
UMLaw

Usability Report

CIM622
UX Research Methods

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EXECUTIVE SUMMARY

Goal: Find usability problems to be addressed as part of an iterative design process for the University of Miami School of Law website (www.law.miami.edu)

Evaluators: 6 graduate students from the University of Miami School of Communications Interactive Media Masters in Fine Arts program, UX Research Methods course, CIM644

Procedure (Researchers):

- Developed test plan.
- Identified user tasks and developed task scenarios.
- Specified the data to be collected and developed data collection sheets.
- Developed participant, moderator, and observer packets.
- Ran several pilot study and revised packets.
- Assigned roles for team members.
- Conducted the test study.
- Evaluated measures.
- Described keepers and usability problems.
- Prioritized problems.
- Crafted design recommendations from problem descriptions.
- Created the usability test report and present.

Procedure (Participants):

- Participants arrived at the UX Lab in UM and sat down at a table with a computer logged into UM Law website homepage.
- They were greeted by the moderator following a script, and given their participant packet.
- The participants read and signed the consent form, then completed the demographic questionnaire.
- Participants were instructed to read 5 scenarios, and find the answer on the website, while engaging in the Concurrent Think-Aloud (CTA) protocol.
- Participants had between 1.5-4 minutes to complete each task scenario and complete the post-task questionnaire, including the Single Ease Question (SEQ), followed by any moderator post-task interview questions.
- Participants completed the post-study System Usability Scale (SUS) questionnaire, and the moderator asked post-study interview questions.

EXECUTIVE SUMMARY

Results: A total of 16 problems and 23 specific issues were encountered while attempting to achieve 5 usability scenarios that were actionable and repeatable as a first-time user on the UM Law website.

Problem Categories:

1. » Content Strategy
2. » Layout
3. » Information Density
4. » Visual Design
5. » Copywriting
6. » Navigation
7. » Brand Consistency

The majority of participants:

- Found the system **unnecessarily complex**.
- Found the system **very cumbersome to use**.
- Felt there was **too much inconsistency** in this system.
- Felt they **needed to learn a lot of things** before they could get going with this system.

Problem Severity Ratings:

Problem	Severity Score
Problem 1	Unusable
Problem 2	Severe
Problem 3	Unusable
Problem 4	Severe
Problem 5	Unusable
Problem 6	Moderate
Problem 7	Moderate
Problem 8	Moderate
Problem 9	Irritant
Problem 10	Unusable
Problem 11	Severe
Problem 12	Irritant
Problem 13	Irritant
Problem 14	Unusable
Problem 15	Unusable
Problem 16	Irritant

Unusable - 6 problems

Severe - 3 problems

Moderate - 3 problems

Irritant - 4 problems

4	UN-USABLE	The user is not able or will not want to use a particular part of the product because of the way that the product has been designed and implemented.
3	SEVERE	The user will probably use or attempt to use the product here, but will be severely limited in his or her ability to do so.
2	MODERATE	The user will be able to use the product in most cases, but will have to undertake some moderate effort in getting around the problem.
1	IRRITANT	The problem occurs only intermittently, can be circumvented easily, or is dependent on a standard that is outside the product's boundaries. Could also be a cosmetic problem.

*Severity Ratings from Rubin, J., & Chisnell, D. (2008)

EXECUTIVE SUMMARY

Overall “Keepers” / Opportunities:

- **Layout of the home page was most preferred** by participants.
- Participants **liked the consistent use of colors** throughout the website.
- The **site is rich with information** and could be optimized for increased engagement.
- **Compelling visual design opportunities** are possible including data visualizations and stronger use of typography.

“Keeper” Voices:

- “It's nice that **it separates the info for the two tracks**; the two types of admission: JD or LLM but only if you know what they are”
- “The **design and coloring of the home page**.”
- “I liked the **career page** —"Clerks / Internships" was easy to target”
- “I like the **layout of the homepage**, visually.”
- “The **general style of design** of the website, like the **colors** it uses; **the picture** (the robot) it uses on the Homepage, and **the layout** on the second level page.”
- “The website looks nice, but it is actually very unorganized”

EXECUTIVE SUMMARY

Problem “Voices”

- “The website has **too much information with not enough context** to break it down. It's too much information to digest.”
- “The pages. Once you click on Academics you are presented with **a bunch of links**. There needs to be a drop down menu so it doesn't **overwhelm** you.”
- “**Information overload and is not arranged uniformly.**”
- “I don't like there are **too many hyperlinks, too crowded** to find information. Also **logo changes** (referring to iML).”
- “I don't like the **layout** of the information. **The news bar on the homepage** doesn't make sense to me. Prospective students don't need to know the events. The sub-pages have **too much information**. The text is too heavy.”
- **Too much information;** easy to get lost in the website; **the style is not consistent;** some contents should be highlighted on the page.

EXECUTIVE SUMMARY

Overall Global Recommendations and Redesign:

* See full report for specific recommendations.

- New footer layout geared towards prospective students.
- New “body” layout for the primary navigation landing pages is provided. Reformatted the main content area so the paragraph width measures are narrower and increases readability of body text. (Related to white space and removing content that is unrelated to the expectations of the user).
- Existing right sidebar displayed on inner pages, i.e. Admissions > J.D. Overview landing page visually confusing; we suggest a sidebar that is page-specific and provides relevant content to move deeper into the site; current right sidebar content may be added to the footer, i.e. adding social media links in the footer area.
- Adding a dropdown navigation design to the current Primary Navigation. This will influence the left side bar navigation content, (in terms of labels, etc.). UM Law is recommended to think about related content and pages for the dropdown, and to not repeat the pages across the primary navigation dropdown options.
- The brand/primary navigation (from UML to iML) is a source of confusion for users, adding the same footer navigation options from the UML to the iML website can help orient users that there is a way back to the original UM Law website.

EXECUTIVE SUMMARY

Further Research

- Conduct additional testing with participants who are more representative of prospective law students and current students.
- Survey current student body and stakeholders to gain greater understanding of needs, use and opportunities.
- Work with content strategist and copywriter to refine messaging and structure content types.

Next Steps

- Resolve brand consistency and refine positioning.
- Recommend implementation of redesign in stages, beginning with items provided in this report.
- Resolve information architecture (critical). We see large potential to further optimize navigation with a drop down menu in future iterations of the website. Options include: a dropdown in a left sidebar navigation, and the current large navigation menu in the main body of the pages could be filtered into the sidebar navigation. This could help orient users more clearly across the website.
- Add more general overview content that is visually appealing to the landing pages from primary navigation bar; may use from sources that are already on the website and has engaging / stimulating visual design, i.e.
 - UM Law Admissions Viewbook
(https://issuu.com/miamilaw/docs/miami_law_viewbook/24)
 - Expert Guide
(https://issuu.com/miamilaw/docs/miami_law_viewbook/24)

Introduction

Product Description

The University of Miami's Law School website is the primary, 24/7 gateway for prospective students, current students, faculty, alumni and the community-at-large. It offers a way for website visitors to learn about UMLaw's mission, academic offerings, research, events, and other school related activities.

The website is also **split into two areas**:

1. **Miami Law Home:** The landing page for the primary domain and for prospective students.
2. **Inside Miami Law:** The landing page where faculty, students and alumni can find internal information about the school, news, events, and more.

Product Description

Miami Law Home (landing page)

<https://www.law.miami.edu/>

The screenshot shows the homepage of the University of Miami School of Law. At the top, there's a navigation bar with links for Q. SEARCH, ADMISSIONS, STUDENTS, ACADEMICS, FACULTY, MIAMI LAW UNIVERSITY OF MIAMI SCHOOL OF LAW, ALUMNI & GIVING, CAREERS, LIBRARY, and ABOUT US. Below the navigation is a large banner with the text "ADMISSIONS + LSAT WORKSHOP IS 3/2". Underneath the banner, it says "Prospective students are invited to our annual Multicultural Admissions and LSAT Workshop." There's a "REGISTER" button. Below the banner, there's a section titled "HEADLINES" with four news items. The first item is about a best oralist win at a moot court competition. The second is about esports attorneys. The third is about a Q&A with Prof. Lili Levi. The fourth is about a student booking an internship at Airbnb. Below the headlines is a "EVENTS" section showing events for March 2nd, 4th, and 5th. It includes details like "Multicultural Admissions Workshop" on Saturday, "2018 Barbecue's Ball Off Site JW Marriott Miami" on Sunday, and "Ligation Status Information Session" on Monday. At the bottom, there are sections for "MIAMI IN PHOTOS", "FACULTY SPOTLIGHT: JAN L. JACOBOWITZ" and "FACULTY SPOTLIGHT: LILI LEVI", a "TAKE A VIRTUAL TOUR", and a "VIDEO: THE MIAMI LAW ADVANTAGE". The footer contains links for Visitors, ABA Required Disclosures, Heckerling Institute, Registrars, CaneLink, Email, Web Feedback, and For the Media. It also features the University of Miami logo and some legal disclaimers.

Product Description

Inside Miami Law (landing page)

<https://www.law.miami.edu/iml/>

SEARCH

Law School Directory | UM Home | Request Information | Calendars | GIVE | MIAMI LAW Home

ADMITTED STUDENTS FINANCIAL AID COURSES/REGISTRATION GRADES/EXAMS POLICIES iML SERVICES MARKETING/COMMUNICATIONS GRADUATION/THE BAR CAREERS LIBRARY INSIDE MIAMI LAW

Welcome to iML- Inside Miami Law.

iML serves as a one-stop web area to necessary resources and internal information about the Law School. Miami Law staff, faculty, alumni, and current/admitted students please use the links above or below:

Library
(CDO) Career Development Office
Admitted Student Information
Courses / Registration
Financial Aid
Scholarships
Grades / Exams
Graduation / The Bar

Registrar Forms / Services
(IT) Information Technology
(AV) Audiovisual Facilities
Human Resources
Event Planning / CLE
Media Relations
Marketing / Publications
Policies
Workday System

You are in iML (Inside MiamiLaw) - an area with resources for current & admitted students, employees, alumni and the media. [Return to main Miami Law site.](#)

Visitors ABA Required Disclosures Heckerling Institute Registrar CaneLink Email Web Feedback For the Media

 SCHOOL of LAW
MIAMI

University of Miami School of Law
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Product Description

The UM Law website is a large and robust website presence built on the Drupal content management system (CMS). The primary navigation consists of 8 categories with sub-navigation categories ranging from 26 to as high as 43.

Primary Navigation Bar includes:

- Admissions
- Students
- Academics
- Faculty
- Alumni & Giving
- Careers
- Library
- About Us



Product Description

Small Navigation Bar includes:

- Directory
- Inside Miami Law (iML)
- Request Information
- Calendars
- UM Home
- MIAMI LAW Home
- Give
- Apply



Current Site Map*

*Primary Navigation plus landing page links only

ADMISSION

- JD - PROSPECTIVE STUDENTS**
 - Request Information**
 - Apply Now**
 - Overview: JD Program
• Pre-Law Overview
• Upcoming Events
• Transfer Students
• Interning Students
• Visiting Status
• Application Status
- ABOUT US / PRE-LAW INFO**
 - Fast Facts
 - Law School Areas of Strength
 - Miami Law Viewbook
 - For Parents & Partners
- LLM - PROSPECTIVE STUDENTS**
 - Request Information**
 - Apply Now**
 - Overview: LLM Programs
• Internships for Foreign Trainees
• Attorneys
• Joint Degrees
• Upcoming Events
- STUDENT LIFE**
 - Watch: Pick Your Path at Miami Law
 - Virtual Tour: Miami Law
 - Housing
 - Student Organizations & Law Reviews
 - Student Services
- ALL ADMITTED STUDENTS**
 - Visit Admitted Student Website
 - Confirmation of Acceptance & Deposit Deadlines
 - Orientation Information
- TUITION / AID**
 - Tuition/Cost of Attendance
 - Apply for Graduate Aid
 - Scholarships: From Miami Law
 - Scholarships: From External Organizations
- VISIT / CONTACT**
 - Request Information
 - Visit Campus
 - Maps, Directions, Parking
 - Contact Us (JD)
 - Contact Us (LLM)
- ABA REQUIRED DISCLOSURES**
 - Employment Data
 - Student Consumer Information

STUDENT

- CURRENT STUDENTS: COURSES**
 - Course Registration
 - Course Catalog (CourseLink)
 - Academic Calendar
 - All Academics & Programs
 - Graduate Programs
 - BooksFirst Class Assignments
 - Awards & Academic Honors
- LAW REVIEWS / STUDENT ORGS**
 - Law Reviews
 - Student Organizations
 - Student Leader Information Center
- STUDENT SERVICES**
 - Overview: Miami Law / LLM Area Resources
 - Academic Support-AAP
 - AskMiami
 - Career Office (CDO)
 - Access to Legal Education
 - Financial Aid
 - Guidance from the Bar
 - Information Technology
 - Military & Veterans
 - LLM Program
 - Student Development Program
- STUDENTS WELLNESS & HEALTH**
 - List of Wellness Resources
 - Health Center in Law
 - Student Health Center
 - Counseling Center
 - MHP Office
 - Wellness Center
 - Dining
- INTERDISCIPLINARY STUDY / JOINT DEGREES**
 - Contact Dean of Students
 - Student Government
 - CaneLink Student Portal
 - Miami Law Facebook
 - Miami Law Twitter
 - Miami Law Instagram
- STUDENT POLICIES**
 - ABA Required Disclosures
 - Student Conduct Information
 - Student Honor Code
 - Student Handbook
 - More Policies
- HEADLINES**

ACADEMICS

- J.D. DEGREE**
 - J.D. Overview
 - Course Catalog (CourseLink)
 - Concentrations
 - Short Courses
 - Course Faculty Communication
 - Research Skills
 - Faculty Directory
- LL.M. DEGREES**
 - LL.M. Overview
 - Entertainment, Arts and Sports
 - Estate Planning
 - International Arbitration
 - International English LLM
 - International Law
 - Maritime
 - Real Estate/Property Development
 - Tax & Taxation of Cross-Border Investment
 - U.S. & Transnational Law for Foreign-Trained Lawyers
- CLINICS**
 - HOPE Public Interest Resource Center
 - Miami Solitario Public Interest Program
 - CEPSS-Center for Ethics & Professional Responsibility & Ethics
 - Miami STREET LAW
- INTERDISCIPLINARY STUDY / JOINT DEGREES**
 - Interdisciplinary Overview
 - Concentrations
 - Exchange Programs
 - LawWithoutWalls
 - 2+ Joint Degree Options: See Full Listing
- PRACTICAL TRAINING / TRIAL SKILLS**
 - Externships / Fellowships
 - Practicums
 - Litigation Skills Program
 - Judicial Clerkship
 - Mock Court/Mock Trial Options
- INTERNATIONAL**
 - International Arbitration Institute
 - International Exchange/Study Programs
 - International Mediation Program
 - LLM - International Arbitration
 - LLM - International Law
 - LLM - Intensive Legal English
 - See Information for Foreign-Trained Attorneys
- CONFERENCE / CLE**
 - CLE Conferences Overview
 - Class Action Forum
 - Boyer Institute
 - Dispute Resolution & Sports Law CLE
 - We Robot
 - Banking & Capital Workshop
 - Hedge Fund Institute
 - Global Summer Institute

FACULTY

- DIRECTORIES**
 - Fall-Time Faculty
 - All Faculty A-Z
 - Adjunct Faculty
 - Emeritus Faculty
 - Deans / Directors
 - Staff
 - School Department Directory
 - University of Miami
- FACULTY IMPACT**
 - Faculty Focus
 - Faculty Speaker Series
 - News & Media
 - SSMN e-News
- SERVICES FOR FACULTY**
 - Check Email: Office 365
 - Help Desk IT Support
 - Request AV Assistance
 - Library Services
 - Events
 - Event Planning
 - Marketing/Media Requests
- FACULTY QUICKLINKS**
 - Academic Calendar
 - CaneLink
 - Faculty Email Lists
 - Course Catalog (CourseLink)
 - Digital Measures
 - Faculty Wiki
- HEADLINES**

ALUMNI & GIVING

- ALUMNI: STAY CONNECTED**
 - Office of Development & Alumni Relations
 - Update Contact Information
 - Update Class Note
 - Class Notes
 - Volunteer Opportunities
 - College of Law
 - Map of Alumni Around the Globe
 - Miami Law Alumni Association
 - Miami Law LinkedIn
 - Miami Law Alumni Twitter
- GIVING TO MIAMI LAW**
 - Ways to Give
 - Help Us Grow Your Gift
 - Give Directly
 - Dean's Circle
- MAKING A GIFT**
- NEWS & EVENTS**
 - Homecoming & Reunions 2018
 - All Alumni Events
 - Alumni News
 - Alumni Ambassador
 - Awards: Law Alumni
 - Photo Gallery
 - Etc.
 - Alumni Love Stories
- FOR ALUMNI: CAREER SERVICES**
 - Alumni Career Guide
 - Symplicity Job Postings
 - Reciprocity with Other Law Schools
 - Network with Miami Law Programs
 - Online Resources for Job Search
 - MiamiLaw
- QUICK LINKS: CAREER DEVELOPMENT OFFICE (CDO)**
 - Order a Transcript
 - Request Academic Diploma
 - Career Services
 - Library Services
- HEADLINES**

CAREER

- FOR STUDENTS: CAREER SERVICES**
 - Overview of Services
 - First Year Student Guide
 - Extending Your Law Degree
 - Judicial Clerkships/Internships
 - Non-Judicial Internships
 - Fall and Spring Recruiting Programs
 - List of Employers
 - Online Resources for Conducting Job Search
 - Reciprocity with Other Law School Career Offices
 - Miami Law Graduate Program
 - Disability Services
- FOR EMPLOYERS: CAREER SERVICES**
 - Overview of Employer Services
 - Submit Job Posting to Miami Law
 - Submit Job Posting via Symplicity
 - Request Academic Diploma
 - Interview Students on Campus
 - Miami Law Graduate Program Information
 - Miami Law Graduate Program Faculty
- BOARD & COMMITTEES**
 - Law Alumni Association Board
 - Young Alumni Committee
 - Law Parents & Partners
- SERVICES FOR ALUMNI**
 - Order a Transcript
 - Request Academic Diploma
 - Career Services
 - Library Services
- HEADLINES**

LIBRARY

- LAW LIBRARY SERVICES FOR STUDENTS**
 - Law Faculty
 - Law Students
 - Law Alumni & Public
 - Law Reviews
- LIBRARY TRAINING**
 - Overview of Services
 - First Year Student Guide
 - Extending Your Law Degree
 - Judicial Clerkships/Internships
 - Non-Judicial Internships
 - Fall and Spring Recruiting Programs
 - List of Employers
 - Online Resources for Conducting Job Search
 - Reciprocity with Other Law School Career Offices
 - Miami Law Graduate Program
 - Disability Services
- UPCOMING TRAINING**
 - Mar. 20 at 12:30 in room F105
 - Sign-up
- RESEARCH TOOLS**
 - Research Databases
 - Find Internal Resources
 - Research Guides
 - Institutional Repository
 - Summaries to Databases
- LIBRARY CATALOG**
 - Law Library Catalog
 - Search all UM Libraries

ABOUT US

- ABOUT MIAMI LAW**
 - Fast Facts
 - Living in Miami
 - Academic Programs
 - Accreditation
 - Message From the Dean
 - Mission/Vision
 - ABA 501
- AREAS OF STRENGTH**
 - Legal Areas of Expertise
 - Interdisciplinary Programs
 - Practical Skills Training
 - Interdisciplinary Study
 - Public Interest
- NEWS & MEDIA**
 - News & Events
 - In the Press/Releases
 - Media Inquiries
 - Miami Law Magazine
 - All Publications
- CALENDARS / EVENTS**
 - JD Recruitment Events
 - LLM Recruitment Events
 - Alumni Events
 - Association of Students
 - General Event Calendar
 - All Calendars
- DIRECTORIES**
 - Miami Law A-Z
 - Fall-Time Faculty
 - Visiting Faculty
 - Adjunct Faculty
 - Staff
 - Deans
 - Directors
 - University of Miami People Directory
- SERVICES**
 - Law Register
 - Financial Aid
 - Career Development
 - Events
 - Internships
 - Pro Bono
 - Miami Law Facebook
 - Miami Law Twitter
 - Miami Law LinkedIn
 - Miami Law YouTube
 - Miami Law Instagram
 - Miami Law Flickr
 - Miami Law Publications
- CONTACT / VISIT**
 - Visitors
 - Request Information
 - Admissions
 - Directions
 - Parking
 - Miami Law Facebook
 - Miami Law Twitter
 - Miami Law LinkedIn
 - Miami Law YouTube
 - Miami Law Instagram
 - Miami Law Flickr
 - Miami Law Publications
- HEADLINES**

Social media links

Product Description

Website goals include:

1. Attracting prospective students for the JD and LL.M programs (main target group)
2. Be a primary portal for current students, alumni, faculty and donors
3. Share news about faculty research and professional activities
4. Provide a central connection point for students, alumni and employers
5. Communicate the Law School's involvement in the community-at-large and showcase how UM Law students can put the classroom into practice

The screenshot shows the homepage of the University of Miami School of Law website. The header includes a search bar, navigation links for ADMISSIONS, STUDENTS, ACADEMICS, FACULTY, MIAMI LAW (with 'UNIVERSITY OF MIAMI SCHOOL OF LAW' below it), ALUMNI & GIVING, CAREERS, LIBRARY, and ABOUT US. Below the header is a large banner image of a coastal city skyline across water. The main content area is divided into several sections:

- J.D. DEGREE**: Includes links for J.D. Overview, Course Catalog (CourseLink), Concentrations, Short Courses, LComm: Legal Communication and Research Skills, and Faculty Directory.
- PUBLIC INTEREST**: Includes links for HOPE Public Interest Resource Center, Miami Scholars Public Interest Program, CEPSCenter for Ethics & Public Service, PREP-Professional Responsibility & Ethics, and Miami STREET LAW.
- INTERDISCIPLINARY STUDY / JOINT DEGREES**: Includes links for Interdisciplinary Overview, Concentrations, Exchange Programs, LawWithoutWalls, and 20+ Joint Degree Options: See Full Listing.
- INTERNATIONAL**: Includes links for International Arbitration Institute, International Exchange/Study Programs, International Moot Court Program, LLM - International Arbitration, LLM - International Law, and LLM + Intensive Legal English. It also links to See Information for Foreign-Trained Attorneys.
- LL.M. DEGREES**: Includes links for LL.M. Overview, Entertainment, Arts and Sports, Estate Planning, International Arbitration, Intensive English + LLM, International Law, Maritime, Real Estate/Property Development, Tax / Taxation of Cross-Border Investment, U.S. & Transnational Law for Foreign-Trained Lawyers.
- CLINICS**: Includes links for Overview, Bankruptcy Assistance, Children & Youth Law, Environmental Justice, Federal Appellate, Health Rights, Human Rights, Immigration, Innocence, Investor Rights, and Tenants' Rights.
- PRACTICAL TRAINING / TRIAL SKILLS**: Includes links for Externships / Fellowships, Practicums, Litigation Skills Program, Judicial Clerkships, and Moot Court/Mock Trial Options.
- CONFERENCES / CLE**: Includes links for CLE / Conferences Overview, Class Action Forum, Boyer Institute, Entertainment & Sports Law Conf, We Robot, Bankruptcy Skills Workshop, Heckerling Institute, and Global Summer Academy.

At the bottom, there are links for Visitors, ABA Required Disclosures, Heckerling Institute, Registrar, CaneLink, Email, Web Feedback, and For the Media. The footer contains the University of Miami School of Law logo, address (131 Miller Drive, Coral Gables, FL 33146), phone number (305-284-2339 / externalaffairs@law.miami.edu), copyright notice (© Copyright. All Rights Reserved.), legal notices/disclosures, emergency information, and social media links for Facebook, Instagram, LinkedIn, YouTube, Twitter, and Google+. The footer is set against an orange background.

Test Objectives for the Usability Evaluation

Main Objective: Find usability problems to be addressed as part of an iterative design process for the University of Miami School of Law website (www.law.miami.edu) measuring the efficiency, effectiveness, and satisfaction of users on the website.

- Use task scenarios as part of an internal methodology to locate usability problems
- Identify user interaction successes and failures per task
- Discover and prioritize usability problems using on severity ratings
- Highlight keepers and develop redesign wireframes or mockups
- Document evaluation method, results, and recommendations

Methods

Procedure (Participants)

BEFORE THE TEST

- Participants arrived at the UX Lab in UM and sat down at a table with a computer logged into UM Law website homepage.
- They were greeted by the moderator following a script, and given their participant packet.
- The participants read and signed the consent form, then completed the demographic questionnaire.

DURING THE TEST

- Participants were instructed to read 5 scenarios, and find the answer on the website, while engaging in the Concurrent Think-Aloud (CTA) protocol.
- Participants had between 1.5-4 minutes to complete each task scenario and complete the post-task questionnaire, including the Single Ease Question (SEQ), followed by any moderator post-task interview questions.

AFTER THE TEST

- Participants completed the post-study System Usability Scale (SUS) questionnaire, and the moderator asked post-study interview questions.
-

Procedure (Researchers)

BEFORE THE TEST

- Developed test plan.
- Identified user tasks and developed task scenarios.
- Specified the data to be collected and developed data collection sheets.
- Developed participant, moderator, and observer packets.
- Ran several pilot study and revised packets.
- Assigned roles for team members.

DURING THE TEST

- Conducted the test study.

AFTER THE TEST

- Evaluated measures.
 - Described keepers and usability problems.
 - Prioritized problems.
 - Crafted design recommendations from problem descriptions.
 - Created the usability test report and present.
-

Tools + Equipment

- COMPUTER
- INTERNET CONNECTION TO WWW.LAW.MIAMI.EDU
- TIMERS (2 QTY.)
- PARTICIPANT PACKETS (6), MODERATOR PACKETS (6), OBSERVER PACKETS (30), PENS
 - **Participant Packet** includes consent form, demographics questionnaire, scenarios and after-task questionnaire including Single Ease Question (SEQ), and post-study System Usability Scale (SUS) questionnaire.
 - **Moderator Packet** includes test checklist, introduction script, moderator's data collection field guide with instructions and walkthrough of study, post-study interview script, conclusion script.
 - **Observer Packet** includes observer's data collection field guide and roles.

Participant Profiles & Demographic Summaries



University of Miami graduate students

Ages: 22-30 | Average Age: 24

* Users in the study had no prior interaction with the UM Law website; participants were not representative UM Law website's target users (prospective students), they were produced by convenience sampling from the Interactive Media graduate program.

Participant Profiles & Demographic Summaries (Cont'd)

PRIMARY LANGUAGES

2 English

2 Chinese

1 Tamil

1 Arabic

4 out of 6

CORRECTED VISION

USE DESKTOP TO
SEARCH FOR
UNIVERSITY OR
INSTITUTIONAL
WEBSITES

1 Strongly Agree

3 Agree

2 Slightly Agree

LANGUAGE SETTING ON COMPUTER

5 English

1 Chinese

4 MAC users

2 PC users

Task Metrics

EFFECTIVENESS >

EFFICIENCY >

SATISFACTION >

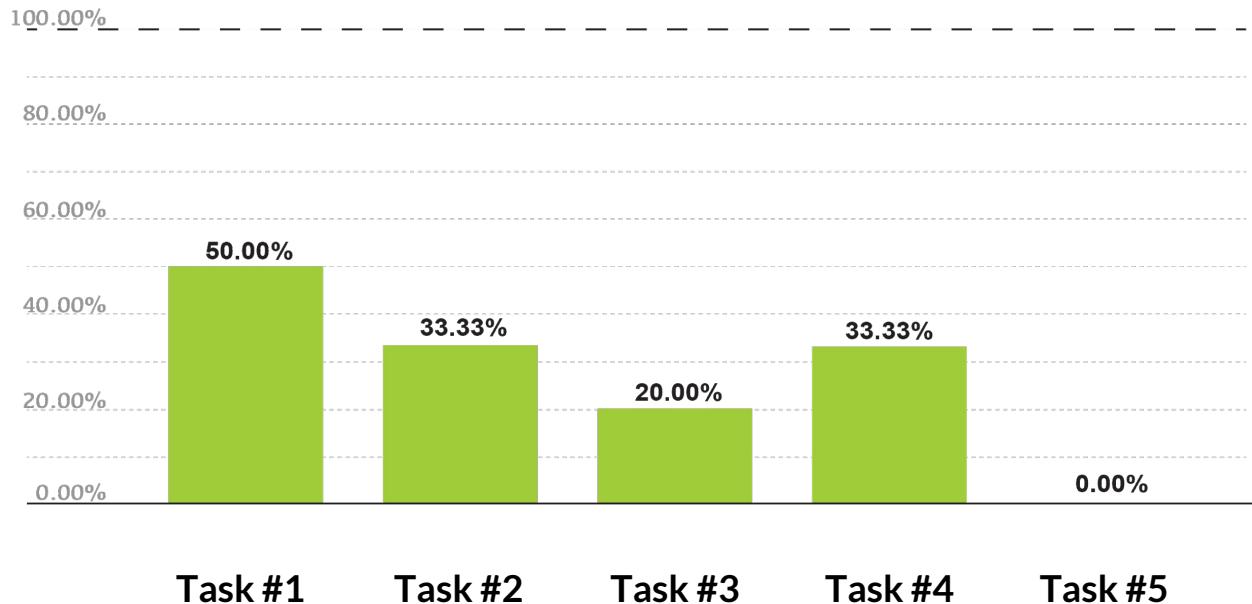
METRICS	METHOD
Success / Completion Rates (%)	Pass or Fail per Task
Time on Task	Completion Time per Task
Satisfaction Scores	Self-reported Questionnaires Single Ease Question (SEQ) & System Usability Scale (SUS)



Results + Findings

Analyzed Metrics of Effectiveness - Completion Rates

- **Task #1 Highest Pass Rates**
– 50.00%
- **Task #5 Lowest Pass Rates**
– 0.00%

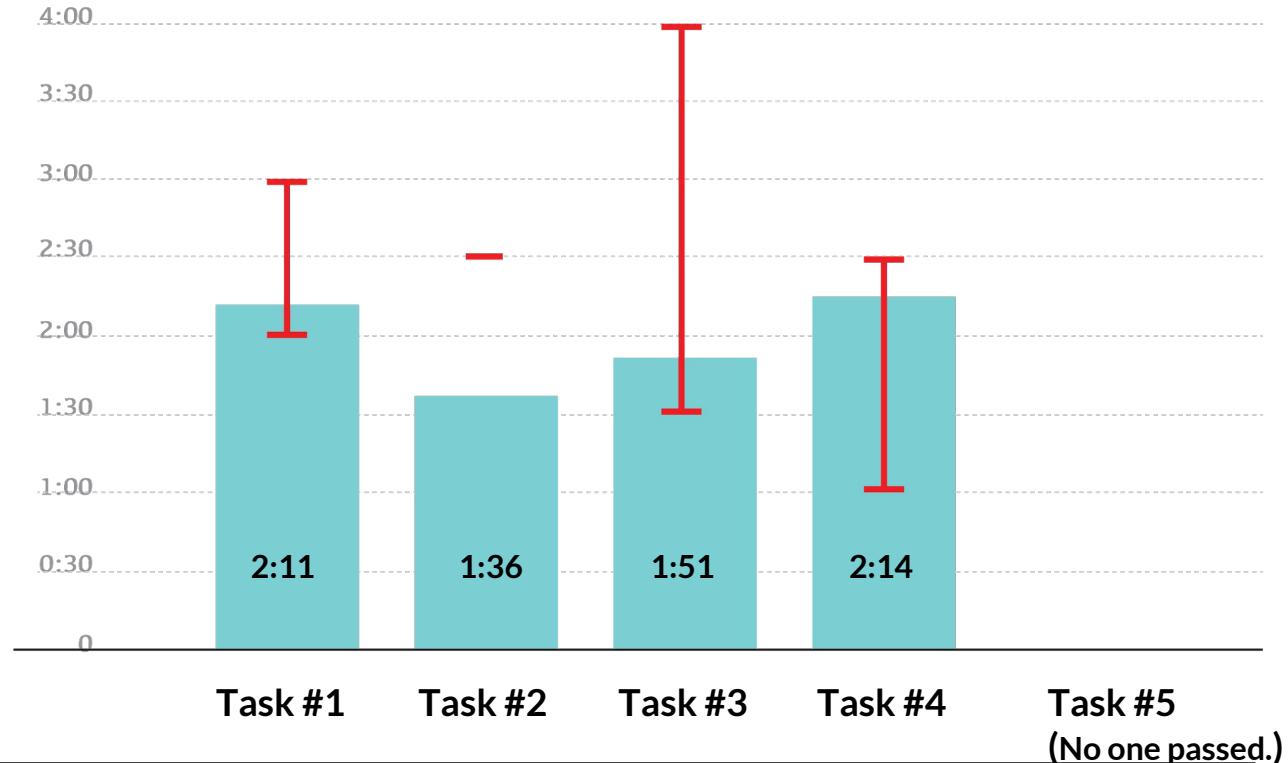


Analyzed Metrics of Efficiency - Time on Task (IN MINUTES)

Using only successful task completion rates to measure the time on task mean total across participants for measure of efficiency.

 The Mean Time of Each Task

 The Range of Maximum Time of Each Task

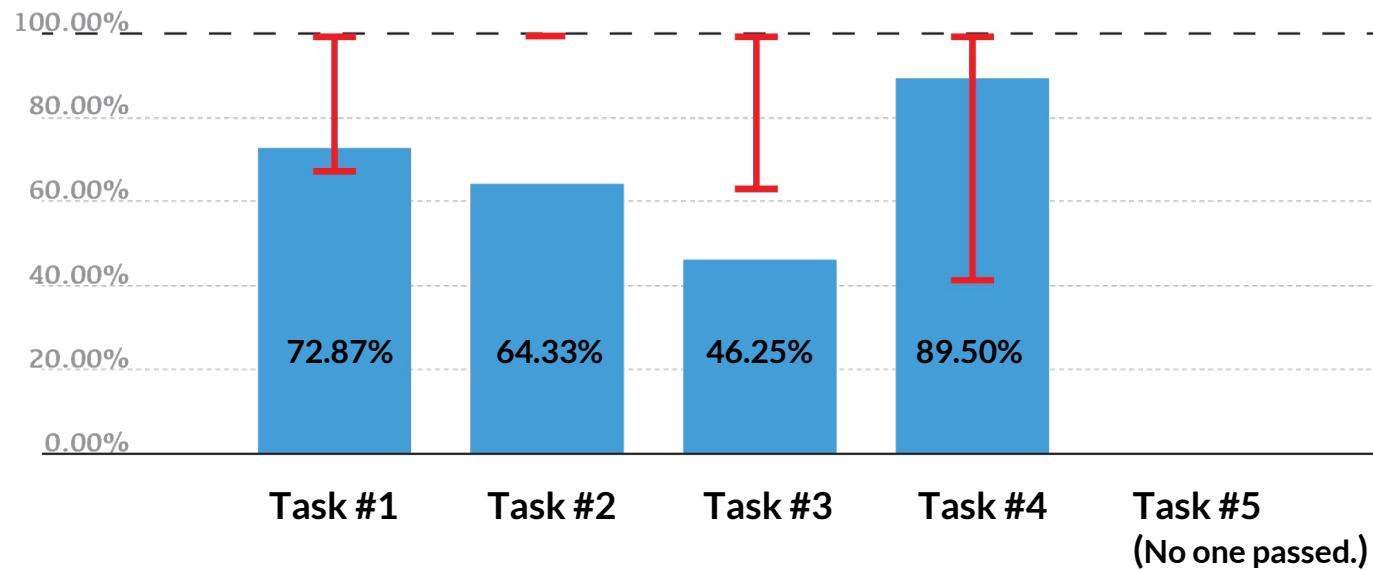


Analyzed Metrics of Efficiency - Time on Task (BY PERCENTAGE)

Time on task mean total across participants was converted into percentages, as maximum time per task ranged per task from 1 to 4 minutes.

The Mean Time of Each Task/
Maximum Time of Each Task

I The Range of Maximum Time
of Each Task



Analyzed Metrics of Satisfaction - Post-Task, (SEQ)

The Single Ease Question (SEQ) by Tedesco and Tullis, 2006 is most reliable for smaller sample sizes to measure the user's perception of usability at the end of each task or scenario using 7-point rating scale from Very Easy to Very Difficult.

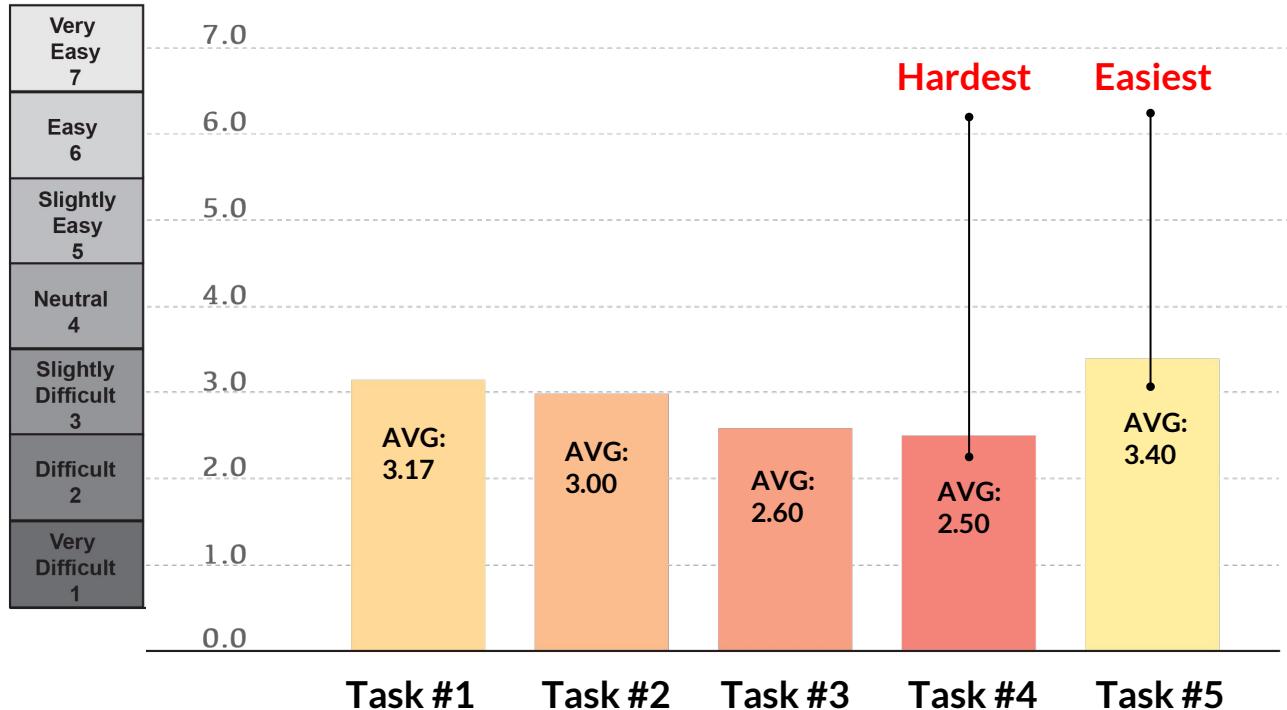
How difficult or easy did you find the task?						
Very Difficult 1	Difficult 2	Slightly Difficult 3	Neutral 4	Slightly Easy 5	Easy 6	Very Easy 7
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*Post-Task SEQ from participant packet.

Post-Task, (SEQ)

Average Score Across Participants per Task

Scores from 1-7.



Analyzed Metrics of Satisfaction - Post-Study, (SUS)

The System Usability Scale (SUS) by Brooke, 1996 is an industry standard post-test instrument that addresses the usability and learnability of the system. It alternates 10 positive and negative statements where participants rate the level of satisfaction. We used a 6-point rating scale to avoid neutrality.

2. I found the system unnecessarily complex.

Strongly Disagree 1	Disagree 2	Slightly Disagree 3	Slightly Agree 4	Agree 5	Strongly Agree 6
o	o	o	o	o	o

3. I thought the system was easy to use.

Strongly Disagree 1	Disagree 2	Slightly Disagree 3	Slightly Agree 4	Agree 5	Strongly Agree 6
o	o	o	o	o	o

*Post-Study SUS excerpt from participant packet.

Post-Study, (SUS) - Questions

Scores from 1-6.

Q1:

I think that I would like to use this system frequently.

AVG:
1.83

Q2:

I found the system unnecessarily complex.

AVG:
4.17

Q3:

I thought the system was easy to use.

AVG:
2.50

Q4:

I think that I would need the support of a technical person to be able to use this system.

AVG:
3.33

Q5:

I found the various functions in this system were well integrated.

AVG:
2.67

Q6:

I thought there was too much inconsistency in this system.

AVG:
4.00

Q7:

I would imagine that most people would learn to use this system very quickly.

AVG:
3.33

Q8:

I found the system very cumbersome to use.

AVG:
5.17

Q9:

I felt very confident using the system.

AVG:
2.17

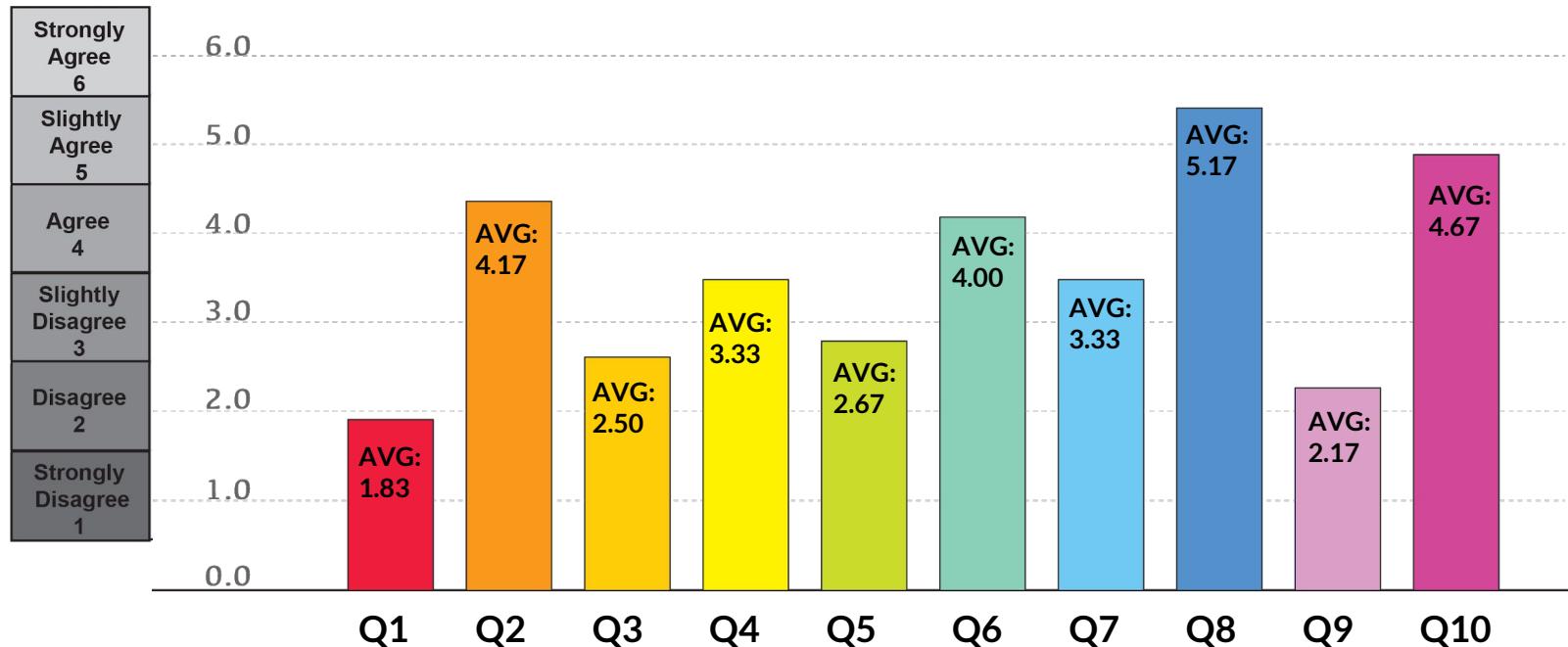
Q10:

I needed to learn a lot of things before I could get going with this system.

AVG:
4.67

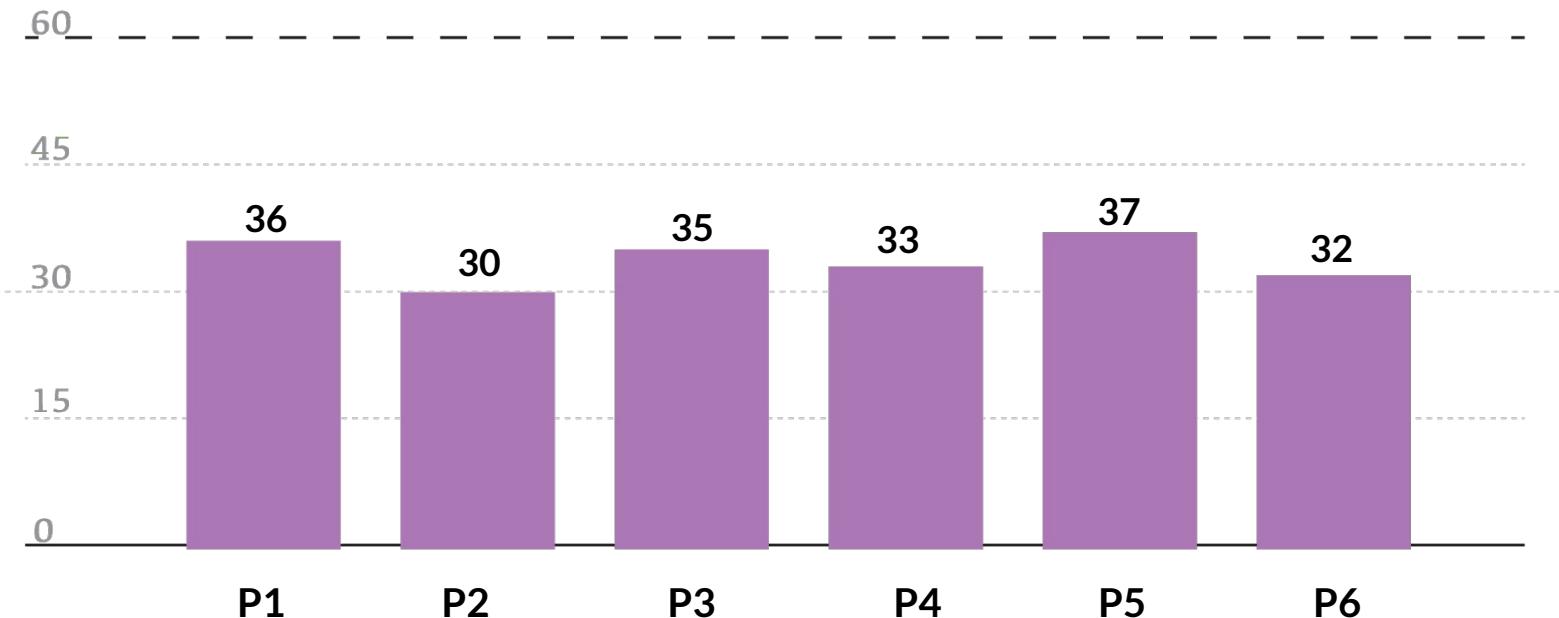
Post-Study, (SUS) Average Score Per Question

Scores from 1-6.



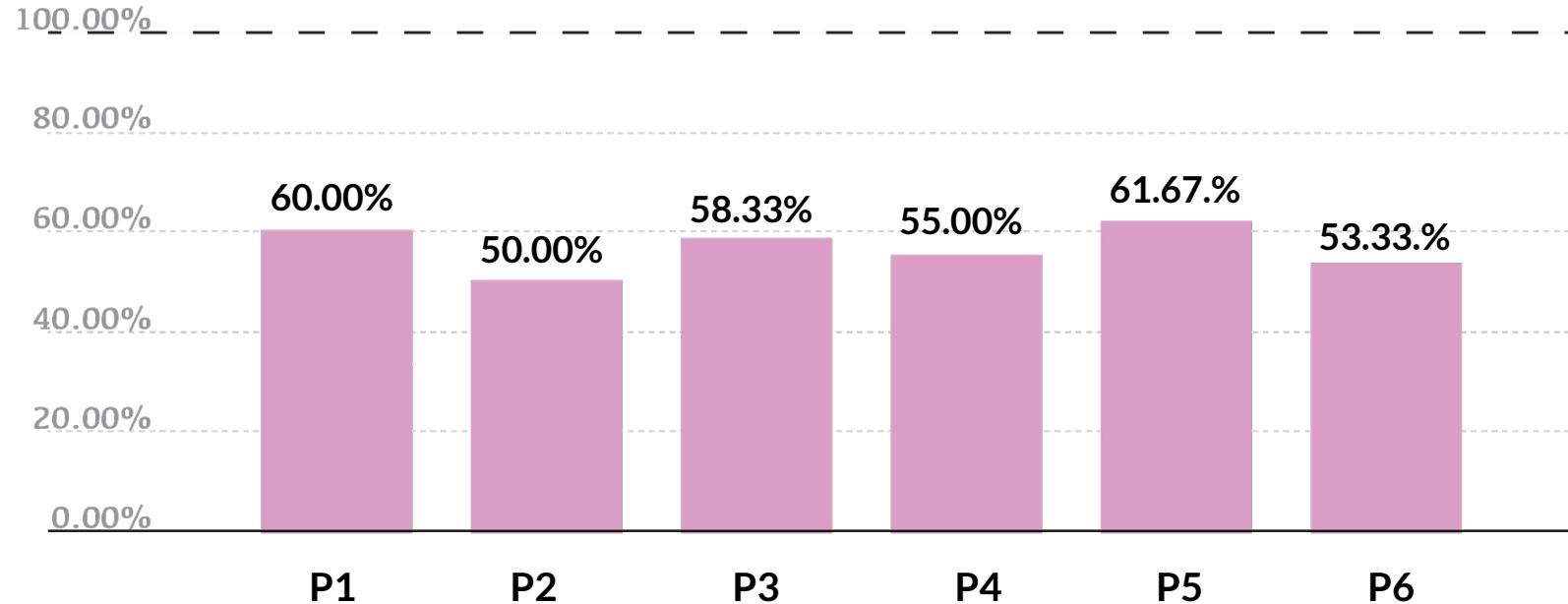
Post-Study, (SUS) Overall Score Per Participant

Scores out of 60.



Post-Study, (SUS) Overall Score Per Participant

(BY PERCENTAGE)



Keeper Voices - Post-Task Interview

“What did you like the most about this website?”

- “It's nice that **it separates the info for the two tracks**; the two types of admission: JD or LLM but only if you know what they are”
- “**The design and coloring of the home page**”
- “I liked the **career page** —"Clerks / Internships" was easy to target”
- “I like the **layout of the homepage**, visually.”
- “The **general style of design** of the website, like the **colors** it uses; **the picture** (the robot) it uses on the Homepage, and **the layout** on the second level page.”
- “The website looks nice, but it is actually very unorganized”

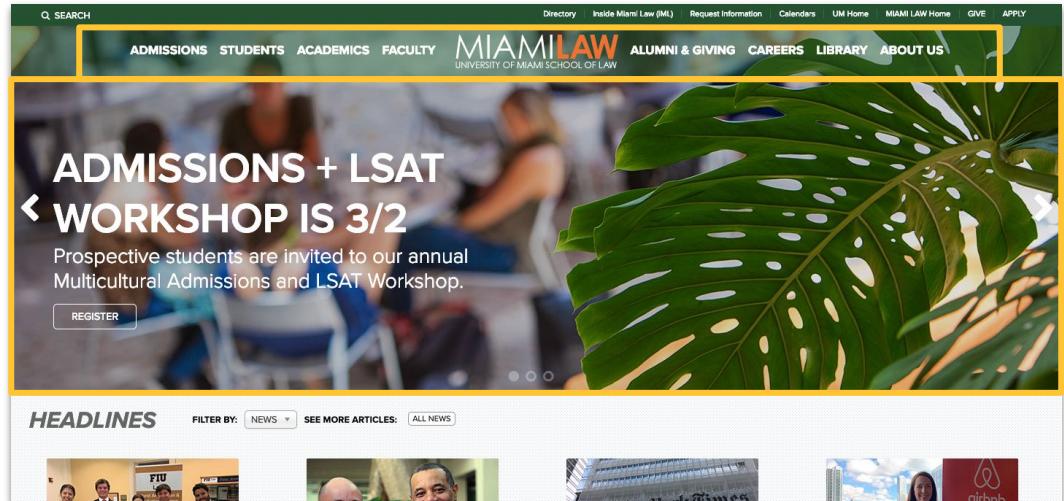
Keeper: “Attractive Layout”

- **Location:** Home Page
- **Global/Local:** Local
- **UI Focus:** Layout / Visual Design
- **Why it's good:**

Simplicity, the large photo is attractive - visually appealing, and web elements are where expected, i.e. the navigation on top

Good User Experience guidelines:

- Utility - starts being useful
- Usability - must be usable
- **Desirability - looks and feel pleasing**
- **Brand experience - positive product experience and brand**

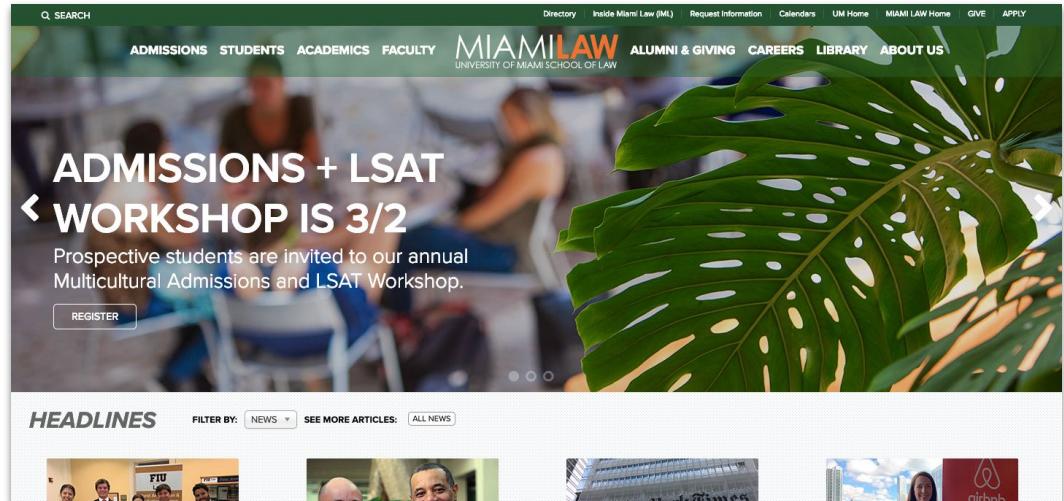


Keeper: “Use of Colors”

- **Location:** Home Page / throughout
- **Global/Local:** Global
- **UI Focus:** Visual Design
- **Why it's good:**
The home page / navigation incorporates UM colors and is "well spirited" and desirable

Good User Experience guidelines:

- Utility - starts being useful
- Usability - must be usable
- **Desirability - looks and feel pleasing**
- **Brand experience - positive product experience and brand**



Keeper: “Separation of J.D. vs. LL.M. Information”

- **Location:** Admissions
- **Global/Local:** Local
- **UI Focus:** Content
- **Why it's good:**
This makes it easy for users to target information about the two main programs

Good User Experience guidelines:

- **Utility - starts being useful**
- **Usability - must be usable**
- Desirability - looks and feel pleasing
- Brand experience - positive product experience and brand

[HOME](#) | [ACADEMICS](#) | [MIAMI LAW POST GRADUATE LL.M. PROGRAMS](#)

Miami Law Post Graduate **LL.M.** Programs



[LLM - Request Information](#)

Upcoming Events: July 15-26 Global Summer Academy (SEE ALL EVENTS)

Miami Law LL.M. Graduate Programs help U.S. and foreign-

[QUICKLINKS](#)

[Request Information \(LL.M.\)](#)
[Apply Now \(LL.M.\)](#)
[LL.M. Recruitment Events](#)

[WHY MIAMI LAW?](#)



[More on Living in Miami](#)

[HOME](#) | [ACADEMICS](#) | [J.D. / JURIS DOCTOR DEGREE](#)

J.D. Juris Doctor Degree



The First Year – Learn to Think Like a Lawyer

The Juris Doctor degree at Miami Law is a full-time program combining a rigorous academic curriculum with professional training in critical lawyering skills. The 88-credit degree program is a full-time program requiring three academic years of study.

[Apply Now](#)

[See Recruitment Events](#)

[TAKE THE NEXT STEP](#)

[Visit Miami Law](#)
[JD - Apply](#) | [Recruiting](#)
[LL.M. - Apply](#) | [See Recruiting Calendar](#)
[Request Information](#)

[FOLLOW US](#)

[Miami Law Instagram](#)
[Miami Law Facebook](#)
[Miami Law Twitter](#)
[Miami Law YouTube](#)
[Miami Law LinkedIn](#)

[WHY MIAMI LAW?](#)



Keeper: “Easy to find ‘Judicial Clerkship/Internship’ Links”

- **Location:** Careers
- **Global/Local:** Local
- **UI Focus:** Layout / Content
- **Why it's good:**

Location is on the left, makes it easier to find, and the content is good under ‘Career Services’ for students.

You are in iML (Inside MiamiLaw) - an area with resources for current & admitted students, employees, alumni and the media. [Return to main Miami Law site.](#)

FOR STUDENTS: CAREER SERVICES

Overview of Services
First Year Job Search Guide
Externship Program
Judicial Clerkships/Internships
Networking & Mentoring Programs
Fall and Spring Recruiting Programs
List of Job Search Guides/Fairs
Online Resources for Conducting Job Search
Reciprocity with Other Law School Career Offices
Disability Services

FOR EMPLOYERS: CAREER SERVICES

Overview of Employer Services
Submit Job Posting to Miami Law
Submit Job Posting via Symplicity
Receive Resumes from Students
Interview Students on Campus
Miami Law Grading/Ranking Information
Non-Discrimination Policy

FOR ALUMNI: CAREER SERVICES

Alumni Career Guide
Symplicity Job Postings
Reciprocity with Other Law Schools
Networking & Mentoring Programs
Online Resources for Job Search
MiamiLex

QUICK LINKS: CAREER DEVELOPMENT OFFICE (CDO)

Symplicity
Employment Data
CDO Blog
CDO E-Newsletter
List of Advisors and Staff
Contact and Hours

[Miami Law CDO Twitter](#)
 [Miami Law LinkedIn](#)

Good User Experience guidelines:

- **Utility - starts being useful**
- **Usability - must be usable**
- Desirability - looks and feel pleasing
- Brand experience - positive product experience and brand

Problem Voices - Post-Task Interview

“What did you like the least about this website?”

- “The website has **too much information with not enough context** to break it down. It’s too much information to digest.”
- “The pages. Once you click on Academics you are presented with a **bunch of links**. There needs to be a drop down menu so it doesn’t **overwhelm** you.”
- “**Information overload and is not arranged uniformly.**”
- “I don’t like there are **too many hyperlinks, too crowded** to find information. Also **logo changes** (referring to iML).”
- “I don’t like the **layout** of the information. **The news bar on the homepage** doesn’t make sense to me. Prospective students don’t need to know the events. The sub-pages have **too much information**. The text is too heavy.”
- **Too much information;** easy to get lost in the website; **the style is not consistent;** some contents should be highlighted on the page.

Usability Issues

Total problems found:

16

Total specific issues found:

23

Total problem categories:

1. » Content Strategy
2. » Layout
3. » Information Density
4. » Visual Design
5. » Copywriting
6. » Navigation
7. » Brand Consistency

Problem Severity Ratings:

Problem	Severity Score
Problem 1	Unusable
Problem 2	Severe
Problem 3	Unusable
Problem 4	Severe
Problem 5	Unusable
Problem 6	Moderate
Problem 7	Moderate
Problem 8	Moderate
Problem 9	Irritant
Problem 10	Unusable
Problem 11	Severe
Problem 12	Irritant
Problem 13	Irritant
Problem 14	Unusable
Problem 15	Unusable
Problem 16	Irritant

Unusable - 6 problems
Severe - 3 problems
Moderate - 3 problems
Irritant - 4 problems

4	UN-USABLE	The user is not able or will not want to use a particular part of the product because of the way that the product has been designed and implemented.
3	SEVERE	The user will probably use or attempt to use the product here, but will be severely limited in his or her ability to do so.
2	MODERATE	The user will be able to use the product in most cases, but will have to undertake some moderate effort in getting around the problem.
1	IRRITANT	The problem occurs only intermittently, can be circumvented easily, or is dependent on a standard that is outside the product's boundaries. Could also be a cosmetic problem.

Severity Ratings from Rubin, J., & Chisnell, D. (2008)

Rubin & Chisnell Severity Scale:

4	UN-USABLE	The user is not able or will not want to use a particular part of the product because of the way that the product has been designed and implemented.
3	SEVERE	The user will probably use or attempt to use the product here, but will be severely limited in his or her ability to do so.
2	MODERATE	The user will be able to use the product in most cases, but will have to undertake some moderate effort in getting around the problem.
1	IRRITANT	The problem occurs only intermittently, can be circumvented easily, or is dependent on a standard that is outside the product's boundaries. Could also be a cosmetic problem.

*Severity Ratings from Rubin, J., & Chisnell, D. (2008)

- Severity score is calculated by frequency per participant and impact (global or local).

Problems Grouped in order of Severity Ratings:

Problem by Task	Frequency	Impact	Severity Score
Task 2, Problem 2	6	Global	Unusable
Task 1, Problem 1	4	Global	Unusable
Task 5, Problem 1	4	Global	Unusable
Task 5, Problem 2	6	Local / Global	Unusable
Task 3, Problem 4	4	Local / Global	Unusable
Task 2, Problem 4	5	Local	Unusable
Task 2, Problem 1	3	Global	Severe
Task 2, Problem 3	3	Global	Severe
Task 4, Problem 1	3	Global	Severe
Task 3, Problem 2	2	Local / Global	Moderate
Task 2, Problem 5	2	Local	Moderate
Task 3, Problem 1	2	Local	Moderate
Task 3, Problem 3	1	Local	Irritant
Task 5, Problem 3	1	Global	Irritant
Task 4, Problem 3	1	Local / Global	Irritant
Task 4, Problem 2	1	Local	Irritant

FINDINGS

SEVERITY SCORE: **Unusable**

Content Strategy

Problem: Information density dilutes communication and conceals important content

Specific locations:

> Content includes information that is not relevant to Admissions (Student Life, ABA Required Disclosures, News and Events, All Admitted Students)

<https://www.law.miami.edu/admissions>

> User expected academic programs information would be available in Students page but it is directed towards current students

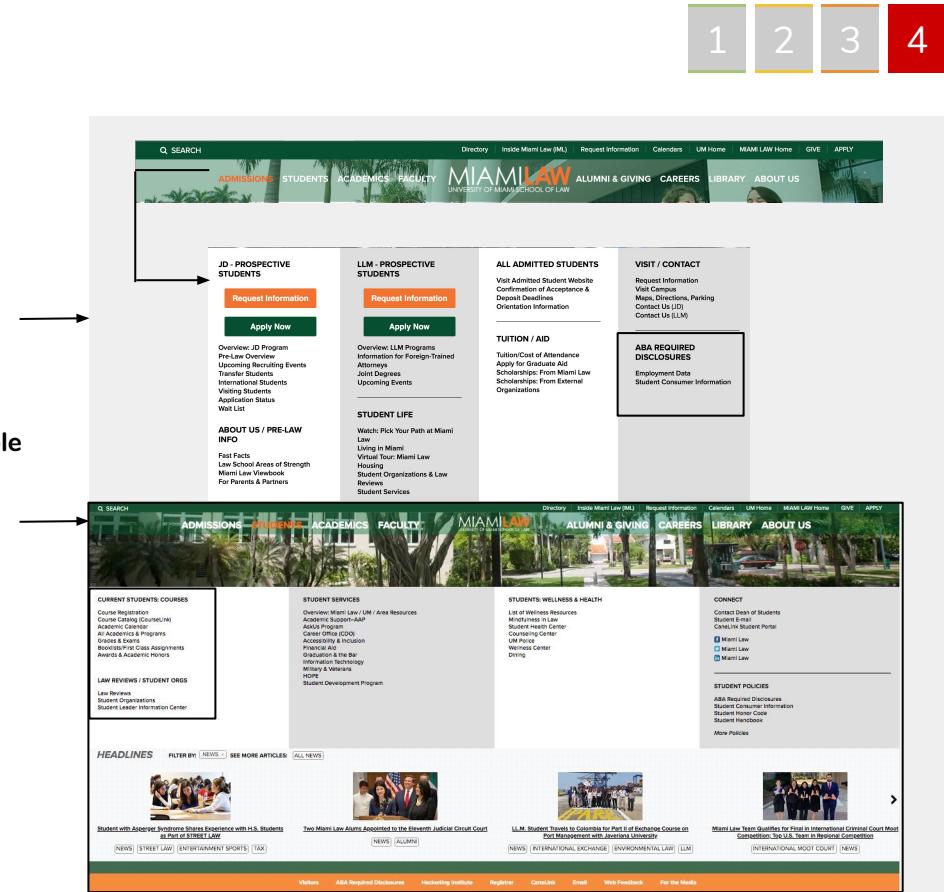
<https://www.law.miami.edu/students>

Voices

> "The site is designed for law students, so there is no need to mention law in the joint degree list because law is the default one."

> "There's too much info on the page. I get distracted."

> "Too much information. Would be overwhelming for first-time users."



FINDINGS

SEVERITY SCORE: Severe

Content Strategy and Layout

Problem: Landing page forces user to a decision point without context.

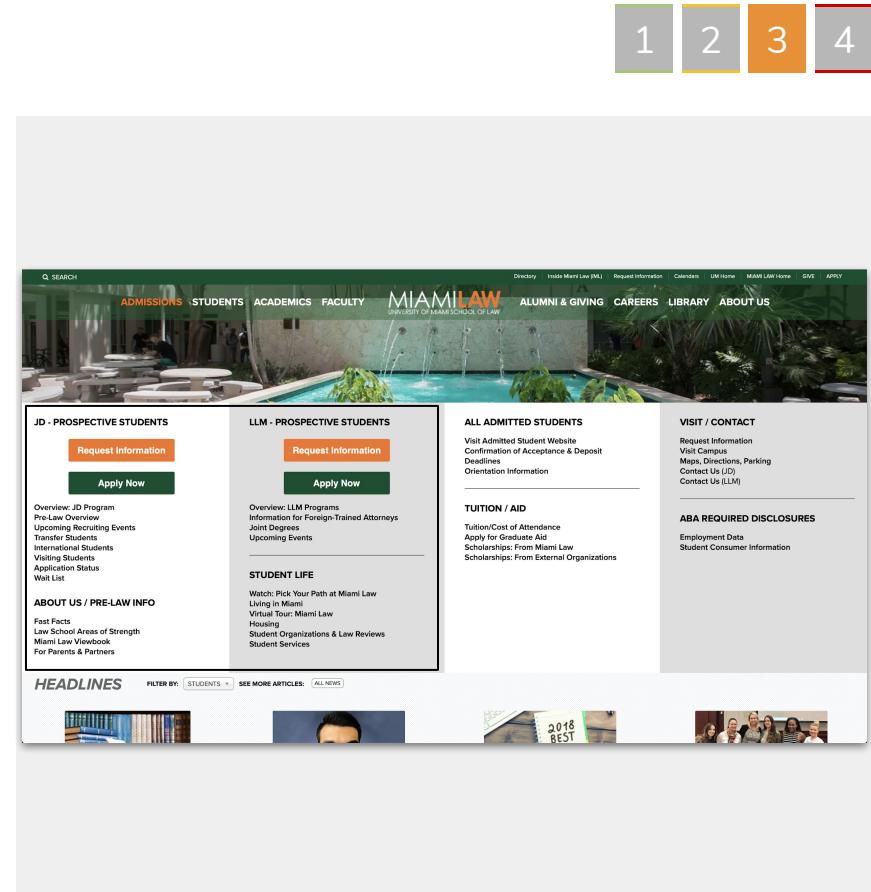
Specific location:

> Information presented does not align with mental models. Users expect to see general admission information. (having to choose between JD or LL.M only benefits informed users)

<https://www.law.miami.edu/admissions>

Voices

- > "I wish there was a separate tab just for general info."
- > "What, is that? (error)? (when click on a form link)



FINDINGS

SEVERITY SCORE: **Unusable**

Information Density

Problem: User orientation is lost due to poor information architecture sitewide.

Specific location:

- > Information visibility does not align with expectations that the Admissions page would offer.

<https://www.law.miami.edu/admissions/request-more-info>

Voices

- > "There are 2 apply buttons in Academics."
- > "What is the difference between 2 programs?"

The screenshot shows the Miami Law website's admissions page. At the top, there is a navigation bar with links for ADMISSIONS, STUDENTS, ACADEMICS, FACULTY, MIAMI LAW (with a sub-link for UNIVERSITY OF MIAMI SCHOOL OF LAW), ALUMNI & GIVING, CAREERS, LIBRARY, and ABOUT US. Below the navigation is a large banner featuring a city skyline. The main content area has a dark background with white text. It features a heading 'Interested in J.D. or LL.M.? Request More Information' with two sub-sections: 'JURIS DOCTOR J.D. DEGREE' (showing students in a classroom) and 'POST GRADUATE LL.M. PROGRAMS' (showing a graduation ceremony). To the left is a sidebar with 'ADMISSIONS' and 'J.D.' sections, and to the right are social media links and a 'VIRTUAL TOUR' image.

FINDINGSSEVERITY SCORE: **Severe**

Content Strategy, Layout, Visual Design

Problem: Key information for target audience is hidden due to low findability and discovery.

Specific location:

> Published information is incongruous with users' expectations to locate key information — costs to apply — on an Admissions page; not an external, third-party web

<https://www.law.miami.edu/admissions/jd-how-to-apply>

Voices

> “Applying electronically, no cost of what that is...”

The screenshot shows a section of the Miami Law School website dedicated to the Credential Assembly Service (CAS). On the left, there's a sidebar with links like "steps to apply", "Credential Assembly Service (CAS)", "Law School Reports", "Letters of Recommendation", "Prior Matriculation", "Application Requirements", "Applying to Law School: Infographic", "JD Help & FAQs", "LLM & Other Law Programs", "Application Process", and "Misconduct & Irregularities". The main content area has three main sections: "What is the Credential Assembly Service (CAS)?", "What does CAS cost?", and "How do I get started?".

What is the Credential Assembly Service (CAS)?

The text explains that CAS simplifies the law school application process by allowing users to upload transcripts, letters of recommendation, and other documents required for each law school application in one place. It notes that LSAC handles the rest, including electronic submission to ABA-approved schools and forwarding reports to other schools.

What does CAS cost?

The CAS fee is \$195. The account remains active for five years and includes the following services:

- transcript summarization (as well as authentication and evaluation of academic records for internationally educated JD applicants, if applicable)
- creation of your law school report
- letter of recommendation processing
- electronic application processing for all ABA-approved law schools and some non-ABA-approved schools

Fee waivers may be available for extreme cases of need. The program ensures that no person is denied access to law school due to their inability to pay for the LSAT and other essential application services.

[Learn More About Fee Waivers](#)

How do I get started?

You can complete the steps to assemble your CAS file in any order, but you must complete all steps before we can send your law school report.

FINDINGS

SEVERITY SCORE: **Unusable**

Copywriting

Problem: External links lacks meaning due to choice of hyperlinked text.

Specific location:

> Hyperlinked text "LSAC Credential Assembly Service (CAS) registration" is unfamiliar

<https://www.law.miami.edu/admissions/jd-how-to-apply>

> Hyperlinked text also does not indicate user will be taken off site

<https://www.law.miami.edu/admissions/jd-how-to-apply>

Voices

> "What is the difference between 2 programs?"

> "Don't know which program is each?"

> "What is the difference between these two programs?"



The screenshot shows a section of the Miami Law School website for J.D. applicants. At the top, there are two lists of bullet points:

- work experience, extracurricular activities or community service, and unusual skills or backgrounds
- a Bachelor degree awarded by an institution that is accredited by an accrediting agency recognized by the U.S. Department of Education or an equivalent degree from an international institution

Below these lists is a link: **READ SPECIFIC INSTRUCTIONS FOR FIRSTYEAR J.D. APPLICANTS**.

Further down, there is a heading: **Information for International, Transfer and Visiting J.D. Applicants**, followed by three sub-links: **International J.D. Applicants**, **Visiting J.D. Applicants**, and **Transfer J.D. Applicants**.

Underneath these links is a heading: **Ways to Apply to the J.D. Program**. This section contains two boxes:

- 1) Applying Electronically (Preferred Method)**: A box containing text about the electronic application process, mentioning LSAC's secure technology and encryption.
- 2) Applying by Hard Copy**: A box containing text about the hard copy application process, mentioning the LSAC service and a link to a hard copy application form.

At the bottom of the page, there is a heading: **For More Information**, followed by a paragraph of text about staff members in the Office of Admissions and Student Recruiting.

FINDINGS

Content Strategy

Problem: Critical information is missing that reflects user's needs and goals.

Specific location:

> User expected costs to apply to be presented on the UM website under Admissions

<https://www.law.miami.edu/admissions/jd-how-to-apply>



ADMISSIONS

- [Admission Criteria](#)
- [Fast Facts](#)
- [Transcripts](#)
- [Transfer Students](#)
- [Visiting Students](#)
- [International Students](#)
- [Law Areas of Strength](#)
- [Diversity](#)
- [Wait List](#)
- [Admission Status](#)

LL.M.

- [Admission](#)
- [Fellowships](#)
- [Public Law Info](#)
- [Admitted Students](#)
- [Contact/Visit](#)

J.D. How to Apply: Application Overview



Admissions Standards

Requirements for admission to University of Miami School of Law, an application must have received a minimum degree score & a minimum LSAT score as required by the School of Law. The law school does not consider applications from students who do not receive an admissions decision by the fall semester and/or review applications on a rolling basis throughout the year. Applications are evaluated on a rolling basis until all seats are filled.

[Apply Now](#)

Important Application Dates & Deadlines

December 1, 2018	Final application becomes available.
January 1, 2019	Complete applicants who complete their files now at this date will be optimally placed for scholarship consideration.
February 1, 2019	Completion of the application by this date or earlier to strongly advantage place applicants in the best position for admission. Applications received after this date will continue to be received and may be selected even late as July 31, 2019.
March 1, 2019	Last day J.D. application received.
April 1, 2019	While no applications are encouraged, this is the final application deadline for the Miami Scholarships Public Interest Fellowships.
Any 2019	Last day J.D. applications are accepted for the Fall 2019 enrollment.

Admissions Requirements for First-Year Juris Doctor (J.D.) Applicants

Admission decisions at Miami are based on individual potential to excel in the law, legal skills, known or potential financial need, academic record, and geographic background. Students are admitted to the School of Law almost every academic discipline.

Transfers & Visiting Students

- [Admission](#)
- [Financial Aid](#)
- [Undergraduate Institutions and the origin of the courses received](#)
- [Academic Record](#)
- [Admission](#)
- [Bachelor's Degree Awarded by an Institution that is accredited by an accrediting agency recognized by the U.S. Department of Education](#)
- [Degree Requirements](#)
- [Transfer & Visiting Students](#)

Information for International, Transfer and Visiting J.D. Applicants

[International J.D. Applicants](#)

[Transfer J.D. Applicants](#)

Ways to Apply to the J.D. Program

1 Applying Electronically (Preferred Method)

Always electronic applications are available as part of the Miami-Dade County Attorney's Office Service (DADS) system. All applicants are required to apply online via the DADS system. All applicants are required to register the GED, if used, and provide the test date and score. All applicants are required to provide the SSN and driver's license number, if applicable, and provide the date of birth. Once an application is filed, it is ready for the admissions process.

LSAC's secure technology ensures that personal information is protected. All information provided by the applicant can be reviewed at any applicant's convenience.

2 Applying by Hard Copy

Drop off or mail your completed application is otherwise through the U.S. Postal Service. If a student prefers to mail in hard copy, that is acceptable. Please mail to the following address:

University of Miami School of Law
Admissions Office, P.O. Box 248010
Miami, FL 33124-8010

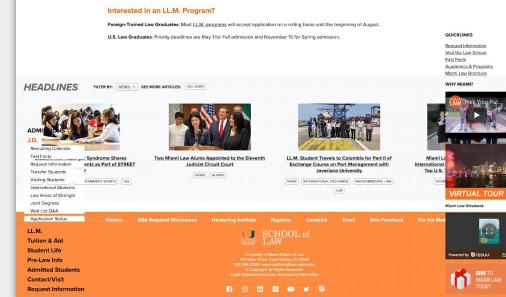
For Prospective International Students

- [Join Distance Programs](#)
- [Miami Scholarships Public Interest Fellowships](#) (These requires a minimum of 50% international enrollment)

For More Information

Our Admissions Office is the Office of Admissions and Student Selection. We are here to help throughout the application process. Miami Law's admissions office is here to assist you in the process and answer any questions you may have about applying.

[Apply Now](#)



SEVERITY SCORE: **Moderate**



FINDINGS

Content Strategy

Problem: Home page content and messaging does not speak to prospective students

Specific location:

- > **Home page content lacks effective positioning for prospective students as all content currently presented is either news or events.**

<https://www.law.miami.edu>

SEVERITY SCORE: Moderate



The screenshot shows the Miami Law School website homepage. At the top, there's a navigation bar with links for ADMISSIONS, STUDENTS, ACADEMICS, FACULTY, and other sections like ALUMNI & GIVING, CAREERS, LIBRARY, and ABOUT US. The main banner features a large green leaf on the right and text about an 'ADMISSIONS + LSAT WORKSHOP IS 3/2'. Below the banner, there's a 'HEADLINES' section with several news thumbnails. The 'EVENTS' section lists various workshops and lectures. The bottom of the page has a 'MIAMI IN PHOTOS' section with images of the school building and faculty spotlights. The footer contains links for Visitors, ABA Required Disclosures, Hockett Institute, Registration, Contact, Email, Web Feedback, and For the Media.

Voices

> "As a prospective student, I need to go to Admissions to find out where to meet these people. Application might be a good place to go. But it is not..."

FINDINGS

Visual Design and Layout

Problem: Relevant content is hidden due to poor page structure and hierarchy of information

Specific location:

> **Section labels are separated from related information due to table layout structure of the page**

<https://www.law.miami.edu/academics/lm/recruitment-events>

Voices

- > "hard because it's not under international students"
- > "I'm assuming he is living in France, so requirement to be International Student and finding recruitment events."
- > "I guess would be under Recruiting Calendar but don't see it" (JD)
- > "I expected to find the answer in Recruitment Calendar but it is hard to find."

SEVERITY SCORE: Moderate



LL.M. PROGRAMS

- Entertainment, Arts, Sports
- English + LLM
- Estate Planning
- International Arbitration
- International Law
- Maritime Law
- Real Property Development
- Tax
- Taxation Of Cross-Border Investment
- US- Transnational Law For Foreign-Trained Lawyers
- For Foreign-Trained Lawyers: LLM Information
- Contact Apply

Domestic Events

- Carrousel Tours every Monday - Friday at 1100 a.m.
- September 27-29 [ICC Conference](#), New York, NY
- October 11-13 [Annual Meeting of the Bar Association of the District of Columbia](#), Washington, DC
- October 12-13 [American Bar Association Annual Meeting](#), San Francisco, CA
- October 18-19 [International Maritime Law Association of the U.S. Fall 2018 Meeting](#), University of Miami School of Law
- November 1-3 [ICC World Conference Miami](#), Ft. Lauderdale, FL
- November 1-3 [International Maritime Law Association of the U.S. Spring Meeting](#), University of Miami School of Law
- January 18-19 [Harcourt Institute of Law Practice](#), Orlando, FL
- July 19-24 [Ecole Supérieure d'Avocature Legal English and Litigation Skills](#), Corse Génies, FR

International Events (by country)

ARGENTINA	October 22 EducacionUSA LLM , Buenos Aires, Argentina
AUSTRALIA	June 29 - July 3 International Maritime Law Association Meeting , Murdoch University School of Law, Western Australia
BRAZIL	October 15 EducacionUSA LLM , Rio de Janeiro, Brazil
CAMBODIA	October 16 EducacionUSA LLM , Phnom Penh, Cambodia
CHILE	October 16 EducacionUSA LLM , Santiago, Chile
COLOMBIA	October 16 EducacionUSA LLM , Bogota, Colombia
MEXICO	October 22 EducacionUSA LLM , Mexico City, Mexico
PERU	October 27 EducacionUSA LLM , Lima, Peru
SWEDEN	November 8-10 Foreign Direct Investment FDI , Stockholm, Sweden
THE NETHERLANDS	November 8-10 EducacionUSA LLM , Amsterdam, Netherlands
URUGUAY	October 23 EducacionUSA LLM , Montevideo, Uruguay

International Events (by date)

October 16	EducacionUSA LLM , Rio de Janeiro, Brazil
October 16	EducacionUSA LLM , Brasilia, Brazil
October 17	EducacionUSA LLM , Curitiba, Brazil
October 18	EducacionUSA LLM , Belo Horizonte, Brazil
October 22	EducacionUSA LLM , Buenos Aires, Argentina
October 23	EducacionUSA LLM , Bogota, Colombia
October 25	EducacionUSA LLM , Santiago, Chile
October 26	EducacionUSA LLM , Curitiba, Brazil
October 27	EducacionUSA LLM , Bogota, Colombia
November 8	EducacionUSA LLM , Mexico City, Mexico

FINDINGS

Copywriting

Problem: Content labeling does not accurately describe information

Specific location:

> Primary page title does not align with mental models as users expect to see Recruitment Calendar among all UMLaw events in the Master Calendar

<https://miami.emscloudservice.com/calendar/MasterCalendar.aspx>

Voices

> "I expected to find the answer in Recruitment Calendar but it is hard to find."

> "This event should be in the calendars."

SEVERITY SCORE: Irritant



UNIVERSITY OF MIAMI

MASTER CALENDAR

Events April 2019 Day Week Month

guest Login

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
31 9:00 AM - 2:00 PM <u>Community Tennis Classes</u>	1 7:30 AM - 7:30 PM <u>National Public Health Week Educational Campaign</u>	2 7:30 AM - 7:30 PM <u>National Public Health Week Educational Campaign</u>	3 7:30 AM - 7:30 PM <u>National Public Health Week Educational Campaign</u>	4 7:30 AM - 7:30 PM <u>National Public Health Week Educational Campaign</u>	5 7:30 AM - 7:30 PM <u>BOT Academic Affairs Committee</u>	6 6:30 AM - 9:00 PM <u>Healthy U Healthy Me - Streamline Miami</u>
9:00 AM - 2:00 PM <u>Community Tennis Classes</u>	8:00 AM - 1:00 PM <u>Campaign Meeting Option 2</u>	8:00 AM - 1:00 PM <u>Campaign Meeting Option 3</u>	8:00 AM - 1:00 PM <u>Campaign Meeting Option 4</u>	8:00 AM - 11:00 AM <u>HUHHE Health Week</u>	8:00 AM - 5:00 PM <u>Entertainment and Sport Law Society Annual Conference</u>	6:30 AM - 3:30 PM <u>Streamline Miami Field Day</u>
9:00 AM - 2:00 PM <u>Community Tennis Classes</u>	9:00 AM - 10:00 AM <u>Student Government Executive Board Meeting</u>	10:00 AM - 2:00 PM <u>Phi Delta Epsilon Table for Children's Miracle Network</u>	10:30 AM - 3:00 PM <u>HUHHE Health Week</u>	11:00 AM - 4:00 PM <u>ANAD Tabling</u>	8:00 AM - 5:00 AM <u>Entertainment and Sport Law Society Annual Conference</u>	6:30 AM - 3:30 PM <u>Streamline Miami Field Day</u>
9:00 AM - 12:00 PM <u>Pickleball Club</u>	10:00 AM - 4:30 PM <u>UChaban Tabling</u>	10:30 AM - 2:00 PM <u>HUHHE Health Week</u>	11:00 AM - 3:00 PM <u>Distraction Magazine</u>	11:00 AM - 4:00 PM <u>Reference Cafe</u>	8:00 AM - 6:30 PM <u>Piers Plowman Society Conference</u>	6:30 AM - 3:30 PM <u>Streamline Miami Field Day</u>
11:00 AM - 1:00 PM <u>University Christian Fellowship</u>	10:30 AM - 3:30 PM					

Display as: Event Time Zone

Search for Events Go

Calendars

Uncheck All Collapse All

Calendars

Advancement

Alumni

Arts and Culture

Athletics

Faculty and Staff Events

Herbert Wellness Center

FINDINGS

SEVERITY SCORE: **Unusable**

Visual Design and Layout

Problem: Information visibility is poor due to wide page width and poor use of visual cues

Specific locations:

> Users resort to utilizing browser functions (command F) due poor information structure, navigation support, and understanding of a page within the context of the entire website

<https://www.law.miami.edu/academics/llm/recruitment-events>

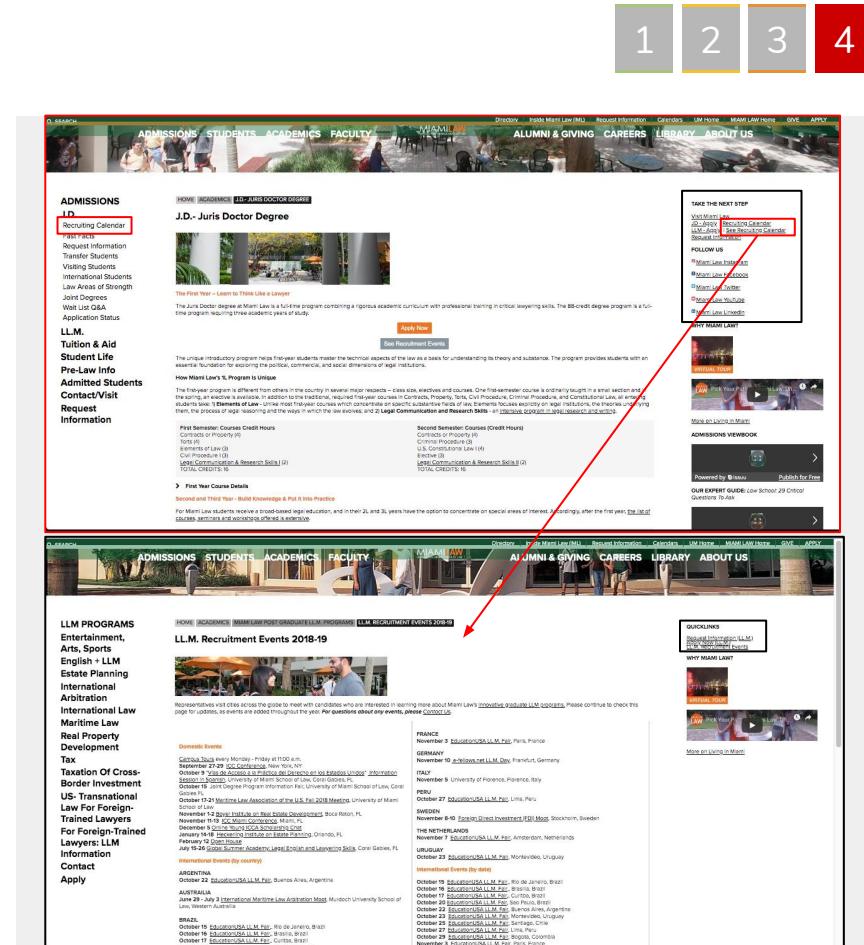
> Users do not notice right sidebar content due to similarity of typographic weight and size to non-critical information, specifically, "Take the Next Step" links

<https://www.law.miami.edu/academics/jd>

Voice

> "Is there an activity part? Where is it?"

> "I am concentrating mainly on the left side as there is too much info"



FINDINGSSEVERITY SCORE: **Severe**

Content Strategy, Visual Design and Layout

Problem: Users do not understand or are not attracted to the names of the main body of links (navigation in body of page)

Specific location:

- > **Users browsed through many navigation tabs before going deeper into the site**

Location: primary navigation bar, main pages (i.e. Admissions, etc.)

- > **Related information is not placed in close proximity**

Location: main pages (i.e. Admissions, etc.) body content navigation

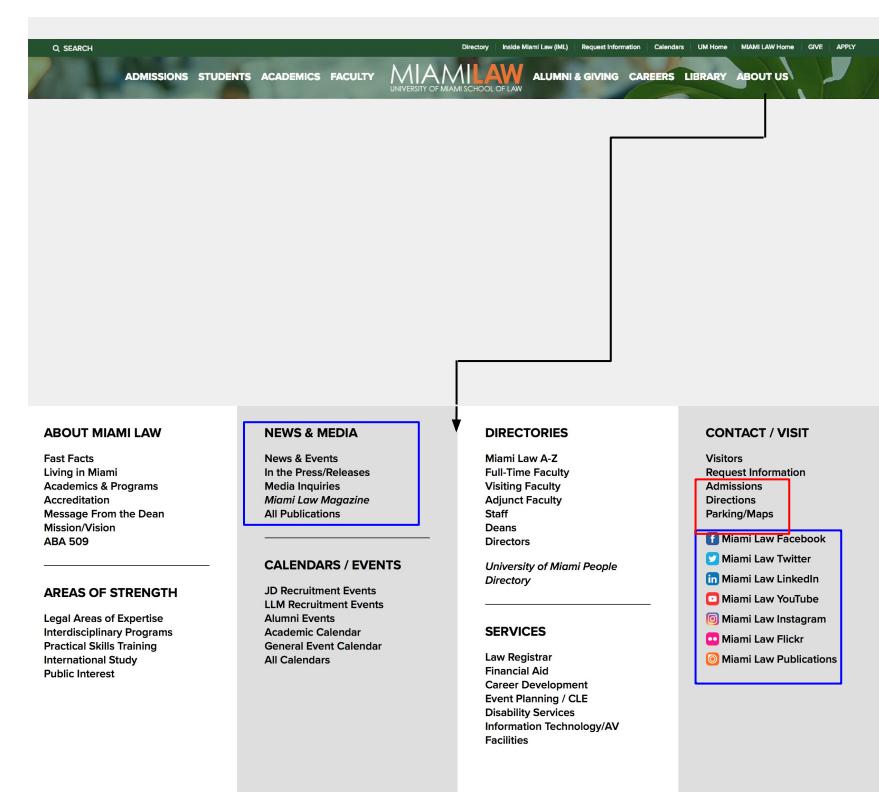
- > **Landing pages from primary navigation items lack clarity and hierarchy due to inadequate differentiation and context.**

<https://www.law.miami.edu/about>

Voices

- > "There is definitely not a clear path to find it."

- > "The information is too vast and hence is like an obstacle to me."



FINDINGS

Content Strategy

Problem: Marketing opportunity is lost due to poor visual design distinction between different content

Specific location:

> **Most notable (salient) statistics about UM Law and unique selling points (Fast Facts) are obscured due to presentation with low visual emphasis.**

<https://www.law.miami.edu/about/fast-facts>

Voices

>"The left side is more important than that of the right side."
 >"Fast facts...but i'm looking for class size..."

SEVERITY SCORE: Irritant



ABOUT MIAMI LAW

- Fast Facts
- Area of Strength
- Administration
- Message From the Deans
- Mission/Vision
- ABA 509

News & Events

- Pressroom
- Media Inquiries
- Event Calendar
- External Affairs: Marketing/Events

Directory Services

- Visitors

At a Glance - 2018 Entering Class

50% Male
50% Female
Age range: 19-49

J.D. Class 2021 Entering GPA/ LSAT

343 entering students, all data as of August 9, 2018

Average GPA/LSAT: 3.41/158;
Median GPA/LSAT: 3.43/158;
25% GPA/LSAT: 3.17/155;
75% GPA/LSAT: 3.65/161

For admission: highest LSAT score given most weight; also considered extracurriculars, community service, work experience, personal statement, and recommendations

Our Students

38 U.S. states and territories represented
62 majors represented
124 undergraduate schools represented

63% out of undergraduate school one year or more
58% speak one or more foreign language
50% identify as a member of diverse group

Financial Aid/ Scholarships

More: www.law.miami.edu/finaid

Federal loan assistance is available (Direct Unsubsidized and Graduate PLUS loans)
Wide variety of merit-based scholarships awarded
Full-tuition scholarships awarded through Miami Scholars Public Interest Program.





FINDINGS

Visual Design, Layout and Navigation

Problem: Tracking and efficiency of discovering page relevance is limited due to lack of context

Specific locations:

> Too many levels of hierarchy and emphasized text creates friction and impedes scannability and discoverability of relevant content, specifically class size and ratio of faculty to students.

<https://www.law.miami.edu/academics/id>

> User expected class size information would be available through Students. (Fast Facts is not in Students page as per user expectation)

<https://www.law.miami.edu/students>

Voices

> "Thought it would be under Academics then Students. Even Students took me back to Academics, so I was kind of frustrated with that."

> "I think I am in the right section but I can't find where. It is"
 > "Fast facts...looking for class size..." - doesn't expect info here

SEVERITY SCORE: Irritant



FINDINGS

Navigation

Problem: Successful navigation pathway affordances (visible cues) for user interactions and orientation in website are absent

Specific locations:

> **Users fail to move deeper into the website due to uncertainty of navigation options in body primary navigation**

Location: Global, across all primary navigation pages

> **Understanding of website pathways / orientation in website is poor due to lack of natural categorization of information, i.e. cross referenced links across pages repeated.**

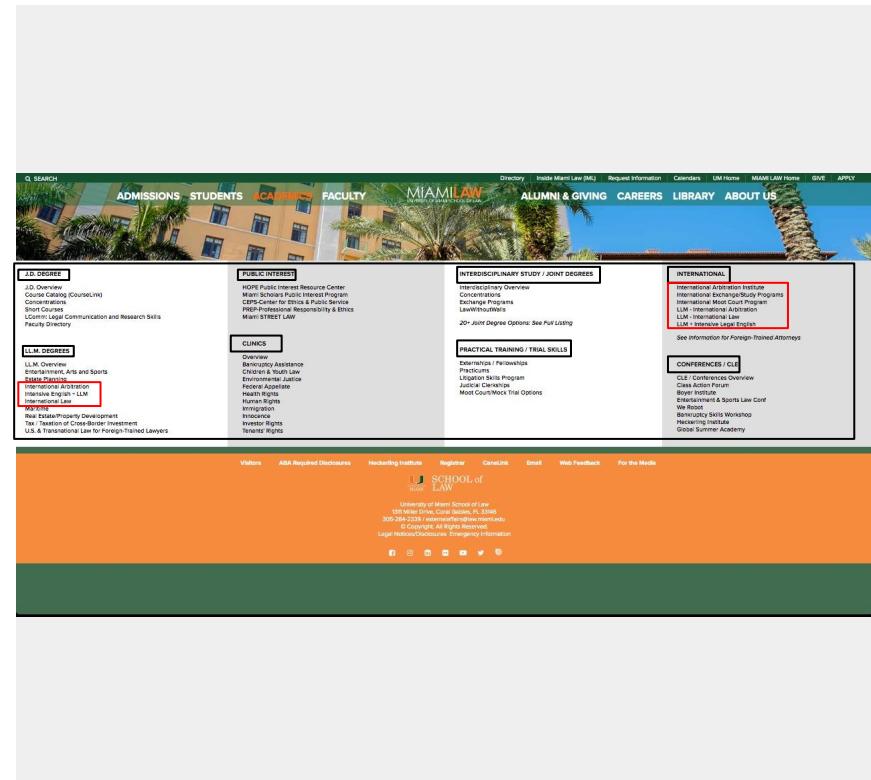
Location: Global, across all primary navigation pages, sidebar navigation pages, and iML website

Voices

> "Didn't know what i was looking for"

> "Where do I go? I don't know about law."

SEVERITY SCORE: **Unusable**



FINDINGS

Copywriting and Visual Design

Problem: Users do not notice links or content due to poor findability and discovery

Specific location:

> **Links to important content suffers from generic headlines, poor visual cues to indicate clickability and is buried in large amounts of copy.**

<https://www.law.miami.edu/iml/careers/judicial-clerkship>

Consideration: Avoid burying important links in paragraphs of text. These will not be noticed by visitors who are scanning through your pages.

Voices

> "Wonder if it is in the Academics page."

> "I Mainly searched for keywords but was still not able to find it"

SEVERITY SCORE: **Unusable**



The screenshot shows the Miami University Law School website's Judicial Clerkship page. The page is cluttered with text and lacks clear visual cues for clickability. The 'Judicial Clerkship' section, which is likely the most important for users, is buried within a large amount of descriptive text and lacks prominent visual indicators like bold text or bullet points.

FINDINGS

SEVERITY SCORE: Irritant

Navigation and Brand Consistency

Problem: Main header area changes unexpectedly

Specific location:

> User orientation and sense of place is disrupted due to a change in primary navigation label, design and brand (logo)

<https://www.law.miami.edu/iml/careers/judicial-clerkship>



You are in iML (Inside MiamiLaw) - an area with resources for current & admitted students, employees, alumni and the media. Return to main Miami Law site.

Judicial Clerkship

A judicial clerkship provides direct insight into the judicial process and is a valuable and enriching experience. A clerkship is a continuation of one's legal education, providing the recent law graduate with many of the tools necessary for a successful legal career. A law clerk gains practical experience by:

- Attending judicial proceedings
- Performing legal research
- Drafting memoranda
- Providing other assistance to the judge

CAREER (CDO) QUICKLINKS

Contact the CDO
CDO Blog
CDO E-Newsletter
Internship Program
Symonity Job Posting Database
[Miami Law CDO](#)
[Miami Law LinkedIn](#)

NONDISCRIMINATION POLICY

It is the policy of the University of Miami that no person within the jurisdiction thereof shall, on the basis of race, color, national origin, ethnicity, gender, sex, sexual orientation, gender identity or expression, age, disability, veteran status, or any other information or any other protected class, be denied from participation in, be denied the benefits of, or be subjected to discrimination in any program, including all forms of sexual harassment and sexual violence under any program or

Voices

> "What is iML? Is it the same website?"

> "Is this the same page? It looks different? They don't feel the same; the tabs (main nav)." (iML)

-

Recommendations

+ Redesign

Recommendations & Redesign - Global Overview

- New footer layout geared towards prospective students.
- New “body” layout for the primary navigation landing pages is provided. Reformatted the main content area so the paragraph width measures are narrower and increases readability of body text. (Related to white space and removing content that is unrelated to the expectations of the user).
- Existing right sidebar displayed on inner pages, i.e. Admissions > J.D. Overview landing page visually confusing; we suggest a sidebar that is page-specific and provides relevant content to move deeper into the site; current right sidebar content may be added to the footer, i.e. adding social media links in the footer area.
- Adding a dropdown navigation design to the current Primary Navigation. This will influence the left side bar navigation content, (in terms of labels, etc.). UM Law is recommended to think about related content and pages for the dropdown, and to not repeat the pages across the primary navigation dropdown options.
- The brand/primary navigation (from UML to iML) is a source of confusion for users, adding the same footer navigation options from the UML to the iML website can help orient users that there is a way back to the original UM Law website.

- Redesign recommendations are prioritized by order of severity. (*within the severity rating, usability issues by task / category are ordered according to impact location; there are no further prioritizations other than by severity.)

- According to severity ratings, “Global” is the most severe in that it can drastically change elements in the site. This influences redesign significantly, and informs the “Local” changes.

#	Problem by Task	Severity Score	Category	Impact
1	Task 1, Problem 1	Unusable	CONTENT STRATEGY	Global
3	Task 2, Problem 2	Unusable	INFORMATION DENSITY	Global
14	Task 5, Problem 1	Unusable	NAVIGATION	Global
10	Task 3, Problem 4	Unusable	LAYOUT / VISUAL DESIGN	Local / Global
15	Task 5, Problem 2	Unusable	COPYWRITING / VISUAL DESIGN	Local / Global
5	Task 2, Problem 4	Unusable	COPYWRITING	Local
2	Task 2, Problem 1	Severe	CONTENT STRATEGY / LAYOUT	Global
4	Task 2, Problem 3	Severe	CONTENT STRATEGY / LAYOUT / VISUAL DESIGN	Global
11	Task 4, Problem 1	Severe	CONTENT STRATEGY / LAYOUT / VISUAL DESIGN	Global
8	Task 3, Problem 2	Moderate	LAYOUT / VISUAL DESIGN	Local / Global
6	Task 2, Problem 5	Moderate	CONTENT STRATEGY	Local
7	Task 3, Problem 1	Moderate	CONTENT STRATEGY	Local
13	Task 4, Problem 3	Irritant	LAYOUT / VISUAL DESIGN / NAVIGATION	Local / Global
16	Task 5, Problem 3	Irritant	NAVIGATION / BRAND CONSISTENCY	Global
9	Task 3, Problem 3	Irritant	COPYWRITING	Local
12	Task 4, Problem 2	Irritant	CONTENT STRATEGY	Local

Copywriting / Layout / Visual Design

Problem 5: External links lacks meaning due to choice of hyperlinked text.

Problem 10: Information visibility is poor due to wide page width and poor use of visual cues

Location of Redesign: Local and Global, example “Academics > JD Overview” <https://www.law.miami.edu/academics/jd>

#	Problem by Task	Severity Score	Category	Impact
5	Task 2, Problem 4	Unusable	COPYWRITING	Local
10	Task 3, Problem 4	Unusable	LAYOUT / VISUAL DESIGN	Local / Global

Recommendations:

1. Simplify right sidebar with relevant and related links to encourage visitors to move deeper into the site.
2. “J.D. Overview” general information needs greater visual hierarchy and use of visual design elements.
3. Move content from current right sidebar (i.e. social media links) to the footer of the website.

The screenshot shows the "J.D. Juris Doctor Degree" page on the Miami Law website. The page features a large header image of a waterfront scene. Below the header, the URL "Home > Academics > J.D. Juris Doctor Degree" is visible. The main content area contains several sections of text and three small images of law students. To the right of the main content is a wide, cluttered sidebar. A green circle with the number "1" highlights the "Wait List Q + A" section. Another green circle with the number "2" highlights the "Learn to Think Like a Lawyer" section. A third green circle with the number "3" highlights the footer area.

Learn to Think Like a Lawyer

Mauris eu leo quam. Pellentesque ornare sem lacinia quam venenatis vestibulum. Nulla vitae elit libero, a pharetra augue. Duis mollis, est non commodo luctus, nisi erat porttitor ligula, eget lacinia odio sem nec elit. Integer posuere erat a ante venenatis dicesque pulvinar vel aliquet. Nam id leo. Libero, a pharetra augue.

Fusce dapibus, tellus ac cursus commodo, tortor mauris condimentum nibh, ut fermentum massa justo sit amet risus. Nullam id dolor id nibus ultricies vehicula ut idell. Morbi leo risus, porta ac consectetur ac, vestibulum at eros. Sed posuere consetetur et at lobatos. Lorem ipsum dolor sit amet, consetetur adipiscig elit. Aenean lacina libidum nulla sed consecetur.

Build Knowledge & Put it into Practice

Mauris eu leo quam. Pellentesque ornare sem lacinia quam venenatis vestibulum. Nulla vitae elit libero, a pharetra augue. Duis mollis, est non commodo luctus, nisi erat porttitor ligula, eget lacinia odio sem nec elit. Integer posuere erat a ante venenatis dicesque pulvinar vel aliquet. Nam id leo. Libero, a pharetra augue.

Fusce dapibus, tellus ac cursus commodo, tortor mauris condimentum nibh, ut fermentum massa justo sit amet risus. Nullam id dolor id nibus ultricies vehicula ut idell. Morbi leo risus, porta ac consectetur ac, vestibulum at eros. Sed posuere consetetur et at lobatos. Lorem ipsum dolor sit amet, consetetur adipiscig elit. Aenean lacina libidum nulla sed consecetur.

Fusce dapibus, tellus ac cursus commodo, tortor mauris condimentum nibh, ut fermentum massa justo sit amet risus. Nullam id dolor id nibus ultricies vehicula ut idell. Morbi leo risus, porta ac consectetur ac, vestibulum at eros. Sed posuere consetetur et at lobatos. Lorem ipsum dolor sit amet, consetetur adipiscig elit. Aenean lacina libidum nulla sed consecetur.

FACTS & STATS

7:1 Faculty Student Ratio
3.43/158 Median GPA/LSAT
50/50 Male / Female Ratio

J.D. Degree

- Request Information
- Admissions
- Overview: J.D. Program
- Prospective Students
- Upcoming Events
- Faculty & Staff
- Alumni
- Visiting Students
- Lawyering Practice
- Well-Off

L.L.M. Degrees

- Request Information
- Admissions
- Overview: L.L.M. Program
- Prospective Students
- Upcoming Events
- Faculty & Staff
- Alumni
- Visiting Students

All Prospective Students

- VISIT / CONTACT
- Request Information
- Admissions
- Hours, Directions, Parking
- Contact Us
- Alumni

STUDENT LIFE

- Watch Prove It's a Miami Law Living
- Living Large
- Music, Bands, and More
- Student Organizations & Law Review
- Student Government

SECTION / AID

- Graduate of America
- Highly Qualified Law Students
- Disabilities Plan-Mentor Law
- Financial Aid
- Other Opportunities

ABA REQUIRED DISCLOSURES

- Annualized Data
- Student Consumer Information

CONTACT / VISIT **VIRTUAL TOUR** **REQUEST INFORMATION** **PROGRAMS / DEGREES** **CAREERLINK**

3

Content Strategy / Layout / Information Density / Visual Design

Problem 1: Information density dilutes communication and conceals important content

Problem 2: Landing page forces user to a decision point without context

Problem 3: User orientation is lost due to poor information architecture sitewide

Problem 4: Key information for target audience is hidden due to low findability and discovery

Location of Redesign: Global, example “Admissions”

<https://www.law.miami.edu/admissions>

#	Problem by Task	Severity Score	Category	Impact
1	Task 1, Problem 1	Unusable	CONTENT STRATEGY	Global
2	Task 2, Problem 1	Severe	CONTENT STRATEGY / LAYOUT	Global
3	Task 2, Problem 2	Unusable	INFORMATION DENSITY	Global
4	Task 2, Problem 3	Severe	CONTENT STRATEGY / LAYOUT / VISUAL DESIGN	Global

Recommendations:

1. Need an overview of the programs; although separation of J.D. and LL.M. is a “keeper”, first-time visitors or prospective students shouldn’t have to choose between the two degrees without knowing the difference.
2. Admissions main page introduces the school and gives you the overview of what you need to know to apply. Contains links to all other
3. Create hierarchy of information by using white space and text size.
4. Have all international students information under one tab.



Home > Admissions

1 Admissions

IMPORTANT DATES AND DEADLINES

APRIL
23
Transfer Deadline

MAY
05
Scholarship Deadline

MAY
27
(Holiday) Memorial Day

A combination of rigorous academic instruction with professional practice ...

J.D. Admissions

LL.M Admissions

Financial Aid

International Students

Contact UM Law

Maecenas faucibus mollis interdum. Donec ullamcorper nulla non metus auctor fringilla. Cras justo odio, dapibus ac facilisis in, egestas eget quam. Fusce dapibus, tellus ac cursus commodo, tortor mauris condimentum nibh, ut fermentum massa justo sit amet risus. Morbi leo risus, porta ac consectetur ac, vestibulum at eros.

Aenean eu leo quam. Pellentesque ornare sem lacinia quam venenatis vestibulum. Nulla vitae elit libero, a pharetra augue. Duis mollis, est non commodo luctus, nisi erat porttitor ligula, eget lacinia odio sem nec elit. Integer posuere erat a ante venenatis dapibus posuere velit aliquet. Nulla vitae elit libero, a pharetra augue.

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Nullam quis risus eget urna mollis ornare vel eu leo. Fusce dapibus, tellus ac cursus commodo, tortor mauris condimentum nibh, ut fermentum massa justo sit amet risus. Cum sociis natoque penatibus et magnis dis parturient montes, nascetur ridiculus mus. Sed posuere consectetur ex at lobortis.

J.D. Degree

Request Information
Apply Now
Overview: J.D. Program
How to Apply
Upcoming Recruiting Events
Traveling Students
International Students
Visiting Students
Application Status
Wait List

LL.M. Degrees

Request Information
Apply Now
Overview: LL.M. Programs
Information for Foreign-Trained Attorneys
Upcoming Events

All Prospective Students

✓ STUDENT LIFE
Health Plan for Part of Miami Law
Living in Miami
Virtual Tour: Miami Law
Housing
Student Organizations & Law Reviews
Student Activities

All Admitted Students

Visit Admitted Student Website
Confirmation of Acceptance & Deposit Deadlines
Orientation Information

CONTACT / VISIT

VIRTUAL TOUR

REQUEST INFORMATION

PROGRAMS / DEGREES

CANCEL



SCHOOL of
LAW

LAW SCHOOL of the University of Miami
1311 Miller Dr., Coral Gables, FL 33144

305-284-2330 | admissions@miami.edu

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Legal Notices/Educational Emergency Information

Content Strategy

Problem 6: Critical information is missing that reflects user's needs and goals.

Location of Redesign: Local, example -- “J.D. How to Apply: Application Overview” <https://www.law.miami.edu/admissions/jd-how-to-apply>

#	Problem by Task	Severity Score	Category	Impact
6	Task 2, Problem 5	Moderate	CONTENT STRATEGY	Local

Recommendations:

1. J.D. “How to Apply” page should have easy access to how to apply / cost of application

The screenshot shows the "J.D. Admissions" page with the "How to Apply" section highlighted. The section includes a "Transfer Deadline" (April 23), a "Scholarship Deadline" (May 05), and a "(Holiday) Memorial Day" note. Below this, there is an "Application Overview" section with placeholder text about Miami Law's program and unique features. To the right, there are links for "Visit UM Law", "Check Application Status", "Join Degrees", "International Students", and "Contact UM Law". A sidebar on the right provides links for "How to Apply", "Gather application materials", "Apply Digitally", and "Learn More".

Content Strategy / Layout / Visual Design / Navigation

Problem 11: Users do not understand or are not attracted to the names of the main body of links (navigation in body of page)

Problem 12: Marketing opportunity is lost due to poor visual design distinction between different content

Problem 13: Tracking and efficiency of discovering page relevance is limited due to lack of context

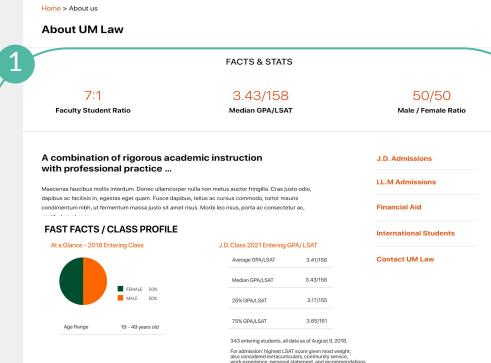
Location of Redesign: Global and Local, example “About Us” page

<https://www.law.miami.edu/about>

#	Problem by Task	Severity Score	Category	Impact
11	Task 4, Problem 1	Severe	CONTENT STRATEGY / LAYOUT / VISUAL DESIGN	Global
12	Task 4, Problem 2	Irritant	CONTENT STRATEGY	Local
13	Task 4, Problem 3	Irritant	LAYOUT / VISUAL DESIGN / NAVIGATION	Local / Global

Recommendations:

- “Fast Facts” are the most notable statistics and unique selling points, which should have high visual cues instead of buried in text.
- “Areas of Strength” should be visualized with importance in “About Us” page
- “Directories” should be moved under “Contact / Visit” page
- “Admissions” should be removed from “About Us” page
- “Direction/ Parking/ Maps” should be moved to “Contact / Visit” page
- Keep all media links together



Navigation

Problem 14: Successful navigation pathway affordances (visible cues) for user interactions and orientation in website are absent

Location of Redesign: Global, example “Academics”

<https://www.law.miami.edu/academics>

#	Problem by Task	Severity Score	Category	Impact
14	Task 5, Problem 1	Unusable	NAVIGATION	Global

Recommendations:

1. Put “Interdisciplinary Study / Joint Degrees” in close proximity to “J.D. Degree” and “LL.M. Degrees” in “Degrees” section
2. Put all international information under one section, and eliminate duplicate links, i.e. “LL.M. Degree” has “International Arbitration” and “International Law”, yet there is also an “International” section, also “Interdisciplinary Study/Joint Degrees” section has “Exchange Programs” yet it is also under “International” section; all should be available only one time to the user on the same page.



A combination of rigorous academic instruction with professional practice ...

J.D. Admissions

LL.M Admissions

Financial Aid

International Students

Contact UM Law

Maecenas faucibus mollis interdum. Donec ullamcorper nulla non metus auctor fringilla. Cras justo odio, dapibus ac facilisis in, egestas eget quam. Fusce dapibus, tellus ac cursus commodo, tortor mauris condimentum nibh, ut fermentum massa justo sit amet risus. Morbi leo risus, porta ac consectetur ac, vestibulum at eros.

Aenean eu leo quam. Pellentesque ornare sem lacinia quam venenatis vestibulum. Nulla vitae elit libero, a pharetra augue. Duis mollis, est non commodo luctus, nisi erat porttitor ligula, eget lacinia odio sem nec elit. Integer posuere erat a ante venenatis dapibus posuere velit aliquet. Nulla vitae elit libero, a pharetra augue.

Fusce dapibus, tellus ac cursus commodo, tortor mauris condimentum nibh, ut fermentum massa justo sit amet risus. Nullam id dolor id nibh ultricies vehicula at eros. Aliquam erat volutpat. Morbi leo risus, porta ac consectetur ac, vestibulum at eros. Sed posuere consectetur est at lobortis. Lorem ipsum dolor sit amet, consectetur adipiscing elit. Lorem ipsum dolor sit amet, consectetur adipiscing elit. Aenean lacinia bibendum nulla sed consectetur.

Donec id elit non mi porta gravida at eget metus. Aenean eu leo quam. Pellentesque ornare sem lacinia quam venenatis vestibulum. Aenean lacinia bibendum nulla sed consectetur. Nullam id dolor id nibh ultricies vehicula ut id elit. Donec ullamcorper nulla non metus auctor fringilla.

1 Degrees

- ▼ J.D. DEGREE
 - J.D. Overview
 - Course Catalog (CourseLink)
 - Concentrations
 - Short Courses
 - LComm: Legal Communication and Research Skills Faculty Directory
- ▼ LL.M. DEGREES
 - LL.M. Overview
 - Entertainment, Arts and Sports
 - Estate Planning
 - International Arbitration
 - Innovative English + LLM
 - International Law
 - Maritime
 - Real Estate/Property Development
 - Tax / Taxation of Cross-Border Investment
 - U.S. & Transnational Law for Foreign-Trained Lawyers
- ▼ INTERDISCIPLINARY STUDY / JOINT DEGREES
 - Interdisciplinary Overview
 - Concentrations
 - Exchange Programs
 - LawWithoutWalls

20+ Joint Degree Options: See Full Listing

Practices

- ▼ PUBLIC INTEREST
 - HOFIS Public Interest Resource Center
 - Miami Scholars Public Interest Program
 - CEPS-Center for Ethics & Public Service
 - Community Responsibility & Ethics Street LAW
- ▼ CLINICS
 - Overview
 - Bankruptcy Assistance
 - Children & Youth Law
 - Environmental Justice
 - Federal Appellate
 - Human Rights
 - Human Rights
 - Immigration
 - Intellectual Property
 - Investor Rights
 - Terrorist's Rights
- ▼ PRACTICAL TRAINING / TRIAL SKILLS
 - Externships / Fellowships
 - Practicums
 - Leadership Program
 - Judicial Internships
 - Moot Court / Mock Trial Options

International

- International Arbitration Institute
- International Exchange / Study Programs
- International Moot Court Program
- LLM - International Arbitration
- LLM - International Law
- LLM - Innovative Legal English

See Information for Foreign-Trained Attorneys

Conferences / CLE

- CLE / Conferences Overview
- Class Action Forum
- Boyer Institute
- Entertainment & Sports Law Conf
- We Rock!
- Bankruptcy Skills Workshop
- Hockering Institute
- Global Summer Academy

CONTACT / VISIT

VIRTUAL TOUR

REQUEST INFORMATION

J.D. DEGREE

LL.M. DEGREES



SCHOOL of
MIAMI
LAW

University of Miami School of Law

1311 Miller Drive, Coral Gables, FL 33146

305-284-2339 | externalsaffairs@miami.edu

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Copywriting / Visual Design

Problem 15: Users do not notice links or content due to poor findability and discovery

Location of Redesign: Local and Global, example -- “Careers > Judicial Clerkship” <https://www.law.miami.edu/iml/careers/judicial-clerkship>

#	Problem by Task	Severity Score	Category	Impact
15	Task 5, Problem 2	Unused	COPYWRITING / VISUAL DESIGN	Local / Global

Recommendations:

1. Group information under clear labels, i.e. make important information larger, such as titles
2. Emphasize important PDF links that have important information and avoid burying in paragraphs of text; the information in the PDFs should provided in the body of the page; information would not be noticed by visitors who are scanning through the page
3. Notice user in now in iML landing page; keep the footer navigation options consistent with the UM Law footer.

1 GENERAL INFORMATION

Judicial clerkships provide direct insight into the judicial process and its valuable work-producing experience. It is common for law students to apply for clerkships during their third year of law school. Judicial clerkships are available throughout the country.

A. Attending judicial proceedings:
- Observing trials
- Studying memoranda
- Preparing briefs
- Writing opinions
Law clerks also assist in the methods and systems of practitioners, including the quality of their written work and their efficiency. Many clerks are offered permanent or temporary associate positions after their clerkships have ended.

HELPFUL INFORMATION

Office of Judicial Clerkships
Florida Bar Judicial Clerkship Program
Florida Justice Court Internship Program for Disenfranchised Law Students

CONTACT INFORMATION

General Law CDO
CDO Available
Florida Bar Judicial Clerkship Database
 Miami Law CDO
 Miami Law Judicial Clerkship Database

MORE INFORMATION

Links

It is important for students to make sure federal and state court judges begin filling in as full or part-time by year 2010. See the revised National Judicial Conference's "Report on the Status of Judicial Clerking" for more information on the current status of clerkships and projected changes in recent years, and download there for more opportunities you may find at law schools near you to pursue a clerkship.

The New Federal Law Clerk Hiring Plan And How To May Attract You

Individuals 2008 - a group of federal judges recommended a new law clerk hiring pack. While the primary purpose of the new hiring pack is to increase the number of law clerks in the federal judiciary, it also provides recommendations for the future of law clerk hiring.

New Pack

Since the last review of the federal judiciary long ago, there has been no concentrated effort among federal judges to update the hiring practices of the federal judiciary. In 2007, the American Bar Association's Standing Committee on Judicial Appointments to the Executive Service, Miami Law CDOs developed a new two year pilot Federal Law Clerk Hiring Plan, which was presented to the Judicial Conference of the United States in April 2008.

Hiring Overview of the new pack

For students who entered law school in 2007 (graduating class of 2010), seek to access further internal recommendations, contact the Judicial Conference of the United States at 202-223-8700 or email judicialconference@americanbar.org.

For students who enter law school in 2010 (graduating class of 2013)

As the new pack is being implemented, the Judicial Conference will continue to monitor the implementation of the new pack and internal recommendations, conduct further research, and make further recommendations. Please see the Judicial Conference's news item dated June 26, 2008.

A judge who makes a clerkship offer is asked to meet with the student, during which time the student will be free to interview with other judges.

This is a one-time pilot plan. Postponed hiring plans and recommendations will be undertaken after June 2010.

Openings

To be eligible for the new year Law Clerk Hiring Plan established by the Judicial Conference's Law Clerk Hiring, access to OSCAR will be required.

Openings 2009

Students will gain access to OSCAR on February 1, 2009 and begin to be informed, updated, encouraged, invited to clerkship positions, and to apply for them. The Judicial Conference will provide additional information to them on June 1, 2009.

Openings of 2010

Students will gain access to OSCAR on February 1, 2010 to register for an initial clerkship opportunity, search for clerkship positions, and apply online application. The Judicial Conference will issue three applications and review them on June 1, 2010.

What is a clerkship?

These law clerks are chosen from the immediately returning individual judges or groups of judges or chambers. In particular but not exclusively, they are chosen from the circuit court of appeals, the district court, and the trial court. The clerkship is a period of time during which the law student will be the law clerk of a selected judge. There are, in contrast to federal courts, no clerks in state supreme courts, but there are law clerks in state trial courts.

Federal Court Clerkships

There are numerous federal clerkship available mostly in federal and state circuit courts in selected matters, the criminal's trial, sentencing, and appeal, and the administrative law court. There are also clerkships in the U.S. Court of Appeals for the First Circuit, where federal practice will be the sort of a federal circuit clerk. There are, in contrast to federal courts, no clerks in state supreme courts, but there are law clerks in state trial courts.

Federal Court Clerkships

Federal judicial clerkship opportunities include United States Courts of Appeals, United States District Courts, Clerks of the Circuit Courts, Magistrate Judges, United States Bankruptcy Courts, Administrative Law Judges and specialty courts such as United States Patent and Trademark Office, and the Federal Maritime Commission. There are also clerkships in the U.S. Court of Appeals for the First Circuit, where federal practice will be the sort of a federal circuit clerk. There are, in contrast to federal courts, no clerks in state supreme courts, but there are law clerks in state trial courts.

State Court Clerkships

State judicial clerkship opportunities include Higher State Courts, Intermediate Appellate Courts, and Trial Courts. There are also clerkships in the U.S. Court of Appeals for the First Circuit, where federal practice will be the sort of a federal circuit clerk. There are also clerkships in the U.S. Court of Appeals for the First Circuit, where federal practice will be the sort of a federal circuit clerk. There are, in contrast to federal courts, no clerks in state supreme courts, but there are law clerks in state trial courts.

> List of Judicial Clerkship Directories

For students interested in clerkships in a particular city or graduation, please contact Karen Warren, Director of Judicial Clerkships, in www.law.miami.edu or (305) 244-2652.

3

CONTACT / VISIT VIRTUAL TOUR REQUEST INFORMATION PROGRAMS / DEGREES CANELINK

SCHOOL OF LAW

University of Miami School of Law
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305-242-2100 • www.law.miami.edu
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RECOMMENDATIONS

Content Strategy / Layout / Visual Design / Copywriting

Problem 7: Home page content and messaging does not speak to prospective students

Problem 8: Relevant content is hidden due to poor page structure and hierarchy of information

Problem 9: Content labeling does not accurately describe information

Location of Redesign: Local and Global, example -- homepage, “LLM Recruitment Events”, “JD Recruitment Events” and “Master Calendar”

#	Problem by Task	Severity Score	Category	Impact
7	Task 3, Problem 1	Moderate	CONTENT STRATEGY	Local
8	Task 3, Problem 2	Moderate	LAYOUT / VISUAL DESIGN	Local / Global
9	Task 3, Problem 3	Irritant	COPYWRITING	Local

Recommendations:

1. Homepage: change the "Headlines" and “Events” section to include information for prospective students
2. Merge all calendars into one master calendar, including the LL.M. and J.D. Recruitment Calendars; all calendars merged for current students; Recruitment Calendars in LLM and J.D. pages are not unified, neither are they synced with the Master Calendar

The screenshot shows the Miami Law website homepage. At the top, there's a navigation bar with links for ADMISSIONS, STUDENTS, ACADEMICS, FACULTY, MIAMI LAW, ALUMNI & GIVING, CAREERS, LIBRARY, and ABOUT US. Below the navigation is a large image of a workshop with people in the background. Overlaid on this image is the text "ADMISSIONS + LSAT WORKSHOP IS 3/2" and "Prospective students are invited to our annual Multicultural Admissions and LSAT Workshop." There's a "REGISTER" button. Below this section is a "HEADLINES" section with four news items. Further down is an "EVENTS" section with a green header. The first event listed is "Multicultural Admissions Workshop" on Saturday, March 02, from 10:00 AM to 12:30 PM. A circled '1' is placed over the date "02". Other events listed are "2019 Barrister's Ball" on Saturday, March 02, from 7:30 PM to 12:30 AM; "Litigation Skills Information Session" on Monday, March 04, from 12:30 PM to 1:30 PM; and "Mass Incarceration and the War on Drugs Panel Discussion" on Monday, March 04, from 6:00 PM to 7:30 PM. Below the events is a "MIAMI IN PHOTOS" section with a large image of the school building and some smaller images. To the right, there are "FACULTY SPOTLIGHT" profiles for Jan L. Jacobowitz and Lili Levi, along with "TAKE A VIRTUAL TOUR" and "VIDEO: THE MIAMI LAW ADVANTAGE" links. At the bottom, there are links for CONTACT / VISIT, VIRTUAL TOUR, REQUEST INFORMATION, PROGRAMS / DEGREES, and CANCELINK, along with social media icons for Instagram, Facebook, Twitter, YouTube, and LinkedIn.

Navigation / Brand Consistency

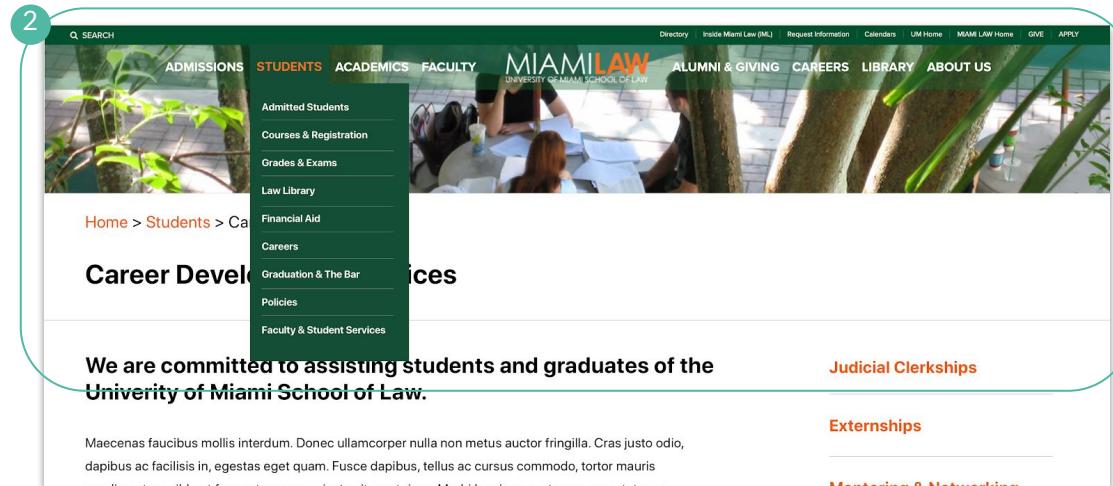
Problem 16: Main header area changes unexpectedly

Location of Redesign: Global, primary navigation across UM Law and iML

#	Problem by Task	Severity Score	Category	Impact
16	Task 5, Problem 3	Irritant	NAVIGATION / BRAND CONSISTENCY	Global

Recommendations:

1. Revisit the information architecture sitewide
2. Simplify the top navigation bar. Keep Miami Law logo consistent sitewide. Re-organize site structure to place iML content under Students.



The screenshot shows the Miami Law website's main page. At the top, there is a green navigation bar with links for Directory, Inside Miami Law (iML), Request Information, Calendars, UM Home, MIAMI LAW Home, GIVE, and APPLY. Below the navigation bar, the Miami Law logo is prominently displayed. A callout bubble with the number '2' is pointing to the 'Students' link in the navigation bar. The main content area features a large image of students studying at a table, with text below it stating: "We are committed to assisting students and graduates of the University of Miami School of Law." There are also links for Judicial Clerkships, Externships, and Mentoring & Networking.

Conclusion

Keepers / Opportunities

- Layout of the home page was most preferred by participants.
“I like the layout of the homepage, visually.”
 - Participants liked the consistent use of colors throughout the website.
“The general style of design of the website, like the colors it uses; the picture (the robot) it uses on the Homepage, and the layout on the second level page.”
 - The site is rich with information and could be refined to optimize for and increase engagement.
 - Compelling visual design opportunities are possible including data visualizations and stronger use of typography.
-

Main Points

- **16 problems were identified:** the majority evaluated to be **severe to unusable (9 out of 16)**.
- **7 themes were defined:** Content Strategy, Layout, Information Density, Visual Design, Copywriting, Navigation and Brand Consistency.
- **Total number of issues:** **23**.
- **The majority of participants:**
 - Found the system **unnecessarily complex**.
 - Found the system **very cumbersome to use**.
 - Felt there was **too much inconsistency** in this system.
 - Felt they **needed to learn a lot of things** before they could get going with this system.

Further Research and Next Steps

- Conduct additional testing with participants who are more representative of prospective law students and current students.
- Survey current student body and stakeholders to gain greater understanding of needs, use and opportunities.
- Work with content strategist and copywriter to refine messaging and structure content types.
- Resolve information architecture (critical). We see large potential to further optimize navigation with a drop down menu in future iterations of the website. Options include: a dropdown in a left sidebar navigation, and the current large navigation menu in the main body of the pages could be filtered into the sidebar navigation. This could help orient users more clearly across the website.
- Resolve brand consistency and refine positioning.
- Recommend implementation of redesign in stages, beginning with items provided in this report.
- Add more general overview content that is visually appealing to the landing pages from primary navigation bar; may use from sources that are already on the website and has engaging / stimulating visual design, i.e.
 - UM Law Admissions Viewbook
https://issuu.com/miamilaw/docs/miami_law_viewbook/24
 - Expert Guide
https://issuu.com/miamilaw/docs/miami_law_viewbook/24

Thank You!

Appendix

A) Consent Form

University of Miami
Consent Form
Interactive Media, MFA - UX Research

Title of Study:

Usability Test - UM Law School Website
(Approx. 20-25 Minutes)

Introduction

You are being asked to participate in a research study testing the usability of the UM Law website. We ask that you read this form and ask any questions that you may have before agreeing to be in the study.

Purpose of Study

The purpose of the study is to test the usability of the UM Law website. The results of the study will be used to inform the layout, navigation, content, and terminology for the proposed redesign of the UM Law website: <https://www.law.miami.edu>.

Description of the Study Procedures

If you agree to be in this study, you will be asked read scenarios and perform tasks on the website, also answer questionnaires and to provide verbal feedback to the moderator.

Confidentiality

This study is anonymous. You have the right to privacy, confidentiality and anonymity. We will not be collecting or retaining any information about your identity. We request to use your data in a manner that respects the human dignity, safety, and welfare of participants.

Right to Refuse or Withdraw

The decision to participate in this study is entirely up to you. You may refuse to take part in the study at any time. You have the right to withdraw completely from the interview at any point during the process; additionally, you have the right to request that the interviewer not use any of your interview material.

Right to Ask Questions and Report Concerns

You have the right to ask questions about this research study and to have those questions answered by me before, during or after the research. If you have any further questions about the study, at any time feel free to contact Dr. Millet at bmillet@miami.edu during the Spring 2019 session.

Consent

Your signature below indicates that you have decided to volunteer as a research participant for this study and that you have read and understood the information provided above.

Participant Name: (Print) _____

Participant Signature: _____ Date: _____

Investigator Signature: _____ Date: _____

B) Demographics

University of Miami
Questionnaire
Interactive Media, MFA - UX Research

Instructions: Please put an "x" for the answer you would like to choose.

Date: April 3rd, 2019

1. What is your gender?

Female Male

2. What is your age? _____

3. What is your primary language?

English Spanish Chinese Other: _____

4. What is the language setting on your PC or laptop?

English Spanish Chinese Other: _____

5. Which operating system do you use on your PC or laptop?

Mac OS Microsoft Windows Other: _____

6. Do you have corrected vision?

None Contact Lenses Glasses Lasik Other: _____

7. Do you often use desktop browser to search for university or institutional websites? Please put an "x" for the answer you would like to choose.

Strongly Disagree 1	Disagree 2	Slightly Disagree 3	Slightly Agree 4	Agree 5	Strongly Agree 6
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

P#: ___ [For Moderator Only] [Please do not proceed to the next page until prompted.]

C) Post-Task Questionnaire, (SEQ), Scenarios 1-2

University of Miami
Usability Evaluation
Interactive Media, MFA - UX Research

Scenario #1

Kim is interested in two specializations: law and health. What programs are offered through UM Law that would allow her to pursue these two passions at same time?

Answer below:

Instructions: Please put an "x" for the answer you would like to choose.

How difficult or easy did you find the task?

Very Difficult 1	Difficult 2	Slightly Difficult 3	Neutral 4	Slightly Easy 5	Easy 6	Very Easy 7
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

P#: ____ [For Moderator Only]

[Please do not proceed to the next page until prompted.]

University of Miami
Usability Evaluation
Interactive Media, MFA - UX Research

Scenario #2

Jane Smith of Athens, Ohio has decided to try to become a student at UMLaw. She wants to submit her materials digitally. What does it cost?

Answer below:

Instructions: Please put an "x" for the answer you would like to choose.

How difficult or easy did you find the task?

Very Difficult 1	Difficult 2	Slightly Difficult 3	Neutral 4	Slightly Easy 5	Easy 6	Very Easy 7
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

P#: ____ [For Moderator Only]

[Please do not proceed to the next page until prompted.]

C) Post-Task Questionnaire, (SEQ), Scenarios 3-4

University of Miami
Usability Evaluation
Interactive Media, MFA - UX Research

Scenario #3

Jérôme is in France and interested in studying in UM Law's specialized degree program. UM Law is hosting a gathering to meet with prospective students in France. When is this meetup happening?

Answer below:

Instructions: Please put an "x" for the answer you would like to choose.

How difficult or easy did you find the task?

Very Difficult 1	Difficult 2	Slightly Difficult 3	Neutral 4	Slightly Easy 5	Easy 6	Very Easy 7
<input type="radio"/>						

P#: ____ [For Moderator Only]

[Please do not proceed to the next page until prompted.]

University of Miami
Usability Evaluation
Interactive Media, MFA - UX Research

Scenario #4

Julia is looking for a law school that offers personalized attention and an intimate class feel. What is the typical number of students per class?

Answer below:

Instructions: Please put an "x" for the answer you would like to choose.

How difficult or easy did you find the task?

Very Difficult 1	Difficult 2	Slightly Difficult 3	Neutral 4	Slightly Easy 5	Easy 6	Very Easy 7
<input type="radio"/>						

P#: ____ [For Moderator Only]

[Please do not proceed to the next page until prompted.]

C) Post-Task Questionnaire, (SEQ), Scenario 5

University of Miami
Usability Evaluation
Interactive Media, MFA - UX Research

Scenario #5

Using this website, you want to find out how students can become law clerks to a judge in the U.S. District Courts during the summer. When is the best time to apply?

Answer below:

Instructions: Please put an "x" for the answer you would like to choose.

How difficult or easy did you find the task?

Very Difficult 1	Difficult 2	Slightly Difficult 3	Neutral 4	Slightly Easy 5	Easy 6	Very Easy 7
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

P#: ____ [For Moderator Only]

[Please do not proceed to the next page until prompted.]

D) Post-Study Questionnaire, (SUS)

University of Miami
Post-Study Questionnaire
Interactive Media, MFA - UX Research

Instructions: Please put an "x" for the answer you would like to choose.

1. I think that I would like to use this system frequently.

Strongly Disagree 1	Disagree 2	Slightly Disagree 3	Slightly Agree 4	Agree 5	Strongly Agree 6
<input type="radio"/>					

2. I found the system unnecessarily complex.

Strongly Disagree 1	Disagree 2	Slightly Disagree 3	Slightly Agree 4	Agree 5	Strongly Agree 6
<input type="radio"/>					

3. I thought the system was easy to use.

Strongly Disagree 1	Disagree 2	Slightly Disagree 3	Slightly Agree 4	Agree 5	Strongly Agree 6
<input type="radio"/>					

4. I think that I would need the support of a technical person to be able to use this system.

Strongly Disagree 1	Disagree 2	Slightly Disagree 3	Slightly Agree 4	Agree 5	Strongly Agree 6
<input type="radio"/>					

Please continue to the next page of this questionnaire.

P#: ____ [For Moderator Only]

[Please do not proceed to the next page until prompted.]

University of Miami
Post-Study Questionnaire
Interactive Media, MFA - UX Research

Continued...

5. I found the various functions in this system were well integrated.

Strongly Disagree 1	Disagree 2	Slightly Disagree 3	Slightly Agree 4	Agree 5	Strongly Agree 6
<input type="radio"/>					

6. I thought there was too much inconsistency in this system.

Strongly Disagree 1	Disagree 2	Slightly Disagree 3	Slightly Agree 4	Agree 5	Strongly Agree 6
<input type="radio"/>					

7. I would imagine that most people would learn to use this system very quickly.

Strongly Disagree 1	Disagree 2	Slightly Disagree 3	Slightly Agree 4	Agree 5	Strongly Agree 6
<input type="radio"/>					

8. I found the system very cumbersome to use.

Strongly Disagree 1	Disagree 2	Slightly Disagree 3	Slightly Agree 4	Agree 5	Strongly Agree 6
<input type="radio"/>					

Please continue to the next page of this questionnaire.

P#: ____ [For Moderator Only]

[Please do not proceed to the next page until prompted.]

D) Post-Study Questionnaire, (SUS)

University of Miami
Post-Study Questionnaire
Interactive Media, MFA - UX Research

Continued...

9. I felt very confident using the system.

Strongly Disagree 1	Disagree 2	Slightly Disagree 3	Slightly Agree 4	Agree 5	Strongly Agree 6
0	0	0	0	0	0

10. I needed to learn a lot of things before I could get going with this system.

Strongly Disagree 1	Disagree 2	Slightly Disagree 3	Slightly Agree 4	Agree 5	Strongly Agree 6
0	0	0	0	0	0

Thank you!

E) Moderator / Observer Field Guide

Moderator / Observer Guide	Moderator Name: _____	Observer Name / Role: _____				
Session	Participants (P#)	Moderator	Timer 1 (full time)	Timer 2 (per task)	Voices	Flow
[] 10:05 AM	1 Laura	Amanda	Deb	Gaurav	Victoria	Jinqi
[] 10:30 AM	2 Mackenzie	Deb	Gaurav	Victoria	Jinqi	Yuan
[] 10:55 AM	3 Manouj	Gaurav	Victoria	Jinqi	Yuan	Amanda
[] 11:20 AM	4 Yutong	Victoria	Jinqi	Yuan	Amanda	Deb
[] 11:45 AM	5 Zihan	Jinqi	Yuan	Amanda	Deb	Gaurav
[] 12:10 PM	6 Aya	Yuan	Amanda	Deb	Gaurav	Victoria
ALL WRITE PROBLEMS!!						

Test Checklist

- Moderator packets (6, +1 lab)
- Observer packets (30)
- Participant packets (6)
- Test plan
- Two timers
- Pens
- Computer
- Loaded website (www.law.miami.edu)

GO TO NEXT PAGE

P#: ____ [For Moderator Only] (Page 2 out of 9) Overall Time: _____

Moderator / Observer Guide	Moderator Name: _____	Observer Name / Role: _____
<p><input type="checkbox"/> [] START TOTAL TIME <input type="checkbox"/> [] INTRODUCTION SCRIPT (3 minutes)</p> <p>"Hello, welcome and thank you for participating in our study. You are here to perform a usability test on the University of Miami Law website. You will be expected to complete a series of tasks based on scenarios as a prospective student interested in UM Law. As a reminder, we are testing the usability of the website and not testing you. We did not design this product, so any errors you may encounter are due to the product design. Anything you say or do will help us in correcting and improving the site's design.</p> <p>I will be walking you through the session. Before we begin, I need your consent that you agree to participate [read and walk participant through the consent form, then sign form]. After, there is a brief demographic survey to complete. Once you have completed the survey please let me know and we will continue. [WAIT FOR DEMOGRAPHIC SURVEY THEN CONTINUE]</p> <p>This session will last for 25 minutes. There are 5 scenarios. Please read the scenario and say "start" when you are ready to begin. This will allow us to start the timer, as you have between 1-4 minutes to complete each scenario. After you complete the scenario, please say "done" and complete a brief questionnaire after each task. We ask that you think-out-loud during this process, which means verbalizing your thought processes as you complete the scenarios. If you stop thinking aloud, I will prompt you to continue.</p> <p>Please note: I will also give you a warning if you are close to reaching the maximum time allocated to each scenario. I will reset the website to the homepage, and we will repeat these for five scenarios. There will be a post-study questionnaire at the end of the session, followed by a short post-study interview. Before we begin, do you have any questions?</p> <p><input type="checkbox"/> [] CONSENT FORM — PRINT AND SIGN (MODERATOR TOO) <input type="checkbox"/> [] DEMOGRAPHICS QUESTIONNAIRE</p>		
<p>P#: ____ [For Moderator Only] (Page 3 out of 9) Overall Time: _____</p>		

E) Moderator / Observer Field Guide

<p>Moderator / Observer Guide Moderator Name: _____ Observer Name / Role: _____</p> <p>Task #1 – Joint Degree - Healthcare</p> <p>Kim is interested in two specializations: law and health. What programs are offered through UM Law that would allow her to pursue these two passions at same time?</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Notes</td> <td> <input type="checkbox"/> HOMEPAGE www.law.miami.edu <input type="checkbox"/> INSTRUCTIONS: <i>"You will have 2-3 minutes to perform this scenario. Please read the scenario and think aloud while completing the task. Please say "start" when you begin and "done" when you are finished."</i> START TASK TIME RECORD: _____ (2-3 minutes max) RECORD TASK FLOW: <input type="checkbox"/> POST-TASK QUESTIONNAIRE <input type="checkbox"/> POST-INTERVIEW QUESTION: "Is there anything you'd like to share about this task?" PASS <input type="checkbox"/> FAIL <input type="checkbox"/> <small>[CORRECT ANSWER] Healthcare: J.D./M.P.H-Public Health AND J.D./M.D.-Medicine https://www.law.miami.edu/academics/joint-degrees-and-concentrations-programs</small> </td> </tr> </table> <p>Task flows – choose one!</p> <ul style="list-style-type: none"> <input type="checkbox"/> – [Home > Admissions > Joint Degrees > Joint Degrees & Concentrations (Healthcare)] <input type="checkbox"/> – [Home > Admissions > Overview: JD Program > Joint Degrees > Joint Degrees & Concentrations (Healthcare)] <input type="checkbox"/> – [Home > Academics > Interdisciplinary Overview > Joint Degrees with UM Graduate Schools (an array of joint degree programs) > Joint Degrees & Concentrations (Healthcare)] <input type="checkbox"/> – [Home > Academics > Concentrations > Joint Degrees > Joint Degrees & Concentrations (Healthcare)] <input type="checkbox"/> – [Home > Academics > 20+ Joint Degree Options (see Full Listings) > Joint Degrees & Concentrations (Healthcare)] <input type="checkbox"/> – [Home > Request Information > Joint Degrees & Concentrations (Healthcare)] <p>P#: _____ [For Moderator Only] (Page 4 out of 9) Overall Time: _____</p>	Notes	<input type="checkbox"/> HOMEPAGE www.law.miami.edu <input type="checkbox"/> INSTRUCTIONS: <i>"You will have 2-3 minutes to perform this scenario. Please read the scenario and think aloud while completing the task. Please say "start" when you begin and "done" when you are finished."</i> START TASK TIME RECORD: _____ (2-3 minutes max) RECORD TASK FLOW: <input type="checkbox"/> POST-TASK QUESTIONNAIRE <input type="checkbox"/> POST-INTERVIEW QUESTION: "Is there anything you'd like to share about this task?" PASS <input type="checkbox"/> FAIL <input type="checkbox"/> <small>[CORRECT ANSWER] Healthcare: J.D./M.P.H-Public Health AND J.D./M.D.-Medicine https://www.law.miami.edu/academics/joint-degrees-and-concentrations-programs</small>	<p>Moderator / Observer Guide Moderator Name: _____ Observer Name / Role: _____</p> <p>Task #2 – Cost to apply to JD program electronically (do not read)</p> <p>Scenario: Jane Smith of Athens, Ohio has decided to try to become a student at UMLaw. She wants to submit her materials digitally. What does it cost?</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Notes</td> <td> <input type="checkbox"/> HOMEPAGE www.law.miami.edu <input type="checkbox"/> INSTRUCTIONS: <i>"You will have 2.5 minutes to perform this scenario. Please read the scenario and think aloud while completing the task. Please say "start" when you begin and "done" when you are finished."</i> START TASK TIME RECORD: _____ (2.5 minutes max) RECORD TASK FLOW: <input type="checkbox"/> POST-TASK QUESTIONNAIRE <input type="checkbox"/> POST-INTERVIEW QUESTION: "Is there anything you'd like to share about this task?" PASS <input type="checkbox"/> FAIL <input type="checkbox"/> <small>[CORRECT ANSWER] \$195 - 2nd paragraph https://www.lsac.org/applying-to-law-school/apply-application-process/credential-assembly-service-cas</small> </td> </tr> </table> <p>Task flows – choose one!</p> <ul style="list-style-type: none"> <input type="checkbox"/> – [Home > Search Bar > ...] <input type="checkbox"/> – [Home > Admissions > Apply (button) > J.D. How to Apply > Apply (button) > LSAC Credential Assembly Service (CAS) registration] <input type="checkbox"/> – [Home > Admissions > Apply (button) > J.D. How to Apply > LSAC Credential Assembly Service (CAS) registration] <input type="checkbox"/> – [Home > Admissions > Apply (button) > J.D. How to Apply > Apply Now (button) > LSAC Credential Assembly Service (CAS) registration] <input type="checkbox"/> – [Home > Apply (small nav link) > Admissions > Apply (button) > J.D. How to Apply > Apply (button) > LSAC Credential Assembly Service (CAS) registration] <p>P#: _____ [For Moderator Only] (Page 5 out of 9) Overall Time: _____</p>	Notes	<input type="checkbox"/> HOMEPAGE www.law.miami.edu <input type="checkbox"/> INSTRUCTIONS: <i>"You will have 2.5 minutes to perform this scenario. Please read the scenario and think aloud while completing the task. Please say "start" when you begin and "done" when you are finished."</i> START TASK TIME RECORD: _____ (2.5 minutes max) RECORD TASK FLOW: <input type="checkbox"/> POST-TASK QUESTIONNAIRE <input type="checkbox"/> POST-INTERVIEW QUESTION: "Is there anything you'd like to share about this task?" PASS <input type="checkbox"/> FAIL <input type="checkbox"/> <small>[CORRECT ANSWER] \$195 - 2nd paragraph https://www.lsac.org/applying-to-law-school/apply-application-process/credential-assembly-service-cas</small>
Notes	<input type="checkbox"/> HOMEPAGE www.law.miami.edu <input type="checkbox"/> INSTRUCTIONS: <i>"You will have 2-3 minutes to perform this scenario. Please read the scenario and think aloud while completing the task. Please say "start" when you begin and "done" when you are finished."</i> START TASK TIME RECORD: _____ (2-3 minutes max) RECORD TASK FLOW: <input type="checkbox"/> POST-TASK QUESTIONNAIRE <input type="checkbox"/> POST-INTERVIEW QUESTION: "Is there anything you'd like to share about this task?" PASS <input type="checkbox"/> FAIL <input type="checkbox"/> <small>[CORRECT ANSWER] Healthcare: J.D./M.P.H-Public Health AND J.D./M.D.-Medicine https://www.law.miami.edu/academics/joint-degrees-and-concentrations-programs</small>				
Notes	<input type="checkbox"/> HOMEPAGE www.law.miami.edu <input type="checkbox"/> INSTRUCTIONS: <i>"You will have 2.5 minutes to perform this scenario. Please read the scenario and think aloud while completing the task. Please say "start" when you begin and "done" when you are finished."</i> START TASK TIME RECORD: _____ (2.5 minutes max) RECORD TASK FLOW: <input type="checkbox"/> POST-TASK QUESTIONNAIRE <input type="checkbox"/> POST-INTERVIEW QUESTION: "Is there anything you'd like to share about this task?" PASS <input type="checkbox"/> FAIL <input type="checkbox"/> <small>[CORRECT ANSWER] \$195 - 2nd paragraph https://www.lsac.org/applying-to-law-school/apply-application-process/credential-assembly-service-cas</small>				

E) Moderator / Observer Field Guide

<p>Moderator / Observer Guide Moderator Name: _____ Observer Name / Role: _____</p> <p>Task #3 – International Recruitment Event for LL.M information (do not read) Scenario: Jérôme is in France and interested in studying in UM Law's specialized degree program. UM Law is hosting a gathering to meet with prospective students in France. When is this meetup happening?</p> <p>Notes</p> <p><input type="checkbox"/> HOMEPAGE www.law.miami.edu</p> <p><input type="checkbox"/> INSTRUCTIONS: "You will have 1.5 - 4 minutes to perform this scenario. Please read the scenario and think aloud while completing the task. Please say "start" when you begin and "done" when you are finished."</p> <p style="text-align: center;">START TASK TIME RECORD: _____ (1.5 - 4 minutes max)</p> <p style="text-align: center;">RECORD TASK FLOW:</p> <p><input type="checkbox"/> POST-TASK QUESTIONNAIRE</p> <p><input type="checkbox"/> POST-INTERVIEW QUESTION: "Is there anything you'd like to share about this task?"</p> <p style="text-align: center;">PASS <input type="checkbox"/> FAIL <input type="checkbox"/> [CORRECT ANSWER] November 3rd https://www.law.miami.edu/academics/lm/recruitment-events</p> <p>Task flows – choose one!</p> <p><input type="checkbox"/> —[Home > Admissions > LLM-Prospective Students (Upcoming Events) > LLM Recruitment Events]</p> <p><input type="checkbox"/> —[Home > Academics > LLM Degrees (LLM Overview) > Quick Links (LLM Recruitment Events)]</p> <p><input type="checkbox"/> —[Home > Search Bar >...>LLM Recruitment Events]</p> <p></p> <p>P#: _____ [For Moderator Only] (Page 6 out of 9) Overall Time: _____</p>	<p>Moderator / Observer Guide Moderator Name: _____ Observer Name / Role: _____</p> <p>Task #4 – Faculty Student Ratio (do not read) Scenario: Julia is looking for a law school that offers personalized attention and an intimate class feel. What is the typical number of students per class?</p> <p>Notes</p> <p><input type="checkbox"/> HOMEPAGE www.law.miami.edu</p> <p><input type="checkbox"/> INSTRUCTIONS: "You will have 1 - 2.5 minutes to perform this scenario. Please read the scenario and think aloud while completing the task. Please say "start" when you begin and "done" when you are finished."</p> <p style="text-align: center;">START TASK TIME RECORD: _____ (1-2.5 minutes max)</p> <p style="text-align: center;">RECORD TASK FLOW:</p> <p><input type="checkbox"/> POST-TASK QUESTIONNAIRE</p> <p><input type="checkbox"/> POST-INTERVIEW QUESTION: "Is there anything you'd like to share about this task?"</p> <p style="text-align: center;">PASS <input type="checkbox"/> FAIL <input type="checkbox"/> [CORRECT ANSWER] Approximately 20 or 1:7 https://www.law.miami.edu/about/fast-facts</p> <p>Task flows – choose one!</p> <p><input type="checkbox"/> —[Home > Admissions > About Us / Pre-law Info (Fast Facts)]</p> <p><input type="checkbox"/> —[Home > Admissions > JD - Prospective Students (any subtitles beneath) > Fast Facts]</p> <p><input type="checkbox"/> —[Home > Admissions > About Us / Pre-law Info (Fast Facts)]</p> <p><input type="checkbox"/> —[Home > Admissions > Student Life (any subtitles beneath) > Fast Facts]</p> <p><input type="checkbox"/> —[Home > Admissions > Visit Contact (any subtitles beneath) > Fast Facts]</p> <p><input type="checkbox"/> —[Home > Academics > J.D. Degree > J.D. Overview > Fast Facts]</p> <p><input type="checkbox"/> —[Home > About Us > About Miami Law (Fast Facts)]</p> <p><input type="checkbox"/> —[Home > Request Information > J.D.(Fast Facts)]</p> <p><input type="checkbox"/> —[Home > Search Bar >...>Fast Facts]</p> <p></p> <p>P#: _____ [For Moderator Only] (Page 7 out of 9) Overall Time: _____</p>
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E) Moderator / Observer Field Guide

Moderator / Observer Guide Moderator Name: _____ Observer Name / Role: _____

[] Task # 5 – Internships: Best time to apply (do not read)

Scenario: Using this website, you want to find out how students can become law clerks to a judge in the U.S. District Courts during the summer. When is the best time to apply?

Notes

[] HOMEPAGE www.law.miami.edu

[] INSTRUCTIONS:
"You will have 1 - 2.5 minutes to perform this scenario. Please read the scenario and think aloud while completing the task. Please say "start" when you begin and "done" when you are finished."

START TASK TIME
RECORD: _____ (1-2.5 minutes max)

RECORD TASK FLOW:

[] POST-TASK QUESTIONNAIRE

[] POST-INTERVIEW QUESTION: "Is there anything you'd like to share about this task?"

PASS [] FAIL []
[CORRECT ANSWER]
December / January
<https://media.law.miami.edu/career-development-office/pdf/2018-2019/Judicial-Internship-Guide-2018-2019.pdf>

Task flows – choose one!

[] – [Home > About Us > Career Development > Judicial Clerkships/Internships]
[] – [Home > Careers > Judicial Clerkships/ Internships > Internship Guide > Scroll to "When do I apply table" > "Summer: Apply December/January"]
[] – [Home > Inside Miami Law (IML) > Career Development Office > Judicial Clerkships/Internships]
[] – [Home > Request Information > Student Life > Admitted Students > Career Development > Judicial Clerkships]
[] – [Home > Search Bar > Careers > Judicial Clerkships/Internships]



P#: _____ [For Moderator Only] (Page 8 out of 9) Overall Time: _____

Moderator / Observer Guide Moderator Name: _____ Observer Name / Role: _____

[] POST-STUDY QUESTIONNAIRE

[] POST-TASK INTERVIEW SCRIPT (5 minutes)

- What did you like best about this website?

- What did you like least about this website?

[] CONCLUSION SCRIPT
The study is now complete. Thank you for your time and patience in participating in our study today. Please help yourself to some treats. Thank you.

[] TOTAL TIME
_____ (25 minutes max)

P#: _____ [For Moderator Only] (Page 9 out of 9) Overall Time: _____

F) Raw Data, Per Task, by Researcher #1 of 6

*Attachment of Excel workbook with all raw and analyzed data provided to client

Moderator	Participant	Task	Moderator [Record Time]	Observer (Role: Timer 2 Per Task)	Moderator [Task Time (Seconds)] *convert x 60 seconds	Moderator [Pass/ Fail]	Observer (Role: All) [Pass/ Fail]	Moderator [Pass (1) / Fail (0) Conversion]	Moderator [Task Flow]	Observer (Role: Flow)	Observer (Role: All) [Task Flow]	Moderator [Ending Page]	Moderator Notes	Observer (Role: All) Notes	Observer (Role: Voices)
Amanda	1	1	2:09	2.12	129	FAIL	Fail (deb)	0	home> students >academics > LLM overview>academics >JD overview> academics	Home > Students > Academics > LL.M Overview > Academics > JD Overview > Academics	Home> Academics > LL.M Overview> Academics > JD Overview>Academics> Public Interest	academics	Participant was confused about the programs/ didnt go deep into the site	"This needs to be simplified." "Participant expressed dismay that there are so many programs; that the site is confusing and should use "Layman's terms".	"I'm reading off "Prospective Students" "Under apply..." "Applying electronically; no cost of what that is..."
	1	2	1:43	2.12	103	PASS	Pass (deb)	1	home > admissions > JD overview > request info > admissions > apply now> CAS	Home > Admissions > J.D Request Form > Admissions > Apply Now > How to Apply > CAS	--	CAS	"confusing that it's not directly on the site"	"Why is another service used? Spell it out simply." "This is definitely confusing. This should be directly on the site (UMLaw)." "Participant expressed a lot of uncertainty."	"I'm reading off "Prospective Students" "Under apply..." "Applying electronically; no cost of what that is..." "195" "The fact that it is not directly on the site, it takes you to another page, and doesn't simply show you the cost on the site."
	1	3	3:36	1.27	216	FAIL	Fail (deb)	0	home> students> admissions> international students> recruiting calendar> back> contact/visit > student life >visiting students > recruitment calendar	Home > Students > Academics > J.D International Students > Side Bar - J.D > Side Bar - Contact / Visit > Side Bar - Student Life > Back - International Students > Recruitment Calendar > Visiting Students > Recruitment Calendar	Home> Students> Academics> JD International Students> Contact Us/ Plan A Visit > Student Life> Recruiting Calendar	Recruitment calendar	"hard because it's not under international students" "you would have to request the information"	"Participant spent a lot of time scrolling to find the answer." "Participant thought it would be under international but found only requirements." "Should be under recruiting calendar but don't see it." "Participant wondered if it would be under student services under meetings?"	"International students and requirements for getting in..." "I guess would be under Recruiting Calendar but don't see it" (JD) "I'm assuming he is living in France, so requirement to be International Student and finding recruitment events."
	1	4	1:45	3.37	105	FAIL	Fail (deb)	0	home> admissions> students > academics > courses >course catalog> back> academics	Home > Admissions > Students > Academics > Students > Course Catalog (CourseLink) > Academics	Home> Admissions> Students> Academics> Students> Current Student: Courses> Course Catalog (CourseLink)	academics	tried many navigation tabs "I definately can't find this"	"Participant used the back button alot to return to orient or re-orient" "I want this to be under current students!" "There is definitely not a clear path on where to find."	"I don't think it would be under Admissions." "Academics usually." "When I go back to students, I see more course info, but I would like it to be under student courses." "There is definitely not a clear path to find it." "Thought it would be under Academics then Students. Even in Students took me back to Academics, so I was kind of frustrated with that."
	1	5	1:10	1.45	70	FAIL	(Unsure - Deb)	0	home> admissions> academics > admissions	Home > Admissions > Academics > Admissions	Home> Admissions> Academics> Admissions	?	"didn't know what i was looking for"		"Prospective students"

F) Raw Data, Per Task, by Researcher #2 of 6

*Attachment of Excel workbook with all raw and analyzed data provided to client

Moderator	Participant	Task	Moderator [Recent Time]	Observer [Recent Time, Timer 2 Per Task]	Moderator [Task Time (Seconds)]	Moderator [Pass/Fail]	Observer [Role: All]	Moderator [Pass/Fail]	Moderator [Task Flow]	Observer [Role: Flow]	Observer [Role: All]	Moderator [Ending Page]	Moderator Notes	Observer [Role: All] Notes	Observer [Role: Voice]
Deb	2	1	2.10	520	Pass	unrate	1		Home > Academics > ???? (Can someone fill this in? Totally lost track...)	Home > Academics > JD Degree-Concentration/ Area of Focus > Joint Degrees & Concentrations	home>academics> https://www.llm.miami.edu/joint-degree-concentrations/	Participant understood task and immediately looked for joint degrees and looked for areas of focus but wasn't happy ("I'm not finding it") with result of page content.	unclear to find concentrations	"Should be in joint degree or interdisciplinary study" "Find the Concentration / Area of Focus" "The site is good for law students, so there is no need to mention law in the joint degree list because law is the default one." "The site is straightforward but the list of joint degrees is a little hard to find."	
	2	2	1.15	138	75	Pass	pass	1	Home > J.D. Overview > Apply Now (Apply electronically) > LSAC (Answer)	Home>Admissions>Apply Now (electronically)	home>admissions>jd_overview>apply_now(electronically)	Participant found the correct page and content but wasn't sure if he was in the right place. Found it difficult finding the list of concentrations.	"no general info for submission"	"The site separates the information of programs while I am looking for the general information." "What is CAS?" "The degree that the prospective student is looking for is not clear."	
	2	3	3.15	315	195	Fail	Fail	0	Home > J.D. Overview > Apply Now > International Students > Recruiting Calendar	Home>Admissions>Apply_Now>Academic_Admissions>International_Students>Recruiting_Calendar>Visiting_Students>Recruiting_Calender	home>admissions>apply_now>international_students>recruiting_calendar>visiting_students>recruiting_calendar	Participant expressed a desire for general information page to make it very clear. Participant shared that you would need a very specific degree in mind.	"hard to find, there is not general info about admissions/need reducing on small right after time is up"	"As a prospective student, I need to go to Admissions to find out where to meet these people. Application might be a good place to go. But it's not..." "Let's try special degree program, Academics probably. But I cannot find it. Maybe by Admissions." "International Students, because the student is in France." "OH Recruit Event! Don't see anything. Check Visiting Students..." "Need a general page of admission, not separating to programs." "I expected to find the answer in Recruitment Calendar but it's hard to find."	
	2	4	1.38	138	98	Pass	pass	1	Home > J.D. Overview > Fast Facts	Home>Academics>JD Overview>Fast_Facts	home>academics>jd_overview>fast_facts	Participant found the choices between JD and LLM confusing. Participant searched for "unperse paragraph".	"the information under overview about what classes are unique should point out." fast facts is vague - think they would be statistics"	"Need a general information in Academics." "The degree that the student is looking for is confusing, but the LLM and JD are not common." "The courses will in Miami Law Program unique." "It is necessary to have a general Program of Miami Law Program, not only links." "Fast_Fact should include more statistics information of graduate students."	
	2	5	3.57	355	237	Fail	pass?	0	Home > Career > Judicial Clerkship/Juris Doctorships > CDO Clerkship PDF	Home>Admissions>Career>Academic_Students>Career>Judicial_Clerkships>Internships	home>admissions>career>academic_students>career>judicial_clerkships>internships>pdf	Participant initially navigated to Career but then decided that was not what he wanted. Then went to Apply now (J.D.), Then Academics > career > judicial_clerkship > pdf. Participant landed on the correct page but scrolled past the PDF links. After finding the PDF links, participant clicked on the Clerkship PDF and not the correct Internships PDF.	"was reading and does not see the date on the guide"	"Go to Admissions page because it's about applying, but do I know where to go in the Admissions page." "The Clerkship page, but not the Internships." "Wonder if it is in the Academic page." "Go to Students page, then Clerkship, back to Students page again. Then go to Careers / Students Services, found the Judicial Clerkship page, timing: June 15-17 to apply." "Go to Career Development in sidebar, then go to Judicial Clerkship page again, cannot find anything." "Maybe CDO? Found a PDF of Guide, clerkship a on page 13, but it is just filling plan."	

F) Raw Data, Per Task, by Researcher #3 of 6

*Attachment of Excel workbook with all raw and analyzed data provided to client

	Moderator	Participant	Task	Moderator [Record Time]	Observer [Role: Timer 2 Per Task]	Moderator [Task Time (Seconds)] * convert x 60 seconds	Moderator [Pass/ Fail]	Observer [Role: All] [Pass/ Fail]	Moderator [Pass (1) / Fail (0) Conversion]	Moderator [Task Flow]	Observer [Role: Flow]	Observer [Role: All] [Task Flow]	Moderator [Ending Page]	Moderator Notes	Observer (Role: All) Notes	Observer (Role: Voices)
Gaurav	3	1	2.07	2.06	127s	Fail	Fail (Deb)	0	-	Homepage>Academics>JD Degree>Request More Information	home>academics> concentrations > joint degrees > joint degrees and concentrations		https://www.law.miami.edu/admissions/request-more-information	Participant was confused		"Something related to law and health...can't find."
		2	2.21	2.24	141	Fail	Fail (Deb)	0	-	Homepage>Academics>Fast Facts	home> admissions > request info> back > jd overview how to apply		https://www.law.miami.edu/admissions/jd-how-to-apply	Was complaining about the site		...
		3	2.49	2.47	169	Fail	Fail (Deb)	0	-	Homepage>Admissions>JD>Prospective Students>Recruiting calendar	home >students> back > admissions > international students> admissions> recruitment JD events calendar (tried searching within the page)		https://www.law.miami.edu/admissions/international-students-recruitment-events-calendar	Was overwhelmed about the overload of information	Participant wondered if he could use the search or find feature within the browser (Command-F)	"voice too small..."
		4	2	2.02	120	Fail	Fail (Deb)	0	-	Homepage>Academics> academics> students> admissions			https://www.law.miami.edu/admissions/students	Found it cumbersome	Participant spent a lot of time scrolling. Participant mentioned that most of his attention was on the left side of the page and skipped a lot of the right side. Participant expected this information to be under Students or Academics.	"keywords...students"
		5	2	2.04	120	Fail	Fail (Deb)	0	-	Homepage>Careers>Judicial clerkships	home> careers> judicial clerkships/internships (can't find date from this page)		https://www.law.miami.edu/in/careers/judicial-clerkships	Generic	Participant was struggling to find the content. Participant wasn't confident about the wording. Participant skipped right over the PDF links.	"don't see anything about..."

F) Raw Data, Per Task, by Researcher #4 of 6

*Attachment of Excel workbook with all raw and analyzed data provided to client

	Moderator	Participant	Task	Moderator [Record Time]	Observer [Role: Timer 2 Per Task]	Moderator [Task Time (Seconds)] *convert x 60 seconds	Moderator [Pass/ Fail]	Observer [Role: All] [Pass/ Fail]	Moderator [Pass ('1') / Fail (0) Conversion]	Moderator [Task Flow]	Observer [Role: Flow]	Observer [Role: All] [Task Flow]	Moderator [Ending Page]	Moderator Notes	Observer (Role: All) Notes	Observer (Role: Voices)
Victoria	4	1	3:04	3:07	184	FAIL	FAIL (Deb)	0		Home page Primary Nav Bar> Home page Header slider arrow-click thru> Students> Students: Wellness and Health (Student Health Center)> UMiami Student Affairs website	Home > Students > Student Affairs		https://studentaffairs.miami.edu	User was not very familiar with "law and health" wording in scenario	"can't find under top nav bar" "can i use search?" "can't find info through the home page"	
		2	2:36	2:40	156	FAIL	FAIL (Deb)	0		Students> Admissions> JD Prospective Students (Apply Now)> JD - Prospective Students (Request Info)> Admissions> Tuition/Aid (Tuition/Cost of Attendance)> "Tuition & Fees" (Office of Student Account Services website)	Home > Admissions > J.D Prospective Students > Tuition/Aid > Tuitions and Fees		https://www.oas.miami.edu/understanding-your-bills-tuition-and-fees-information/tuition-and-fee-rates/index.html	User clicked thru site during post-task interview discussion and found correct answer by self-discovery, but fail due to after the task time-frame was already concluded	"couldn't find it, should be under admissions"	
		3	0	0	0	-	NULL	-		NULL	NULL		-	-	-	-
		4	3:01	2:46	181	FAIL	FAIL (Deb)	0		Students> Current Students: Courses (All Academics & Programs)> (redirects to Academics primary tab page) Academics> J.D. Degree (J.D. Overview)> "J.D.-Juris Doctor Degree"> (Back) Academics> J.D. Degree (Course Catalog (CourseLink))> University of Miami School of Law CourseLink website	Home > Students > Academics > JD (went back)	Academics > J.D. (Courses)	https://lawapps2.law.miami.edu/link/search.aspx	User was focused on the word "class" in this scenario, and not necessarily understanding the scope of the scenario	why dont i have notes besides flow/tasktime? maybe i couldn't hear	
		5	1:30	1:50	90	FAIL	FAIL (Deb)	0		Careers> For Students: Career Services (Judicial Clerkship/Internships)> "Judicial Clerkship" (ML Inside Miami Law website)> "Judicial Clerkship" (ML) Sidebar Nav (Judicial Clerkships)> "Judicial Clerkship" (ML Inside Miami Law website)> "Judicial Clerkship" (ML) Helpful Information (CDO Judicial Clerkship Guide)> judicial-clerkship-guide-2018.pdf	Home > Career > Career Services > Judicial Clerkship		https://media.law.miami.edu/career-development-office/pdf/2018/judicial-clerkship-guide-2018.pdf	User discovered correct landing page, but could not discover the answer inside the PDF, when engaged in PDF scroll, verbalized, "No"	"too much" "left nav has too much things and it is too cluttered" "highlights on the page"	

F) Raw Data, Per Task, by Researcher #5 of 6 / Researcher #6 of 6

*Attachment of Excel workbook with all raw and analyzed data provided to client

	Moderator	Participant	Task	Moderator [Record Time]	Observer [Role: Timer 2 Per Task]	Moderator [Task Time (Seconds)]	Moderator [Pass/ Fail]	Observer [Role: All]	Moderator [Pass/Fail] / (Pass 1) / Fail (0)	Moderator [Task Flow]	Observer [Role: Flow]	Observer [Role: All]	Moderator [Ending Page]	Moderator Notes	Observer [Role: All] Notes	Observer [Role: Voices]
Yuan	6	1	23:01	2:35	168	PASS	PASS (Deb)	1	Homepage> Academics> JD Overview> Law of Area of Strength> Healthcare Law> Admissions > About Us> Admissions> LL.M. Overview> Req. Info> Student Account Services> Tuition> Fee Des.	Academics>JD Overview>Law Areas of Strength>Healthcare Law>Joint Degree in Public Admissions>LLM Overview>Req. Info>Student Account Services> Tuition>Fee Description	Home > Admissions > Area of Strength > Home > Admissions > Tuition > Fee Description	https://www.law.miami.edu/about/the-alternative-care-law	Participant read the scenario fast;	"Too much information. Would be overwhelming for someone visiting for the first time."	"There's too much info on the page. I get distracted."	
	6	2		2:35	150	FAIL	FAIL (Deb)	0	Homepage> Admissions > LLM Overview> Request Information> Admissions> Tuition> Cost of Attendance> 2018-2019 Law (pdf)	https://www.osas.miami.edu/assets/staffaccountancy/cos/Documents/T	https://www.osas.miami.edu/assets/staffaccountancy/cos/Documents/T	https://www.osas.miami.edu/assets/staffaccountancy/cos/Documents/T	"Is tuition fee or the fee for application?"	"Answered 'No' when the moderator asked"	"Is it too vast and tough to navigate"	
	6	3		1:54	108	PASS	PASS (Deb)	1	Homepage> Events> scroll the Slider Image on the Homepage> Students> Admissions> LL.M. Prospective Students> International Students	Homepage>Events>Checking Slider Image Head Nav see if more info>LLM Prospective Students> International Students	Home > Events > Calendar > Recruitment	https://www.law.miami.edu/academy/cslm/recruitment	-	-	Left side has too many options	
	6	4		2:35	186	PASS	PASS (Deb)	1	Homepage> Academics> About Us> Admissions> Fast Facts> JD Overview> Fast Facts	Academics>About Us>Admissions>Fast Facts (Novice no track)>JD Overview>Fast Facts	Home > Academics > About Us> Admissions > Fast Facts	https://www.law.miami.edu/about/fa-st-facts	"The left side of the top bar is more important than that of the right side."	"I don't know what is extenshions."	"Is this the same page? It looks different? They don't feel the same; the tabs (main nav)."	
	6	5		2:39	161	FAIL	FAIL (Deb)	0	Homepage> Career> Judicial Clerkships> Internships> Career> Externship> Program	Careers>Judicial Clerkship>Intern>Externship>IML Website	Home > Careers > Judicial Clerkship > Internships > Search > IML	https://www.law.miami.edu/careers/iml	Participant: "too much information... think if there's a raw menu here(admission, Students, Academics and etc_second level pages), it will be better."	"What is IML? Is it the same website?"	"Is this the same page? It looks different? They don't feel the same; the tabs (main nav)."	

G) Raw Data, Post-Task, Single Ease Question (SEQ)

*Attachment of Excel workbook with all raw and analyzed data provided to client

Participant	Task	How difficult or easy did you find the task?	
t	1	3	-
t	2	3	-
t	3	1	-
t	4	2	-
t	5	3	-
2	1	3	-
2	2	3	-
2	3	1	-
2	4	3	-
2	5	1	-
s	1	2	-
s	2	2	-
s	3	2	-
s	4	1	-
s	5	5	-
s	1	3	-
s	2	2	-
s	3	-	-
s	4	2	-
s	5	6	-
s	1	5	-
s	2	5	-
s	3	3	-
s	4	3	-
s	5	-	-
s	1	3	-
s	2	3	-
s	3	6	-
s	4	4	-
s	5	2	-

H) Raw Data, Post-Study, System Usability Scale (SUS)

*Attachment of Excel workbook with all raw and analyzed data provided to client

Participant	I think that I would like to use this system frequently.	I found the system unnecessarily complex.	I thought the system was easy to use.	I think that I would need the support of a technical person to be able to use this system.	I found the various functions in this system were well integrated.	I thought there was too much inconsistency in this system.	I would imagine that most people would learn to use this system very quickly.	I found the system very cumbersome to use.	I felt very confident using the system.	I needed to learn a lot of things before I could get going with this system.
1	1	+ 6	+ 2	+ 5	+ 2	+ 5	+ 2	+ 5	+ 2	+ 6
2	1	+ 5	+ 3	+ 1	+ 2	+ 3	+ 3	+ 5	+ 2	+ 5
3	2	+ 3	+ 2	+ 3	+ 4	+ 3	+ 5	+ 6	+ 2	+ 5
4	2	+ 2	+ 2	+ 5	+ 2	+ 4	+ 4	+ 5	+ 2	+ 5
5	3	+ 5	+ 3	+ 4	+ 3	+ 5	+ 3	+ 5	+ 3	+ 3
6	2	+ 4	+ 3	+ 2	+ 3	+ 4	+ 3	+ 5	+ 2	+ 4

I) Raw Data, Post-Interview Questions

*Attachment of Excel workbook with all raw and analyzed data provided to client

Participant	What did you like best about this website?	What did you like least about this website?
1	"looks nice but it is unorganized"	"too much information with not enough context. It's too much information to digest at once"
2	It's nice that it separates the info for the two tracks; the two types of admission: JD or LLM but only if you know what they are	The pages. Once you click on Academics you are presented with a bunch of links. There needs to be a drop down menu so it doesn't overwhelm you.
3	The design and coloring of the home page	Information overload and is not arranged uniformly
4	I liked the career page – "Clerks / Internships" was easy to target	I don't like there are too many hyperlinks, too crowded to find information. Also logo changes (referring to IML).
5	I like the layout of the homepage, visually.	I don't like the layout of the information. The news bar on the homepage doesn't make sense to me. Prospective students don't need to know the events. The sub-pages have too much information. The test is too heavy.
6	The general style of design of the website, like the colors it uses; the picture (the robot) it uses on the Homepage, and the layout on the second level page.	Too much information; easy to get lost in the website; the style is not consistent; some contents should be highlighted on the page.

J) Task Data, Post-Task (SEQ)

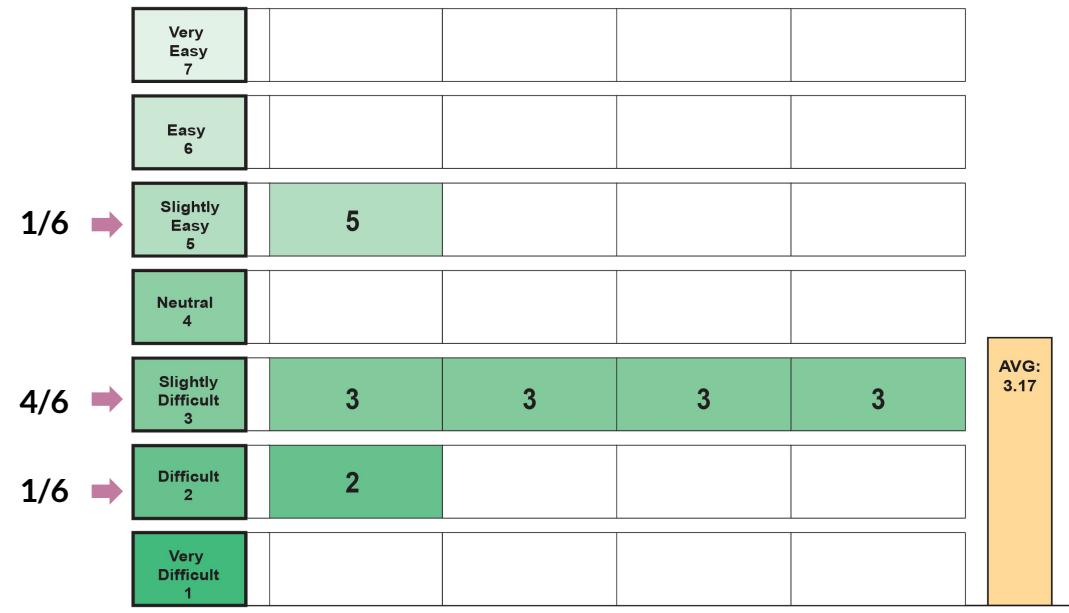
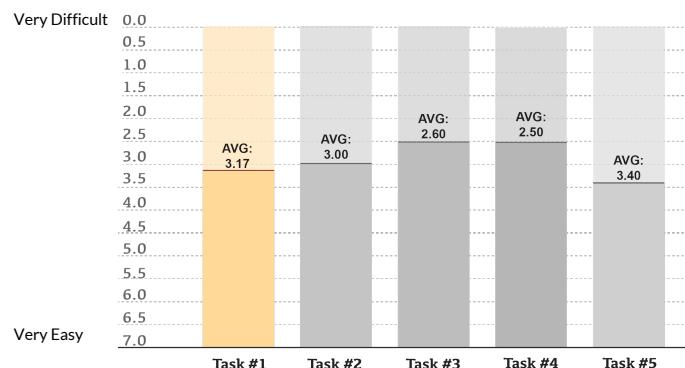
Post-Task Evaluation (SEQ):

How easy or difficult did you find this task?

TASK #1

6 Participants

- **Majority** (Slightly Difficult)
Average 3.17 out of 7



J) Task Data, Post-Task (SEQ)

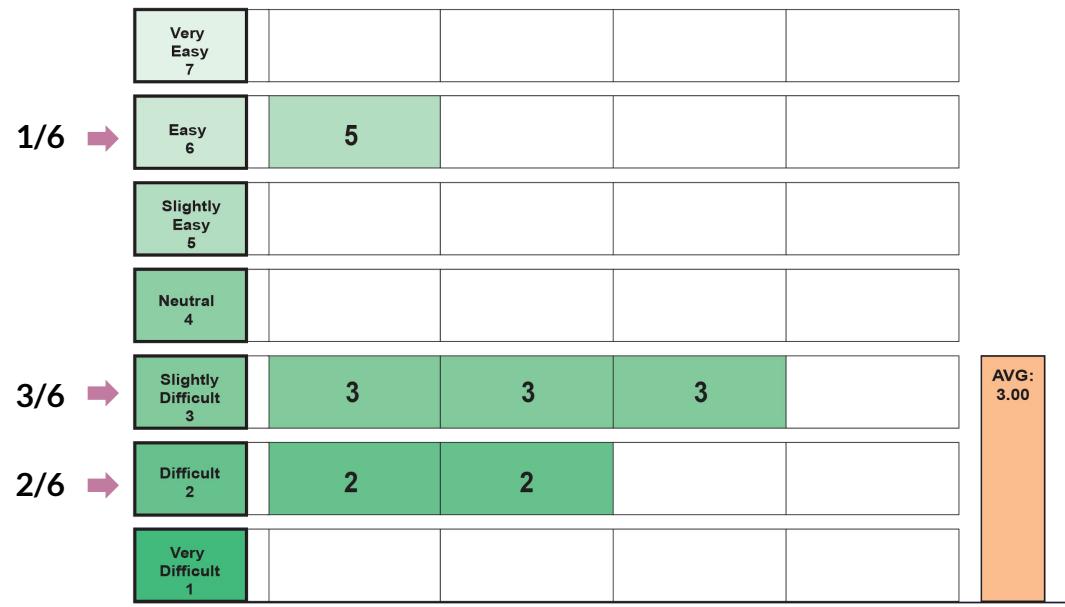
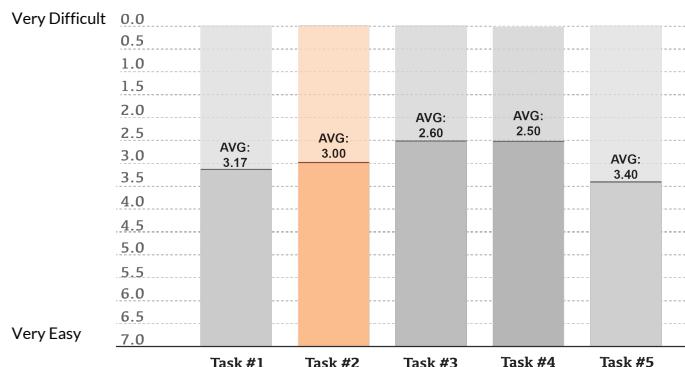
Post-Task Evaluation (SEQ):

How easy or difficult did you find this task?

TASK #2

6 Participants

- **Majority** (Slightly Difficult)
Average 3.00 out of 7



J) Task Data, Post-Task (SEQ)

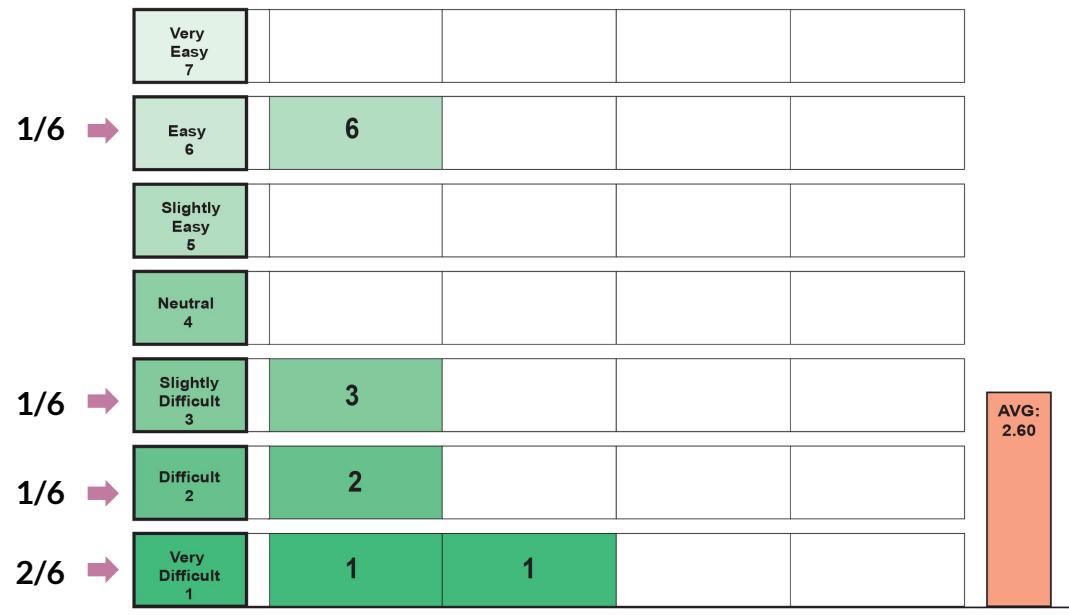
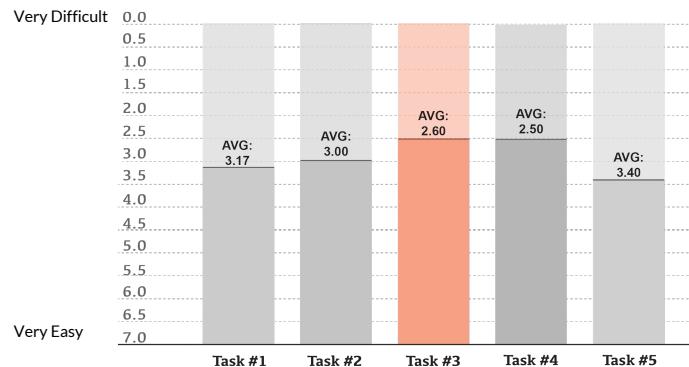
Post-Task Evaluation (SEQ):

How easy or difficult did you find this task?

TASK #3

5 out of 6 Participants

- **Majority** (Very Difficult)
Average 2.60 out of 7



J) Task Data, Post-Task (SEQ)

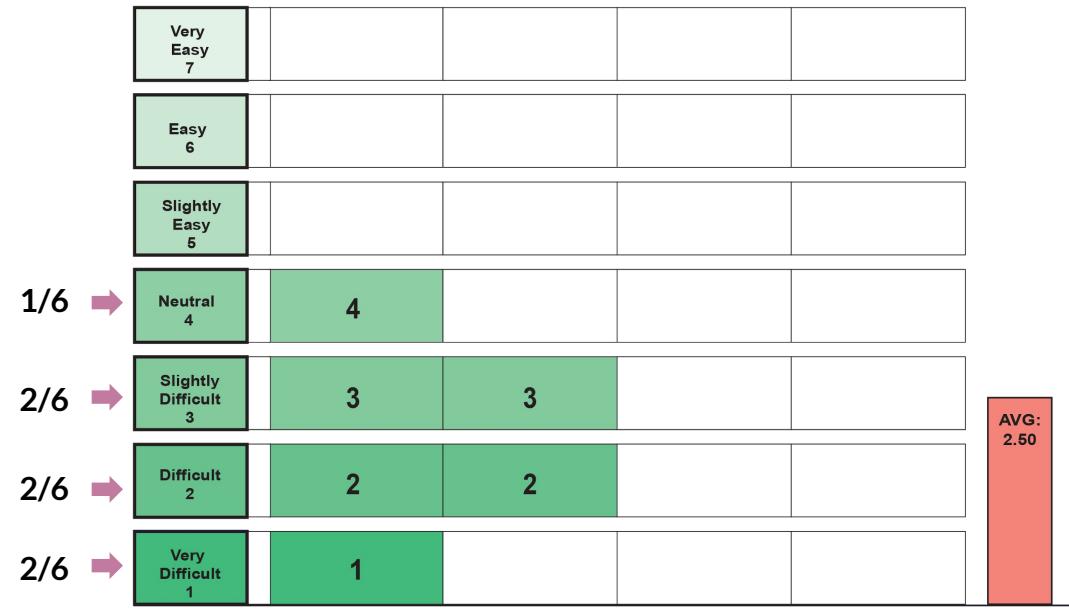
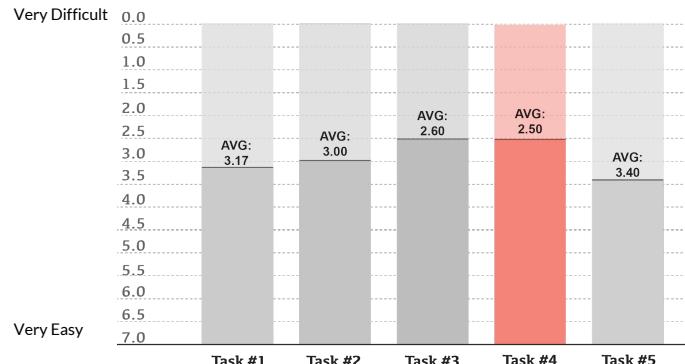
Post-Task Evaluation (SEQ):
How easy or difficult did you find this task?

TASK #4

6 Participants

- **Majority**

(Very Difficult, Slightly Difficult)
Average 2.50 out of 7



J) Task Data, Post-Task (SEQ)

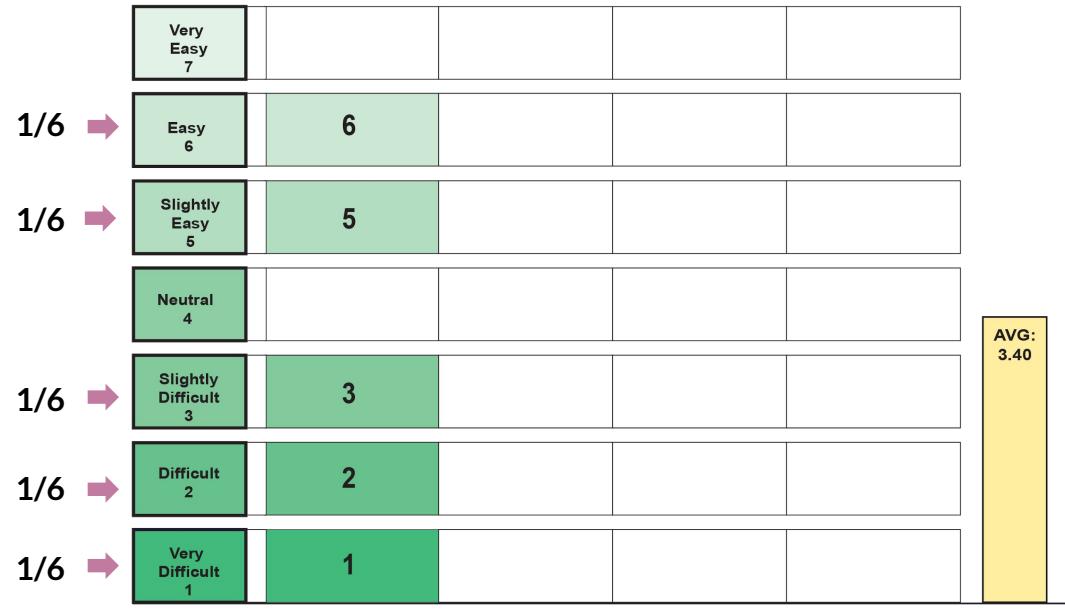
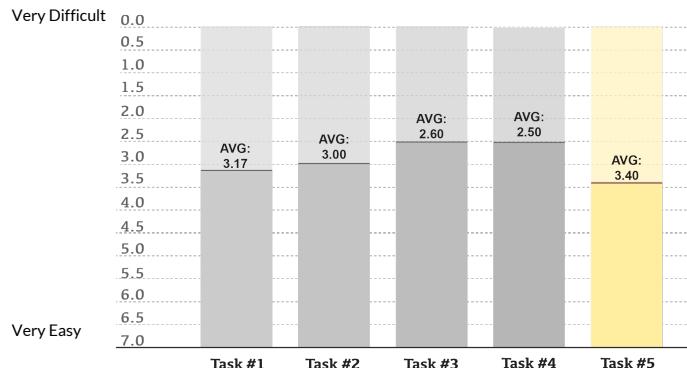
Post-Task Evaluation (SEQ):

How easy or difficult did you find this task?

TASK #5

5 out of 6 Participants

- **Majority**
(Very Difficult, Difficult, Slightly Difficult)
Average 3.40 out of 7



K) Task Data, Post-Study (SUS)

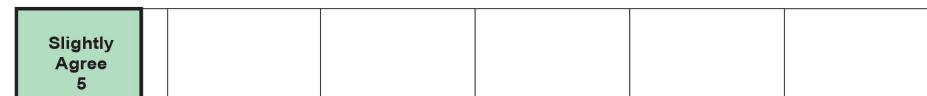
Post-Task Evaluation (SUS):

Question #1

- **Strongly Agree:** 0%



- **Slightly Agree:** 0%



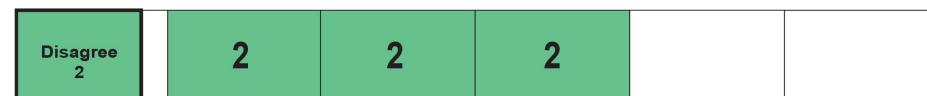
- **Agree:** 0%



- **Slightly Disagree:** 16.67%



- **Disagree:** 50.00%



- **Slightly Disagree:** 33.33%



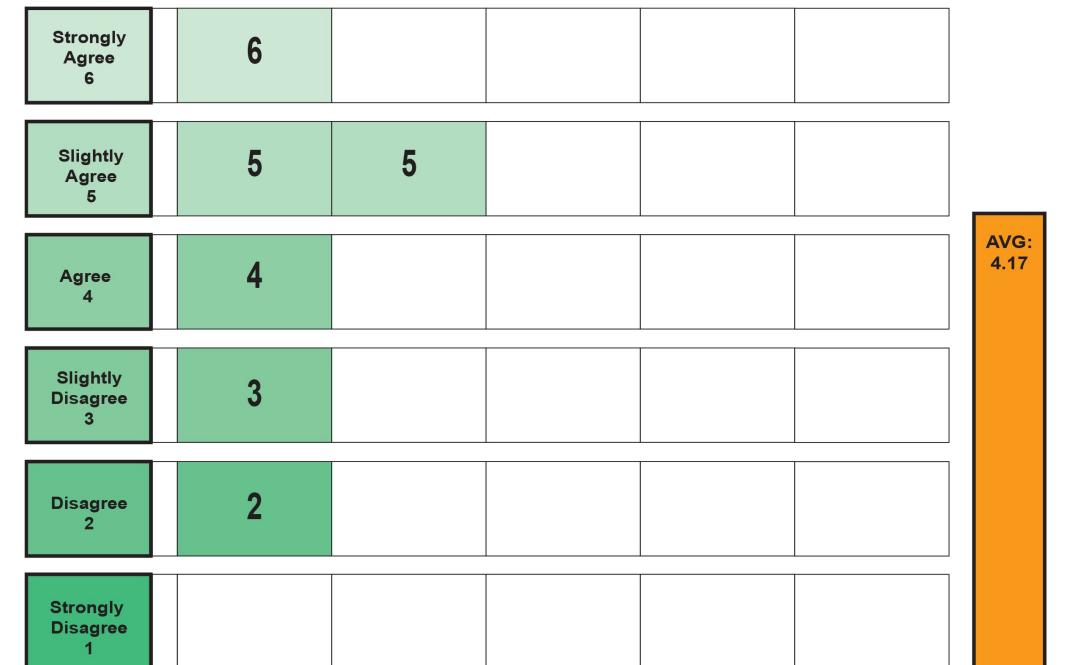
AVG:
1.83

K) Task Data, Post-Study (SUS)

- Post-Task Evaluation (SUS):

Question #2

- **Strongly Agree:** 16.67%
- **Slightly Agree:** 33.33%
- **Agree:** 16.67%
- **Slightly Disagree:** 16.67%
- **Disagree:** 16.67%
- **Slightly Disagree:** 0%



K) Task Data, Post-Study (SUS)

Post-Task Evaluation (SUS):

Question #3

- **Strongly Agree:** 0%



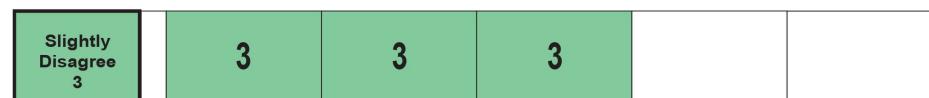
- **Slightly Agree:** 0%



- **Agree:** 0%

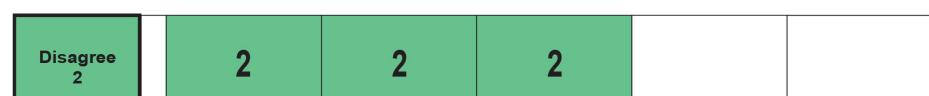


- **Slightly Disagree:** 50.00%



AVG:
2.50

- **Disagree:** 50.00%



- **Slightly Disagree:** 0%

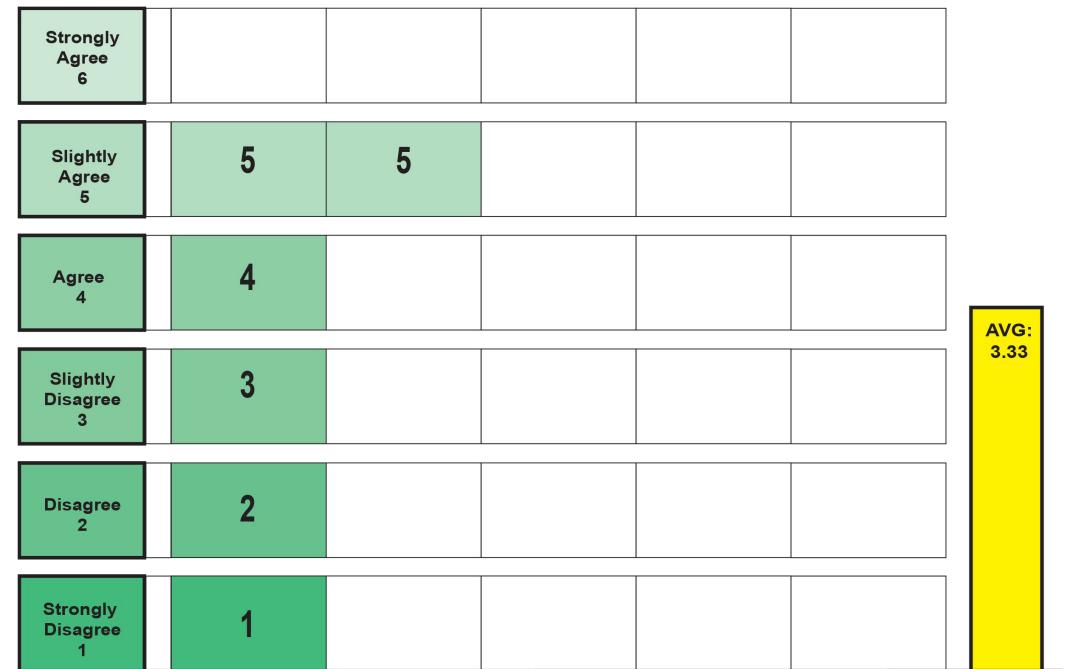


Post-Task Evaluation (SUS):

Question #4

I think that I would **need the support of a technical person** to be able to use this system.

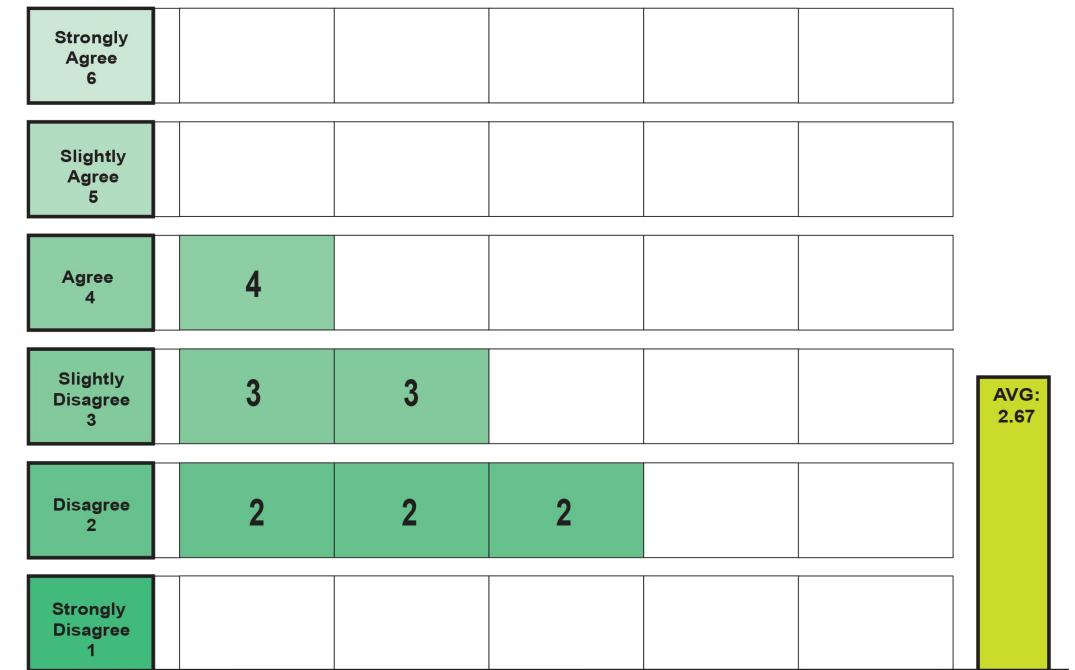
- **Strongly Agree:** 0%
- **Slightly Agree:** 33.33%
- **Agree:** 16.67%
- **Slightly Disagree:** 16.67%
- **Disagree:** 16.67%
- **Slightly Disagree:** 16.67%



Post-Task Evaluation (SUS):

Question #5

- Strongly Agree:** 0%
- Slightly Agree:** 0%
- Agree:** 16.67%
- Slightly Disagree:** 33.33%
- Disagree:** 50.00%
- Slightly Disagree:** 0%

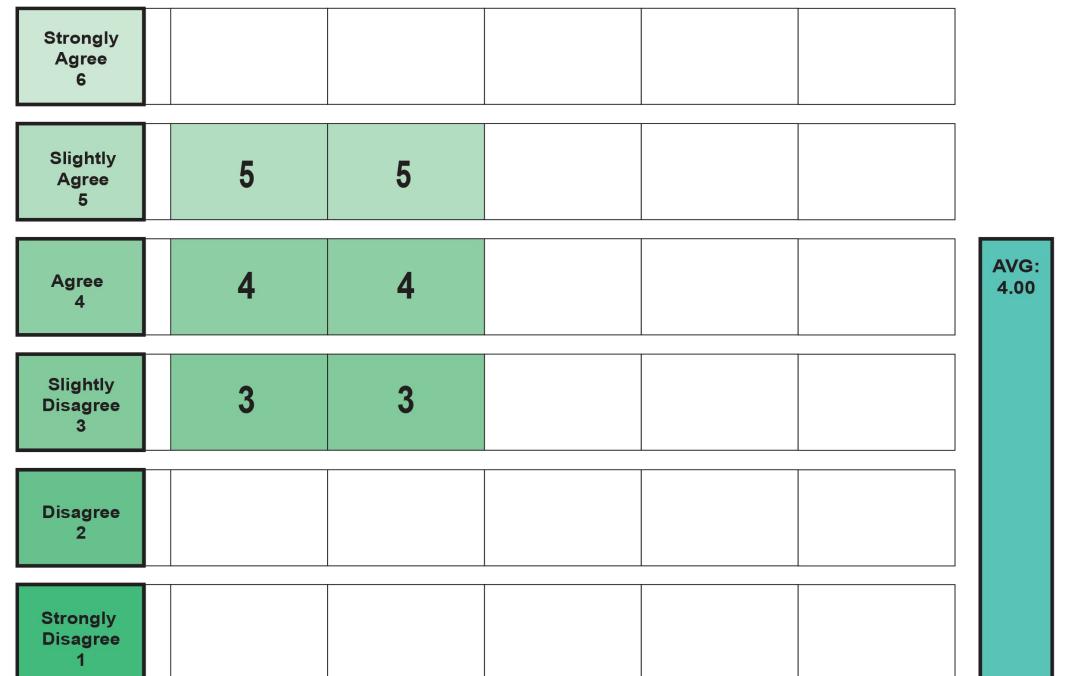


Post-Task Evaluation (SUS):

Question #6

I thought there was **too much inconsistency** in this system.

- **Strongly Agree:** 0%
- **Slightly Agree:** 33.33%
- **Agree:** 33.33%
- **Slightly Disagree:** 33.33%
- **Disagree:** 0%
- **Slightly Disagree:** 0%

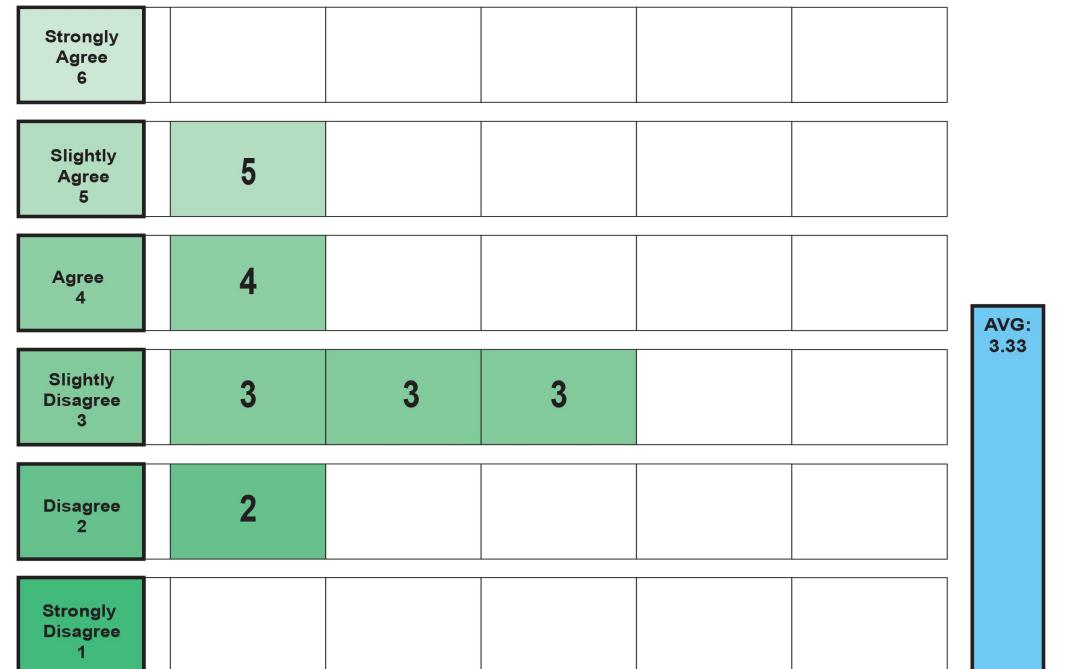


Post-Task Evaluation (SUS):

Question #7

I would imagine that most people would learn to use this system very quickly.

- **Strongly Agree:** 0%
- **Slightly Agree:** 16.67%
- **Agree:** 16.67%
- **Slightly Disagree:** 50.00%
- **Disagree:** 16.67%
- **Slightly Disagree:** 0%

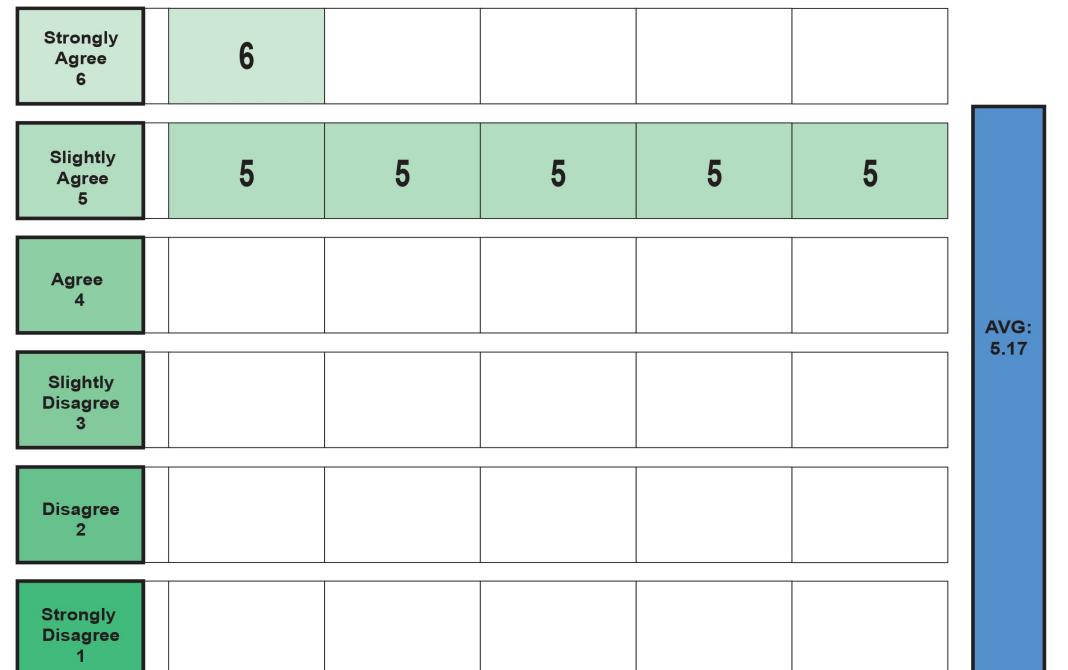


Post-Task Evaluation (SUS):

Question #8

I found the system **very cumbersome to use.**

- **Strongly Agree:** 16.67%
- **Slightly Agree:** 83.33%
- **Agree:** 0%
- **Slightly Disagree:** 0%
- **Disagree:** 0%
- **Slightly Disagree:** 0%



Post-Task Evaluation (SUS):

Question #9

I **felt very confident** using the system.

- **Strongly Agree:** 0%



- **Slightly Agree:** 0%



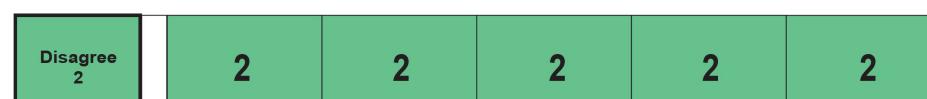
- **Agree:** 0%



- **Slightly Disagree:** 16.67%



- **Disagree:** 83.33%



- **Strongly Disagree:** 0%



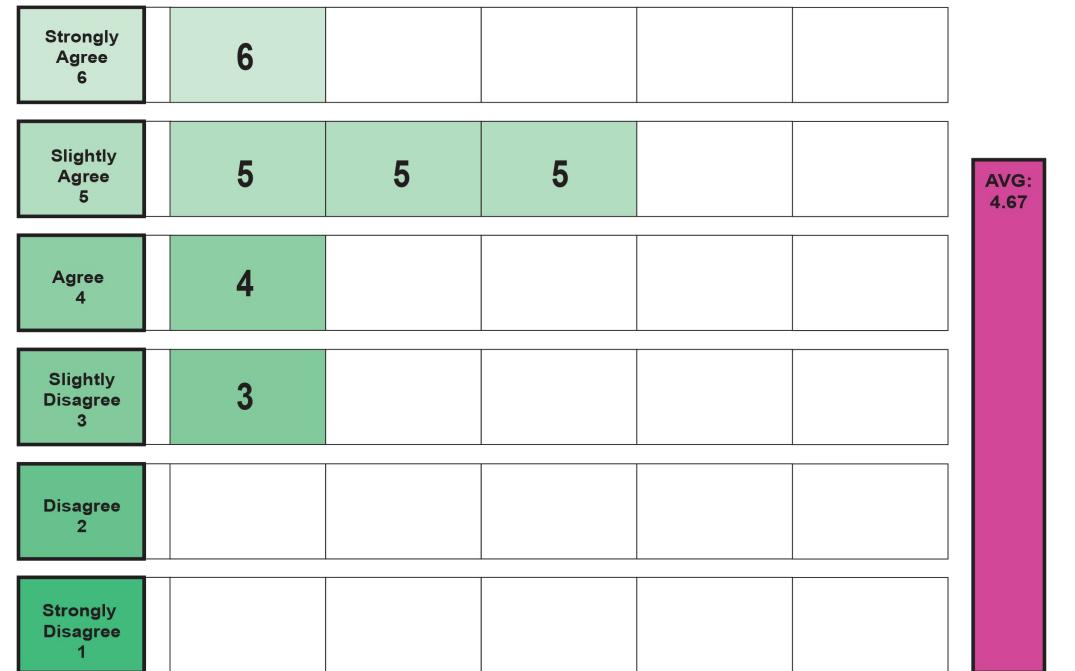
AVG:
2.17

Post-Task Evaluation (SUS):

Question #10

I needed to learn a lot of things before I could get going with this system.

- **Strongly Agree:** 16.67%
- **Slightly Agree:** 50.00%
- **Agree:** 16.67%
- **Slightly Disagree:** 16.67%
- **Disagree:** 0%
- **Slightly Disagree:** 0%



(End)