Junior Achievement of East Central Ohio

Evaluating and Redefining a Not-For-Profit Web Site through Principles of Information Architecture and User Experience Design

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ABSTRACT

Project examines the existing web site of a not-for-profit organization, Junior Achievement of East Central Ohio. Through the elements of information architecture and user experience design, the project prepares for a site redesign through the development of a competitive analysis, survey and usability testing, blueprints, and wireframes. This final deliverable contains several key recommendations for the partner organization, accompanied by an outline of general suggestions the student discovered for to be useful for individuals performing similar information architecture studies in the future.

Keywords: Information architecture, user experience design, non-profit, redesign, competitive analysis, blueprints, wireframes, usability, usability testing, survey, web, internet

Evaluating and Redefining a Not-For-Profit Web Site Through Principles of Information Architecture and User Experience Design

A Master's Research Project Report submitted to the Kent State University Master's Program in Information Architecture and Knowledge Management in partial fulfillment of the requirements for the degree Master of Science in Information Architecture and Knowledge Management

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SUMMARY

Beginning the Spring Semester of 2010, a graduate student began his master's project study with Junior Achievement of East Central Ohio, the local office of the worldwide Junior Achievement program in North Canton. Junior Achievement is dedicated to educating K-12 students about topics such as entrepreneurship, work readiness, and financial literacy through many locally-organized programs. Its web site serves as an important recruitment, donation and educational tool for its key audiences.

The goal of the project was to study Junior Achievement's existing web site, which staff members suspected needed many user experience improvements, verify the problem areas and extend recommendations on how to better improve the web site through a redesign. The study not only targeted the East Central Ohio branch office, but also sought to act as a blueprint for other, similar branch offices under Junior Achievement as well. The student, through user research, an analysis of competitors and industry standards and a detailed blueprinting/wireframing design phase presented his results to Junior Achievement, along with recommendations for future redesign projects.

Overall Literature Review

Morville, P. (2005). *Ambient findability.* Sebastopol, CA: O'Reilly.

Rockley, A. (2003). *Managing enterprise content.* Indianapolis, Ind.: New Riders.

Courage, C., & Baxter, K. (2005). *Understanding your users: a practical guide to user requirements methods, tools, and techniques*. San Francisco, CA: Morgan Kaufmann Publishers.

Brown, D.M. (2007). *Communicating design*. Berkeley, CA: New Riders.

Morville, P., & Rosenfeld, L. (2006). *Information architecture for the world wide web*. Sebastopol, CA: O'Reilly Media, Inc.

Mayhew, D.J. (1999). *The Usability engineering lifecycle: a practitioner's handbook for user interface design.* San Francisco, CA: Morgan Kaufmann Publishers.

Spencer, D. (2009). *Card sorting: designing usable categories*. Brooklyn, NY: Rosenfeld Media.

OVERALL KEY FINDINGS

» A preliminary content audit of Junior Achievement's web site revealed a highly fractured structure that

could benefit from information architecture reorganization.

» Survey results derived from some of Junior Achievement's main audiences show that the content itself is helpful, but were not always discoverable.

» Audiences wanted more timely items on the site, such as news and calendar items, as indictated by the user survey.

» Usability testing revealed potential problems in navigation and organization for the current Junior Achievement site, particularly with a confusing global navigation that led to external Junior Achievement resources.

» Testing results showed several design choices and use of popup windows that resulted in poor usability, particularly with the left "tree-expanded" menu.

» A competitive analysis examined several similar organizations suggested in the audience survey and resulted in the choice of a common action and topic-based labeling system including: About Us, News & Events, Programs, Volunteer, Donate, Members and Contact Us.

» Blueprint renderings reveal a reorganized information architecture, inspired by the results of the competitive analysis. The final top-level hierarchy is as follows: About JA, Educational Partnerships, Community Events, Supporters and Volunteers, and Latest News. Persistent Navigation (along the top) includes Contact JA, Members and Board, Newsletter, and JA Worldwide (the organization's external web site).

» The blueprints outline plans for "Action" pages, based on the labels Give, Volunteer and Educate, a combination of standard labels from competitor's sites.

» Final wireframes show the placement of elements from the blueprints, in particular the main content layout, navigation and visual hierarchy. Wireframes can be utilized by visual designers and programmers as a guide for the redesign.

OVERALL KEY RECOMMENDATIONS

» A redesign of the Junior Achievement of East Central Ohio site should include a hierarchy similar to the one outlined in blueprints, which simplifies the organization of existing content into industry-standard labels.

» Time should be taken to outline the news elements, which currently do not exist in great capacity. This includes drafting a calendar, blog postings and event coverage pages. Content authors must be chosen to maintain each of these areas.

» Give, Volunteer and Educate pages were outlined based on the practice of other not-for-profits. These pages give audiences a chance to see how they can "get involved" and better illuminates action-based content on the site that would otherwise appear hidden.

» While the final wireframes give an idea of content placement and hierarchy, a visual design template should be developed that balances the information architecture displayed here with a visually appealing template.

» The existing structure for the Junior Achievement web site (static HTML pages) may become outdated and unusable in this redesign. A content management system should be chosen that allows for content reuse, news and blog postings, RSS syndication and greater content editing control (see content inventory analysis).

LESSONS LEARNED: A STUDENT'S PERSPECTIVE ON THE INFORMATION ARCHITECTURE PROCESS

A secondary goal throughout this experience was to develop a few lessons learned and recommendations for individuals developing a similar information architecture project for their organization's web site or resources. Here is what the student took away from this project.

Starting the Project

Actually beginning a project of this magnitude can be the most difficult part. I had the luxury of an extended time line and academic resources that a typical business or not-for-profit may not. My advice on getting started, whether you're starting information architecture research for a business or academic pursuit is:

» **Start early on in the redesign process.** The advantage to most of these deliverables is they can be compiled based on information that currently exists on the web or within the organization

» **Meet with your stakeholders.** The key stakeholders know their organization best and can relay most of the "pains" of the organization to you in one meeting. The architecture and functionality a web site is often something many people have formed opinions about already, but have had nowhere to turn with this information. Your objective is to take these concerns, verify their accuracy and make recommendations based on your research.

» **Develop a schedule of main research areas and stick to it.** After completing a few graduate courses in areas of user experience design and information architecture, I felt I had a good feel for the major areas I would be concentrating on. Something I did not anticipate would be the amount of time it takes to perform research alone, as opposed to in a team. If you have the resources to work as part of a team, I would highly recommend it.

User Research

The user research portion of the project takes perhaps the most planning because it is usually completely original research, depending if you have existing data within the organization. For this project I chose to conduct a survey, user interviews, usability testing and a card sort exercise. These could change depending on the scope and area of a particular study. I found one should:

» **Design a research plan early on.** It's nearly impossible to begin user research without a plan that details what you want to find out. I had to back up at multiple times during the survey question development and reconsider what my goals were.

» **Prepare in advance for user testing.** Since I had conducted user testing before, I knew I had a lot of preparation to do. Some of my preparation activities included making "reminder" cards for each user task, printing cards for the card sort activity and developing note taking sheets that detailed each step of my study. It is nearly impossible to do user testing by yourself, so plan on recruiting a few people from within the organization to help with note taking and facilitating the session.

» **Give group card sorts a try**. I had never conducted a card sort before and was hesitant about placing my participants together in groups of two. As soon as the activity started, however, I was impressed with the great dialogue and discussion the participants took part in during the study.

Competitive Analysis

The great advantage of performing user research at the beginning of your study is that it helps dictate the rest of your research. The competitive analysis was built upon responses from my survey and user testing. In fact, one of the survey questions specifically asked for examples of similar organizations of which respondents were members. The competitive analysis process showed that:

» **You should diversify your competitor list.** Find organizations that are actual competitors to yours, but also look outside of your organization's area to broaden your findings. Sometimes the web sites of your peers are stuck using the same old ideas as your organization.

» **It's alright to start with a large list and narrow it during the analysis.** Deciding which organizations to study can be difficult. I started with a larger list of organizations and, during the beginning of my

research, found that some web sites would be better examples than others. If a competitor's web site doesn't demonstrate anything new, don't use it.

» **Your organization is not alone.** Many of the web sites you analyze may have similar concerns to your organization. The key is to recognize these repeated shortcomings and find ways to improve upon them. This may require some original input from you, the researcher.

Blueprints and Wireframes

Designing blueprints and wireframes can be the most rewarding piece of the project because they require the researcher to utilize all of his or her previous research in one place. The key to blueprints and wireframes is:

» **Start small with pen and paper.** While it can be exciting to start designing deliverables on the computer right away, I have found each time that hand-drawn blueprints and wireframes allow for more creativity and less software headaches.

» **Don't worry about visual design.** The objective of wireframing is to suggest the locations and priority of content on a screen. Visual design issues, such as colors, graphics and typefaces, can always be added later and are usually outside the scope of information architecture projects.

» **OmniGraffle is king.** I love using the OmniGraffle software for blueprinting and wireframes. There are hundreds of downloadable extensions called Stencils that provide patterns for you, so you don't have to recreate existing elements.

Wrapping It Up

Once you've completed your user research and deliverables, it can be challenging to figure out what to do with all the information you've collected. Hopefully, each deliverable can stand as a great resource on its own, but it helps your professor or stakeholders if you can:

» **Determine key findings and recommendations.** Most stakeholders do not want to read through an a large, academic report. Put the main ideas at the beginning of the report and allow the details make up the later sections.

» **Use appendices.** If you have large sections of data or tables, put them in an appendix at the end of the report so that they don't slow down or take away from your main report.

» **Keep notes and summaries of your research along the way.** It may seem easier to begin summarizing and writing your report when all the research is completed. However, I've found that piecing together main ideas and findings throughout the research process not only makes the final

compilation much easier, but also helps you to better analyze your findings and dictate future research.

PROJECT PROPOSAL

Before choosing an organization with which to work, the student outlined the main objectives for the project through a proposal. The following proposal was sent out to many local businesses in the Ohio area and posted online. Junior Achievement of East Central Ohio extended their interest and was chosen as a partner for the project because of their need and potential for improvement in user experience design.

OPEN LETTER TO OHIO ORGANIZATIONS AND BUSINESSES

In Search of a Research Partner for a User Experience Design Master's Project in the Cleveland, OH Area

Hello Ohio businesses and non-profits,

I'm currently working on my master's degree at Kent State University in the emerging field of User Experience Design (Information Architecture and Knowledge Management). I'm nearing the completion of my degree and planning to work on a Master's Project that will tie together the key methods of my studies. I hope to begin in February 2010 and aim to complete and present the project by early July 2010.

I would love to work on the redesign of an in-house, web-based application or Web site for a local business. The project will focus on user research, a usability study and prototypes demonstrating a final redesign for the product.

If you're interested in this area, but have not had the time or resources to explore it in the past, this would be a great opportunity. I've outlined my key objectives for the project below, as well as key deliverables with which I would like to conclude the study.

Please contact with me if you are interested or if you have any questions. You can also visit my own Web site for examples of my previous work. Thank you in advance for your time!

Sincerely,

Christopher Hallahan
challaha@kent.edu
Located in Kent, OH USA

The ideal partner for this project:

- **Already has a web-based application or site** in need of a redesign
- **Has the resources to work with me on my project** and will allow me to perform voluntary, in-house research with their main audiences
- Will **share the project** with the academic community
- Is **located in the Cleveland area** or can work with me remotely
- Has an **interest in Usability, Information Architecture or User Experience Design**

PROPOSAL AND PROJECT SCHEDULE

Project Consultation for User Experience Design (Working Title)

Note: This is a working research proposal draft. Details will be added upon the selection of an on-site business partner.

Abstract

This master's project for Kent State University will focus on the complete User Experience Design consultation process for a business. In order to prepare this process, I will work with a business on the redesign process of a web-based application or site. Through this experience, I will develop an organized process flow for future user experience design consultation projects. The deliverables for the project include survey and user testing results, a competitive analysis, blueprint and wireframe design and visual design prototypes. Research methodology includes user research, usability testing, and prototyping with the use of in-person testing and software-based design. Major stages of the project include (a) Business Needs and Research (February-March 2010), (b) Usability Testing (April 2010), (c) Redesign (May 2010) and (d) Final Testing and Compilation (June - July 2010).

Project Description

This project will focus on a complete consultation process for a business interested in the redesign of a web-based application or site. In collaboration with this business, I will explore various areas of User Experience Design including information architecture, usability, and visual design.

Through this process, I hope to develop an organized process flow for future user experience design consultation projects. Simultaneously, I hope to meet the needs of my business partner by providing them with detailed recommendations and deliverables, while advocating the practice of user experience design.

Goals and Objectives

While working with my business partner, I will complete the following key deliverables:

- **Key findings** from a preliminary survey and usability testing summarized in a research report
- **A competitive analysis** including best practices from similar products, common labeling and navigation systems
- **Blueprint designs** that visually demonstrate the new navigation systems, information architecture and user workflow
- **Wireframe designs** of the improved web site or application to be used a starting point for the redesign
- **A project plan** for future consultation work, including what I have learned with this project
- **A final compilation of the above deliverables**, to be shared with the institution or business and also submitted to Kent State University as a Master's Project

Methodology

The above deliverables will be compiled using the following research methods:

- **Perform user research with the primary users of the application or Web site** through a competitive analysis, requirements analysis, survey and short face-to-face interviews to determine areas of further study
- **Discover user experience concerns** with a usability study with the current product in a Usability lab using eye-tracking software and task-based analysis
- Develop **an improved Information Architecture** proposal for the product including a new labeling system, navigation scheme, workflow analysis and information layout
- **Develop prototypes**.

» Throughout this project, I will record my project experiences, difficulties and successes, to be used in my final project plan. The project plan will act as a guide for myself and others who wish to enter into user experience design consultation work.

Tools

Both physical tools and software tools will be required for this project.

Physical Tools

My research methodology requires a usability lab and on-site interviews.

Software Tools

Electronic surveys will be performed using the Qualtrics survey software. Blueprint and wireframe designs will be compiled using OmniGraffle Professional. Higher-fidelity mock-ups and visual designs will be compiled using XHTML/CSS and Adobe Photoshop.

DETAILED WORK PLAN (SUBJECT TO CHANGE)

I. Phase 1: Business Needs and Research (February - March 2010)

a. Interviews with stakeholders

b. Survey of users and major stakeholders

c. Requirements Analysis and Competitive Analysis

II. Phase 2: Usability Testing (April 2010)

a. On-site Usability Testing with Key User base

b. User Experience Analysis

III. Phase 3: Redesign (May 2010)

a. Blueprint Design

b. Wireframes

IV. Phase 4: Final Testing and Compilation (June - July 2010)

a. Usability Review of Prototypes

b. Project Plan for Future Consultation

c. Final Report Compilation

INITIAL MEETING AND PROJECT GOALS

After Junior Achievement of East Central Ohio agreed to work with the graduate student, an initial meeting was held with key stakeholders in the not-for-profit organization, including members of the marketing committee and the organization's President.

Working through the existing "pains" of the committee and goals for the future, the following information was acquired:

Discuss web site marketing goals and current concerns

» Better track pages on site

» Integrate social networking (LinkedIn - twitter - connect with us, Facebook

» Include videos and multimedia, e-newsletter

Home page: Everything from below JA logo

» Possible promo Area

» Permanent content (not at the top)

» Rotating Sponsors - important, more emphasis

» Different sponsors for each event - must be prominent on event pages

Key Audiences include:

» Students: lesser - content now doesn't focus on them - JA Worldwide has a great student center (Financial Literacy) - K - 12 (more for high school, closest to hitting the workplace) - scholarships, JA

Student Center has valuable information for students (and parents) --- look at student center

» Educators: teachers, principals, administrative people at schools

» Parents

» Volunteers - businesses

» Current Volunteers

» Donors - giving money, considering money - businesses

» Board Members: internal - submit material online (time and resources)

» JA Alumni: keep people connected to JA

Determine user tasks

» Donations

» Volunteer - benefits of volunteering - send an e-mail or form

» Watch the video - local introduction, there are other videos as well - like the content - another video for high schoolers

» Who are the people involved: who to contact for what - give credibility: bio section - put a face with a name or e-mail - general information, what areas do we cover - East Central (get message with shaded map)

» Educators need to get to programs on headquarters site - put syndicated information - how to have someone come into class and teach

» Global: Programs and Student Center - Don't care about JA Near you or Get involved (our own) - send them to the most recent content

Competitors, Peers and other organizations to possibly include in competitive analysis

» JA Chicago, West Florida, Cleveland - look at these sites

- JA Chicago: 3 boxes at top - every event is to raise money - educate community about JA
- JA Near You: Any JA site - most like the JAs in Ohio - share education issues
- DARE, Character Counts
- Ohio Department of Education - Local Educators for resources
- United Way
- YStark Group - ystark.org
- Volunteer Organizations - Girl Scouts
- Canton JCs
- American Cancer Society, American Cancer Association
- All the Chambers
- Make-A-Wish
- National/Corporate target

Initial Project Goals

- Perform user research with the primary/potential audiences of the Junior Achievement Web site through a competitive analysis, requirements analysis, survey and short face-to-face interviews to determine areas of further study
- Discover user experience concerns with a usability study on the current site using task-based analysis
- Develop an improved Information Architecture proposal for the product including a new labeling system, navigation scheme, workflow analysis and information layout
- Use this opportunity to design future user experience design consultation work

CONTENT AUDIT

This content audit was my first effort to dive in and examine the internal pages and navigation of the Junior Achievement (East Central Ohio) web site. The analysis will concentrate less on the global navigation, which is managed by JA Worldwide. Contextual links may also be omitted from the inventory. Content that forms a good candidate for reuse throughout the site will be featured. The content audit includes the following:

- Content Inventory
- Top-level Analysis
- Reuse Opportunities
- Heuristic Analysis

Literature Review for Content Audit

Rockley, A. (2003). *Managing enterprise content.* Indianapolis, Ind.: New Riders.

CONTENT INVENTORY (TABLE 1.1)

Due to its considerable length, the full content inventory of the Junior Achievement of East Central Ohio web site can be found in "Appendix I: Content Inventory" on page 86. The inventory shows the highly fractured nature of the current site and need for a better organization strategy. From a maintenance standpoint, the site could also use a more streamlined organization approach.

TOP LEVEL ANALYSIS (TABLE 1.2)

Content	Home Page	About Our Office Section	Local Programs Section	Special Events Section	Calling All Alumni Section	Our Supporters Section	Volunteer for JA Section	Donate Now Section	Scholarships Available
Junior Achievement Logo	X	X	X	X	X	X	X	X	X
Global Navigation	X	X	X	X	X	X	X	X	X
Sponsor Links/Logos	X		X	X					
Contact Information		X	X	X	X	X	X	X	

Content	Home Page	About Our Office Section	Local Programs Section	Special Events Section	Calling All Alumni Section	Our Supporters Section	Volunteer for JA Section	Donate Now Section	Scholarships Available
Event Information		X		X					
Event Registration (Online or PDF)			X	X					
About Us/Mission Statement	X	X				X			
Program Evaluation Form			X				X		
Donation Form	X			X				X	
Feedback Form			X		X				
Volunteer Form	X	X					X		

OPPORTUNITY FOR REUSE (TABLE 1.3)

Content	Opportunity for Reuse
Junior Achievement Logo	The Junior Achievement Logo appears on all web pages, forms and PDF documents.
Global Navigation	Global navigation (directing users to the JA Worldwide) site appears in the horizontal navigation across all web pages.
Sponsor Links/Logos	Sponsor links appear in many places across the site. Sponsors vary based on the event or program, but some are repeated. Sponsors might benefit from a coherent database of logos, links and sponsor information.
Contact Information	Contact Information (e-mail and phone) appears many times, based on the particular section. A single contact person is likely assigned to each type of program. Contacts should be compiled into a database and assigned to a section so their name appears. If a name must change, the page assignee will only have to be changed--not static content.
Event Information	Event information appears on the home page but is also repeated on the local programs or special events pages. A CMS should syndicate this information on the home and provide a [read more] link that directs to the appropriate section. A full-featured CMS would also allow compilation of a PDF based on the content to reuse content/graphics effectively.

Content	Opportunity for Reuse
Event Registration (Online or PDF)	Event registration forms appear on many sections of the site. The data coming in from these forms could be hard to keep track of (especially if it is sent through e-mail to an assigned address). Registration forms should be combined and tied into a central collection database.
About Us/Mission Statement	Several variations of the Junior Achievement mission statement and description appear across the site. A standard message should be chosen and be syndicated in the appropriate places.
Program Evaluation Form	There are many program evaluation forms across the site, including those for teachers, students and former event participants. They would probably benefit from being combined as well.
Donation Form	The donation form links to an off-site form in various places on the site. Consider embedding this form into a single page of the site and standardizing the "Donate Now" graphic.

HEURISTIC ANALYSIS (TABLE 1.4)

Scale: 0=poor, 1= good, 2= excellent

Heuristic	Rating	Average/Group
Visibility of System Status		0.60
1. It is easy to know the current location within the overall map of the site.	0	
2. It is clear what information is available at the current location.	1	
3. The current information matches what you expect to find.	0	
4. It is clear where you can go from the current location.	1	
5. It is always clear what is happening from each action you perform.	1	
User Control and Freedom		1.00
6. It is always easy to return to the Home Page.	2	
7. It is easy to access all major portions of the site from the Home Page.	2	

Heuristic	Rating	Average/Group
8. No unnecessary technologies are used.	0	
9. Graphic links are also available as text links.	0	
Consistency and Standards		1.00
10. Links are used and appear in standard web style.	0	
11. Menus are used and appear in standard web style.	1	
12. The site supports all major browsers.	2	
13. There is clear notification if special technologies or browser versions are required.	2	
14. Link labels match destination page titles or headers.	0	
15. Overall, the site behaves like one would expect a web site to behave.	1	
Recognition Rather than Recall		0.50
16. Available actions are always clearly presented.	1	
17. Labels and links are described clearly.	0	
Aesthetic and Minimalist Design		0.60
18. The site structure is simple and clear without any unnecessary complications.	0	
19. There are no instances of extraneous information.	1	
20. There are no instances of misplaced information.	1	
21. Color choices allow for easy readability.	1	
22. The site is aesthetically pleasing.	0	
Help, Documentation, Recovery from Errors		1.00
23. A site map or other navigational assistance is always readily available.	0	

Heuristic	Rating	Average/Group
24. If needed, an FAQ is available.	0	
25. No errors occur unnecessarily.	2	
26. If necessary, a search function is readily available.	0	
27. If necessary, error messages are clear and in plain language.	2	
28. It is easy to cancel or exit from operations.	1	
29. It is easy to contact support through email or a web form.	2	
Language		1.50
30. The content language is clear and simple.	3	
31. The vocabulary is appropriate for the intended audience.	2	

SURVEY RESEARCH

Following the content inventory, the first research instrument the research determined to be of value was a survey. A survey would help to connect with the key audiences at Junior Achievement and confirm the preliminary information gathered at the stakeholder meeting.

Literature review for Survey Research

Courage, C., & Baxter, K. (2005). *Understanding your users: a practical guide to user requirements methods, tools, and techniques*. San Francisco, CA: Morgan Kaufmann Publishers.

SURVEY RESULTS & PROCESS

Summary

In April 2010, an invitation to participate in an online survey was sent to the Junior Achievement database. The survey aimed to enable the researcher learn more about how Junior Achievement's audiences use and experience Junior Achievement-related web resources. The results will help guide future research and design strategy. Over 120 individuals (out of the more than 1500 invited) responded to the survey. The main results gave insight into how users find information and the type of content they found to be of importance.

Key Findings

Audiences: Respondents identified themselves primarily **as volunteers, donors, educators and board members**. Less frequent audiences identified themselves as students, parents, and staff members.

Not-For-Profit Affiliations: **Sixty-eight percent of respondents were involved in other not-for-profit organizations**, including churches, United Way, Boys and Girls Clubs, Canton Rotary, YMCA and Junior League of Canton.

Internet Use: Most respondents said they spend **1-2 hours using the Internet** during a typical day. **Volunteers spent the most time online**, while educators spent the least time online.

Social Networking: **Facebook was the most visited site, with LinkedIn as a close second**. Many of the respondents reported that they did not participate social networking. One respondent said "Networking is key in addition to education to succeed. Some of the companies I deal with...have various social networking functions to build stronger relationships."

Important Content: Respondents felt that the **most important content** on a non-commercial web site was:

- Upcoming Events
- Contact and Location Information
- Latest News
- Organization Mission and History
- Volunteer Opportunities

Organization: **Respondents wanted to see information organized primarily by task (56%), audience (52%) and search (24%)**.

Junior Achievement web experience: About **half of those surveyed had visited the Junior Achievement of East Central Ohio web site**. The majority of these respondents visited the site less than once a month. They primarily viewed:

- Upcoming Event Information (55%)
- Program/Course Information (40%)

- Contact Information (37%)
- Volunteer Information (37%)
- Organizational Information (34%)
- Some reported that they “don’t really leave the home page”

Usefulness of Information: Fifty-six percent of respondents said the information they found was **somewhat useful to them**. Although the information was useful, respondents reported that the site was “difficult to navigate” and that the “information was there, just hard to locate.” Others reported that they **could not find contact and staff information**.

Junior Achievement Worldwide: Most respondents **(81%) had not visited the Junior Achievement Worldwide site**. Those who did visited less than once a month and found the information somewhat useful or of neutral value.

Requested Features: Respondents said the following features would make them **more likely to visit the Junior Achievement of East Central Ohio web site**:

- Article or news postings from JA volunteers
- Expanded Event Coverage
- Accompanying e-Newsletter
- Article or news postings from JA staff
- Expanded Program Coverage
- Social Networking Integration

A few educators reported that they would like to see **features specific to them**, such as “how teachers feel JA helps their students/classroom environment.”

Key Recommendations

These key recommendations will guide future research and user experience redesigns. It should be noted that **results from a survey alone should not dictate action.** More detailed research methods, such as usability testing and interviews will be required later in the process.

» **Focus the competitive analysis on the most common examples listed** (including United Way, Boys and Girls Clubs, Canton Rotary, YMCA and Junior League of Canton)

» If social networking is integrated into the site, **Facebook and LinkedIn** should be included and be directed toward volunteers.

» The new architecture should be **organized based on task or audience** so that information can be found more easily.

» Web content should have a **focus on article or news postings** (written by volunteers or staff members), expanded event and program coverage (especially for educators), contact information and volunteer opportunities.

» Based on responses that indicate the Junior Achievement audience spends an average of **1-2 hours online per day,** the most critical content should be available quickly from the web site's home page.

» Future, in-person testing should focus on **specific problems with labeling and organization**. Other areas of research should focus on how individuals use this information once they find it.

Please see "Appendix D: Detailed Survey Results" on page 65 for full survey results and questions.

SURVEY PROPOSAL

History

Because Junior Achievement does not have a past history of user studies, a survey was a good first step for getting a perspective on our audience and how they use the current site.

Objectives

» **Discover main users** of Junior Achievement web site

» **Determine technology experience** of respondents to compare to data

- Gain a high-level perspective of **how respondents use features** on similar web sites
- Find **potential problems** with the existing system
- Get **feedback on new features or organization strategies** that could be implemented in the future.

Method

An online survey will be developed, guided by the objectives outlined above. This will be a collaboration between the student researcher, faculty adviser and Junior Achievement marketing team. Once the survey is approved, it will be submitted for IRB approval and then distributed by e-mail to an existing database of Junior Achievement stakeholders.

User Profile

The survey will primarily be aimed at typical visitors or participants in the existing Junior Achievement program. This matches our planned distribution list and the objectives of this web site redesign. Current student participants will not be targeted (we are targeting those over the age of 18) and should be reached in an additional study.

Audiences included:

- Past Participants
- Educators
- Parents
- Current Volunteers or Past Volunteers
- Donors
- Board Members
- Prospective Volunteer, Member or Donor

Recruitment

Respondents will be selected from a pre-existing contact list compiled by Junior Achievement that consists of various audiences from above. Incentives will not be offered to participants.

Proposed Schedule

Survey Development: February 11 - February 25

Survey Revision: February 25 - March 4

Survey Approval (IRB): March 4 - March 11

Survey Distribution: Following March 11th

Survey Analysis: March 18th - April12th

SURVEY INVITATION E-MAIL

Dear JA Member, Volunteer or Student,

We're currently working with a Kent State University Master's program student on a research project to help improve our web site.

As part of this student's research, he is conducting a short questionnaire as a collaborative effort with our marketing staff. At the end of the survey, you'll have the opportunity to volunteer to meet with the student and participate in future research.

Please take a few minutes to follow the link below, read and agree to the informed consent and complete the survey. Your anonymous responses will help make our web site a more useful and engaging experience in the future.

You must be 18 years of age or older to participate in this study.

Link to the survey: <insert link here>

Thanks for your time,

Distributor name and information

IRB APPROVAL FORM

The approved Institutional Review Board form and e-mail for the survey study is available in "Appendix A: IRB Approval Forms" on page 58.

COMPETITIVE ANALYSIS

Literature Review for Competitive Analysis

Brown, D.M. (2007). *Communicating design*. Berkeley, CA: New Riders.

Morville, P., & Rosenfeld, L. (2006). *Information architecture for the world wide web*. Sebastopol, CA: O'Reilly Media, Inc..

ORGANIZATIONS ANALYZED

The next research step, the competitive analysis, focused on the analysis of not-for-profit organizations. The following seven organizations were analyzed, in addition to Junior Achievement:

Junior Achievement of East Central Ohio: www.jaonline.org

World's largest organization dedicated to educating students in grades K-12 about entrepreneurship, work readiness, and financial literacy through experiential, hands-on programs.

Boys and Girls Club of Cleveland, Ohio: http://www.clevekids.org

Enable young people who need us most to reach their full potential as productive, caring, responsible citizens.

United Way of Greater Stark County: http://www.uwgsc.org

Energize the community to care for one another by addressing human needs with measurable results.

Boy Scouts of America - National Organization: http://www.scouting.org

Provides a program for young people that builds character, trains them in the responsibilities of participating citizenship, and develops personal fitness.

Ystark!: http://www.ystark.org

Organization that is committed to improving our community through knowledge, leadership and participation.

ArtsInStark: http://www.artsinstark.com

Committed to using the arts to create smarter kids, new jobs, and healthier communities.

Refuge of Hope: http://www.refugeofhope.org

A faith-based ministry in downtown Canton whose goal is "to glorify and serve God by providing emergency shelter for homeless men, meals for the hungry and spiritual help through Jesus Christ."

The Aultman Foundation: http://www.aultmanfoundation.org

Created in 2006 to improve the health of our community through targeted grant funding.

COMPETITIVE ANALYSIS KEY FINDINGS FROM ORGANIZATION, LABELING, NAVIGATION AND SEARCH

» Sites were **organized by topic in a hierarchical structure** and were medium size, with an average of 30 individual pages

» A few sites organized information **by action** and included customized content by audience

» Common label categories included **About Us, News & Events, Programs, Volunteer, Donate, Members and Contact Us**. A few interesting variations, including Campaigns, Give, Contribute and Become a Member were found.

» **Navigation appeared as drop down or tree-based menus**. Other supplementary navigation included colored buttons, icons and tabs.

» **Search did not seem to be a large priority** for most of the similar sites. Some sites did not integrate search at all.

RECOMMENDATIONS TO JUNIOR ACHIEVEMENT BASED ON COMPETITIVE ANALYSIS FINDINGS

» Most organizations, even those with global entities, **did not use a top-level global navigation** like the one used on the current Junior Achievement of East Central Ohio site. This should be avoided.

» Junior Achievement **should expand its content organization** from just topic to also audience and action

» The **Donate/Contribute and Volunteer actions** are not as apparent on the Junior Achievement site as they are on others, such as the United Way. Create buttons for these specific actions.

» Information on the Junior Achievement site should be **combined and revised to create a smaller**

amount of pages. As was apparent with other sites analyzed, too many secondary navigation options was confusing and lengthy.

» Junior Achievement could benefit from a **more modern navigation scheme**, such as the well-executed tabbed/drop down menu navigation used by The Aultman Foundation.

» **Social Networking icons were apparent** on most of the sites. These could be added to the Junior Achievement site as persistent navigation elements.

» Many of the sites had **"portals" available for members to access specific information**, either in the footer or in the top right persistent navigation

» While **search did not seem to be a priority** amongst competitors, the **JA site should include this functionality**. Many users find specific information through a site search feature.

» While not closely examined, the **Junior Achievement of Chicago** web site (www.jachicago.org) **executed many of these propositions well**, including tabbed horizontal navigation, action-based navigation, well-organized topics, a donation button and labels consistent with competitors.

» A **better-executed home page**, with more news, networking and donation elements should be considered for Junior Achievement of East Central Ohio.

ORGANIZATION SYSTEMS AND SIZE (TABLE 1.5)

	Junior Achievement	Boys and Girls Club	United Way of Greater Stark County	Boy Scouts of America	Ystark!	ArtsInStark	Refuge of Hope	The Aultman Foundation
Scheme Organization	Topic	Topic, Action	Topic, Action	Audience, Action, Topic, Member/nonmember	Topic, Programs, Member/nonmember	Topic, Member/Nonmember	Topic, keyword	Topic, Action
Structure	Hierarchical	Hierarchical	Hierarchical, Quick Links	Hyperlink, Hierarchical	Hypertext, database, hierarchy	Hypertext	Hierarchy, Hypertext	Hierarchy, Hypertext

	Junior Achieve-ment	Boys and Girls Club	United Way of Greater Stark County	Boy Scouts of America	Ystark!	ArtsInStark	Refuge of Hope	The Ault-man Foun-dation
Size	43 Pages	28 Pages	64 Pages	28 Pages	29 Pages	25 Pages	21 Pages	16 Pages

SUMMARY OF ORGANIZATION SYSTEMS

» The sites analyzed were **commonly organized by topic.**

» A few sites **used Action to organize information**, while Boy Scouts of America used Audience in their "I am a..." navigation.

» The most **common structure was by hierarchy,** from the most general to most detailed information

» Sites varied in size. **Junior Achievement was one of the largest sites based on pages,** along with United Way of Greater Stark County.

» **Information could be combined or reorganized** on the larger sites to bring them to a more manageable and standard set by sites like The Aultman Foundation.

LABELING

Summary of Labeling (Table 1.6)

After an analysis of labeling systems for each site, some common labels and variations were apparent:

Main Meaning	Variations
About Us	About Our Office, About ...
News & Events	Special Events, Newsroom, Campaigns, Campaign Center, News
Programs	Local Programs, Programs & Services
Volunteer	Volunteer for..., Get Involved, Advocate
Donate	Donate Now, Give, Fund Drive, Grants, Giving, Contribute, Donating to...
Our Work	What We Do
Past Participants	Calling All Alumni

Main Meaning	Variations
Sponsors	Our Supporters, Funded Providers
Members	Become a Member, Board
Contact	Contact Us, Contact Information, E-mail Us

Service Navigation (top):

» In addition to primary navigation, a few sites used secondary button navigation for "Donate", "Volunteer" and "Get Involved/Advocate".

» Links to Services like Contact Us, Jobs, Terms and Conditions and Site Map appeared in service-based navigation.

Other Findings:

» Many sites had a **link for members or board members** to "login" or access a local "intranet".

» **Social Networking** or "Connect" links were shown on the home pages.

» **Newsletter sign-up** appeared as a persistent item throughout.

Junior Achievement: Labeling (Table 1.7)

Label	Heading Label	<TITLE> Label
East Central Ohio, Inc. Home	Junior Achievement	Welcome to Junior Achievement!
About Our Office	What is Junior Achievement?	Welcome to Junior Achievement!
Local Programs	Local Programs	Welcome to Junior Achievement!
Special Events	Upcoming Events	Welcome to Junior Achievement!
Calling All Alumni	--	Welcome to Junior Achievement!
Our Supporters	Our Supporters	Welcome to Junior Achievement!
Volunteer for JA	Volunteer for JA	Welcome to Junior Achievement!
Donate Now	--	Welcome to Junior Achievement!
Scholarships Available	Scholarships	Welcome to Junior Achievement!

Secondary Navigation:

About Our Office: Contact Information, How we started, Newsletter Articles and Current Events, Our Mission,

Participating Schools and Districts, Year End Annual Report

Local Programs: JA Curriculum, Class Completion/Evaluation, Elementary Program Evaluation, JA Business Challenge, JA Business Challenge Registration, JA in a Day, Job Shadow, Pre and Post Test Links, Teacher Class Request, Young Entrepreneur Seminar, Your Feedback

Special Events: Bowl-A-Thon, Bowl-A-Thon Registration, Golf Classic, Holiday On-Line Auction, JA Business Challenge Sponsorship, JA Gulf Classic On-Line Registration, Local Honorees, On-Line Holiday Auction Donation

Calling All Alumni: Tell Us Your Story...

Our Supporters: 2007-2008 Investors, Board of Directors, Director Emeritus

Volunteer for JA: Audit Assessment 2009, Current Volunteer Opportunities, Learn More - What to Expect, Sign Me Up

Service: (JA Global Navigation)

About JA, JA Near You, Get Involved, Programs, Student Center

Contextual: Many news links, newsletter, facebook

Other: Sitemap

Boys and Girls Club Labeling (Table 1.8)

Main Navigation:

Label	Heading Label	<TITLE> Label
(Home) Boys & Girls Clubs of Cleveland	Welcome	Boys & Girls Clubs of Cleveland
News & Events	n/a	n/a
Photos	Photos	Boys & Girls Clubs of Cleveland
Programs & Services	n/a	n/a
About Us	n/a	n/a
Get Involved	n/a	n/a
Donate (Service)	Donate	Boys & Girls Clubs of Cleveland
Volunteer (Service)	Volunteer	Boys & Girls Clubs of Cleveland
Become a Member (Service)	Membership Information	Boys & Girls Clubs of Cleveland

Secondary Navigation:

News and Events: Events Calendar, Newsletter, Special Events, Press Releases, Golden Ticket Raffle

Programs and Services: Core Programs, Summer Programs, Become a Member, Outcomes

About Us: Board of Directors, Womens Boards, Bridge Board, Staff, Careers, Club Info, Supporters, Annual Report

Get Involved: Donate, Volunteer, Become a Member

Footer

News & Events, Photos, Programs & Services, Get Involved, About Us, Contact Us, Sitemap, Staff, Intranet, Privacy Policy

Contextual

Facebook “Like” link, Newsletter signup

United Way of Greater Stark County Labeling (Table 1.9)

Main Navigation:

Label	Heading Label	<TITLE> Label
Home	United Way of Greater Stark County	United Way of Greater Stark County
About United Way	About United Way	Welcome to the United Way of Greater Stark County
Our Work	What We Do	Welcome to the United Way of Greater Stark County
Funded Providers	Funded Service Providers	Welcome to the United Way of Greater Stark County
Campaign Center	Campaign Center	Welcome to the United Way of Greater Stark County
Events	Events	Welcome to the United Way of Greater Stark County
News	National United Way News	Welcome to the United Way of Greater Stark County

Label	Heading Label	<TITLE> Label
Jobs	Job Opportunities	Welcome to the United Way of Greater Stark County
Board	<none>	<none>
Give (also service button)	Donate Now!	Welcome to the United Way of Greater Stark County
Advocate (also service button)	Advocate	Welcome to the United Way of Greater Stark County
Volunteer (also service button)	Stark County Volunteer Center	Welcome to the United Way of Greater Stark County

Secondary Navigation:

About: Mission and Values, LIVE UNITED, How I Live United, Tell us How You LIVE UNITED, History, Board of Directors, Frequently Asked Questions, Annual Report, Allocations, Direct Services and Initiatives, Policies and Finance, Letter from President and CEO, Contact Us

Our Work: Impact Councils, Education, Family and Financial Stability, Health and Basic Needs, Our Community Initiatives, Shop and Learn, United Way Response to Increased Need, 211, 211 Resources, Employers Toolkit, MAP, Compass

Campaign Center: Campaign Tools, 2009 Campaign Award Winners, Campaign Goal Map, Coordinator Newsletter Archive, epledge, Loaned Professionals, Campaign Volunteer Interest Form, Speakers Bureau, United Way University

Events: Tickets Fore Charity, Calendar of Events, Photos

News: Media Supporters, News Releases, In The News, Newsletters

Give: Alexis De Tocqueville Society, Leaders in Giving, Womens Leadership Council, Young Leaders Society, Step Up To Leadership, Corporate Sponsorship, Loyal Contributers, Donor Designation Policy, Care Forever, Leave a Legacy, Caring Club, Shop United, United We Dine

Advocate: Where You Can Donate Items, Community Initiatives, Trash to Treasure Sale

Volunteer: Gold Key Service Award, Community Service Awards, Need for Volunteers, Disney Give a Day Get a Day, Day of Caring, Virtual Day of Action

Contextual:

Event and Donation links, Blog links, iGive.com, Newsletter signup, Facebook, Twitter, YouTube

Boy Scouts of America Labeling (Table 1.10)

Main Navigation:

Label	Heading Label	<TITLE> Label
Home	Boy Scouts of America	Home
Donate	Invest in America's Future	Invest in America's Future - Scouting Friends
Get Involved	Local Council Locator	Local Council Locator
Shop	Scoutstuff.org	Boy Scouts of America Official Catalog - Scoutstuff.org
Sponsors	The Investment That Lasts a Lifetime	The Investment That Lasts a Lifetime
Youth Protection	Youth Protection	Youth Protection
MyScouting	Sign in to MyScouting	Boy Scouts of America - MyScouting.org

Secondary Navigation:

Donate: Reconnect with BSA, Spread the Word, Send e-Card, Scouting Programs, Donate Now!

Sponsors: Become a Sponsor, Corporate Sponsorships, Jamboree, National Events, Ways to Engage

Youth Protection (Training): Adult, Youth Protection, Training Updates, Youth

Service-based (in footer): About, Jobs, Media, Privacy, Terms, Sitemap

Other

I am a: Youth, Parent, Volunteer, Visitor, Alumni
Follow: Facebook, Twitter, etc.

ystark! - Young Professionals Engaged in Stark County Labeling (Table 1.11)

Main Navigation:

Label	Heading Label	<TITLE> Label
Home	Home	ystark!
Events	All Events	Events

Label	Heading Label	<TITLE> Label
About	About ystark!	About ystark!
Photos	Featured Albums	Albums
News	ystark! News	Listing Categories
Members	All Members	Members
Twenty under 40!	Twenty under 40!	Twenty under 40!
Fund Drive	Fund Drive	Fund Drive
Fellowship Program	ystark! Fellowship Programs	ystark! Fellowship Program
Contact	Contact Us	Contact Us
My Profile	Sign Up for ystark!	Sign Up for ystark!

Secondary Navigation:

Events: Register Online
About: JOIN, Network, Socialize, Dominate, FAQs
Photos: Videos
News: Spark Newsletter
Member: Member Forum

Footer:

Badges, Report an Issue, Privacy, Terms of Service
Service: Sign Up, Sign In, Search

Contextual:

Events, Photos, Organize your Profile, Post Photos, Share and Discuss, Check Out Upcoming Events, Social Media Connect, Canton Chamber of Commerce

Arts in Stark Labeling (Table 1.12)

Main Navigation:

Label	Heading Label	<TITLE> Label
Home	Welcome to ArtsinStark.com	Home
Donate	Shop by Category	ArtsinStark
Grants	Grants	Grants
Smarts	Grants	SmArt Grants
Newsroom	Newsroom	Newsroom

Label	Heading Label	<TITLE> Label
About Us	About Us	About Us
Members Only	Members Only	Members Only
Local Arts Links	Local Arts Links	Local Arts Links
Cultural Center	Cultural Center for the Arts	Cultural Center for the Arts
Campaign	Fundraising - The Annual Arts Campaign	Campaign

Secondary Navigation:

Grants: Operating Grants, Special Project Grants, Community Arts Grants, SmArts Grants
About Us: Staff, Frequently Asked Questions, Board of Directors

Footer: None

Service: None

Contextual: Information for Campaign Workers, Materials for Workplace Coordinators, Donors to the last Annual Arts Campaign, Donate Online, Support “Team Arts”

» Get E-mail updates

» SuperPass Savings

» Canton Arts District

» Canton First Friday

» J-Jams Concerts

» Social Networking (Icons)

Refuge of Hope Labeling (Table 1.13)

Main Navigation:

Label	Heading Label	<TITLE> Label
Refuge of Hope	Refuge of Hope	Refuge of Hope
About	About	:: About
Men’s Shelter	Men’s Emergency Shelter	:: Men’s Emergency Shelter
Giving	Giving	:: Giving

Label	Heading Label	<TITLE> Label
Calendar	Calendar	:: Calendar
Volunteer	Becoming a Volunteer	:: Becoming a Volunteer
Communications	Communications	:: Communications
Contact	Contact Us	:: Contact Us

Secondary Navigation:

About: Board of Directors, Contact Us, Staff
Men's Shelter: Men's Emergency Shelter, Meal Ministry
Meals: Men's Emergency Shelter, Meal Ministry
Giving: Privacy Policy, Donate Now, Contribute

Service:

Search keywords

Contextual:

95-5 Commercial
Donate Now With Paypal
Roh Media
Trirosis
Contact Us

The Aultman Foundation: Labeling (Table 1.14)

Main Navigation:

Label	Heading Label	<TITLE> Label
About the Foundation	"	"
Obtaining A Grant	"	"
Donating to the Foundation	"	"
Foundation News	"	"

Secondary Navigation:

Obtaining a Grant: Eligibility, Grant Guidelines, Deadlines, Past Recipients

Donating to the Foundation: How to Give, Ways to Give, Donor Recognition

Service:

Donate, E-mail Us

Contextual:

Getting Grant Money: Eligibility, Download, Required Application Forms
Ways to Give: Online, Mail, Phone

Footer:

Privacy Policy, Contact Us

NAVIGATION TYPES/STRUCTURES

Summary

- Most global navigation appeared on the **vertical left, in a tree-based format**. The Aultman Foundation was an outlier in this convention with horizontal, tabbed navigation
- **Persistent navigation was not very common across the sites,** but a supplementary navigation appeared on many of the sites in the form of colored buttons or icons
- Local navigation commonly appeared through **drop-down menus**
- **Text-based footer navigation** appeared at the bottom on many of the sites
- One site only, The Aultman Foundation, **used bread crumbs as supplementary navigation**.

Navigation Types Comparison (Table 1.15)

	Junior Achievement	Boys & Girls Clubs of Cleveland	United Way of Greater Stark County	Boy Scouts of America	Ystark!	Arts in Stark	Refuge of Hope	The Aultman Foundation
Global	Vertical (left)	Vertical (left)	Horizontal (top), Drop down menu	Top, horizontal	Top, horizontal, drop down menus	Left, vertical	Horizontal, top	Horizontal, Tabbed
Persistent	Horizontal (top)	Horizontal (top)	Horizontal, left, buttons	n/a	Top, horizontal	n/a	n/a	Top right
Local	Tree-based, vertical	Tree-based, vertical, pop-out menus	Vertical, left	Top, horizontal, left vertical	Drop down menu only	Horizontal, link-based	Right, inverted-L	Drop down menu, top
Supplementary	n/a	Sitemap	Icon-based	Top, horizontal	Right side, vertical (social)	Right, buttons and icons	Button-based	Breadcrumb, Right contextual, button

	Junior Achieve-ment	Boys & Girls Clubs of Cleve-land	United Way of Greater Stark County	Boy Scouts of America	Ystark!	Arts in Stark	Refuge of Hope	The Ault-man Foun-dation
Footer	n/a	Horizontal, bottom	n/a	Bottom, horizontal	Service-based links	n/a	n/a	Bottom, right

SEARCH FEATURES

Summary

» Most of the not-for-profit sites were **not very search-oriented**, some with no search functions at all.

» Many i**ntegrated Google Custom Search** into their sites.

» The most visible **search boxes appeared at the top near the main navigation.**

» Boy Scouts of America implemented the best search, with **scoped results**.

» While search may not be a huge priority in information-heavy sites (as opposed to e-commerce), the sites would **benefit from search engine optimization, optimized keywords for each page and more customized search results.**

Search Standards Comparison (Table 1.16)

Search Standard	JA	Boys & Girls Club	United Way of Greater Stark County	Boy Scouts of America	ystark!	Arts in Stark	Refuge of Hope	The Aultman Founda-tion
Auto Sug-gest	N/A	N/A	No	No	No	No	No	N/A
Scoped Search	N/A	N/A	No	Yes	No	No	No	N/A
Spelling Correction	N/A	N/A	Yes	No	No	Yes	No	N/A
Related Searches	N/A	N/A	No	No	No	No	No	N/A

Search Standard	JA	Boys & Girls Club	United Way of Greater Stark County	Boy Scouts of America	ystark!	Arts in Stark	Refuge of Hope	The Aultman Founda-tion
Relevancy Sort	N/A	N/A	No	No	No	No	No	N/A
Date Sort	N/A	N/A	No	No	No	No	No	N/A
Popularity Sort	N/A	N/A	No	No	No	No	No	N/A
Optimized “no results” page	N/A	N/A	Yes	N/A	No	Yes	No	N/A
Clustered search	N/A	N/A	No	Yes	No	No	No	N/A
Query term highlighted	N/A	N/A	Yes	Yes	No	Yes	No	N/A
Query term restated	N/A	N/A	Yes	Yes	No	Yes	Yes	N/A

USABILITY STUDY

Literature Review for Usability Study

Mayhew, D.J. (1999). *The Usability engineering lifecycle: a practitioner's handbook for user interface design.* San Francisco, CA: Morgan Kaufmann Publishers.

Spencer, D. (2009). *Card sorting: designing usable categories*. Brooklyn, NY: Rosenfeld Media.

USABILITY STUDY KEY POINTS

A full copy of notes and observations can be found in "Appendix H: Usability Testing Notes and Observations" on page 79.

Key Findings from Usability Testing

- Participants found some of the current web pages to be **"cluttered" and "sloppy",** especially the site home page.
- Participants were **not aware that the global navigation led to the JA Worldwide site**, and not the local JA of East Central Ohio site.
- The **menu design on the left was problematic**, as several participants double clicked the links, which showed and then hid them from view.
- Participants **seemed to be familiar with the content of the pages** and did not have problems getting the information for the selected task.
- Overall, **participants showed difficulties in content findability**. Several sections that participants did not experience any trouble in were Volunteering and JA Programs.
- Most participants **were not able to navigate back to the site's home page** without some confusion, due to the misleading top level navigation.

Key Findings from Card Sort

- Card sort revealed many **varying organization techniques.**

» **End labels were the most helpful**, with ideas like “Community,” “Educational Partnerships,” “About JA,” and “Support/Sponsorships”.

» Most groups had **trouble identifying the organization of programs and events** because they did not all have clearly defined audiences.

USABILITY STUDY PLAN

The following plan was submitted to junior Achievement and the University prior to conducting the testing.

Summary

Following the large sample of data collected in the Junior Achievement user survey, the next research phase involves the planning, execution and analysis of a usability study. The study will take place in-person and examine, on a micro level, the task-based analysis of the current Junior Achievement of East Central Ohio web site.

Objectives

» Use findings from survey to develop usability tasks for different users

» Discover particular challenges implicit in the current design of the JA web site

» Develop an understanding of necessary information architecture and usability improvements required in the JA web site redesign

» Determine user-defined information architecture categories through a short card sort exercise

Method

Users identified in a previous survey study that they would be interested in participating in future research. Junior Achievement staff members took this information and recruited interested participants via an e-mail invitation.

The study will take place at the Junior Achievement headquarters in May with 5-8 participants. Each participant will spend about 45 minutes on the study. They will participate in three main parts of a usability study after agreeing to an informed consent document:

» Pre-interview: Discuss content relevance and how content is used

» Hands-on Usability: Participant will use existing site and perform tasks (see below)

» Card-Sort: Participant will organize a set of index cards containing types of content into categories

Materials Include:

» A laptop with the usability analysis software *Silverback* installed: this software makes it possible to capture activity on the screen and the audible exchange between the participant and facilitator

» Informed Consent Form

» Pre-Interview Questions

» User Task List

» Index cards for card sort activity

» Survey results from previous study (for reference)

Proposed Schedule and Invitation E-mail

Good Afternoon Friends of JA!

Thank you for completing the on-line survey regarding the JA web site. Your input is extremely valuable to make our organization a proactive partner in providing relevant education to our students and being a solution provider for our community.

You indicated that you would consider volunteering for future research activities. On <insert dates here> we are holding on-site interviews to gather additional information. We are looking for a few volunteers to commit to one 45 minute session where we will ask you to "surf" the JA site and answer specific questions about usability and organization.

If you are willing to help, please let me know which one time slot below works for you. JA will provide light refreshments at each session. Thank you in advance for your continued help. You will be directly responsible for the improvements made to the JA web site.

Day 1	Day 2
7:30 – 8:15 am	
8:15 – 9:00 am	8:15 – 9:00 am

12:00 – 12:45 pm	12:00 – 12 45 pm
	4:00 – 4:45 pm
	5:00 – 5:45 pm

Pre-Interview Questions

» Have you visited the Junior Achievement web site before?

» What type of content on the Junior Achievement web site (or similar not-for-profit web sites) is relevant to you? Answers could include: Upcoming Events, Contact and Location Information, Latest News, Organization Mission and History, Volunteer Opportunities, Class Curriculum

» You said that _____ is relevant to you. If one of the above, ask:

» Upcoming Event Information: Once you find out about upcoming events, what is your next step? How do you use event information? Do you register for the events online or add them to your calendar?

» Contact and Location Information: What type of contact information is most helpful to you? How would you prefer to contact Junior Achievement? How did you locate Junior Achievement's headquarters today?

» Mission and History: How do mission and history information add value to your relationship with JA or any not-for-profit organization?

» Volunteer Opportunities: How do you decide, based on the volunteer opportunity, if you want to participate? How would you express interest in this opportunity?

» Class Curriculum: Once you find class information, how would you go about bringing JA to your classroom (e-mail, online registration form, etc.)

Usability Tasks and Rationale

The following main usability tasks were chosen based on their significance to users (discussed in the survey results) and their potential for examining future improvements. Tasks will be conducted on-site, on a laptop. The tasks (mouse-clicks and screen) and the user's audio (voice) will be recorded using an analysis tool called Silverback. Individual users' names and contact information will NOT be identified and the video recording function will be turned off. Audio data will be destroyed immediately after transcription.

Intro Script: Today you're going to navigate the current Junior Achievement of East Central Ohio web site. You'll the role of a few different audience members throughout the study. Remember (1) There is no "right" path to take to complete each task and (2) This is a test of the interface and not you, the user. If you have trouble finding something, don't worry about it!

Initial Recall:

I'm going to open the home page of the Junior Achievement of East Central Ohio web site for 10 seconds. Afterward, I'll close it and have you tell me what elements you remember from the seeing the site.

Facilitator will open site for 10 seconds and then ask and note what the participant recalled.

Task #1: You want to find out details about an upcoming JA event called Golf Classic. Where would you go to find this information?

Return to the Junior Achievement of East Central Ohio home page after completing this task.

Task #2: You're new to Junior Achievement and want to learn about their mission. Where on the site would you navigate to find this information?

Return to the Junior Achievement of East Central Ohio home page after completing this task.

Task #3: You're part of an organization who would like to become a sponsor for the Junior Achievement Business Challenge. Where would you go to find sponsorship information for this particular event?

Return to the Junior Achievement of East Central Ohio home page after completing this task.

Task #4: You're interested in volunteering for an upcoming Junior Achievement program. Where would you find the latest volunteer opportunities on the web site?

Task #5: You're a school teacher and would like to bring a JA program to your class room. Where would you go to complete this task?

Task #6: You were a student participant in a past JA program and would like to write to JA to share your memories. Where would you go to do this?

Task #7: You're interested in signing up for the Junior Achievement e-Newsletter. Where would you go to sign up?

Task #8: You want to find out more about Junior Achievement of East Central Ohio's parent organization, JA

Worldwide. Where would you go to find this information?

That's it. You're done with the tasks. Now, one last thing.

Open Card Sort Process

Following the task analysis study, participants will be given a stack of index cards with the following content items on them. They'll be asked to stack the cards into groups that make sense to them. Afterward, participants will be asked to put a label on each group.

This open card sort will demonstrate two main items, (1) Ideas on how users of the site would group content and (2) how they would label the groups of content in order to more easily find the content items in the future.

The content list contains 25 representative content types from the current Junior Achievement web site.

Content List for Card Sort

- Bowl-A-Thon
- Teacher Class Request
- E-Newsletter
- Location and Directions
- Address and Mapquest Directions
- Mission
- Year-End Annual Report - financial report for 2009
- Curriculum
- Pre and Post Tests for JA programs
- Program Feedback
- Memories from JA Alumni

- Supporters/Sponsors
- Board of Directors Listing
- Online Pledge/Donation
- Student Scholarships
- Golf Classic
- Holiday On-Line Auction
- Alphabetical List of Donors
- Business Challenge
- Informational Video
- Course Evaluation
- Staff members
- Social Networking
- How We Started
- Job Shadowing
- Director Emeritus
- Event Coverage
- Participating School List
- Our Education Partners 2008 ~2009

Post-Interview

Do you have anything else you'd like to add?

Thanks for participating. We really appreciate your time.

BLUEPRINTS AND WORK FLOWS

Following the results of the competitive analysis, several blueprint designed were drafted, first through sketches and finally through *OmniGraffle*. The resulting blueprints appear here. The blueprints demonstrate the beginning of a structure for a redesigned Junior Achievement web site.

Literature Review for Blueprints and Work Flows

Brown, D.M. (2007). *Communicating design*. Berkeley, CA: New Riders.

Morville, P., & Rosenfeld, L. (2006). *Information architecture for the world wide web*. Sebastopol, CA: O'Reilly Media, Inc..

BLUEPRINT KEY POINTS

» An overall blueprint shows a **top level view** of the top level navigation.

» **Top level navigation label**s were defined from the previously conducted card sort and competitor's web sites.

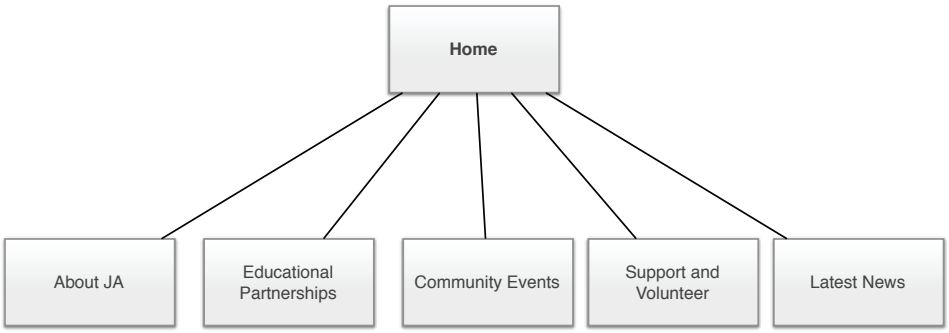
» **Blueprints show development of Action Buttons**, derived from other web sites studied.

» **More detailed blueprints show the organization/hierarchy** of each section of the site.

FINAL SITE BLUEPRINTS

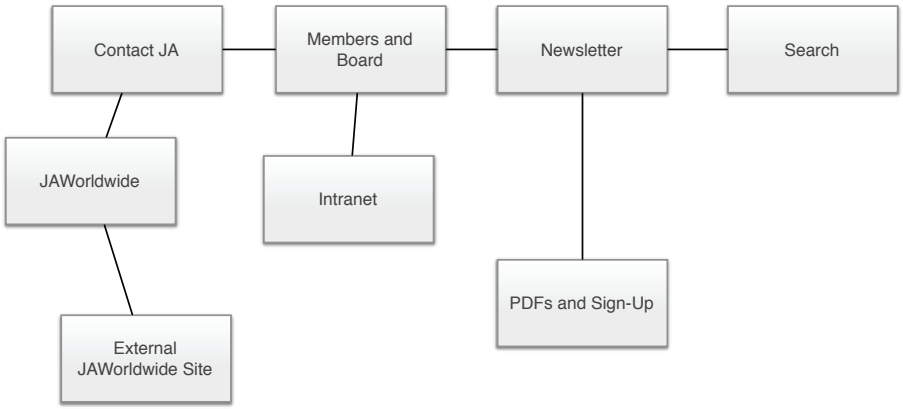
Overall JA Redesign Blueprint (Illustration 2.1)

Overall JA Redesign Blueprint



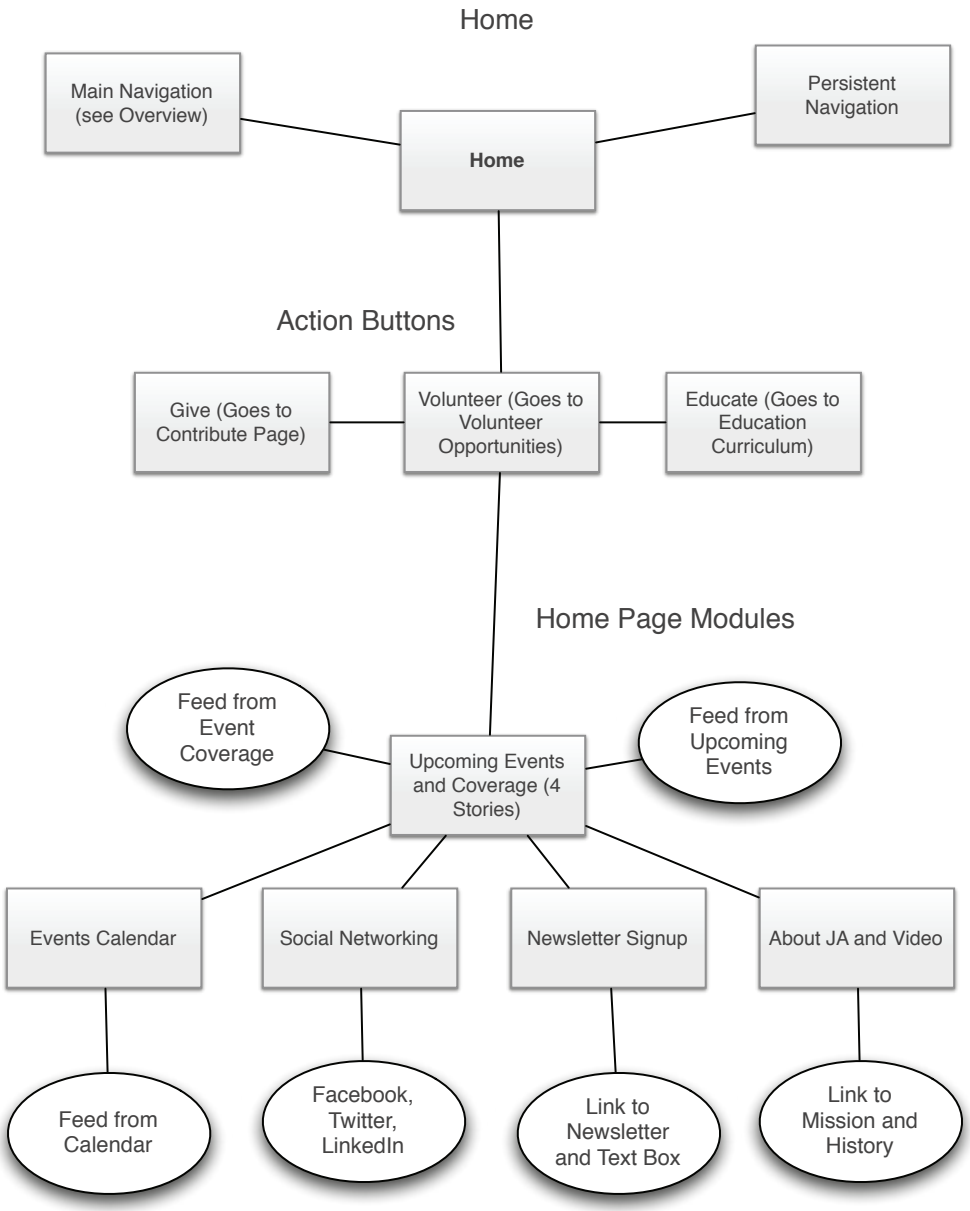
Main Navigation

Persistent Navigation (at top)



Annotation: Overview shows main navigation bar and persistent navigation (appears in top right)

JA Home Blueprint (Illustration 2.2)

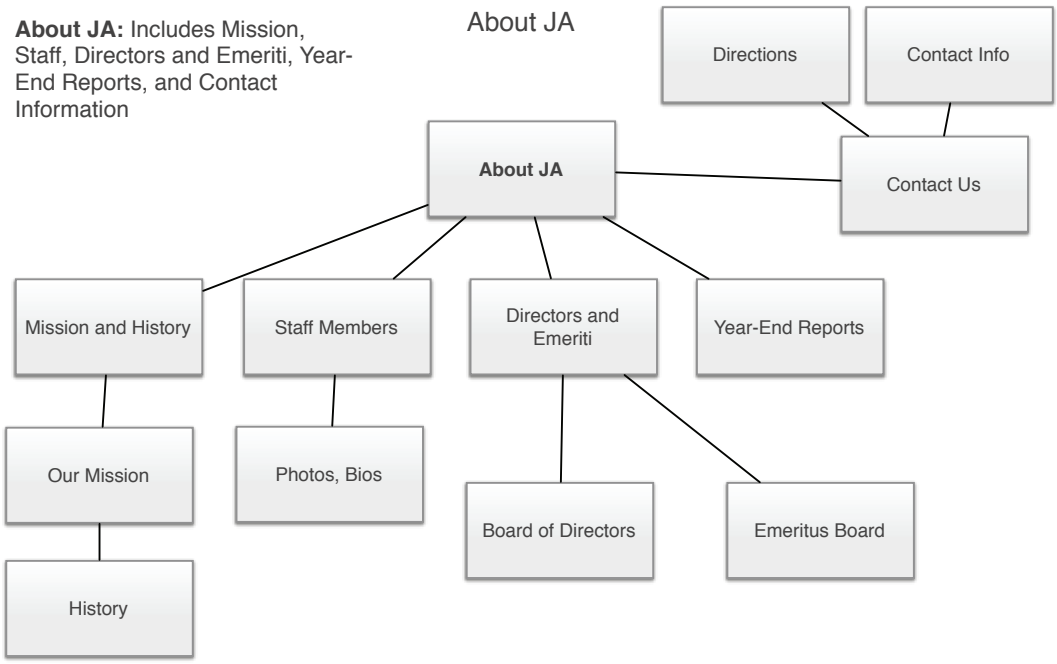


Home: Main Navigation appears across the top of the page. Persistent is in top right. Action buttons allow for quick access to frequent actions and appear in sidebar. A rotating promo area includes upcoming events and coverage.

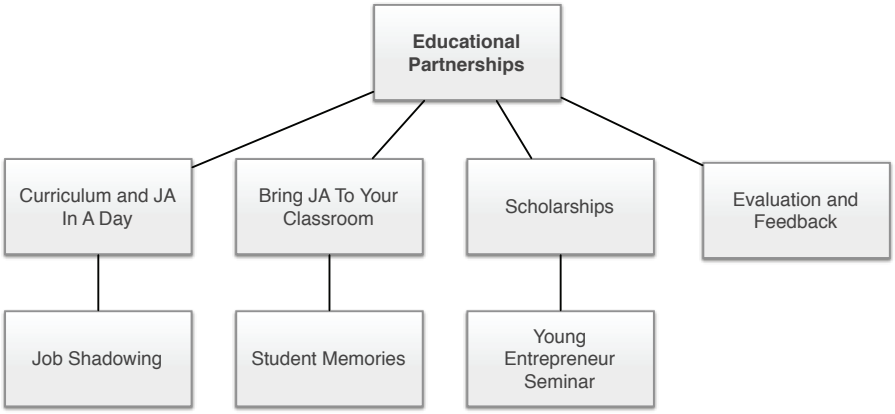
About JA and Educational Partnerships Blueprints (Illustration 2.3)

About JA: Includes Mission, Staff, Directors and Emeriti, Year-End Reports, and Contact Information

About JA



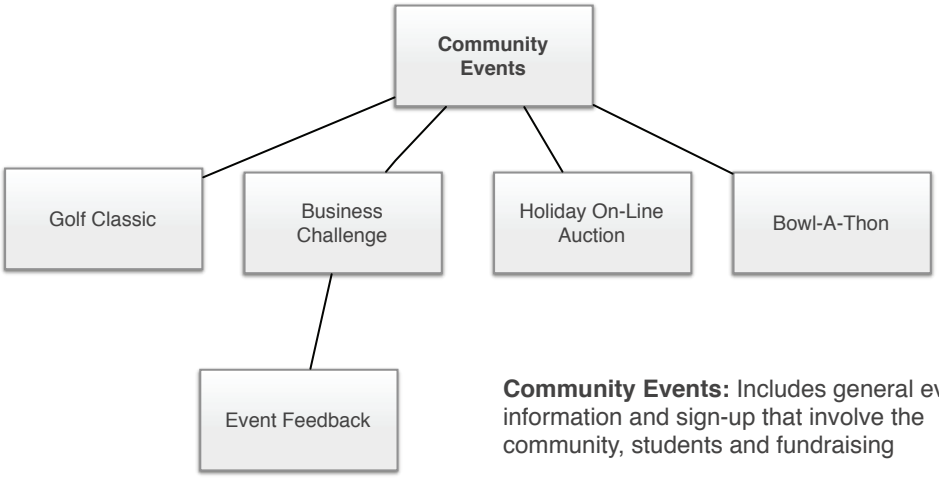
Educational Partnerships



Educational: Includes main educational programs and curriculum.

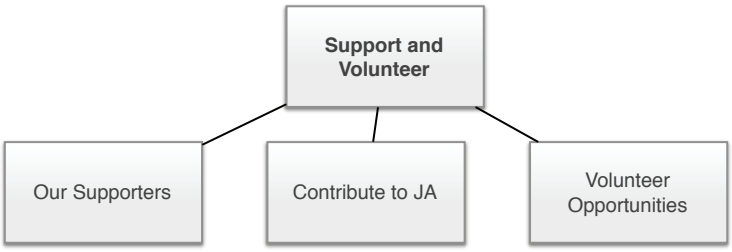
Community Events, Support and Volunteer, Latest News Blueprint (Illustration 2.4)

Community Events



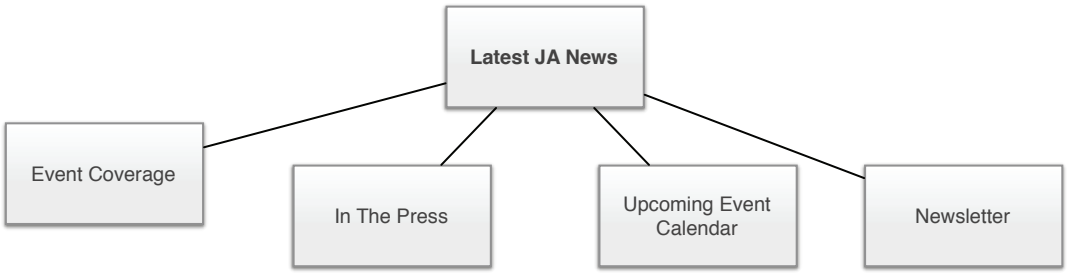
Community Events: Includes general event information and sign-up that involve the community, students and fundraising

Support and Volunteering



Support and Volunteer: Information on donating to JA, current supporters and volunteer information.

Latest JA News



Latest JA News: Upcoming events, press coverage, calendar and newsletter.

WIREFRAMES

Wireframe designs, first sketched and then designed in *OmniGraffle*, show the general layout and positioning of elements on a redesigned Junior Achievement web site. The designs increase in fidelity, first from relatively low fidelity content pages to very closely organized design documents. The wireframes drafted stop short of visual design elements and XHTML documents, out of scope for this information architecture project, but will be helpful for that next phase.

Literature Review for Wireframes

Brown, D.M. (2007). *Communicating design*. Berkeley, CA: New Riders.

Morville, P., & Rosenfeld, L. (2006). *Information architecture for the world wide web*. Sebastopol, CA: O'Reilly Media, Inc..

WIREFRAME DESIGNS INCLUDE:

- **Basic content hierarchy**, from high priority to low priority
- **Low fidelity wireframes** for home page, content page templates, news elements and the action item pages (See "Appendix G: Wireframe Sketches" on page 76 for original wireframe sketches)
- **High fidelity wireframes** for the home page, content page templates and action item pages
- **Drop down menus substituted** for the older "tree-based" method used currently

FINAL WIREFRAMES/PROTOTYPES

JA Content Priority Wireframe (Illustration 2.5)

Junior Achievement: Content Priority Only

HIGH PRIORITY ← → LOW PRIORITY

HOME PAGE ▪ Top Level Navigation ▪ Upcoming Events/Coverage ▪ Events Calendar ▪ Photos/Feature Events	▪ Action Buttons (Give, Volunteer, Educate) ▪ About JA/Video Link ▪ Supporter Highlight (include logos)	▪ Persistent (Service) Navigation ▪ Social Networking ▪ Newsletter Signup ▪ Search Junior Achievement ▪ Footer Info/Navigation
ABOUT JA ▪ Mission/History ▪ Staff Members ▪ Directors/Emeriti ▪ Contact Us	▪ Year End Reports ▪ Emeritus Board ▪ Contact Info ▪ Directions	▪ Photos/Bios ▪ Photo Slideshow ▪ Persistent Navigation ▪ Action Buttons ▪ Serach Junior Achievement ▪ Footer Info/Navigation
EDUCATIONAL PARTNERSHIPS ▪ Bring JA to Your Classroom ▪ Curriculum ▪ Scholarships	▪ Job Shadowing ▪ Student Memories ▪ Young Entrepreneur Seminar	▪ Evaluation and Feedback ▪ Photo Slideshow ▪ Persistent Navigation ▪ Action Buttons ▪ Search Junior Achievement
COMMUNITY EVENTS ▪ Golf Classic ▪ Business Challenge ▪ Holiday Auction ▪ Bowl-A-Thon	▪ Event Feedback ▪ Latest Event Registration	▪ ▪ Photo Slideshow ▪ Persistent Navigation ▪ Action Buttons ▪ Search Junior Achievement

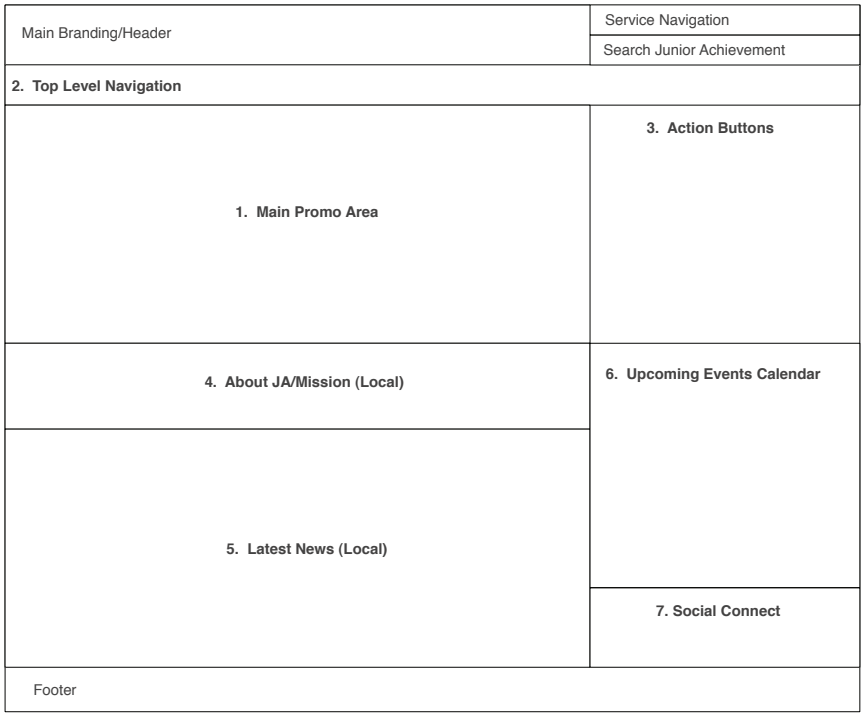
Junior Achievement: Content Priority Only

HIGH PRIORITY ← → LOW PRIORITY

SUPPORT and VOLUNTEER ▪ Contribute to JA ▪ Volunteer Opportunities	▪ Our Supporters (Gallery)	▪ Photo Gallery ▪ Persistent Navigation ▪ Action Buttons ▪ Search Junior Achievement
LATEST JA NEWS ▪ Event Coverage ▪ Newsletter ▪ Event Calendar	▪ In the Press ▪ Newsletter Signup	▪ Photo Gallery ▪ Persistent Navigation ▪ Action Buttons ▪ Search Junior Achievement
NEWS ITEM (TEMPLATE) ▪ Title/Headline ▪ Author (if applicable) ▪ Story Body ▪ Photo Gallery ▪ Main Photo	▪ Related News (By Keyword) ▪ Filed under - category ▪ Related Links - established sections ▪ RSS ▪ About JA Summary	
ACTION PAGES - GIVE/VOLUNTEER/EDUCATE ▪ How to ... ▪ Events for ... ▪ Audience-Based Actions (Parents, Community, Students)	▪ Related Pages to (Action) ▪ Jump to other/next Action	

JA Home Page: Low Fidelity Wireframe (Illustration 2.6)

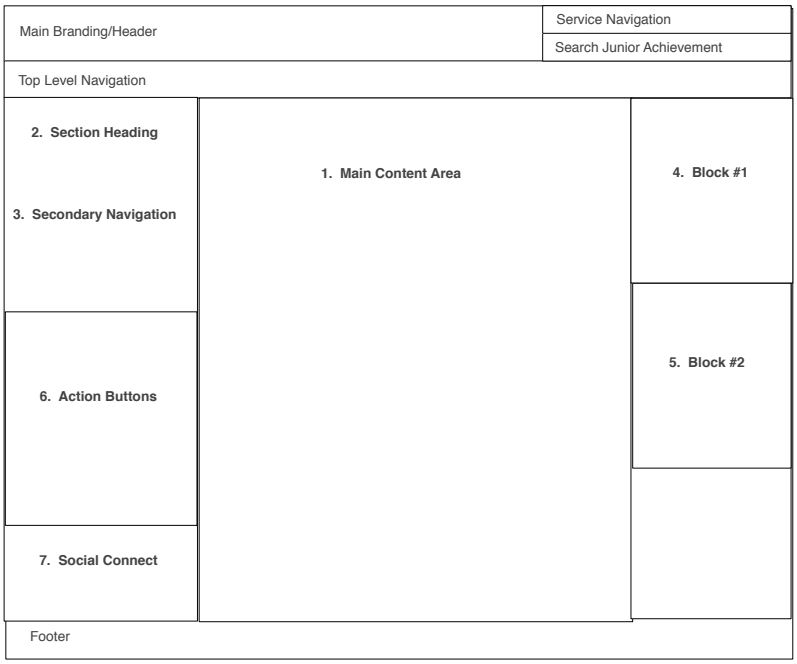
JA Home Page: Low Fidelity Wireframe



1. **Promo Area**
   Four rotating graphics/headlines with links to news stories, sponsors, and events
2. **Top Level Navigation**
   Main level navigation with drop down menus
3. **Action Buttons**
   Buttons with links to three main actions (Give, Volunteer, Educate)
4. **About JA/Mission**
   Short, one line mission statement for Junior Achievement with small graphic
5. **Latest News**
   Three latest news headlines with a short summary sentence under each. Feeds from news page.
6. **Upcoming Events Calendar**
   Four upcoming events and dates. Event title links to detailed event page.
7. **Social Connect**
   Social Networking icons and links (Facebook, LinkedIn)

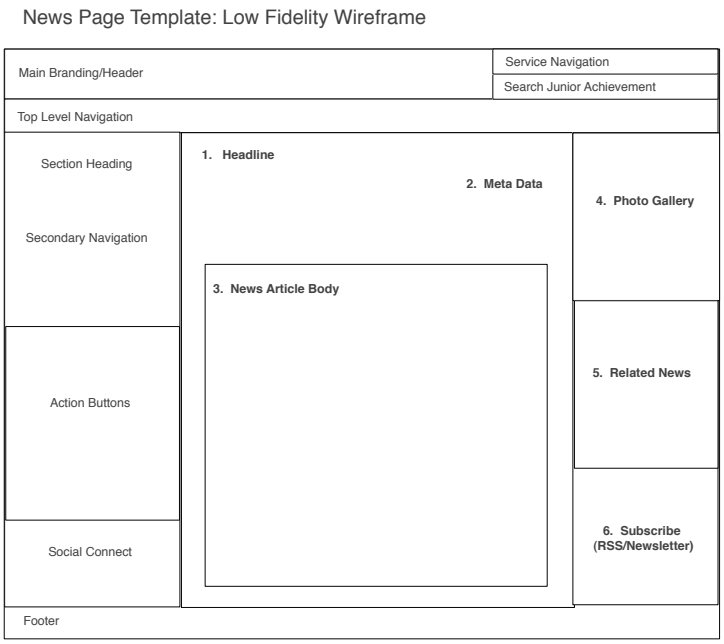
Content Page Template: Low Fidelity (Illustration 2.7)

Content Page Template: Low Fidelity Wireframe



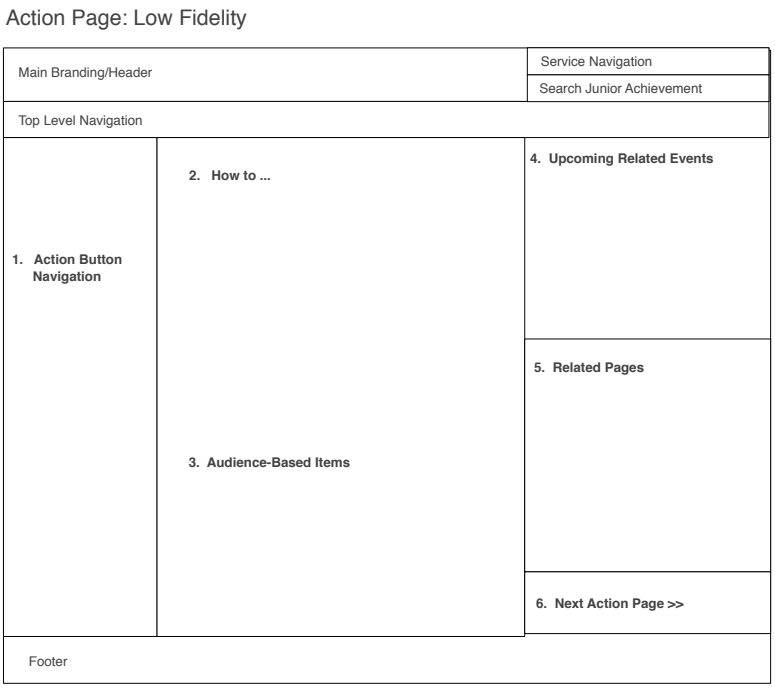
1. **Main Content Area**
   Main content area for content page
2. **Section Heading**
   Displays top level heading
3. **Secondary Navigation**
   Vertical bar of secondary links to pages in the section
4. **Block #1**
   Could contain a rotating promo from home page, photo gallery or related page
5. **Block #2**
   Could contain a rotating promo from home page, photo gallery or related page
6. **Action Buttons**
   3 Action button links
7. **Social Connect**
   Social Networking icons and links (Facebook, LinkedIn)

News Page Template: Low Fidelity Wireframe (Illustration 2.8)



1. **Headline**
   Main News Story Headline
2. **Article Meta Data**
   Article Author, Category and Date
3. **Article Body**
   Main body, including text and inline graphics
4. **Photo Gallery**
   Related photo gallery thumbnails
5. **Related News**
   Shows three related news articles based on keyword
6. **Subscribe**
   Subscribe to news, through RSS or through the e-mail newsletter

Action Page: Low Fidelity Wireframe (Illustration 2.9)

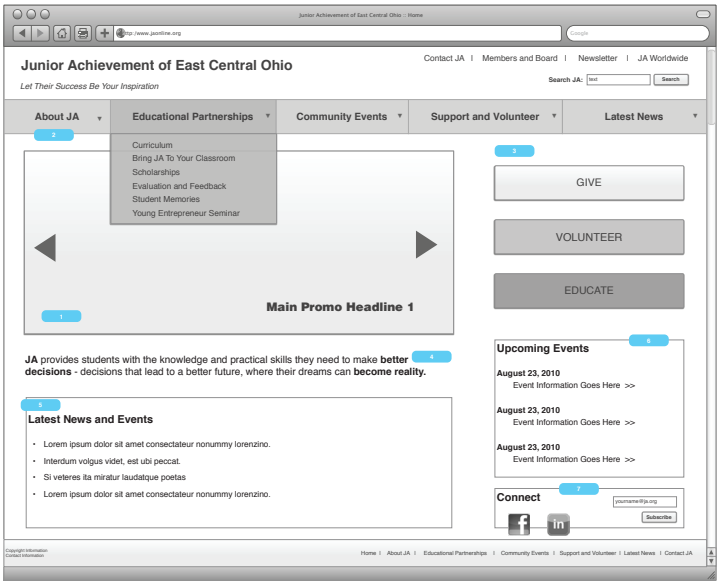


1. **Action Button Navigation**
   Large buttons for each action item
2. **How to...**
   How to Volunteer, Give, Educate
3. **Audience-Based Items**
   Items related to action, organized by audience (Community, Educators, Students...)
4. **Upcoming Related Events**
   Upcoming event calendar related to the Action
5. **Related Pages**
   Content pages across the site related to the Action
6. **Next Action Page**
   Navigates to the next item (or first one)

Finally, these high fidelity wireframes integrate all elements into a mock-up for a future redesign.

JA Home Page: High Fidelity Wireframe (Illustration 2.10)

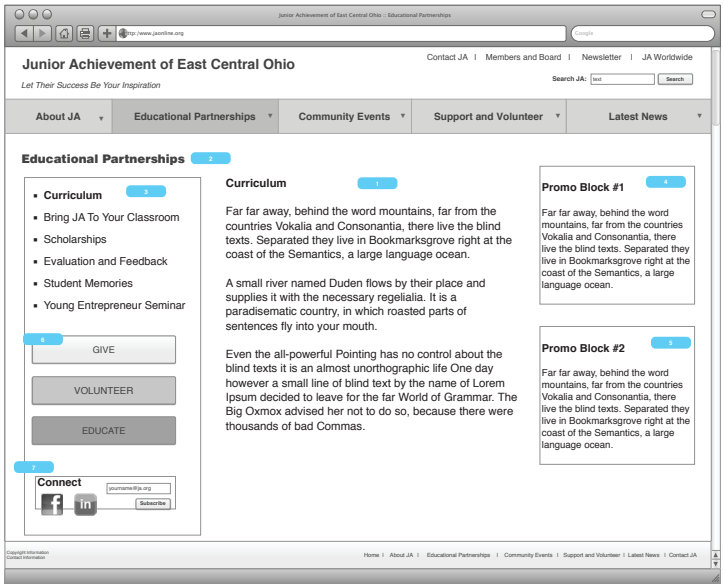
Junior Achievement Home Page: High Fidelity



1. **Promo Area**
   Four rotating graphics/headlines with links to news stories, sponsors, and events
2. **Top Level Navigation**
   Main level navigation with drop down menus
3. **Action Buttons**
   Buttons with links to three main actions (Give, Volunteer, Educate)
4. **About JA/Mission**
   Short, one line mission statement for Junior Achievement with small graphic
5. **Latest News**
   Three latest news headlines with a short summary sentence under each. Feeds from news page.
6. **Upcoming Events Calendar**
   Four upcoming events and dates. Event title links to detailed event page.
7. **Social Connect**
   Social Networking icons and links (Facebook, LinkedIn)

Content Page: High Fidelity Wireframe (Illustration 2.11)

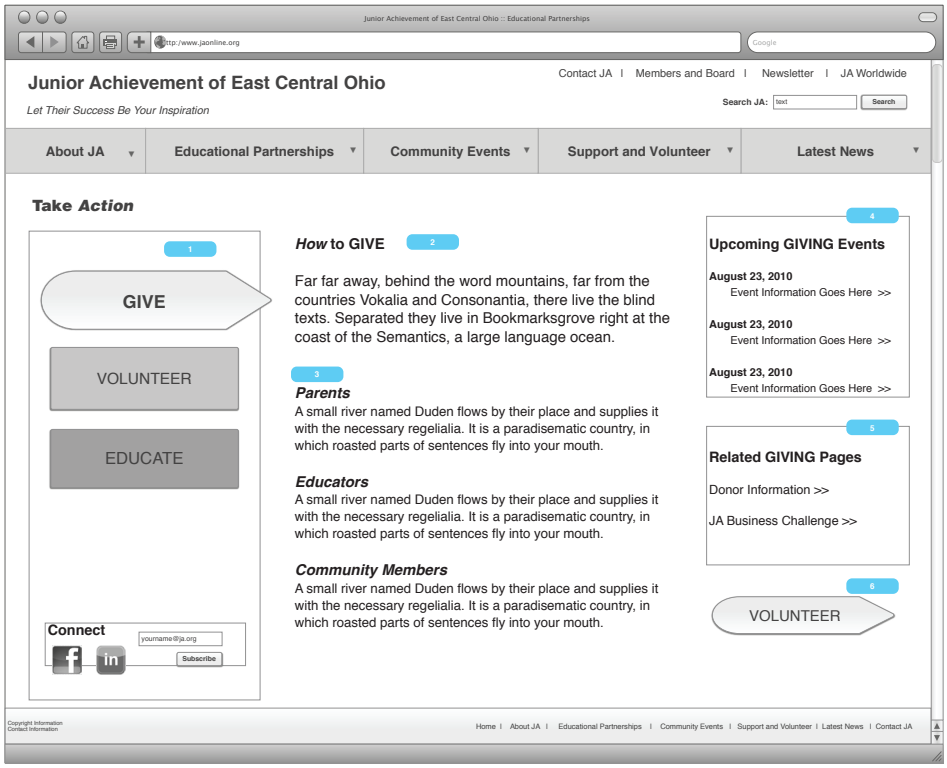
Junior Achievement Content Page: High Fidelity



1. **Main Content Area**
   Main content area for content page
2. **Section Heading**
   Displays top level heading
3. **Secondary Navigation**
   Vertical bar of secondary links to pages in the section
4. **Block #1**
   Could contain a rotating promo from home page, photo gallery or related page
5. **Block #2**
   Could contain a rotating promo from home page, photo gallery or related page
6. **Action Buttons**
   3 Action button links
7. **Social Connect**
   Social Networking icons and links (Facebook, LinkedIn)

Action Page: High Fidelity Wireframe (Illustration 2.12)

Action Page: High Fidelity



1. **Action Button Navigation**
   Large buttons for each action item
2. **How to...**
   How to Volunteer, Give, Educate
3. **Audience-Based Items**
   Items related to action, organized by audience (Community, Educators, Students...)
4. **Upcoming Related Events**
   Upcoming event calendar related to the Action
5. **Related Pages**
   Content pages across the site related to the Action
6. **Next Action Page**
   Navigates to the next item (or first one)

CONCLUSION

The student chose to work on this area of research because of his belief in the value of user testing, information architecture planning and blueprint design. This collection of work provided not only a beneficial resource for Junior Achievement's future design project, but also a list of ideas for the student and others in the field to follow for future redesign projects. The student encourages others to learn from the elements that make up this project and use them as a template for their own research.

I encourage you to contact me with questions or feedback.

Christopher M. Hallahan
challaha@kent.edu

APPENDIX A: IRB APPROVAL FORMS

SURVEY STUDY: IRB NUMBER: 10-099

IRB NUMBER: _____

KENT STATE UNIVERSITY INSTITUTIONAL REVIEW BOARD
APPLICATION FOR APPROVAL TO USE HUMAN RESEARCH SUBJECTS

Move through this document using TAB or mouse. DO NOT USE THE ENTER KEY. Please type all information.
HANDWRITTEN FORMS WILL NOT BE ACCEPTED. To check a box, double-click in the box.
Submit completed form with signatures and all required attachments to the IRB REVIEWER associated with your Department or College, or to: Office of Research Safety and Compliance, Research and Graduate Studies, 137 Cartwright Hall, Phone: 330-672-2704.

Project Title: *Evaluating the online user experience of the Junior Achievement of East Central Ohio web site*

Principal Investigator
Name: Christopher Hallahan — Department: IAKM
Address: 1397 E Main Street, Kent OH 44240 — Email:challaha@kent.edu
Phone: 330-357-9173

Status: ☐ Faculty ☐ Doctoral Student ☒ Graduate Student ☐ Undergraduate Student ☐ Other: (Specify:)

Project: ☐ Faculty Research ☐ Student Dissertation ☐ Student Thesis ☐ Course Requirement: (Course #: ☒ Other : (Specify: Master's Project)

KSU Faculty Co-Investigator(s) (Use additional sheets if necessary)
Name: David Robins — Department: IAKM
Address: LIB 310T, Library — Email:drobins@kent.edu
Phone: 330-672-5852
Status: ☒ Faculty ☐ Doctoral Student ☐ Graduate Student ☐ Undergraduate Student ☐ Other: (Specify:

Faculty Advisor (If PI is a student)
Name:David Robins — Department: IAKM
Phone: 330-672-5852 — Email: drobins@kent.edu

Protocol Funding: ☒ Not-applicable ☐ Pending ☐ Awarded Federal: ☐ Yes ☐ No
Funding Agency: If funded or pending, attach detailed information regarding proposal (including title).

Estimated Project Duration: Starting Date: March 15, 2010(But not before approval is obtained)
Ending Date: April 1, 2010

KSU IRB USE ONLY

IRB Reviewer Determination
☐ Level I – Exempt, Category_____
☐ Level II – Expedited, Category_____
☐ Level III – Full Board review
☐ Disapproved

Primary Reviewer Date
Secondary Reviewer Date

IRB Administration Action
☐ Approved Level I – Exempt, Category_____
☐ Approved Level II – Expedited, Category_____

Administrator, IRB Date
Chair, IRB Date

AGENDA Date _____

Correspondence
E-mail approval _____ Date
E-mail notice of annual review _____ Date

Full Board Review Action — **Meeting Date:**

☐ Approved	☐ Contingent Approval	☐ Tabled	☐ Disapproved
	☐ Contingencies Met	Date:	

Page 1 of 9
Form Version: 03/03/10

IRB NUMBER: _____

Part I: Please answer the following questions by checking the correct response.

☐Yes ☒ No **1.** Will participants be identifiable to anyone other than the researchers through records, responses, or identifiers linked to the participants?

☐Yes ☒ No **2.** Could participants be at risk of criminal or civil liability, damage to employability or to financial standing, or undue embarrassment, if responses became known outside this research project?

☐Yes ☒No **3.** Does research deal with sensitive aspects of participants' behavior, such as illegal conduct, drug use, sexual behavior, use of alcohol, or potential harm to self or others?

☐Yes ☒ No **4.** Does research involve the study of existing data? (If yes, please specify.)

☐ Documents, archives, and/or records ☐ Biological specimens

4.a. Is the database, archives, or record collection publicly available? ☐Yes ☐ No
4.b. Are the subjects who provided the data individually identifiable? ☐Yes ☐ No
4.c. Will any identifying information that may link your data to individuals be included in your research records? ☐Yes ☐ No

☐Yes ☒No **5.** Does the research involve audio, video, digital, or image recordings of participants? (If yes, please specify.)

☐ Video-taped ☐ Audio-taped ☐ Photographed ☐ Other: (Specify:)

☒Yes ☐N/A **6.** Are participants free to withdraw at any time without penalty?

☐Yes ☒No **7.** Is there deception of participants? (If so, answer questions in Part VII, #35-44)

☐Yes ☒No **8.** Does the research deal with participants under the age of 18?

☐Yes ☒No **9.** Will identifiable medical information be collected?

10. Does the research deal with any of the following vulnerable populations:

☐Yes ☒No	Legally incompetent adults	☐Yes ☒ No	Traumatized or Comatose
☐Yes ☒No	Cognitively/Mentally impaired	☐Yes ☒ No	Economically Disadvantaged
☐Yes ☒No	Physically challenged	☐Yes ☒ No	Terminally ill
☐Yes ☒No	Pregnant women	☐Yes ☒No	Prisoners

11. Does the project involve: (If yes, also answer question #20 on page 4).

☐Yes ☒No	Administering drugs	☐Yes ☒ No	Medical devices
☐Yes ☒No	Administering alcohol	☐Yes ☒ No	Invasive procedures
☐Yes ☒No	Administering nutritional supplements	☐Yes ☒No	Drawing blood
☐Yes ☒No	Taking tissue samples	☐Yes ☒No	Giving injections

12. Are you collecting any portion of your data on-line? ☒Yes ☐No

13. Are you requesting a waiver of any elements of the consent process? ☒Yes ☐No
(If yes, answer questions in Part VIII, #45-46.)

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Part II: Summary of Research

14.) Describe the purpose and significance of the proposed research; include sufficient background information and the specific objectives of the study. Summarize the major hypotheses. (Use non-technical language that can be understood by someone outside the discipline.)
The research will be conducted as an online survey about Junior Achivement of East Central Ohio. Survey questions will focus on the user's experience using the web site and similar web sites. The research will help determine a new information architecture and future areas of study.

15.) Describe the study design, research methods and procedures. (Please append copies of the consent form and all measures, including interview questions and self-report questionnaires, to this form.) What are the qualifications of the individual(s) who will be collecting the data?
The survey will be conducted as an online survey using the Qualtrics survey web site. Survey data will be collected by myself, a Master's student studying user experience design. Please see the attached copies of the consent form, invitation e-mail and questionaire.

Part III: Research Participants

16.) Briefly describe the characteristics of your population(s). Describe the ethnic background, sex, age, state of health, and the criteria for inclusion or exclusion of participants. (Include rationale for use of special classes of participants such as pregnant women, children, institutionalized mentally disabled, prisoners, or those whose ability to give voluntary informed consent may be in question.) If your population is all one gender or ethnic group, please explain.
Participants have participated in the Junior Achievement organization either as a volunteer, board member, parent or teacher. Students over the age of 18 who have participated in the program will also be included.

17.) Indicate the anticipated sample size.
1,500 individuals from the Junior Achievement mailing list.

18.) Explain the recruitment process. State how potential participants will be identified and who will make the initial contact. Explain how you will ensure that recruitment and selection of participants is equitable. (Please include all recruitment materials, including scripts, flyers, and advertisements as attachments to this form.)
Individuals will be identifed from Junior Achievement's "constant contact" mailing list. These participants have agreed to be contacted by Junior Achievement. The survey will not be advertised to outside parties.

Part IV: Risks/Benefits

19.) Identify any expected or potential risks or discomforts (including physical, psychological, social, or legal) to which participants may be exposed as a result of participation in the research project (beyond those encountered in everyday life).
I cannot forsee any potential risks or discomforts for participants who take the survey.

a.) What safeguards will you use to protect the participants from these risks, as well as to protect their rights, welfare, and privacy? (Must provide a response; never answer "N/A".)
The survey is limited to 20 questions and should take only about 10 minutes to complete.

20.) Describe the anticipated benefits to individual subjects and to society expected to be gained from this project. (This should include any direct benefits to the participants as well as any generalized gain in knowledge. If there are not direct benefits to individual subjects, state that.)
Subjects will benefit from the survey through the future improvement of the Junior Achievement web site, a resource that many of them use.

21.) Describe the qualifications of the person administering drugs, alcohol, or nutritional supplements, or drawing blood, taking tissue samples, or giving injections.
Please note:
i. Persons doing venipuncture must provide a copy of their certification to draw blood and proof that they completed a blood-borne pathogens training course.
ii. Indwelling venous catheters and lines can only be inserted and accessed by licensed/registered/certified medical personnel such as physicians, RNs, and EMTs. Proof of certification is required.

IRB NUMBER: _____

iii. Arterial blood sampling can only be carried out in an appropriate medical facility such as a hospital, clinic, or the KSU Health Center. The procedure can only be carried out by qualified personnel under the direct supervision of a licensed physician.

***22.)* Describe any form of compensation to participants. (i.e., money, extra credit, etc. If money, extra credit, or grade is given to students who participate in the project, what opportunity for extra credit or grade is provided to students who choose not to participate?)**
Please note:
a. If the research participation affects the course grade (e.g., extra credit), then alternative opportunity for course credit is needed.
b. For multi-phase projects, compensation should not be contingent upon completion of the whole project. Rather, some compensation should be given for each phase of the project. The nature of the compensation should be stated in the consent form.
There is no form of compensation provided to participants.

23.) Research participants will be informed of the risks and benefits through:
☒ Consent form (Include with application)
☐ Verbal Script (Include with application)
☐ Parental Consent form for parents/guardians (required for children 18 of age and younger)
☐ Assent form (in addition to Parental Consent form for children 12 years of age and younger)

Part V: Informed Consent *(You **must** include a copy of the informed consent document with application materials. Visit the IRB website for more information about informed consent documents)*

24.) Describe the consent process. Explain when and where consent will be obtained and identify who will be obtaining informed consent.
Consent will be performed prior to taking the survey. An introductory page will explain the research, risks and benefits.

25.) If you will be using children under 18, explain in detail how you will obtain parental consent and assent (for children under 12) or consent (for children 12 to 18). If assent/consent will be obtained orally, supply a script of what you will say and how you will give the children the opportunity to agree to participate or decline.
N/A

26.) Explain how the possibility of coercion or undue influence will be minimized in the consent process (e.g., if employer is approaching employees, instructors are approaching students, physicians are approaching patients, if compensation is involved, etc.).
Potential participants will be informed that they may discontinue the research at any time and they are under no obligation to participate.

Part VI: Privacy and Confidentiality of Records

27.) Will this study use or disclose protected health information from a covered entity (a covered entity is a Doctor, Clinic, Dentist, Pharmacy, Health Clinic etc… that sends transactions electronically) as defined in the Health Insurance Portability and Accountability Act (HIPAA)?

☒ Not Applicable
☐ Applicant will use a HIPAA Authorization (specify type below)
☐ Form provided by covered entity ☐ Form created by applicant
☐ Applicant requests IRB waiver of Authorization

28.) Where will the signed consent forms be kept? *(Consent forms must be kept in a secured location on campus, not in a private home or office.) If the study does not involve consent forms, answer "N/A".*
N/A

29.) Describe specifically how you will maintain the confidentiality of the data.

IRB NUMBER: _____

Survey responses will not be tied to the individual's name or e-mail address. The survey does contain an optional area for the participant to elect to participate in future research. This question will not be tied to the survey responses.

30.) How will the data/results of the research be disseminated?

☐ Thesis
☐ Dissertation
☐ Public presentation
☒ Other: Specify: Kent State Master's Project. Data will be shared with Junior Achivement officials.
☐ Publication
☐ Course Requirement: Course #:

31.) How will the data be stored after study completion? *Please be specific as to the retention or destruction of audio/video data or cell lines.*
Survey will be stored electronically on the researcher's computer as aggregate responses only. The responses may also be kept on record in the Information Architecture and Knowledge Management main office.

32.) a). If the participants' personal files (school, medical, etc.) will be read, where are the files kept (name the place, e.g. doctor's office, hospital, clinic, etc.) and who will gather the information?
Kent State University SLIS office

b). Has permission been obtained to gather this information? (Attach documentation)
Yes, I have worked with offiicals from Junior Achievement and gained explicit permission to gather this information. The initial e-mail invitation will be sent by Junior Achievement.

c). Do the participants (and/or their parents or guardians) know that these files will be read? If no, explain.
Yes

33.). a). Will individual results or other data be disseminated to the participants (and/or their parents or guardians)?
No

b). If so, explain the qualifications of the person(s) interpreting the results.

34.) Does the proposed study involve deception? ☒ **No** ☐ **Yes** (Please complete Part VII)

Part VII: Projects Involving Deception

35.) Describe the type of deception being used. Consider in your answer both deception by omission (an important aspect of the research is withheld from the subject) and deception by commission (the subject is misled about the true purpose of the research).
n/a

36.) Why is deception a necessary and unavoidable component of the experimental design? (Does the deception improve the internal or external validity of the study?)
n/a

37.) Has this research protocol (involving deception) been previously used? If "Yes," please provide information on any actual harms to the participants and reactions of the participants to the use of deception in this research.
n/a

38.) What alternative procedures were considered that did not involve deception and why were these alternatives rejected?
n/a

39.) Since deception precludes informed consent by the subject prior to participation:

a.) How will participants be debriefed?

b.) Who will debrief them?

IRB NUMBER: _____

c.) Will the debriefing of participants be:

☐ Immediate (immediately following the experimental session in which deception occurs)
☐ Delayed
☐ Full (all deceptive aspects of the study will be revealed)
☐ Partial (some deceptive aspects of the study will remain unexplained)

40.) If debriefing is delayed, why is delayed debriefing necessary and when will debriefing occur?

41.) If debriefing is partial, why is the partial debriefing necessary? Why is unexplained deception necessary? Would the subject be harmed in any way by full debriefing?

41.) Even if the subject is partially debriefed during the study, will full debriefing occur later?

42.) Does the presence of deception increase the risk of harm to the subject?

43.) Is the respondent free to withdraw his/her data after being fully debriefed? (e.g., form like audio/video taping).

IRB NUMBER: _____

Part VIII: Request for Waiver of Elements of Informed Consent

43.) Are you requesting a waiver of the documented informed consent form for each participant? ☒ **Yes** ☐ **No**

Please indicate the justification for requesting this waiver:

- ☐ **The only record linking the subject to the research would be the signed consent document and the principal risk of the research would be breach of confidentiality.**
- ☒ **The research involves only minimal risk to the subjects and involves no procedures for which written consent is normally required outside of the research context (e.g. anonymous surveys of adults).**

Note: Participants must still be provided with a written statement regarding the research that contains the required elements of informed consent. Refer to the Informed Consent Template on our website for more information.

44.) Are you requesting a waiver or alteration of any of the other required elements of informed consent? ☒ **No** ☐ **Yes** *(An IRB may, on occasion, approve a consent process that alters some or all of the required elements of informed consent or waive the requirement for informed consent. The following criteria must be met: 1) the research involves no more than minimal risk, 2) waiver or alteration will not adversely affect the rights and welfare of subjects, 3) the research could not practicably be carried out without waiver or alteration, and 4) when appropriate, the subjects will be provided with additional pertinent information after participation.)*

a.) Provide justification for the waiver.

b.) Indicate why the proposed research presents no more than minimal risk to participants.

c.) Explain whether or not a waiver of written informed consent would adversely affect the rights and welfare of participants.

d.) Explain why it would be impracticable to carry out the research without a waiver or alteration of informed consent.

e.) How will pertinent information be provided to participants, if appropriate, at a later date?

Part IX: Conflict of Interest

45.) Do the researchers conducting this protocol have any potential conflicts of interest? *Conflicts of interest may include financial or personal interest, or any condition in which the investigator's judgment regarding a primary interest may be biased by a secondary interest. Examples include speaking and consultation fees, travel expenses, stock options, royalties, company ownership or equity, etc.)*

☒ **No** ☐ **Yes (If yes, conflict of interest must be disclosed)**

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Investigator Assurance

I certify that the information provided in this application is complete and correct. I understand that as Principal Investigator, I have ultimate responsibility for the protection of the rights and welfare of human research subjects, the conduct of the study, and the ethical performance of the project.

I agree to comply with all Kent State University policies and procedures on research involving human subjects (KSU policy #3342-3-03.2), as well as with all applicable federal, state, and local laws regarding the protection of human subjects in research. I agree that:

- The project will be performed by qualified personnel, according to the KSU approved protocol.
- Approval from the Institutional Review Board will be obtained prior to implementing any changes to the protocol.
- If the project involves approval/permission from other institutions, the research will not begin until permission has been obtained from these institutions.
- Legally effective informed consent will be obtained from human subjects if applicable, and documentation of informed consent will be retained in a secure environment for three years after termination of the project.
- Injuries, adverse events, and/or unanticipated problems involving risks to subjects or others will be reported in writing to the Kent State University IRB promptly, and no later than within 5 working days of the occurrence.
- A Continuing Review and Progress Report will be completed and submitted before the review deadline, as determined by the IRB appropriate to the degree of risk (but not less than once per year). All protocols are approved for a maximum period of one year. Research must stop at the end of the approval period unless the protocol is re-approved for another term.
- All research staff, employees, and students assisting in the conduct of the research will be informed of their obligations and responsibilities in the above commitments.

I further certify that the proposed research will not begin until approval has been obtained. A signed approval letter from the Office of Research Safety and Compliance communicates IRB approval.

_____
Signature of Principal Investigator **Date**

_____
Signature of Co-Investigator **Date**

Faculty Advisor Assurance:

I have reviewed and approved the research project described in this application. I agree to meet with the student on a regular basis to monitor study progress and assure that the well-being of subjects is adequately safeguarded. I agree to be available to assist the student investigator should any problems arise in the study.

_____
Signature of Faculty Advisor **Date**

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USABILITY STUDY: IRB NUMBER: 10-177

IRB NUMBER: _____

KENT STATE UNIVERSITY INSTITUTIONAL REVIEW BOARD
APPLICATION FOR APPROVAL TO USE HUMAN RESEARCH SUBJECTS

Move through this document using TAB or mouse. DO NOT USE THE ENTER KEY. Please type all information. HANDWRITTEN FORMS WILL NOT BE ACCEPTED. To check a box, double-click in the box. Submit completed form with signatures and all required attachments to the IRB REVIEWER associated with your Department or College, or to: Office of Research Safety and Compliance, Research and Graduate Studies, 137 Cartwright Hall, Phone: 330-672-2704.

Project Title: *Junior Achievement of East Central Ohio Web site Usability Study*

Principal Investigator
Name: Christopher Hallahan Department: IAKM
Address: 1397 E Main Street, Kent OH 44240 Email:challaha@kent.edu
Phone: 330-357-9173

Status: ☐ Faculty ☐ Doctoral Student ☒ Graduate Student ☐ Undergraduate Student ☐ Other: (Specify:)

Project: ☐ Faculty Research ☐ Student Dissertation ☐ Student Thesis ☐ Course Requirement: (Course #: ☒ Other : (Specify: Master's Project)

KSU Faculty Co-Investigator(s) (Use additional sheets if necessary)
Name: David Robins Department: IAKM
Address: LIB 310T, Library Email:drobins@kent.edu
Phone: 330-672-5852

Status: ☒ Faculty ☐ Doctoral Student ☐ Graduate Student ☐ Undergraduate Student ☐ Other: (Specify:

Faculty Advisor (If PI is a student)
Name:David Robins Department: IAKM
Phone: 330-672-5852 Email: drobins@kent.edu

Protocol Funding: ☒ Not-applicable ☐ Pending ☐ Awarded Federal: ☐ Yes ☐ No
Funding Agency: If funded or pending, attach detailed information regarding proposal (including title).

Estimated Project Duration: Starting Date: May 15, 2010(But not before approval is obtained)
Ending Date: July 1, 2010

KSU IRB USE ONLY

IRB Reviewer Determination
☒ Level I – Exempt, Category 2
☐ Level II – Expedited, Category_____
☐ Level III – Full Board review
☐ Disappproved
Yin Zhang 5/6/2010
Primary Reviewer Date
Secondary Reviewer Date

IRB Administration Action
☐ Approved Level I – Exempt, Category_____
☐ Approved Level II – Expedited, Category_____
Administrator, IRB Date
Chair, IRB Date

AGENDA Date
Correspondence
E-mail approval
Date
E-mail notice of annual review
Date

Full Board Review Action		**Meeting Date:**	
☐ Approved	☐ Contingent Approval	☐ Tabled	☐ Disapproved
	☐ Contingencies Met	Date:	

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Part I: Please answer the following questions by checking the correct response.

☐Yes ☒ No **1.** Will participants be identifiable to anyone other than the researchers through records, responses, or identifiers linked to the participants?

☐Yes ☒ No **2.** Could participants be at risk of criminal or civil liability, damage to employability or to financial standing, or undue embarrassment, if responses became known outside this research project?

☐Yes ☒No **3.** Does research deal with sensitive aspects of participants' behavior, such as illegal conduct, drug use, sexual behavior, use of alcohol, or potential harm to self or others?

☐Yes ☒ No **4.** Does research involve the study of existing data? (If yes, please specify.)

☐ Documents, archives, and/or records ☐ Biological specimens

4.a. Is the database, archives, or record collection publicly available? ☐Yes ☐ No
4.b. Are the subjects who provided the data individually identifiable? ☐Yes ☐ No
4.c. Will any identifying information that may link your data to individuals be included in your research records? ☐Yes ☐ No

☒Yes ☐No **5.** Does the research involve audio, video, digital, or image recordings of participants? (If yes, please specify.)

☐ Video-taped ☒ Audio-taped ☐ Photographed ☒ Other: (Specify: Computer screen capture)

☒Yes ☐N/A **6.** Are participants free to withdraw at any time without penalty?

☐Yes ☒No **7.** Is there deception of participants? (If so, answer questions in Part VII, #35-44)

☐Yes ☒No **8.** Does the research deal with participants under the age of 18?

☐Yes ☒No **9.** Will identifiable medical information be collected?

10. Does the research deal with any of the following vulnerable populations:

☐Yes ☒No	Legally incompetent adults	☐Yes ☒ No	Traumatized or Comatose
☐Yes ☒No	Cognitively/Mentally impaired	☐Yes ☒ No	Economically Disadvantaged
☐Yes ☒No	Physically challenged	☐Yes ☒ No	Terminally ill
☐Yes ☒No	Pregnant women	☐Yes ☒No	Prisoners

11. Does the project involve: (If yes, also answer question #20 on page 4).

☐Yes ☒No	Administering drugs	☐Yes ☒ No	Medical devices
☐Yes ☒No	Administering alcohol	☐Yes ☒ No	Invasive procedures
☐Yes ☒No	Administering nutritional supplements	☐Yes ☒No	Drawing blood
☐Yes ☒No	Taking tissue samples	☐Yes ☒No	Giving injections

12. Are you collecting any portion of your data on-line? ☐Yes ☒No

13. Are you requesting a waiver of any elements of the consent process? ☒Yes ☐No
(If yes, answer questions in Part VIII, #45-46.)

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20.) Describe the anticipated benefits to individual subjects and to society expected to be gained from this project. (This should include any direct benefits to the participants as well as any generalized gain in knowledge. If there are not direct benefits to individual subjects, state that.)
Subjects will benefit from the survey through the future improvement of the Junior Achievement web site, a resource that many of them currently use.

21.) Describe the qualifications of the person administering drugs, alcohol, or nutritional supplements, or drawing blood, taking tissue samples, or giving injections.
Please note:
i. Persons doing venipuncture must provide a copy of their certification to draw blood and proof that they completed a blood-borne pathogens training course.
ii. Indwelling venous catheters and lines can only be inserted and accessed by licensed/registered/certified medical personnel such as physicians, RNs, and EMTs. Proof of certification is required.
iii. Arterial blood sampling can only be carried out in an appropriate medical facility such as a hospital, clinic, or the KSU Health Center. The procedure can only be carried out by qualified personnel under the direct supervision of a licensed physician.

***22.)* Describe any form of compensation to participants. (i.e., money, extra credit, etc. If money, extra credit, or grade is given to students who participate in the project, what opportunity for extra credit or grade is provided to students who choose not to participate?)**
Please note:
a. If the research participation affects the course grade (e.g., extra credit), then alternative opportunity for course credit is needed.
b. For multi-phase projects, compensation should not be contingent upon completion of the whole project. Rather, some compensation should be given for each phase of the project. The nature of the compensation should be stated in the consent form.
Participants will receive no compensation except for light refreshments.

23.) Research participants will be informed of the risks and benefits through:
☒ Consent form (Include with application)
☒ Verbal Script (Include with application)
☐ Parental Consent form for parents/guardians (required for children 18 of age and younger)
☐ Assent form (in addition to Parental Consent form for children 12 years of age and younger)

Part V: Informed Consent *(You **must** include a copy of the informed consent document with application materials. Visit the IRB website for more information about informed consent documents)*

24.) Describe the consent process. Explain when and where consent will be obtained and identify who will be obtaining informed consent.
Consent will be performed prior to taking the survey. The participant will read and sign a consent form. The test facilitator (the graduate student) will also summarize the consent and study process verbally.

25.) If you will be using children under 18, explain in detail how you will obtain parental consent and assent (for children under 12) or consent (for children 12 to 18). If assent/consent will be obtained orally, supply a script of what you will say and how you will give the children the opportunity to agree to participate or decline.
N/A

26.) Explain how the possibility of coercion or undue influence will be minimized in the consent process (e.g., if employer is approaching employees, instructors are approaching students, physicians are approaching patients, if compensation is involved, etc.).
Potential participants will be informed that they may discontinue the research at any time and they are under no obligation to participate.

Part VI: Privacy and Confidentiality of Records

IRB NUMBER: _____

Part II: Summary of Research

14.) Describe the purpose and significance of the proposed research; include sufficient background information and the specific objectives of the study. Summarize the major hypotheses. (Use non-technical language that can be understood by someone outside the discipline.)
Following the large sample of data collected in the Junior Achievement user survey (previously conducted), the next research phase involves the planning, execution and analysis of a usability study. The study will examine on a micro level the challenges and task-based analysis of the current Junior Achievement of East Central Ohio web site.

15.) Describe the study design, research methods and procedures. (Please append copies of the consent form and all measures, including interview questions and self-report questionnaires, to this form.) What are the qualifications of the individual(s) who will be collecting the data?
Users identified in a previous survey study that they would be interested in future research. Junior Achievement staff members took this information and recruited interested participants.

The study will take place at the Junior Achievement headquarters in May for 45 minutes each. Participants will participate in three main parts of a usability study, following agreement to an informed consent document (see informed consent document):

- Pre-interview: Discuss content relevance and other content gathering. A notetaker will note these responses while the facilitator asks the questions.
- Hands-on Usability: Participant will use existing site and perform eight tasks: These tasks will be performed on a laptop. The participant's actions on the screen (mouse movements and items on screen) will be captured for later data analysis. The audio of the session (the facilitator's voice and participant's voice) will also be recorded for immediate transcription. The participant will not be identified through the audio taping and the transcribed audio will not be shared with anyone outside of the research team.
- Card-Sort: Participant will organize a set of index cards containing types of content into categories. A notetaker will note each final arrangement of the card sort.

Part III: Research Participants

16.) Briefly describe the characteristics of your population(s). Describe the ethnic background, sex, age, state of health, and the criteria for inclusion or exclusion of participants. (Include rationale for use of special classes of participants such as pregnant women, children, institutionalized mentally disabled, prisoners, or those whose ability to give voluntary informed consent may be in question.) If your population is all one gender or ethnic group, please explain.
Participants have participated in the Junior Achievement organization either as a volunteer, board member, parent or teacher. Students over the age of 18 who have participated in the program will also be included.

17.) Indicate the anticipated sample size.
5-8 Participants

18.) Explain the recruitment process. State how potential participants will be identified and who will make the initial contact. Explain how you will ensure that recruitment and selection of participants is equitable. (Please include all recruitment materials, including scripts, flyers, and advertisements as attachments to this form.)
Individuals identified interest in participating in the study in a previous online survey. A Junior Achievement staff member sent an e-mail invitation to these individuals and identified a sample of different audience members who would participate.

Part IV: Risks/Benefits

19.) Identify any expected or potential risks or discomforts (including physical, psychological, social, or legal) to which participants may be exposed as a result of participation in the research project (beyond those encountered in everyday life).
I cannot forsee any potential risks or discomforts for participants who take the survey.

a.) What safeguards will you use to protect the participants from these risks, as well as to protect their rights, welfare, and privacy? (Must provide a response; never answer "N/A".)
The participants will be provided with an informed consent form acknowledging their rights. The study will last no longer than 45 minutes and they are free to withdraw at any time. The participant will be ensured that the usability study is a test of the interface and not them.

IRB NUMBER: _____

27.) Will this study use or disclose protected health information from a covered entity (a covered e Doctor, Clinic, Dentist, Pharmacy, Health Clinic etc… that sends transactions electronically) as defi Health Insurance Portability and Accountability Act (HIPAA)?

☒ Not Applicable
☐ Applicant will use a HIPAA Authorization (specify type below)
☐ Form provided by covered entity ☐ Form created by applicant
☐ Applicant requests IRB waiver of Authorization

28.) Where will the signed consent forms be kept? *(Consent forms must be kept in a secured location on camp private home or office.) If the study does not involve consent forms, answer "N/A".*
The signed concent forms will be kept in the IAKM office on campus.

29.) Describe specifically how you will maintain the confidentiality of the data.
Usability studies will not be tied to the individual's name or e-mail address. Participants will be identified number only. Video recordings will only be shared with the research team for reference purposes and v published.

30.) How will the data/results of the research be disseminated?

☐ Thesis
☐ Dissertation
☐ Public presentation
☒ Other: Specify: Kent State Master's Project. Summarized test data will be shared with Junior Achivement officials in a final report.
☐ Publication
☐ Course Requirement: Course #:

31.) How will the data be stored after study completion? *Please be specific as to the retention or des audio/video data or cell lines.*
Taped audio from the session will be immediately transcribed and then destroyed following each session. data will not be shared with anyone outside of the research team. The audio will not be part of the final da the transcriptions. Video will not be taken at any time during the session. Audio will be recorded through built-in microphone using a tool called Silverback. This tool will also be used for screen capture.

32.) a). If the participants' personal files (school, medical, etc.) will be read, where are the files k the place, e.g. doctor's office, hospital, clinic, etc.) and who will gather the information?
A N/A

b). Has permission been obtained to gather this information? (Attach documentation)
Yes, I have worked with offiicals from Junior Achievement and gained explicit permission to gather this in The initial e-mail invitation will be sent by Junior Achievement and the study will be conducted on-site Achievement's headquarters in North Canton.

c). Do the participants (and/or their parents or guardians) know that these files will be re explain.
Yes

33.). a). Will individual results or other data be disseminated to the participants (and/or their p guardians)?
No

b). If so, explain the qualifications of the person(s) interpreting the results.

34.) Does the proposed study involve deception? ☒ **No** ☐ **Yes** (Please complete Part VII)

Part VII: Projects Involving Deception

IRB NUMBER: _____

36.) Why is deception a necessary and unavoidable component of the experimental design? (Does the deception improve the internal or external validity of the study?)
n/a

37.) Has this research protocol (involving deception) been previously used? If "Yes," please provide information on any actual harms to the participants and reactions of the participants to the use of deception in this research.
n/a

38.) What alternative procedures were considered that did not involve deception and why were these alternatives rejected?
n/a

39.) Since deception precludes informed consent by the subject prior to participation:

a.) How will participants be debriefed?

b.) Who will debrief them?

c.) Will the debriefing of participants be:

☐ Immediate (immediately following the experimental session in which deception occurs)
☐ Delayed
☐ Full (all deceptive aspects of the study will be revealed)
☐ Partial (some deceptive aspects of the study will remain unexplained)

40.) If debriefing is delayed, why is delayed debriefing necessary and when will debriefing occur?

41.) If debriefing is partial, why is the partial debriefing necessary? Why is unexplained deception necessary? Would the subject be harmed in any way by full debriefing?

41.) Even if the subject is partially debriefed during the study, will full debriefing occur later?

42.) Does the presence of deception increase the risk of harm to the subject?

43.) Is the respondent free to withdraw his/her data after being fully debriefed? (e.g., form like audio/video taping).

IRB NUMBER: _____

Part VIII: Request for Waiver of Elements of Informed Consent

43.) Are you requesting a waiver of the documented informed consent form for each participant? ☐ **Yes** ☒ **No**

Please indicate the justification for requesting this waiver:

- ☐ **The only record linking the subject to the research would be the signed consent document and the principal risk of the research would be breach of confidentiality.**
- ☐ **The research involves only minimal risk to the subjects and involves no procedures for which written consent is normally required outside of the research context (e.g. anonymous surveys of adults).**

Note: Participants must still be provided with a written statement regarding the research that contains the required elements of informed consent. Refer to the Informed Consent Template on our website for more information.

44.) Are you requesting a waiver or alteration of any of the other required elements of informed consent? ☒ **No** ☐ **Yes** *(An IRB may, on occasion, approve a consent process that alters some or all of the required elements of informed consent or waive the requirement for informed consent. The following criteria must be met: 1) the research involves no more than minimal risk, 2) waiver or alteration will not adversely affect the rights and welfare of subjects, 3) the research could not practicably be carried out without waiver or alteration, and 4) when appropriate, the subjects will be provided with additional pertinent information after participation.)*

a.) Provide justification for the waiver.

b.) Indicate why the proposed research presents no more than minimal risk to participants.

c.) Explain whether or not a waiver of written informed consent would adversely affect the rights and welfare of participants.

d.) Explain why it would be impracticable to carry out the research without a waiver or alteration of informed consent.

e.) How will pertinent information be provided to participants, if appropriate, at a later date?

Part IX: Conflict of Interest

45.) Do the researchers conducting this protocol have any potential conflicts of interest? *Conflicts of interest may include financial or personal interest, or any condition in which the investigator's judgment regarding a primary interest may be biased by a secondary interest. Examples include speaking and consultation fees, travel expenses, stock options, royalties, company ownership or equity, etc.)*

☒ **No** ☐ **Yes (If yes, conflict of interest must be disclosed)**

Page 7 of 9
Form Version: 03/03/10

APPENDIX B: PROJECT APPROVAL FORMS

Kent State University
Information Architecture and Knowledge Management
Master's Research Project Approval Form
IAKM 60198 – 3 credit hours

STUDENT INFORMATION

Name of student Christopher Hallahan

Address 1397 E Main St City/state/zip Kent, OH 44240

Home phone 3303579173 Work phone ——

Email challaha@kent.edu

SITE INFORMATION

On-site project supervisor Jody Levitt

Title President Work place Junior Achievement, ECO Inc.

Address 4353 Executive Circle NW City/state/zip Canton, OH 44718-2999

Work phone 330 433 0063 ext 11 Email jlevitt@jaonline.org

Date of initial meeting with on-site project supervisor 2/11/2010

Please attach:

1) a 300-word abstract describing the project or problem to be addressed and a timeline for completion of major stages of the research project (to be completed in cooperation with On-Site Supervisor).
2) a complete copy of the Master's Research Project Proposal for approval by your Master's Research Project Advisor.

2/10/10 — Student Signature Date

2.10.2010 — On-Site Project Supervisor Date

Research Project Advisor, Academic Advisor and Director Approvals

2/10/10 — Student Signature Date

Research Project Advisor Date

IAKM Academic Advisor Date

IAKM Program Director Date

APPENDIX C: ACTIVITY LOG

Date	Activity	Hours
Jan 5, 2010	Project Proposal	10
Feb 2, 2010	Project Approval/Sign-Off	3
Feb 10, 2010	Initial Meeting and Client Needs plan development	5
Feb 25, 2010	Content Audit/Reuse Analysis	5
Mar 8, 2010	Survey Development/Approval	10
Mar 26, 2010	IRB Approval	3
Mar 29, 2010	Survey Distribution	5
Apr 7, 2010	Survey Results Analysis	7
Apr 20, 2010	Usability Test Development	15
May 1, 2010	Usability Test IRB Approval	5
May 15, 2010	Usability Testing	10
May 20, 2010	Competitive Analysis Research	25
May 22, 2010	Competitive Analysis Deliverable	10
May 23, 2010	Blueprint Sketching/Design	15
Jun 2, 2010	Blueprint OmniGraffle Deliverable	10
Jun 19, 2010	Wireframe Development/Sketching	15
Jul 1, 2010	Wireframe Deliverable	10
Jul 15, 2010	Final Compilation Draft/Approval	15
August 18, 2010	Final Compilation Advisor Meetings	1
August 21, 2010	Final Compilation InDesign Deliverable	20
September 9, 2010	JA Marketing Meeting and Presentation	3

APPENDIX D: DETAILED SURVEY RESULTS

My Report

Last Modified: 04/07/2010

1. In relation to Junior Achievement, how would you describe your role? (Check all that apply)

#	Answer	Response	%
1	Student Participant (Past or Present)	6	4%
2	Educator (Teacher, Principal, Administrator)	24	18%
3	Parent	4	3%
4	Current Volunteer	40	29%
5	Past Volunteer	45	33%
6	Donor	26	19%
7	Board Member	9	7%
9	I have no relationship with Junior Achievement	14	10%
10	Other (please describe):	11	8%

Other (please describe):
past Board Member
Sponsor
participate in events
staff
Accounting work
previous employee
Staff Member from other area
Volunteered on JA in a Day
mother of Jody Levitt
interested party

Statistic	Value
Total Responses	136

2. Are you involved in any not-for-profits organizations (other than Junior Achievement)?

#	Answer	Response	%
1	Yes	92	68%
2	No	44	32%
	Total	136	100%

Statistic	Value
Mean	1.32
Variance	0.22
Standard Deviation	0.47
Total Responses	136

3. Please give us a few examples of other not-for-profits in which you are involved. This will help us in identifying some similar organizations to compare to Junior Achievement.

Text Response
church, AAM, MSNA
Project St Nicholas Returns (assisting the needy), Delta Sigma Pi (professional business fraternity), St. George Shurch
Past Board Member for YMCA Camp Telpahak and YMCA Camp Tippecanoe
United Way, Church
We donate goods to organizations such as the girl and boy scouts. Misc non-profit groups, out reach centers. Youth softball teams. United Way Sponsors.
Canton Ad Federation
Junior League, Ohio Partnership for Excellence, CYHO, CAHA, church
Habitat for Humanity Stark/Carroll in fundraising Rotary Club of Canton, help in various projects
Little League Challenger Baseball Oil & Gas Educational Foundation
Church
Twin City Hospital Tuscarawas County Community Improvement Corp. Rainbow Connection Hospice of Tuscarwas County, Inc.
Boys and Girls Club American Cancer Society
Stark County HR Association Leadership Stark County
Jackson-Belden Chamber of Commerce (board of directors member; executive committee member) Trillium Family Solutions (committee member)
Boys and Girls Clubs, Rotary
My church, the YMCA
church, rotary, ymca
Greater Stark County Baseball Hall of Fame
Canton Advertising Federation and The Haven of Rest
Aultman - variety of events
Malabar Farm State Park
United Way, Alliance Friends Church, Copeland Oaks Retirement Community
Buckeye Boyscouts council
Safe Kids Day
Rotary Club of Massillon, United Way of Greater Stark County, Wadsworth Public Library Foundation
Canton Rotary, Walsh University Women's Committee, Leadership Stark County, Association of Fundraising Professionals - North Central Ohio Chapter Board member; Akron Children's Hospital, Mercy Service League, Mercy Medical Center
CASA GUARDIAN AD LITEM PROGRAM, RED CROSS,
Early Childhood Resource Center ystark!
ASM, Pi Kappa Phi, Domestic Violence, Jaycees
Project REbuild
The United Way, catholic education
inner city church coffe house at canton pentecostal temple
church related
Maranatha Bible Church Coleman Proffesional Servoces Refuge of Hope Ministries
The Salvation Army of Massillon; The Western Stark Free Clinic:
United Way, Animal welfare orgs
Environmental groups
Ducks Unlimited, United Way, Canton Chamber of Commerce
Hammer and Nails , Anadarko Christian Center , Family Living Center ,
United Way
Red cross Blood donor and church activities
Rotary International, Friends of Stark Parks, Ohio & Erie Canalway Coalition, Lincoln Highway Association
Showtime Allstars competitive cheer and dance
Seton High School Strive
Church groups
YMCA Board of Directors, Canton Student Loan Fund Board of Directors, The Aultman Foundation, Tregoe Education Forum
Canton Rotary, Timken Interact club
Alumni Association, Booster Club, United Way
I work for a foundation that funds JA. I also volunteer for arts, religious and other charitable organizations, both local and national.
Canton Ballet, Past Rotarian
Hammer and Nails Habitat for Humanity AACOG Bookbags of Blessings Magnolia Drag Racing Association Canton Idol and Multi-Development Services
United Way, AMerican Red Cross
Rotary Red Cross
Rotary
Knights of Columbus;United Way:
Big Brothers Big Sisters
Trillium Family Solutions, American Rental Assocation, Canton Chamber of Commerce
J Babe Stearn Community Center McKinley Alumni Association United Way
Mental Health & Recovery Services Board of Stark County, Ohio Foundation of Independent Colleges volunteer.
Western Stark Free Medical Clinic. Golden Key Day Care for Special Needs Children
Aultman Women's Bd, Jr League of Canton, Golf Charities of Summit Co.

Statistic	Value
Total Responses	61

4. How many hours during a typical day do you spend using the Internet? (Give your best estimate)

#	Answer	Response	%
1	1 hour or less	18	14%
2	1 - 2 hours	55	42%
3	3 - 5 hours	38	29%
4	6 - 8 hours	11	8%
5	More than 8 hours	9	7%
	Total	131	100%

Statistic	Value
Mean	2.53
Variance	1.11
Standard Deviation	1.05
Total Responses	131

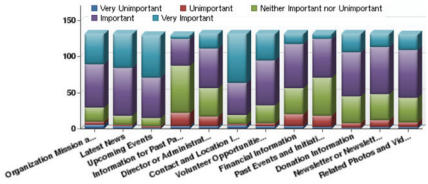
5. Which of these social networking web sites do you use regularly, if any? (Check all that apply)

#	Answer	Response	%
1	Twitter	15	12%
2	Facebook	69	53%
3	MySpace	6	5%
4	LinkedIn	41	32%
5	Other	3	2%
6	None of the above	47	36%

Other
peoplestring
email

Statistic	Value
Total Responses	130

6. Please rate the importance of the following content when visiting a non-commercial (education, not for profit, charitable, etc.) web site:



#	Question	Very Unimportant	Unimportant	Neither Important nor Unimportant	Important	Very Important	Responses	Mean
1	Organization Mission and History	5	4	20	60	42	131	3.99
2	Latest News	3	2	13	66	47	131	4.16
3	Upcoming Events	1	2	11	56	59	129	4.32
7	Information for Past Participants or Alumni	3	19	65	37	5	129	3.17
9	Director or Administrator Information	3	14	39	55	20	131	3.57
12	Contact and Location Information	4	2	13	44	68	131	4.30
13	Volunteer Opportunities	3	4	25	62	37	131	3.96
15	Financial Information	3	17	36	61	14	131	3.50
6	Past Events and Initiatives	2	16	52	54	7	131	3.37
5	Donation Information	1	6	37	61	26	131	3.80
4	Newsletter or Newsletter Sign-Up	2	9	37	65	18	131	3.67
16	Related Photos and Video	2	6	34	67	21	130	3.76

Statistic	Organization Mission and History	Latest News	Upcoming Events	Information for Past Participants or Alumni	Director or Administrator Information	Contact and Location Information	Volunteer Opportunities
Mean	3.99	4.16	4.32	3.17	3.57	4.30	3.96
Variance	0.95	0.70	0.58	0.66	0.91	0.87	0.81
Standard Deviation	0.97	0.84	0.76	0.81	0.95	0.93	0.90
Total Responses	131	131	129	129	131	131	131

7. When visiting a non-commercial (education, not for profit, charitable, etc.) web site, how would you like to see information organized?

#	Answer	Response	%
1	By Audience (e.g. Students, Volunteers, Alumni)	52	41%
2	By Task (e.g. Donate, Join, Visit)	55	43%
3	By Search (e.g. find content by searching for keywords)	24	19%
4	By Alphabetical Listing (e.g. an A-Z listing)	4	3%
5	By Hierarchy (Most general to most narrow)	13	10%

Statistic	Value
Total Responses	127

8. Have you visited the Junior Achievement of East Central Ohio web site sometime prior to completing this survey?

#	Answer	Response	%
1	Yes	63	49%
2	No	65	51%
	Total	128	100%

Statistic	Value
Mean	1.51
Variance	0.25
Standard Deviation	0.50
Total Responses	128

9. Which statement best describes why you have NOT visited the Junior Achievement of East Central Ohio web site?

#	Answer	Response	%
1	I did not know the web site address	7	11%
2	I did not know the site existed	9	15%
3	The site was not of interest to me	4	6%
4	I did not have a need for information from this site	37	60%
6	I get similar information from another source	7	11%
5	Other	2	3%

Other
Time factor

Statistic	Value
Total Responses	62

10. How often do you visit the Junior Achievement of East Central Ohio web site?

#	Answer	Response	%
1	Never	1	2%
2	Less than Once a Month	50	81%
3	Once a Month	6	10%
4	2-3 Times a Month	3	5%
5	Once a Week	2	3%
6	2-3 Times a Week	0	0%
	Total	62	100%

Statistic	Value
Mean	2.27
Variance	0.53
Standard Deviation	0.73
Total Responses	62

11. Please identify the types of content from the Junior Achievement of East Central Ohio web site that you viewed in the last 6 months.

#	Answer	Response	%
1	Organizational Information (About JA, Directors or Mission)	21	34%
2	Program/Course Information	25	40%
3	Upcoming Event Information	34	55%
4	Alumni Information	3	5%
5	Volunteer Information	23	37%
6	Donation Information	11	18%
7	Student Scholarship Information	9	15%
8	Event Registration	10	16%
10	Academic Program Information	13	21%
12	Contact Information	23	37%
16	Year-End Annual Report	6	10%
14	Home Page content only	10	16%
9	Other	0	0%

Other

Text Response
Information was there, just hard to locate

Statistic	Value
Total Responses	5

14. Junior Achievement Worldwide also has a web site at www.jaworldwide.org. Have you visited this site prior to completing this survey?

#	Answer	Response	%
1	Yes	24	19%
2	No	102	81%
	Total	126	100%

Statistic	Value
Mean	1.81
Variance	0.16
Standard Deviation	0.39
Total Responses	126

15. How often do you visit the JA Worldwide web site?

#	Answer	Response	%
1	Never	0	0%
2	Less than Once a Month	19	79%
3	Once a Month	3	13%
4	2-3 Times a Month	1	4%
5	Once a Week	1	4%
6	2-3 Times a Week	0	0%
	Total	24	100%

Statistic	Value
Mean	2.33
Variance	0.58
Standard Deviation	0.76
Total Responses	24

12. How useful was the Junior Achievement of East Central Ohio web site in finding meaningful information?

#	Answer	Response	%
1	Very Useless	1	2%
3	Somewhat Useless	1	2%
4	Neutral	11	18%
5	Somewhat Useful	34	56%
6	Very Useful	14	23%
	Total	61	100%

Statistic	Value
Mean	4.95
Variance	0.75
Standard Deviation	0.86
Total Responses	61

13. Please list any specific information that you had trouble finding or could not find at all (if any).

Text Response
n/a
Difficult to navigate
na
instructions with on line program courses; could not function at school when trying to perform task

16. How useful was the JA Worldwide web site in finding meaningful information?

#	Answer	Response	%
1	Very Useless	0	0%
2	Somewhat Useless	1	4%
3	Neutral	9	38%
4	Somewhat Useful	9	38%
5	Very Useful	5	21%
	Total	24	100%

Statistic	Value
Mean	3.75
Variance	0.72
Standard Deviation	0.85
Total Responses	24

17. A list follows with possible features to be added to the Junior Achievement of East Central Ohio web site. Which features would make you MORE LIKELY to visit this web site?

#	Answer	Response	%
1	Social Networking Integration	31	32%
2	Rotating Sponsor Logos and Links	14	14%
3	Expanded Program Coverage	31	32%
5	Event videos and multimedia	26	27%
6	Accompanying e-Newsletter	33	34%
7	Interactive Online Donation	17	17%
8	Interactive Map of Coverage Area	21	21%

10	Expanded Event Coverage	33	34%
11	Article or news postings from JA volunteers	48	49%
4	Article or news postings from JA staff	32	33%
12	Article or news postings from JA alumni	21	21%

Statistic	Value
Total Responses	98

18. Please tell us about your experience on the Junior Achievement web site. Also let us know any features or content that you think would be beneficial.

Text Response
I don't think that I have been to the site
No experience
Whenever accessed for program info, it was available
Whenever accessed for program info, it was available
Videos of the volunteerism and then ways I can help.
Upcoming events. Success stories
have not visited the web site
MY EXPERIENCE WITH JA WAS MAINLY A LONG TIME AGO.
I fully enjoyed my experiences with Junior Achivement.
Don't really leave the home page - typically go for event info and it's all right there.
I have visitied the site only on two or three ocassions. One was to see the link for volunteers responding to an e-mailed questionaire and the other was when they had there annual auction fund raiser.
I rarely visit the website. I get the information I need from email contacts.
I only use it when I have trouble contacting someone directly. Thank You
Press releases and latest news visible on the home page. I would like the website to be easier to navigate.
None
Teacher features/commentary - I think it is really helpful to know how teachers feel JA helps their students/classroom environment.
Great experiences as a teacher and parent. Well organized, and with top notch volunteers.
1)Many go to web-sites for telephone or contact information I don't like to click on "Contact US" do get the info that could be on the home page! Who is in charge? Staff and responsibilities. Who do I contact for Volunteer info, Who do you serve? What schools are part of JA?
I like the JA website overall. It would be nice to see some pictures from recent events that JA's held like the Bowl-a-Thon and Golf Outing. Maybe news about how the online auction went.
All I have done on this website is answer questions.
I don't know if they have any news about scholarship recipients, but they should
I would like to see more contact information placed on the website.
No experience on the JA website.
With the way the economy is right now, networking is key in addition to education to succeed. Some of the company's I deal with actual have various social networking function (i.e. social gathering, speakers, etc) to build stronger relationships.
I thought the site was well organized, but coud have been more clear regarding voluteer opportunities and donation options.
As a teacher I generally give the information to a parent and that is the end of my contact with JA. We schedule the times and I help them implement the lessons (which are wonderful!) but I do not go to the website because I do not see the need.
I used the website to create my own donation page for the Bowl-a-thon. this made the process of obtaining donations so much easier, and it increased the donations I was able to obtain as it took me less time to request them from people. This was especially helpful considering I am an accountant and in busy season during the time of the bowl-a-thon.

Statistic	Value
Total Responses	27

19. Would you be interested in participating in future research focusing on the Junior Achievement web site? An answer of 'Yes' does not mean you are obligated to participate.

#	Answer	Response	%
1	Yes	50	40%
2	No	75	60%
	Total	125	100%

Statistic	Value
Mean	1.60
Variance	0.24
Standard Deviation	0.49
Total Responses	125

20. Thank you for volunteering to participate in future research. Please leave your name and e-mail address so that we may contact you with more information. Your contact information will only be shared with Junior Achievement and will not be tied to your previous survey responses.

Text Response

APPENDIX E: INFORMED CONSENT FORMS (SAMPLE)

SURVEY INFORMED CONSENT

Welcome to the Junior Achievement of East Central Ohio user experience survey. This survey will provide valuable feedback on the Junior Achievement web site that will help guide future improvements. Throughout the survey, you'll be asked a few questions about your web experience. Before participating, please read the information below and, if you understand and agree to the statements, click 'Next' to get started.

Thanks in advance for your help!

Consent Form

This survey will take about 10 minutes to complete, and is part of a Kent State University Master's Project in cooperation with the JA team. Your feedback will help determine the direction of Junior Achievement's online resources in a future site redesign.

Your responses will be kept strictly confidential and will only be reported in aggregate form. You may discontinue taking the survey at any time. No deception is involved, and the study involves no more than minimal risk to the participant. Participants may elect to provide their contact information at the end of the survey. This information will not be tied to the participant's individual survey responses.

If you have any questions, feel free to contact research coordinator Christopher Hallahan (challaha@kent.edu), Kent State University faculty advisor Dr. David Robins (drobins@kent.edu) or Jody Levitt, President of JA East Central Ohio (jlevitt@jaonline.org).

If you are 18 years of age or older, understand the statements above, and freely consent to participate in the study, click on the 'Next' button to begin.

USABILITY STUDY INFORMED CONSENT

Informed Consent Form: Junior Achievement of East Central Ohio Usability Study

Principal Investigator: *Christopher Hallahan (Kent State University)*

You are being invited to participate in a user research study. Please read the following consent form carefully so that you can make an informed decision.

Study Purpose
This usability study is being conducted as part of a graduate student's Master's Project at Kent State University. The study will focus on determining potential issues with the current Junior Achievement web site, as well as focusing future redesign efforts.

Procedures
During the study you'll be (1) asked a few questions about your experience with Junior Achievement's web site, (2) asked to perform eight tasks using the current site, and finally, (3) you'll be asked to organize a the site's content into meaningful categories. The study will last for approximately 45 minutes. Remember, the usability study is a test of the interface only and not you, the participant.

Audio and Screen Recording
Your interactions with the interface (mouse clicks and content viewed) and audio will be recorded for the purpose of analysis only. Audio recordings will remain confidential and will be immediately destroyed following their transcription.

Potential Benefits
This research will benefit the participant and other future users of the Junior Achievement web site

Risks and Discomforts
To the best of our knowledge, there are no physical or psychological risks associated with participating in this study.

Privacy and Confidentiality
The results of the study will be shared with the Kent State University community, Junior Achievement of East Central Ohio and the faculty adviser. Any published results will remain anonymous and will not include any identifiable personal information. Your signed consent form will be filed separately from your individual study data.

Voluntary Participation
Participation in this study is entirely up to you. You may elect to stop the study at any time or take breaks as needed. You may also request to withdraw your individual results from the study.

Contact Information
If you have any questions about this research, please contact Dr. David Robins (drobins@kent.edu), Information Architecture and Knowledge Management, Kent State University.

Statement of Informed Consent
I have read this description of the study and understand my rights as a participant. I voluntarily agree to participate in the study. I understand that a copy of this consent will be provided to me for future reference at my request.

_____ _____

Participant Signature Today's Date

JA Informed Consent Form Modified: Saturday, May 1, 2010

APPENDIX F: DETAILED CARD SORT RESULTS

Card Sort Numbers and Labels

1 - Bowl-A-Thon
2 - Teacher Class Request
3 - eNewsletter
4 - Location and Directions
5- Mission
6 - Year-End Annual Report
7 - Curriculum
8 - Pre and Post Tests for JA Programs
9 - Program Feedback
10 - Memories from JA Alumni
11 - Supporters/Sponsors
12 - Board of Directors
13 - Online Pledge/Donation
14 - Student Scholarships
15 - Golf Classic
16 - Holiday On-Line Auction
17 - Alphabetical List of Donors
18 - Business Challenge
19 - Informational Video
20 - Course Evaluation
21 - Staff members
22 - Social Networking
23 - How We Started
24 - Job Shadowing
25 - Director Emeritus
26 - Event Coverage
27 - Participating School List

Card Sort - Participant 1

Organization Information
5 - Mission
4 - Location and Directions

23 - How We Started
12 - Board of Directors
3 - eNewsletter
19 - Informational Video
21 - Staff members
26 - Event Coverage
22 - Social Networking
6 - Year-End Annual Report

Community Activities
13 - Online Pledge/Donation
15 - Golf Classic
18 - Business Challenge

Educational Partnerships/Opportunities (School Component)
8 - Pre and Post Tests
20 - Course Evaluation
7 - Curriculum
14 - Student Scholarships
2 - Teacher Class Request
9 - Program Feedback
10 - Memories from JA Alumni
27 - Participating School List
25 - Director Emeritus

Support and Sponsorships (Donors, Sponsors)
24 - Job Shadowing
11 - Supporters/Sponsors
17 - Alphabetical List of Donors
1 - Bowl-A-Thon
16 - Holiday On-Line Auction

Card Sort - Participant #4 and #5

Online Pledge/Donation
13 - Online Pledge/Donation

Support and Staff
22 - Social Networking

12 - Board of Directors
17 - Alphabetical List of Donors
11 - Supporters/Sponsors
25 - Director Emeritus

Teachers and Volunteers
2 - Teacher Class Request
7 - Curriculum
8 - Pre and Post Tests
20 - Course Evaluation
27 - Participating School List

About JA
3 - eNewsletter
5 - Mission
23 - How We Started
19 - Informational Video
6 - Year-End Annual Report

Events
15 - Golf Classic
26 - Event Coverage
18 - Business Challenge
16 - Holiday Online Auction
1 - Bowl-A-Thon

Students
24 - Job Shadowing
14 - Student Scholarship
10 - Memories from JA Alumni

Contact/More Info
9 - Program Feedback
21 - Staff Members
4 - Location and Directions

Card Sort - Participant 2 and 3

Notes from card sort: Before vs. After the fact events

Setting up like links on a page

- Who helps JA - a little shaky on the title

Mission was too big, had to make smaller

History

10 - Memories from JA Alumni

9 - Program Feedback

26 - Event Coverage

16 - Holiday Online Auction (Past Event)

About JA

23 - How We Started

19 - Informational Video

5 - Mission

6 - Year-End Annual Report

Who Are We

21 - Staff Members

25 - Director Emeritus

12 - Board of Directors

Who Helps JA

11 - Supporters/Sponsors

17 - Alphabetical List of Donors

13 - eNewsletter

What We Do

18 - Business Challenge

14 - Student Scholarships

24 - Job Shadowing

7 - Curriculum

8 - Pre and Post Tests

20 - Course Evaluation

Upcoming Events

1 - Bowl-A-Thon

15 - Golf Classic

Contact JA

3 - eNewsletter

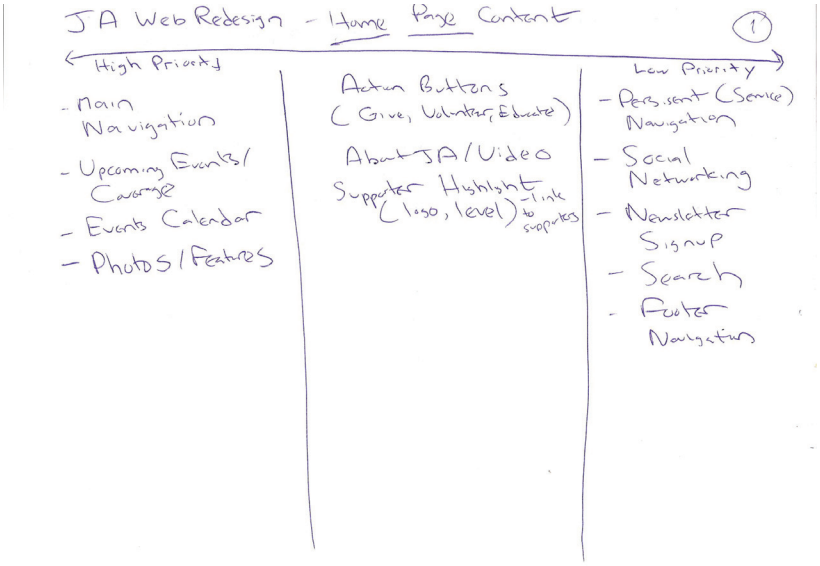
4 - Location and Directions

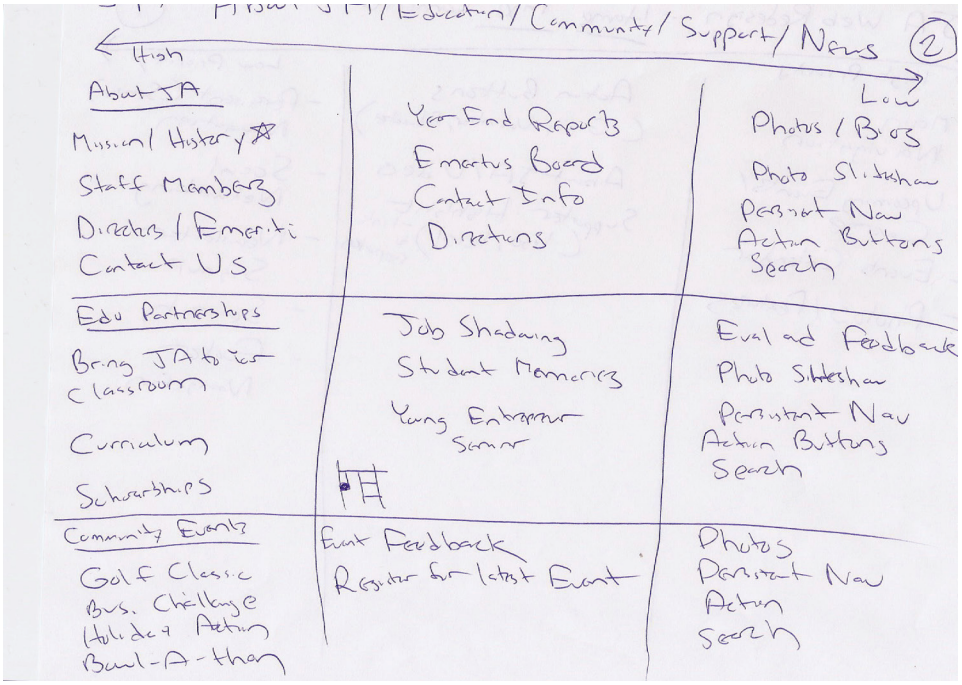
2 - Teacher Class Request

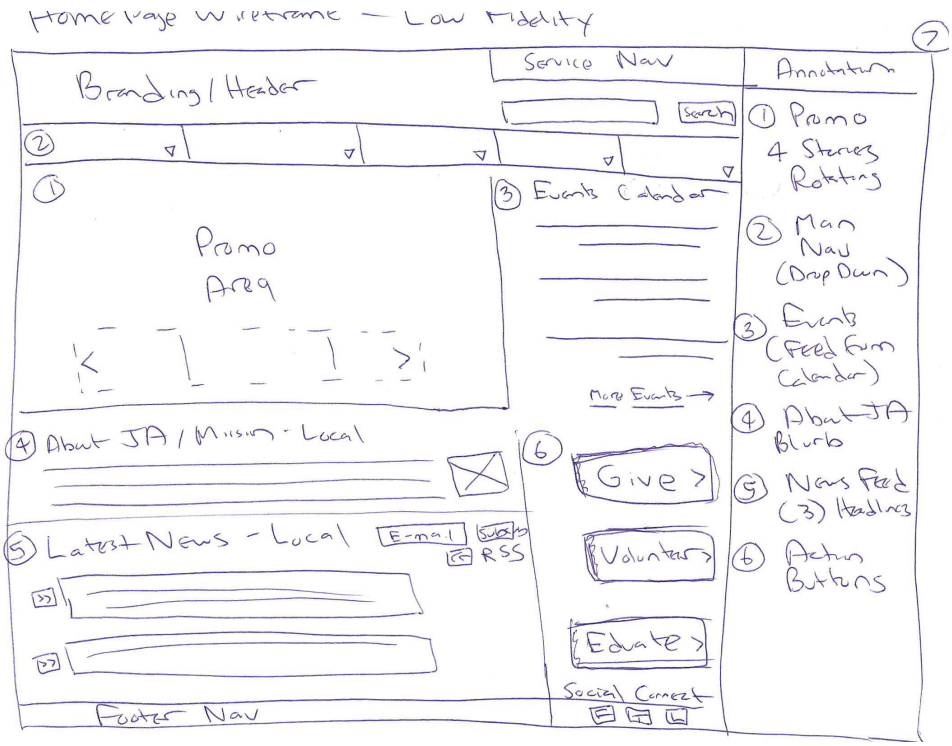
22 - Social Networking

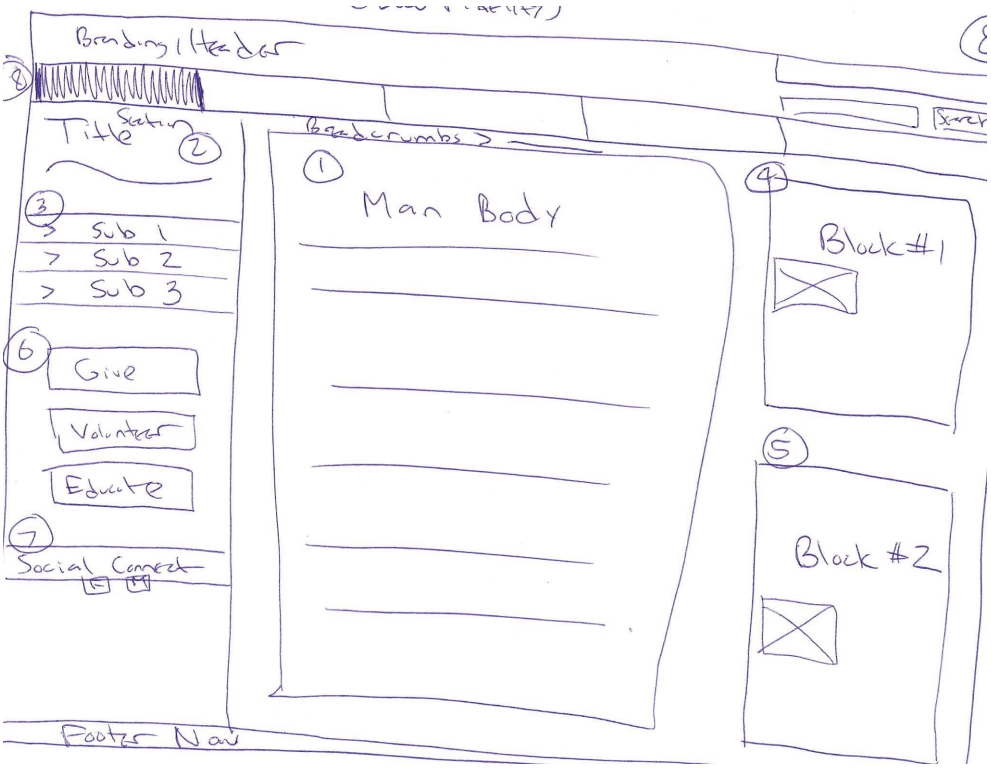
27 - Participating School List

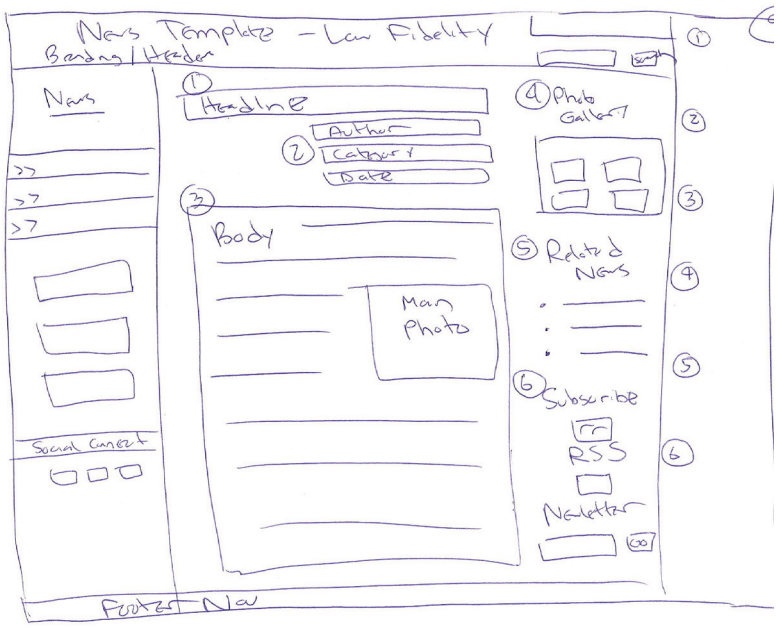
APPENDIX G: WIREFRAME SKETCHES

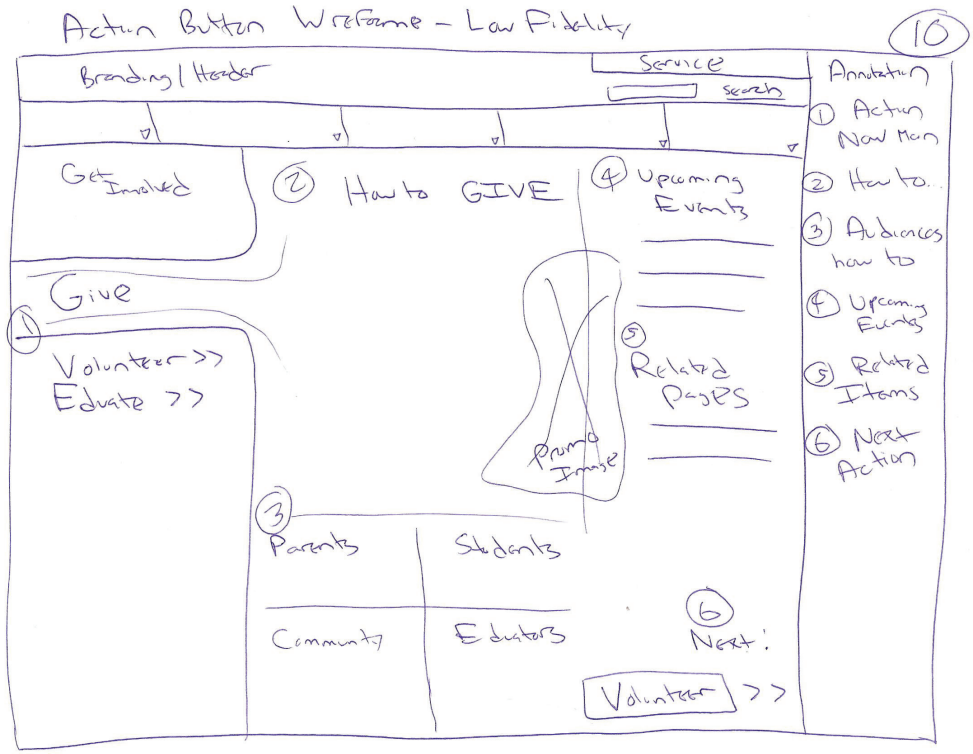


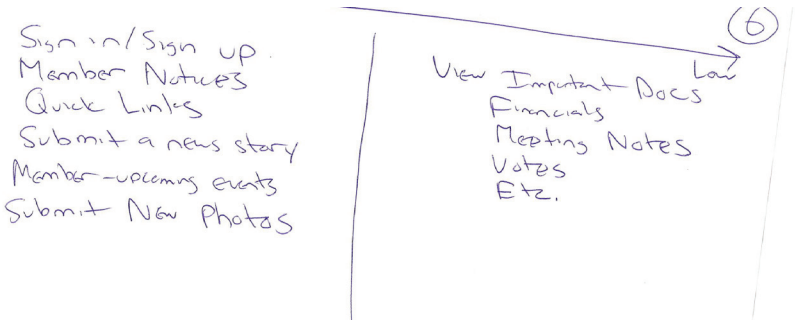



Home Page Wireframe — Low Fidelity
Branding / Header
Service Nav
Search
Annotation
1 Promo 4 Stories Rotating
2 Main Nav (Drop Down)
3 Events (Feed from Calendar)
4 About JA Blurb
5 News Feed (3) Headlines
6 Action Buttons
Promo Area
Events Calendar
More Events →
About JA / Mission - Local
Latest News - Local
E-mail
Subscribe
RSS
Give >
Volunteer >
Educate >
Social Connect
Footer Nav


Branding / Header
Search
Title
Section
Breadcrumbs >
Sub 1
Sub 2
Sub 3
Give
Volunteer
Educate
Social Connect
Main Body
Block #1
Block #2
Footer Nav


News Template - Low Fidelity
Branding / Header
News
Headline
Author
Category
Date
Photo Gallery
Body
Main Photo
Related News
Subscribe
RSS
Newsletter
Social Connect
Footer Nav


Action Button Wireframe - Low Fidelity
10
Branding / Header
Service
Search
Annotation
1 Action Now Main
2 How to...
3 Audiences how to
4 Upcoming Events
5 Related Items
6 Next Action
Get Involved
2 How to GIVE
4 Upcoming Events
Give
1
Volunteer >>
Educate >>
5 Related Pages
Primary Image
3
Parents
Students
Community
Educators
6 Next:
Volunteer >>



APPENDIX H: USABILITY TESTING NOTES AND OBSERVATIONS

- Informed Consent forms are filed separate from observations

Participant 1 - Educator

Been to JA site before?

Yes, participated in survey.

Types of Relevant Content

Mission, primary contact, current event, “what gives [the organization] life”. Must be sure mission is congruent with perception of organization.

Check website and dig deeper on website 1st - then register for events online. Would appreciate being able to print (forms etc.)

Usability Study Notes:

Initial Recall: Noticed Golf outing, jump link, not too busy. Crayon graphic was “colorful”

No quick appeal
Do not like popups
Prefer left to right, organized well

Task #1 - Found Golf Classic Event from home page, could not get back to home page using back button because the event was opened in a popup window.

Task #2 - About JA (top) - Had to be directed by moderator to local links. Took three tries to find link for local mission. Participant had a tough time getting back to home page (was looking for a home button across global navigation)

Task #3 - Clicked Sponsor & Donate now...then volunteer for JA...could not find the Business Challenge Sponsorship link.
User would try 3 times before giving up
Would not have found it under "Special event" for sponsorship
Sponsor (in his mind)= time (volunteering) and money (donate)

Task #4 - Found Volunteer for JA link

Task #5 - Bring JA to your school. Went to Programs - Middle School programs - contact - took to JAWW map. Link to JAonline.org went to JA Worldwide. User took a few clicks to get back to the local site.

Task #6 - "tell your story" - found the link. Would students know they are "alumni" "Participant" could be better label.

Task #7 - E-news sign up - would sign up for e-news. Likes to be able to print a page at a time. E-mail by subscription. Can get on web site.

E-mail communicate - with links that direct you to "read more"

Only look "above the fold" for newsletter sign up. Tried to find under Local Programs and About our Office.

Task #8 - Top bars says "JAWW" 1st reaction to look across top for local info - one button for JAWW"
Top navigation links should have "submenus"

Comments:
"Donate Now" should be available easily
Side Navigation - worked ok, looks like it gets "cut off"
Responds to graphics for events on home page

Key Points from Participant 1

Focused on mission, events and newsletter
Clicked on menu along top thinking it was local navigation, wanted a separate label for Junior Achievement Worldwide

Menus on side were problematic. Double clicked and menus kept opening then closing. Also noticed that menus were cut off
Card sort organization focused on About the Organization and Education Programs (perhaps due to affiliation with schools)
Would be open to intranet if it was able to be accessed by a single click
Did not realize home page scrolled down at first
Liked the simplistic layout of the site, does not like sites that are too flashy
Did not respond to the visual layout of the site. Said it was “neutral”
Liked the Golf Event graphic. Would respond to more graphics, each dealing with an event or notice

Participant 2 (Business Volunteer)

Visited site before?

Have previously. Looked up information on “Titan” and “JA Stuff”

Types of content

Current and Future programs
Successes or results from student participants
Heard of volunteer opportunity through work
Visited web site after becoming a volunteer

Initial Recall: home page - has common feel, menu on left. Was hard to figure out what to focus on. Says a lot of stuff. Some was rather small. Saw golf outing. What do the crayons have to do with anything? Why does text have a lot of different colors?

Task #1 - Golf Classic. Would have clicked on picture (upper left) - surprised it wasn’t linked
Should be a calendar of events
Likes that there is not too much animation. Doesn’t take too long to load

Task #2 - JA mission. Scrolled down left menu
Could not easily find the mission
Typed into search (as last resort).
Click on About JA - thought it would be stark county specific, not a general JA site/info
Not a big deal since this is a global organization
Should be more intuitive the differences of global vs. local JA
Sometimes likes that a new window opens, but not always

Task #3 - Becoming a sponsor for JA Bus. Challenge
Not sure where to find info
What’s global vs. local?

Would have clicked on “Get Involved” at top
Not intuitive at all where to find it

Task #4 - Found this one, more obvious

Task #5 - Bring JA to classroom
Local programs - Teacher class request
Learning as we go that left hand menu is more local info

Task #6 - Past participant as student/ share experience
Would have looked for “contact us” 1st - in footer navigation - did not find
Search left menu - Calling all alumni? Not sure
General type/font is rather small

Task #7 - Sign up for newsletter - 1st thought is to look at footer of page
Expect it on the home page - had to scroll down
- why not a contact item on left menu?
He would not sign up for newsletter ; get too many; thinks other groups/audiences (teachers) would
Not inclined to join Facebook group; limits how many he joins; separates
LinedIn: Professional Facebook: personal

Task #8 - Finding out about Worldwide JA
Already found earlier

Participant 3 (Volunteer)

Relevant content: How to volunteer, sponsor, one message/mission

Initial Recall: Well organized, esp across the top
A little jumbled in the middle/left
Graphics hard to tell if you should or could click on them
Perhaps more separation between content

Task #1 - Find Golf Classic Event
1- Click on Graphic
2 - Go to special events

Left hand menu should be better, more bold

Task #2 - Find mission
would expect it as JA whole, with another link to local JA Office
“About one office”
expect something about “Stark County and Local”

Task #3 - Sponsor (Already aware of business challenge as an event)
-Expect it under “Special Events”
Used Back Button to get to home page
Expected home button
Noticed no footers on pages

Task #4 - Volunteering
Volunteer for JA - not what he expected. Was too general
Clicked on local programs or get involved
Annoying that it opened another page
-Depends if you are multitasking (likes being able to use back button)

Task #5 - Teacher
Get involved on local programs and educators
Left side bar, would click on local programs
Local menu too subtle - font size too small?
Should be more noticeable
Once big screen changes - noticeable

Task #6 - Student
Found “Tell us your story” - ok, pretty straight forward

Task #7 - eNewsletter
Because left menu is open, saw the item
Might have gone to local programs if it was not in the menu
Would have expected JA logo to take you to home page
Would not notice newsletter sign up far down on home page
Would not sign up for newsletter because he has a personal contact with JA

Comments: Very thorough, but home page is sloppy
No separation, perhaps crayons go all the way across
Left menu way too small
Prefers organization method
Most important info should be a top
Global vs. local

Participant #4 (Former Participant)

Visited JA site before?
Briefly
Participated as a student

Types of content - How to get involved
what they do
events they do
Would not go as an elementary student
Perhaps volunteer now as a college student

Initial Recall - Big picture of Golf, tool bar at top, scattered, oddly placed, toolbar on left small, hard to read, not organized

Task #1 - Golf Classic, clicked on “click here” on home page to take to event

Task #2 - Mission? “Ab out JA” “JA Near you” - was looking under global. If looking in left menu, would click on About Our Office

Task #3 - Sponsor - “Get Involved” at the top - contribute - took her to global JA sponsorship
Left menu - special events - JA business challenge

Task #4 - Volunteer
“Volunteer for JA” at top
Clicked on “current opportunities” - these were for the global volunteers
Used back button to get to home page

Task #5 - Teacher
“Local programs”??? - not sure
Then what? Teacher/Class Request
Difficult to find

Task #6 - Alumni
Clicked on Local Prorams - Your Feedback
Expect Alumni is for volunteers, not students
Does not consider herself an “alumni” as student
How about “Past students”?

Task #7

eNewsletter
About Our Office?
e-Mail
Facebook Group/Become a Fan

Task #8 - Worldwide
At the top - About JA would navigation to worldwide
Does look very different web site
Not sure if user understood that the one web site was global and the other was local

Participant #5 (Student intern at JA)

Initial Recall - skipped because user is familiar with JA

Task #1 - Golf Classic
"Special Events"
Where is the drop down? Doesn't seem to work correctly. User was double clicking link and expanding menu then reducing it.
Home page? Look for button to return home, didn't find so hit the back button

Task #2 - Local Office Mission
About our office - drop down menu "Our Mission"

Task #3 - Sponsor
Went back to home page
Looking for business challenege
"Get involved?" then sponsor - "Donation/Donors - not seeing Business Challenge
Try "special events" (on global site)
Main page - "Special events" on left - found it - took many errors and clicks
Okay to open new windows as long as look and feel are the same

Task #4 - Volunteer
Read opportunity etc. Clicked Sign Me Up
Found home button - "small and inconspicuous"

Task #5 - Teacher
-Clicked on school grade level under Programs - found ok

Task #6 - "Calling All Alumni"
If she was still in HS or Middle School, would not consider herself an alumni

Task #7 - eNewsletter
Figured it'd be on the home page - scrolled down to find it
Would sign up for newsletter if she were actively involved
NOT facebook - too busy
Has her home page set up for the news she wants (RSS or iGoogle/Yahoo)

Task #8 - JA Worldwide
About JA a the top then JA History
Would look at JA Near you as needed. May manually type in address to Worldwide organization

Comments:
Left menu very organized once you realize it is there/how to use
Main page is very cluttered - not organized - looks just like things get added on as needed
More grouping of things/organization
Have things in blocks

APPENDIX I: CONTENT INVENTORY

ID	Level 1	Level 2	Level 3	Level 4	URL	Format	Representation
1.1	East Central Ohio, Inc. Home				/index.html	Static Internal HTML	Bowl-A-Thon is coming...
1.2	BBB Accredited Charity				bbb.org/charity	Text and External Link	We are proud to be recognized for meeting all 20 BBB charity standards
1.3	Bowl-A-Thon				/events_bowlathon.html	Internal Link	The 2010 Junior Achievement Bowl-A-Thon will be here soon.
1.4	JA Business Challenge				/programs_additional.html	Internal Link	Teamwork. Competition. Market Share. Cash. A Championship Title. Young people investing in their future.

ID	Level 1	Level 2	Level 3	Level 4	URL	Format	Representation
1.5	JA Class Request				/LocalPro-grams_ 3Elementa-ryPage.html	Internal Link	Please bring JA pro-grams to my class-room!
1.6	Volunteer Confirma-tion Form				/programs_eval-uations.html	Internal Link	2009 - 2010 Class Completion & Evalua-tion Form
1.7	Scholarship Information				scholarships. html	Internal Link	Junior Achievement believes in life long learning ...
1.8	Play Our Video!					External Link	Video
1.9	Donate Now				https://www. firstgiving.com	External Link	Choose your donation amount
1.1	Sign up for our Email Newsletter				/index.html	Web Form	Sign up for our Email Newsletter
1.11	OneCause				http://www. onecause.com - DEAD LINK	External Link	DEAD LINK
1.12	Link to Stark County				http://www. starkcharacter-counts.org/	External Link	Character Counts! in Stark County
2.1		About Our Office			about.html	Static Internal HTML	JA Worldwide® (Junior Achievement) is the world's largest orga-nization dedicated to educating students ....
2.1.1			Contact Information		about_contact. html	Static Internal HTML	JA of ECO Staff
2.1.1.2				Mapquest Map	n/a	Static Graphic	Mapquest Map of JA Location

ID	Level 1	Level 2	Level 3	Level 4	URL	Format	Representation
2.1.2			How We Started		about_started.html	Static Internal HTML	Junior Achievement "Inspires and prepares young people to succeed in a global economy."
2.1.3			Newsletter Articles and Content		about_community.html	Static Internal HTML	WORK READINESS: In its August 2009 report entitled: "A Guide to Effective Investments in Positive Youth Development,"
2.1.4			Our Mission		about_mission.html	Static Internal HTML	WHO IS JA? JA Worldwide® (Junior Achievement) is the world's largest organization dedicated to educating students in grades K-12 ...
2.1.5			Participating Schools and Districts		about_more.html	Static Internal HTML	Our Education Partners 2008 ~2009
2.1.6			Year End Annual Report		AboutOurOffice_2MoreInformation.html	Static Internal HTML	Junior Achievement of East Central Ohio is a vibrant and growing organization.
2.1.6.1				Annual Reports (05-09)	08-09_Annual_Report-update.pdf	PDF	
2.2		Local Programs			programs.html	Static Internal HTML	Our programs are funded by businesses and individuals, and are designed to be taught in the classroom by business, parent, and community volunteers.

ID	Level 1	Level 2	Level 3	Level 4	URL	Format	Representation
2.2.1			JA Curriculum		programs_scope.html	Static Internal HTML	Junior Achievement offers professionally designed and tested programs that meet Ohio's Academic Learning Outcome ...
2.2.2			Class Completion/Evaluation Form		programs_evaluations.html	Web Form	2009 - 2010 Class Completion & Evaluation Form
2.2.3			Elementary Program Evaluation		programs_2elementary.html	Static Internal HTML	Please click on the designated link below to access your class pre-test.
2.2.4			JA Business Challenge		programs_additional.html	Static Internal HTML	Teamwork. Competition. Market Share. Cash. A Championship Title. Young people investing in their future.
2.2.5			JA Business Challenge Registration		programs_3middle.html	Web Form	Thank you for your commitment to the JA Business Challenge!
2.2.6			JA In A Day		LocalPrograms_1ElementaryPage.html	Static Internal HTML	Junior Achievement of East Central Ohio, Inc is pleased to again partner with local area elementary schools to present JA In A Day.
2.2.7			Job Shadow - Real Life Experience		LocalPrograms_2HighSchoolPage.html	Static Internal HTML & Web Form	Job shadowing is an academically motivating activity designed to give kids the unique opportunity ...

ID	Level 1	Level 2	Level 3	Level 4	URL	Format	Representation
2.2.8			Pre and Post Test Links		programs_ 2middle.html	Static Internal HTML	Please click on the designated link below to access your class pre and post test. 330.433.0063 x16 or eziegler@jaonline.org.
2.2.9			Teacher Class Request		LocalPrograms_ 3ElementaryPage.html	Web Form	Please bring JA programs to my classroom!
2.2.10			Young Entrepreneur Seminar		programs_ 1middle.html	Web Form	Save Us a Space for YES 2009!
2.2.11			Your Feedback		programs_ feedback	Web Form	Please share your thoughts and JA experiences with us. THANK YOU!
2.2.12			Elementary		http://www.ja.org/programs/programs_elem_overview.shtml	External Link (to JA Worldwide)	The elementary school programs include six sequential themes for kindergarten through fifth-grade students and one capstone experience.
			Middle Grades		http://www.ja.org/programs/programs_mid_overview.shtml	External Link (to JA Worldwide)	Junior Achievement has several highly effective programs for middle grades students that reinforce the value ...

ID	Level 1	Level 2	Level 3	Level 4	URL	Format	Representation
			High School		http://www.ja.org/programs/programs_high_overview.shtml	External Link (to JA Worldwide)	As high school students begin to position themselves for their future, there are many unanswered questions about what lies ahead.
3.1		Special Events			events.html	Static Internal HTML	Making friends and raising funds for JA....
3.1.1			Bowl-A-Thon		events_bowlathon.html	Static Internal HTML	The 2010 Junior Achievement Bowl-A-Thon will be here soon. Last year, nearly 500 bowler's hit the lanes to "Throw A Strike for Financial Literacy."
3.1.1.1				Bowl-A-Thon Flyer	BAT_Info_flyer.pdf	PDF	
3.1.2			Bowl-A-Thon Registration		UpcomingEvents_OneMoreEvents.html	Web Form	JA Bowl Team Registration Form
3.1.3			Golf Classic		events_golf.html	Static Internal HTML	JA Golf Classic - May 18, 2009 ~~ Shady Hollow Country Club
3.1.3.1				2010 Golf Classic Registration Form	UpcomingEvents_OtherInformation.html	Web Form	2010 Golf Classic Registration Form
3.1.3.2				2010 Golf Classic Registration Printable Form	JA_Golf_Sponsor-Reservation_2009.pdf	PDF	Spring is upon us and it's time to hit the links!

ID	Level 1	Level 2	Level 3	Level 4	URL	Format	Representation
3.1.4			Holiday On-Line Auction		events_fame. html	Static Internal HTML	Junior Achievement's 2009 Online Holiday Auction was a HUGE success. Thank you to all our donors and bidders. See you again next November!.
3.1.5			JA Business Challenge Sponsorship		UpcomingEvents_ MoreEvents. html	Web Form	Thank you for your commitment to the JA Business Challenge!
3.1.5.1				J.A. Business Challenge Additional Information	programs_additional.html	Static Internal HTML	Teamwork. Competition. Market Share. Cash. A Championship Title. Young people investing in their future.
3.1.6			Local Honorees		events_special. html	Static Internal HTML	JA's Annual Appreciation Recognition Recipients
3.1.7			On-Line Holiday Auction Donation		UpcomingEvents_More-Information.html	Web Form	Online Holiday Auction Donation Form
4.1		Calling All Alumni			new.html	Static Internal HTML	Are you a Junior Achievement alumnus? A former JA Advisor or volunteer? As a high school student, did you participate in a student-run company?
4.1.1			Tell Us Your Story...		new_advisories. html	Web Form	We are always gathering alumni stories. Please share yours with us.

ID	Level 1	Level 2	Level 3	Level 4	URL	Format	Representation
5.1		Our Supporters			supporters.html	Static Internal HTML	History Ph.D.s are professional scholars, college and university teachers, and independent researpure and applied research in written texts...
5.1.1			2007-2008 Investments				
5.1.1.1				Alphabetical Donors List	Alphabetical_Donor_Lists_07-08.pdf	PDF	Fiscal Year 2007-08 Investors
5.1.2			Board of Directors		supporters_board.html	Static Internal HTML	The Board of Directors is the governing body of Junior Achievement of East Central Ohio.
5.1.3			Director Emeritus		supporters_local.html	Static Internal HTML	This group meets annually to provide input to Junior Achievement on operations and program opportunities.
6.1		Volunteer for JA			volunteer.html	Static Internal HTML	Junior Achievement is passionate people inspiring kids to learn the economics of life through free enterprise education.
6.1.1			Audit Assessment 2009		volunteer_verification.html	Web Form	Volunteer Random Confirmation Assessment
6.1.2			Current Volunteer Opportunities		VolunteerforJA_1Volunteer.html	Static Internal HTML	Volunteer Opportunities in our Community

ID	Level 1	Level 2	Level 3	Level 4	URL	Format	Representation
6.1.3			Learn More - What to Expect		volunteer_expect.html	Static Internal HTML	Junior Achievement volunteers teach fun, interactive lessons about business to kids in grades Kindergarten through 12th grade.
6.1.4			Sign Me Up		volunteer_signup.html	Web Form	If you are interested in volunteering for a JA class, complete the information below and a member of the JA staff will contact you.
7.1		Donate Now			donate.html	Static Internal HTML	Your investment in Junior Achievement will help to equip our youth with the skills...
7.1.1			Donation Web Form		https://www.firstgiving.com	External Web Form	Online Web Form
7.1.2			On-line Pledge Form			Static Internal HTML	From Elementary to Middle School to High School
7.1.2.1				Web Pledge Form	Web_Pledge_Form_-_2009.pdf	PDF	Junior Achievement Contribution Form
8.1		Scholarships Available			scholarships.html	Static Internal HTML	Junior Achievement believes in life long learning and encourages students to expand their education past high school.
8.1.1			2010 Scholarship Application		2010_Scholarship_Application.pdf	PDF	JUNIOR ACHIEVEMENT FRANKLIN T. DANNEMILLER SCHOLARSHIP APPLICATION

APPENDIX J: DETAILED SEARCH STRUCTURES

Junior Achievement of East Central Ohio Search (Table 1.17)

Feature	Comments
Auto Suggest	N/A
Scoped Search	N/A
Spelling Correction	N/A
Related Searches	N/A
Relevancy Sort	N/A
Date Sort	N/A
Popularity Sort	N/A
Optimized “no results” page	N/A
Clustered search	N/A
Query term highlighted	N/A
Query term restated	N/A

Implementation and Visibility: No search

Accuracy: No search

Advanced Search Features: No search

Boys & Girls Clubs of Cleveland Search (Table 1.18)

Feature	Comments
Auto Suggest	N/A
Scoped Search	N/A
Spelling Correction	N/A
Related Searches	N/A
Relevancy Sort	N/A
Date Sort	N/A
Popularity Sort	N/A
Optimized “no results” page	N/A
Clustered search	N/A

Feature	Comments
Query term highlighted	N/A
Query term restated	N/A

Implementation and Visibility: No search

Accuracy: No search

Advanced Search Features: No search

United Way of Greater Stark County Search (Table 1.19)

Feature	Comments
Auto Suggest	No
Scoped Search	No
Spelling Correction	Yes
Related Searches	No
Relevancy Sort	No
Date Sort	No
Popularity Sort	No
Optimized “no results” page	Yes
Clustered search	No
Query term highlighted	Yes
Query term restated	Yes

Implementation and Visibility: Google Custom Search implementation, not very visible (bottom left of screen)

Accuracy: Fair

Advanced Search Features: None

Boy Scouts of America Search (Table 1.20)

Feature	Comments
Auto Suggest	No
Scoped Search	Yes
Spelling Correction	No
Related Searches	No
Relevancy Sort	No

Feature	Comments
Date Sort	No
Popularity Sort	No
Optimized “no results” page	N/A
Clustered search	Yes
Query term highlighted	Yes
Query term restated	Yes

Implementation and Visibility: Custom search implementation, good clustered search results, good visibility

Accuracy: Accurate

Advanced Search Features: Just clustered search

ystark! Search (Table 1.21)

Feature	Comments
Auto Suggest	No
Scoped Search	No
Spelling Correction	No
Related Searches	No
Relevancy Sort	No
Date Sort	No
Popularity Sort	No
Optimized “no results” page	No
Clustered search	No
Query term highlighted	No
Query term restated	No

Implementation and Visibility: Visible, very poor implementation

Accuracy: inaccurate

Advanced Search Features: none

ArtsinStark Search (Table 1.22)

Feature	Comments
Auto Suggest	No
Scoped Search	No

Feature	Comments
Spelling Correction	Yes
Related Searches	No
Relevancy Sort	No
Date Sort	No
Popularity Sort	No
Optimized “no results” page	Yes
Clustered search	No
Query term highlighted	Yes
Query term restated	Yes

Implementation and Visibility: Google Custom Search, not very visible (bottom right)

Accuracy: Fair

Advanced Search Features: None

Refuge of Hope Search (Table 1.23)

Feature	Comments
Auto Suggest	No
Scoped Search	No
Spelling Correction	No
Related Searches	No
Relevancy Sort	No
Date Sort	No
Popularity Sort	No
Optimized “no results” page	No
Clustered search	No
Query term highlighted	No
Query term restated	Yes

Implementation and Visibility: highly visible, Wordpress implementation. Search “button” does not work.

Accuracy: Fair

Advanced Search Features: None

The Aultman Foundation Search (Table 1.24)

Feature	Comments
Auto Suggest	N/A
Scoped Search	N/A
Spelling Correction	N/A
Related Searches	N/A
Relevancy Sort	N/A
Date Sort	N/A
Popularity Sort	N/A
Optimized “no results” page	N/A
Clustered search	N/A
Query term highlighted	N/A
Query term restated	N/A

Implementation and Visibility: No search

Accuracy: No search

Advanced Search Features: No search