported being in the under 18 years old age group. 4.3% (1 person) reported being in the 41-50 years old age group. 4.3% (1 person) reported being in the 51-64 years old age group.

Of these participants, 39.1% (9 people) reported being a first generation college student (having parent(s)/ guardian(s) who did not attend a four-year university in the USA). 56.5% of the participants (13 people) reported not being a first generation college student. The remaining 4.3% of respondents (1 person) declined to answer the question of whether or not they are a first generation student.

THINK ALOUD

For the think aloud evaluation, out of the six respondents, 33.3% (2 people) reported being in the 18 - 22 years old age group. 33.3% (2 people) reported being in the under 18 years old age group. The remaining 33.3% of respondents (2 people) reported being in the 51-64 age group.

Of these participants, 50% (3 people) reported being a first generation college student (having parent(s) / guardian(s) who did not attend a four-year university in the USA). 33.3% of respondents (2 people) reported not being a first generation college student.The remaining 16.7% of respondents (1 person) reported being a parent of a first generation college student.

TASK DESCRIPTIONS

For the cognitive evaluation, we wanted to make sure we can get a good grasp of the exploration of our application. In general, the instructions for the user were to navigate/explore our entire site on their own, in order for us to gain an understanding of how a user may realistically use the site. For the heuristic, think aloud, and retrospective tests specifically, the respondents were instructed to explore the entire site. However, respondents were given a specific task for the cognitive evaluation. The specific task we chose was to navigate to the 'How to Find Scholarships' subpage on our website. We chose this task as it involved clicking off of the homepage, using the navigation bar at the top, and thinking about which specific tab the 'How to Find Scholarships' subpage is located under, before actually finding it. The respondents were not given specific instructions as to how to locate this page, so it was a good measurement to see how the general user would be able to navigate College Bound. Additionally, for the predictive evaluation, we chose to do a KSLM model of this task as well, as it is a core task in our application. Overall, we chose the specific task of locating and navigating to the 'How to Find Scholarships' subpage, as it is a typical, core task a real user would perform.

RESULTS

COGNITIVE

We had three respondents for the cognitive walkthrough evaluation. Of those three respondents, 100% of the participants reported no difficulties or errors using the system. Additionally, the respondents reported that navigating the site was easy. As for more specific feedback, participants liked the art style and thought the site was easy to use and navigate. The results from the cognitive walkthrough tell us that respondents did not have any issues with the specific task they were given to perform. From this, we did not have anything that could be specifically improved, however, this does mean that anything that is additionally added on to the site has to have the same level of usability and quality that the site currently has.

HEURISTIC

We had three respondents for the heuristic evaluation. All of the respondents agree that the site was easy to understand what page they were currently on. Despite agreeing, one participant noted the link to the artist's page was confusing because it linked to an external website instead of a page within the site. All the respondents reported the language and icons felt familiar to them. One also noted that the art created a pleasant cohesiveness between the pages. In regards to ease of navigation and freedom, two respondents reported the site was easy and quick to use. One user thought the navigation was adequate but wanted more separation between the headers on the navigation bar. They also did not like how the subpages could only be accessed through the navigation bar and wanted a linking mechanism on the topic overview pages. All the respondents agreed that the site looks consistent when it comes to format, color scheme, buttons, and art. No users came across any errors to break the website. Two respondents felt that the site is designed in an efficient way, whilst one user stated it was somewhat efficiently categorized. Two of the respondents agreed that the design was clean and nice to look at. The remaining users expressed their dislike for the font size and links in the footer, as well as the amount space between the bottom of the page and the footer. Despite these criticisms, they responded fondly to the remaining design elements and color scheme. Lastly, in regards to navigation without training, two participants responded that it was easy. One participant noted that if someone began navigation with the icons on the homepage, they might have difficulty getting to the sub-pages later.

RETROSPECTIVE

For the retrospective evaluation, all of the users reported that it was easy to find pages on information they were interested in. As for the ease of navigation, one respondent said that they did not understand the question that was asked, which is our fault for not explaining it in a way that all users understood. Beyond that, respondents responded positively to the navigation menu. We also asked respondents to comment on the navigation icons located on the home page. The feedback on the icons was mixed, as compared to the positive response about the navigation menu at the top of the page. Respondents either did not use the icons, could not find the icons,

thought the icons should be located above the article carousel, or thought it redundant, as all the icon navigations are included in the top navigation menu already. However, one user did comment that the icons are important to users who are more visual, which is why we decided to include them in the first place.

Based upon the mixed feedback, we would have to discuss as a group to decide to keep or get rid of the icon navigation system. As for errors, the majority of respondents did not have any errors. One issue that was brought up was that if the College Bound page is resized, the navigation menu disappears. This is something that we were already aware of and tried to fix, but did not have time to figure out what was wrong before we needed to perform the evaluations.

For the article carousel, the respondents that did use it, reported that it was nice to have and to look at, and requested that more articles be added. We also asked respondents to report any frustrations or challenges they faced when using the site. The main issue respondents brought up was that they wanted real content to be added. We did let users know in the instructions section of each evaluation that lorem ipsum text was used, but respondents still reported about this. Either way, it is an issue we were already well aware of.

Respondents were asked how they felt when using College Bound, and the responses were that it was welcoming, friendly, easy to use, not stressful, and that the navigation was simple to understand. When asked about the effectiveness of the organization of the website on a scale of 1-5, with 5 being very effective, 8.7% of respondents reported a 3, 34.8% reported a 4, and 56.5% reported a 5. 0% of respondents reported a 1 or 2 for effectiveness of organization.

Based upon this feedback, the website is very clearly well organized. Due to the large amount of information included on the site, this was very important for us to get correct, and based upon the user feedback, the way we implemented it was effective. The next question we asked was, "Is College Bound an application that you need?" 47.8% of respondents said no, 39.1% said yes, and 12.9% said not now, as they were already graduated/in college, but wished they had an application like this when they were younger.

We did run into one specific issue giving out the retrospective evaluation; we had a question, "Given that the website is fully filled out, would you see yourself using College Bound in the future?" that had only 2 possible answers: yes or no. However, during the first few responses that we got back, we noticed that the majority of the people selected the, 'No' response, while still giving positive feedback and answering 'Yes' on the question, "Would you recommend College Bound to another person?" We felt that the question should not have been closed ended, as we were not getting enough feedback. We met as a team and decided to change the question for the rest of the responses to be open-ended. This way, the respondents were able to explain their decision, which provided context and more information for us. Therefore, while the data is not truly accurate for this specific question as we changed it after receiving some responses, the feedback we received after changing the question was much more specific and helpful.

For the write in responses, it was a range of yes because it has information they need, to only needing a portion of the site, to no as they were already out of college. In hindsight, we should have made this question clearer and have the opportunity to give more specific feedback from the beginning. For the question, "How often would you use the web application if it was fully

developed?" on a scale of 1-5, where 5 is very often/every day, 26.1% of respondents said 1, 26.1% of respondents said 2, 26.1% of respondents said 3, 13% of respondents said 4, and 8.7% of respondents said 5. This is in alignment with what the general responses of the other questions are as well.

The next question was, "Would you recommend College Bound to another person?" 82.6% respondents said yes, 13% said maybe, and 4.3% said no. Overall, the vast majority of people said they would recommend College Bound to someone else, even if they would not use it themselves. The next question was an open-ended question, "What other things (if any) do you wish were implemented in College Bound?" Respondents wanted clicking the logo at the top of the page to bring you to the home page, changing the dropdown menu to pop up on hover instead of clicking, adding actual content, information for transfer applicants, how to choose courses under choosing colleges and degrees, and information for graduate students. Overall, this reinforced the ideas of what we needed to improve already for College Bound, like adding actual content, as well as bringing up new ideas of what we could improve and add. It was interesting to see that some of these ideas to improve were consistent throughout the different evaluations. As for the question, "What did you enjoy most about College Bound?" the answers focused on the art style, colors, and ease of navigation.

We also asked respondents if there were any similar web applications or solutions they were aware of that existed already, and if so which they would prefer. The responses were mixed, with some having never seen any, to those that had seen ones said that they were intimidating. Two specific sites that were named were the Princeton Review and Collegevine. Looking into the Princeton Review, this site was about improving test scores to get into colleges. The test preparation programs all cost money. There were a few links for college advice, finding colleges, and college rankings, but overall this site is not the same as what we aimed to do with College Bound. Collegevine is a mostly free resource, aimed at helping students apply for colleges. Looking through their site, it's mostly focused on application essays. Interestingly, the users need something called, "Karma" to access resources such as getting your essays peer-reviewed or getting questions answered by experts on a forum. To gain "Karma," the users had to review essays or answer other questions that are already posted. Therefore, it is not a 'fair' resource, as while it is free, if a user does not know how to answer questions or edit essays, they themselves would not get any feedback back. Overall, while Collegevine is a free resource for essay reviewing, it is not the same as what College Bound aims to do.

For the ranking question, the majority of respondents did not answer the question correctly, and gave the same ranking to multiple selections, instead of one number per selection as Google Forms did not have an option for that. Therefore, the data from this question cannot be discussed. We also had a question for respondents to submit additional feedback, and the majority of responses from that section was that the site looks good so far, and is not intimidating like other sites that currently exist.

Overall, we gained a large quantity of useful feedback from the retrospective evaluation. As we had 23 respondents, we had a solid idea of what works and what does not, as well as knowing what needs to change in order for College Bound to be better. Most of the positive feedback was on how the site looked and was easy to navigate, and as we wanted the site to be

very welcoming and easy to use, the retrospective evaluation confirmed that we reached our goal.

THINK ALOUD

For the think aloud session, all six respondents expressed immediate positive feelings regarding the web application aesthetics, particularly the graphics, color schemes, and the clean and natural look. In addition, respondents noted that they appreciated the diversity present in the art used on the web application. One in particular expressed that the aesthetics provided a welcoming feeling. All respondents noted that the website was easy to navigate and use.

Particularly, with two respondents being parents, two being current college students, and two being high schoolers, the ease with which the site could be used was conveyed every time, meaning that the application was easy to use across the intended age groups. Respondents noted that information was organized in an effective and intuitive manner. While three respondents liked the inclusion of the emotional support category, one respondent was confused as to what the emotional support category entailed and wished that there was more clarity on that. Particularly, one respondent, another parent, specifically a parent of a first generation college student, felt pleased with the inclusion of the emotional and psychological support resources, emphasizing the emotional and psychological stress associated with being a first generation student.

Respondents noted that they felt that the information covered by the web application was helpful. They also enjoyed the article carousel. Two respondents expressed wishes that the header image would also link back to the home page. Similarly, one respondent noted confusion on the footer links, while another had trouble navigating with the navigation bar. In particular, the one respondent was confused on using the dropdown menu, since they felt that it was hard to see that it was a dropdown menu.

After respondents expressed these thoughts in the think aloud session, they were asked to complete retrospective questions. In the retrospective questionnaire, respondents said they felt that the web application was a useful and great idea, an easy to use website with an intuitive design with nice visuals. Pertaining to the organization of information, four respondents felt that the information on the website was very effective and two respondents felt it was effective. On whether they felt that College Bound was an application that they needed, three respondents reported yes, two respondents explained that they do not need it currently but would in the future when it was time to apply to college, while another respondent reported they would not need it since they do not go to college anymore. Accordingly, four respondents reported that they would use College Bound in the future, one reported they would not, and another indicated that they would maybe use it. When asked how often they would use the web application if developed fully, one reported very frequently, one reported frequently, three reported occasionally, and one reported not frequently. All six respondents noted that they would recommend College Bound to another person. When asked about what they enjoy, respondents noted the aesthetics and ease of use. Four respondents noted that they had not really encountered similar web applications or solutions to College Bound, but the one that reported they had visited a similar site said they were not satisfied at all with the other web application and

noted they preferred College Bound. When asked to rank the favorite aspects of the website, the data was not usable since the Google Forms mechanism did not restrict a ranked number per choice. Our team decided to disregard that question. When asked about what they wanted to have College Bound implemented, respondents reported a search bar and live links to other resources. In addition, four respondents felt that a search bar would improve their experience, while one reported icons on every subpage, and one reported a section for international students.

KSLM TASK ANALYSIS

EXPLANATION

We decided to base our calculations on the average computer user. We used all the times and averages from the textbook page given to us in class. Our calculations also omit M, the time it takes to mentally prepare to do something. In this situation, the user starts with hands off the mouse or keyboard.

The task that we evaluated is navigating to the "How to Find Scholarships" subpage under the "" tab selection. Starting with hands off the computer already on the home page of College Bound, the user has to move their hand to the mouse, move the mouse to the "Applying for Scholarships" and click to access the drop down menu, move the mouse to "How to Find Scholarships" menu selection and click to navigate to the page.

BREAKDOWN

H: Home on mouse = 0.40
P: Point to "How to Find Scholarships" = 1.10
P1: Click mouse twice to access dropdown menu = 0.20
P: Point to "Applying for Scholarships" = 1.10
P1: Click mouse twice to access page = 0.20

Total Time: H + 2P + 2P1 = 3.0 seconds

RESULTS

Through the KSLM breakdown of the "How to Find Scholarships" subpage we can derive the ease of use for the entire site, given that the basic functionality is the same. From our findings, we can note that it only takes 3.0 seconds to navigate to the subpage. As most of our website is set up the same way, it can be inferred that navigating to all subpages takes approximately the same amount of time as well. From the KSLM model, nothing is hard to figure out how to navigate, and as some of our users may not be as familiar with difficult website functionality, ease of use is very important. Therefore, we can conclude that our navigation is intuitive and finding material is quick and simple.

FOR THE FUTURE

If given more time, we would work to implement the search bar, which had only been partially implemented and not included in the deployed website. From our initial plan, we would also fill out each page with fully accurate, reliable information, as of right now the College Bound pages do not include any actual information. Additionally, we would change and add a few more things based upon our feedback from the evaluations. First, we would route the banner logo at the top of the page to go to the home page. We would also add an additional page when the user clicks on the "Art Credit" in the foot, to route to an explanation page before going offsite, as that was the source of confusion in our evaluations. A few respondents noted issues with viewing the navigation bar in smaller resolutions, and since the application was optimized for the web, we would want to expand for better viewing experiences on more devices. Other respondents had difficulty initiating the navigation process by clicking to go into the drop-down menu, so we would change the navigation bar to include a hover mechanism to initiate the drop-down instead. Additionally, we want to expand the site to include pages specifically for international students. Overall, given more time, or another semester, we would like to implement many changes to make the site better, more inclusive, and as polished as possible.

CONCLUSION

When looking back at Milestone One, these were the goals that we had listed for designing a system. Based on current deployed implementation of the web application, we can divide these to what we have achieved and what we would consider implementing in the future. Interestingly enough, we had changed our design process and system goals over time, and yet, we were still able to achieve a majority of our goals.

Achieved:
- Implementing a simple interface to cater to our diverse age group
- Be accessible to all types of devices
- Help users to determine the best college suited for their needs
- Match a user with a major or degree path
- Walk the user through the steps of specifically applying for college
- Providing information on different ways to afford college, such as FAFSA, scholarships, grants, and private loans

For Future Consideration:
- Possibly implementing a translation feature to support people from all backgrounds
- Possibly developing a moderated forum for users to post and answer questions

In conclusion, we met our main goals for this project. We made a mostly functioning site that aims to support prospective first generation college students throughout the entire college application process. We wanted to make an application that was not intimidating and easy to use, in order to make it accessible for all target users. According to our feedback, we had overwhelmingly achieved that. Additionally, the evaluations provided adequate feedback on parts of the site to improve that we had not thought of as a group before, so that was extremely beneficial. Based on this respondent feedback, we would clarify the navigation process, fix the sizing issues for resolution differences or device differences, and expand to include more information. These are minor adjustments that will add to our user experience and system goals and make the site ever more accessible to our users.

Cognitive Walkthrough Evaluation

Hello! We are Team PASTEL. This is the form for our cognitive walkthrough evaluation. Please use the link (https://pastel-college-bound.herokuapp.com/) to access our website (you may have to wait for the site to load) and fill out the questions below. Thank you so much for participating!

* Required

INSTRUCTIONS

Please navigate to the 'How to Find Scholarships' subpage on our website (https://pastel-college-bound.herokuapp.com/) and answer the questions below to the best of your ability. Please use a computer if you have one available. NOTE: The webpages do not have actual information, lorem ipsum text is used instead.

1. I agree that my responses are allowed to be used for an academic project. I understand that I can contact the project team and have my answers removed at any time. I understand that if I check 'No' my responses cannot be used. *

    Mark only one oval.

    ( ) Yes

    ( ) No

2. The best way to complete this evaluation is using a computer. I understand that the website is not optimized for a mobile device, and that my answers may not be able to be used if I used a mobile device. What device did you use to access the website? *

    Mark only one oval.

    ( ) A computer (laptop/desktop/etc.)

    ( ) A mobile device (iPhone/Android/etc.)

    ( ) A tablet (iPad/Kindle/etc.)

    ( ) Other: _____

3. Did you have difficulties locating the subpage? If yes, how can the system be redesigned to make it easier? *

---

4. Is the navigation menu easy to use and understand? *

---

5. Did you run into any errors? If so, was appropriate and easy to understand feedback given? *

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6. Do you have any additional feedback, comments, or suggestions?

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7. What is your age? *

   Mark only one oval.

   ◯ Under 18 years

   ◯ 18 - 22 years

   ◯ 23 - 30 years

   ◯ 31 - 40 years

   ◯ 41 - 50 years

   ◯ 51 - 64 years

   ◯ 65+ years

   ◯ I prefer not to answer.

8. A first-generation college student is defined as a student whose parent(s) / guardian(s) did not attend a four-year university in the United States. Are you a first-generation college student according to this definition? *

   Mark only one oval.

   ◯ Yes

   ◯ No

   ◯ I prefer not to answer.

   ◯ Other: _____

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Google Forms

Heuristic Evaluation

Hello! We are Team PASTEL. This is the form for our heuristic evaluation. Please use the link (https://pastel-college-bound.herokuapp.com/) to access our website (you may have to wait for the site to load) and fill out the questions below. Please use a computer to optimize your user experience. Thank you so much for participating!

* Required

INSTRUCTIONS

Please explore the entire site (https://pastel-college-bound.herokuapp.com/) and answer the questions below to the best of your ability. Please use a computer if you have one available. NOTE: The webpages do not have actual information, lorem ipsum text is used instead.

1. I agree that my responses are allowed to be used for an academic project. I understand that I can contact the project team and have my answers removed at any time. I understand that if I check 'No' my responses cannot be used. *

    Mark only one oval.

    ( ) Yes

    ( ) No

2. The best way to complete this evaluation is using a computer. I understand that the website is not optimized for a mobile device, and that my answers may not be able to be used if I used a mobile device. What device did you use to access the website? *

    Mark only one oval.

    ( ) A computer (laptop/desktop/etc.)

    ( ) A mobile device (iPhone/Android/etc.)

    ( ) A tablet (iPad/Kindle/etc.)

    ( ) Other: _____

3.   It is easy to understand what page I am currently on. *

_____

_____

_____

_____

4.   The language used (wording and icons) are familiar to me. *

_____

_____

_____

_____

5.   How was your ease of navigation and freedom when using the page? *

_____

_____

_____

_____

6.   Does the site look consistent? Do the same buttons perform the same actions? *

_____

_____

_____

_____

7. Is it easy to cause an error to happen / break the site? *

    _____

    _____

    _____

    _____

    _____

8. Does the navigation menu work and is it easy to understand? *

    _____

    _____

    _____

    _____

    _____

9. Is the site design categorized in an efficient way? *

    _____

    _____

    _____

    _____

    _____

10. Is the design clean and nice to look at? *

    _____

    _____

    _____

    _____

    _____

11. If there was an error, did the website let the user know in an easy to understand way? *

_____

_____

_____

_____

12. Is the site easy to navigate without any additional training? *

_____

_____

_____

_____

_____

13. Do you have any additional feedback, comments, or suggestions?

_____

_____

_____

_____

14. What is your age? *

Mark only one oval.

◯ Under 18 years

◯ 18 - 22 years

◯ 23 - 30 years

◯ 31 - 40 years

◯ 41 - 50 years

◯ 51 - 64 years

◯ 65+ years

◯ I prefer not to answer.

15. A first-generation college student is defined as a student whose parent(s) / guardian(s) did not attend a four-year university in the United States. Are you a first-generation college student according to this definition? *

Mark only one oval.

◯ Yes

◯ No

◯ I prefer not to answer.

◯ Other: _____

Google Forms

Retrospective Evaluation

Hello! We are Team PASTEL. This is the form for our retrospective evaluation. Please use the link (https://pastel-college-bound.herokuapp.com/) to access our website (you may have to wait for the site to load) and fill out the questions below. Thank you so much for participating!

* Required

INSTRUCTIONS

Please explore the entire site first (https://pastel-college-bound.herokuapp.com/) and answer the questions below to the best of your ability after. Please use a computer if you have one available. NOTE: The webpages do not have actual information, lorem ipsum text is used instead.

1. I agree that my responses are allowed to be used for an academic project. I understand that I can contact the project team and have my answers removed at any time. I understand that if I check 'No' my responses cannot be used. *

   Mark only one oval.

   ◯ Yes

   ◯ No

2. The best way to complete this evaluation is using a computer. I understand that the website is not optimized for a mobile device, and that my answers may not be able to be used if I used a mobile device. What device did you use to access the website? *

   Mark only one oval.

   ◯ A computer (laptop/desktop/etc.)

   ◯ A mobile device (iPhone/Android/etc.)

   ◯ A tablet (iPad/Kindle/etc.)

   ◯ Other: _____

3.   How easy was it to find pages on information you were interested in? *

_____

_____

_____

_____

_____

4.   Did you use the navigation menu to navigate through the website? If yes, what did you think about the navigation menu? *

_____

_____

_____

_____

_____

5.   Did you use the icons to navigate (located on the home page)? If yes, what did you think about the icon navigation system? *

_____

_____

_____

_____

_____

6.   Did you run into any errors? If yes, please elaborate. *

_____

_____

_____

_____

_____

7. Did you use the article carousel (changing list of article topics) located on the home page? If yes, what did you think about the article carousel? *

_____

_____

_____

_____

_____

8. Did anything about College Bound frustrate you? Did you face any challenges using the website? *

_____

_____

_____

_____

_____

9. How did you feel when using College Bound? *

_____

_____

_____

_____

10. How effective was the organization of information? *

    Mark only one oval.

	1	2	3	4	5	
Very Ineffective	◯	◯	◯	◯	◯	Very Effective

11.   Is College Bound an application that you need? *

Mark only one oval.

◯ Yes

◯ No

◯ Other: _____

12.   Given that the website is fully filled out, would you see yourself using College Bound in the future? Please explain why you made that decision. *

_____

_____

_____

_____

_____

13.   How often would you use the web application if it was fully developed? *

Mark only one oval.

	1	2	3	4	5	
Very Infrequently / Not at all	◯	◯	◯	◯	◯	Very Frequently / Everyday

14.   Would you recommend College Bound to another person? *

Mark only one oval.

◯ Yes

◯ No

◯ Maybe

15. What other things (if any) do you wish were implemented in College Bound? *

16. What did you enjoy most about College Bound? *

17. Have you ever encountered similar web applications or solutions as College Bound? If yes, please elaborate. *

18. If you answered yes to the above question, would you prefer using College Bound or some other application? Please elaborate.

19. Rank the following aspects of the site by your favorite to least favorite, 1 being your most favorite, 6 being your least favorite. *

Mark only one oval per row.

	1	2	3	4	5	6
Page Content	◯	◯	◯	◯	◯	◯
Article Carousel	◯	◯	◯	◯	◯	◯
Navigation Menu	◯	◯	◯	◯	◯	◯
Footer	◯	◯	◯	◯	◯	◯
Icons	◯	◯	◯	◯	◯	◯
Aesthetics / Visuals	◯	◯	◯	◯	◯	◯

20. Which of the following additional features do you think would improve your experience when using College Bound? *

Mark only one oval.

◯ A search bar that aids in navigation by keyword.

◯ Icons on every pages for navigation (not just on the homepage).

◯ More subpages under each category.

◯ A section and pages for graduates.

◯ A section and pages for international students.

◯ I don't think any additions are needed to improve usability on this website.

21. What is your age? *

    Mark only one oval.

    ◯ Under 18 years

    ◯ 18 - 22 years

    ◯ 23 - 30 years

    ◯ 31 - 40 years

    ◯ 41 - 50 years

    ◯ 51 - 64 years

    ◯ 65+ years

    ◯ I prefer not to answer.

22. A first-generation college student is defined as a student whose parent(s) / guardian(s) did not attend a four-year university in the United States. Are you a first-generation college student according to this definition? *

    Mark only one oval.

    ◯ Yes

    ◯ No

    ◯ I prefer not to answer.

    ◯ Other: _____

23. Do you have any additional feedback, comments, or suggestions?

    _____

    _____

    _____

    _____

    _____

Think Aloud Evaluation

Hello! We are Team PASTEL. This is the form for our think aloud evaluation. Please use the link (https://pastel-college-bound.herokuapp.com/) to access our website (you may have to wait for the site to load) and fill out the questions below. Thank you so much for participating!

*Required

INSTRUCTIONS

For this evaluation, you will be clicking through our entire website (https://pastel-college-bound.herokuapp.com/) and speaking out loud all of your thoughts. The person conducting the interview will not be instructing or helping you, but will be taking notes. If you run into any difficulties, please express your concerns out loud and move on to the best of your abilities. Please use a computer if you have one available. NOTE: The webpages do not have actual information, lorem ipsum text is used instead.

1. I agree that my responses are allowed to be used for an academic project. I understand that I can contact the project team and have my answers removed at any time. I understand that if I check 'No' my responses cannot be used. *

   Mark only one oval.

   ◯ Yes

   ◯ No

2. I agree that part of or all of this session may be recorded to be reviewed by the project team at a later time, either by Zoom recording, note taking, or some other unspecified option. I understand that if I check 'No' my responses cannot be used. *

   Mark only one oval.

   ◯ Yes

   ◯ No

3. The best way to complete this evaluation is using a computer. I understand that the website is not optimized for a mobile device, and that my answers may not be able to be used if I used a mobile device. What device did you use to access the website? *

Mark only one oval.

◯ A computer (laptop/desktop/etc.)

◯ A mobile device (iPhone/Android/etc.)

◯ A tablet (iPad/Kindle/etc.)

◯ Other: _____

4. How did you feel when using College Bound? *

_____

_____

_____

_____

_____

5. How effective was the organization of information? *

Mark only one oval.

	1	2	3	4	5	
Very Ineffective	◯	◯	◯	◯	◯	Very Effective

6.   Is College Bound an application that you need? *

Mark only one oval.

◯ Yes

◯ No

◯ Other: _____

7.   Would you see yourself using College Bound in the future? *

Mark only one oval.

◯ Yes

◯ No

◯ Maybe

8.   How often would you use the web application if it was fully developed? *

Mark only one oval.

	1	2	3	4	5	
Very Infrequently / Not at all	◯	◯	◯	◯	◯	Very Frequently / Everyday

9.   Would you recommend College Bound to another person? *

Mark only one oval.

◯ Yes

◯ No

◯ Maybe

10. What other things (if any) do you wish were implemented in College Bound? *

11. What did you enjoy most about College Bound? *

12. Have you ever encountered similar web applications or solutions as College Bound? If yes, please elaborate. *

13. If you answered yes to the above question, would you prefer using College Bound or some other application? Please elaborate.

14.   Rank the following aspects of the site by your favorite to least favorite, 1 being your
      most favorite, 6 being your least favorite. *

Mark only one oval per row.

	1	2	3	4	5	6
Page Content	◯	◯	◯	◯	◯	◯
Article Carousel	◯	◯	◯	◯	◯	◯
Navigation Menu	◯	◯	◯	◯	◯	◯
Footer	◯	◯	◯	◯	◯	◯
Icons	◯	◯	◯	◯	◯	◯
Aesthetics / Visuals	◯	◯	◯	◯	◯	◯

15.   Which of the following additional features do you think would improve your
      experience when using College Bound? *

Mark only one oval.

◯ A search bar that aids in navigation by keyword.

◯ Icons on every pages for navigation (not just on the homepage).

◯ More subpages under each category.

◯ A section and pages for graduates.

◯ A section and pages for international students.

◯ I don't think any additions are needed to improve usability on this website.

16.   What is your age? *

Mark only one oval.

◯ Under 18 years

◯ 18 - 22 years

◯ 23 - 30 years

◯ 31 - 40 years

◯ 41 - 50 years

◯ 51 - 64 years

◯ 65+ years

◯ I prefer not to answer.

17.   A first-generation college student is defined as a student whose parent(s) / guardian(s) did not attend a four-year university in the United States. Are you a first-generation college student according to this definition? *

Mark only one oval.

◯ Yes

◯ No

◯ I prefer not to answer.

◯ Other: _____

18.   Do you have any additional feedback, comments, or suggestions?

_____

_____

_____

_____

_____