User Interface Evaluation of the CP's Website (Proposal)

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Abstract

This document proposes an usability evaluation for the website of the company *CP – Comboios de Portugal*. One analytical method and one empirical method are going to be applied in this evaluation: *Heuristic Evaluation* and the *Usability Test*, respectively, both described in this document.

Through the Heuristic evaluation it was possible to find X issues in the user interface. As a result of the usability test a report complying with the CIF standards, an usability test plan, and a usability post-test questionnaire were produced. The usability test assessed the efficiency, efficacy and satisfaction measures of the system.

1 Introduction

This project aims to evaluate the user interface of CP.pt[1] — the official website of *CP - Comboios de Portugal, E.P.E.*

CP is a public portuguese company responsible for rendering national and international passenger rail services. In the year 2012, CP had 4690 employees, transported 122 million passengers and almost 8713 thousand metric tons (CP - Comboios de Portugal, 2012). They provide 3 main kinds of rail transportation services: *urban* in the cities of Oporto and Lisbon; *National* with regional services and the fast lines of *Alfa Pendular* and *Intercidades*; and *International*.

Through the website, CP's customers can check the timetables, buy tickets, get information about the available lines and special offers and read some news related with CP services. In order to buy tickets, the website provides the *netTicket* service, which requires the customers to have an account in their *myCP* service and it is only available for the long distance trains *Intercidades* and *Alfa Pendular*.

According to the website the graphical interface was optimally designed for windows with 800×600 pixels of resolution. A view of the website is depicted in the figure 1, using a window with the same resolution.

2 Users and Context

CP customers vary according to the service provided. Many college students, workers and pensioners use the regional and urban services for small and medium distances. Long distance services are more used by college students that are away from home, tourists, and executive workers. Unfortunately, no official document stating the segmentation of the CP.pt website's users was found.

It is noticeable that CP services have a lot more passengers during school time, which means that students are an important segment of CP's customers. Besides, most of the students have good experience with the WEB, so the CP.pt website is expected to be a great tool to them. Therefore, this usability evaluation will focus in the segment of college students, which might be portuguese citizens as well as foreigners that study or want to study in Portugal and are able to speak English.

Many scenarios can apply for the use of the website by students. Some times they leave the classes earlier and need a way of quickly check if there are other alternative trains that can take them home earlier. Also sometimes there is no direct train to their destination, so they have to catch another in the the middle of the traveling. Another scenario is when the weekend is over and the student has to buy
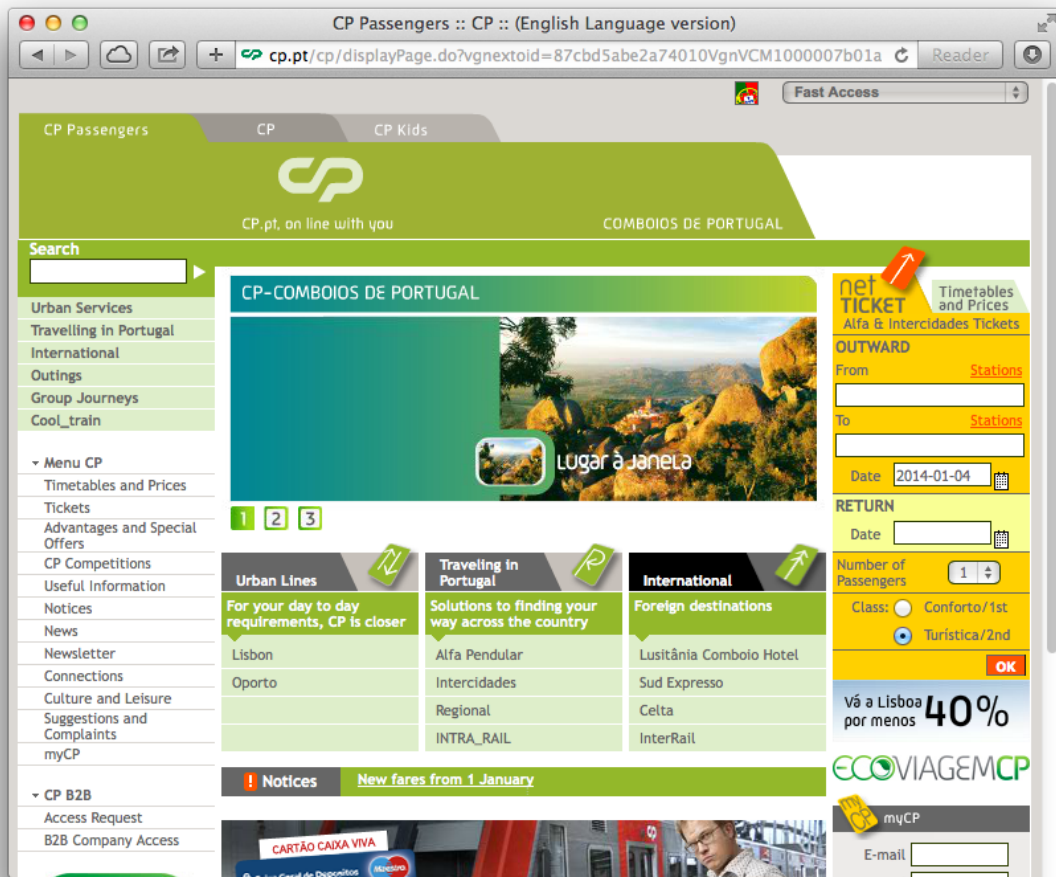
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[1]Available at: `http://www.cp.pt`

Figure 1: View of the main page of CP.pt website in a window with resolution 800×600 pixels, using the internet browser Safari Version 7.0.1.

his/her ticket from home to his/her university city. Buying it from the website is more convenient since the student can avoid wasting time in the ticket lines and can grant a seat for his/her trip. Therefore, the following two contexts are considered the most important in terms of usability:

- Check the timetable to find any suitable train for the trip and the respective prices.

- Buy a ticket for long distance trains with reserved seats.

3 Usability Evaluation Methodology

The evaluation will be taken using two paradigms: *Analytical* and *Empirical*.

Analytical methods do not need to involve users — they are based on inspection methods. Some well known analytical methods are the *Heuristic Evaluation* (HE) proposed by Nielsen and Molich (1990), the *Cognitive Walkthrough* (Wharton et al., 1994) and its variant *Streamlined Cognitive Walkthrough* (Spencer, 2000).

Empirical methods involve the user in the evaluation process through Usability tests, involving *observation* and *query* techniques, through *controlled experiments*, in a more scientific approach, or even *questionnaires*, *focus groups*, etc.

In this evaluation, the used analytical method will be the *Heuristical Evaluation* and the empirical method will be the *Usability Test*. These methods are described in the next sections.

4 Heuristic Evaluation

The elected analytical method for this evaluation was the *Heuristic Evaluation*, because it is cheap, intuitive, easy to motivate people to do it and provides that useful results can be obtained (Nielsen and Molich, 1990).

4.1 Methodology

This method proceeds by having a small set of evaluators judging the system according to some general principles of interaction design, *usability heuristics*. It has been shown that a number of evaluators between 3 and 5 provides good results and that there is no point in having more than 10 evaluators (Nielsen and Molich, 1990). Nielsen (1995a) proposed the 10 most important usability heuristics for User Interface Design:

- Visibility of system status

- Match between system and the real world

- User control and freedom

- Consistency and standards

- Error prevention

- Recognition rather than recall

- Flexibility and efficiency of use

- Aesthetic and minimalist design

- Help users recognize, diagnose, and recover from errors

- Help and documentation.

Heuristic evaluation was originally developed for evaluators who had some knowledge in usability but who were not necessarily usability experts (Nielsen and Molich, 1990), however, it has been showed that the method is also very effective for expert evaluators (Nielsen, 1992).

In order to group the findings of this heuristic evaluation, the severity ranking proposed by Nielsen (1995b) with a scale from 0 to 4:

0 - I don't agree that this is a usability problem at all;

1 - Cosmetic problem only: need not be fixed unless extra time is available on project;

2 - Minor usability problem: fixing this should be given low priority;

3 - Major usability problem: important to fix, so should be given high priority;

4 - Usability catastrophe: imperative to fix this before product can be released.

In this evaluation, two experienced evaluators were asked to focus on the interface elements related with the following top-level user stories:

- As an unregistered user I want to check time tables and prices for traveling from a given train station to another one.

- As an unregistered user I want to buy a ticket for the fast train services *Alfa Pendular* and *Intercidades* (it may include a registration process).

4.2 Results

After completing the heuristic evaluation 11 problems were found. They were sorted in table 1 according to the severity rating.

number of problems

#	Problem	Severity Rating	Violated Heuristic(s)
1	The "Timetable and Prices" form is very similar with the form for buying tickets. Non expert users might not notice the difference.	3	Error prevention.
2	There is an auto complete feature in the "Timetable and Prices" and netTicket forms, which whenever the user misspells a letter of the station name, the system may complete with another station's name, and the user has to hit the backspace button one more time than usual.	3	Error prevention; Help users recognize, diagnose, and recover from errors.
3	The seat selection is made in a uncommon way. One has to first click on the previous seat and then on the desired seat.	3	Consistency and standards.
4	The services of trains are defined as acronyms which are not used by the users (eg., IC means Intercidades)	2	Consistency and standards; Match between system and the real world.
5	When an unregistered user wants to buy a ticket after choosing a specific train, the system asks him/her to register but after finishing the registration, he/she has to search again for the same train.	2	Recognition rather than recall.
6	In order to check the price in the timetable it is necessary to click in a link which when clicked replaces itself into the respective price, but only for one train at a time.	2	Flexibility and efficiency of use.
7	When searching for a traveling ticket to buy, the user selects whether is traveling in first or second class in the beginning of the search. It is defined as second class by default and might not be perceptible. Through the next steps the user cannot change it.	2	User control and freedom.
8	In the buying process there is no back button, besides the one provided by the browser that is not recommended by the system since he presents an alert warning that the user is about to leave the page.	2	User control and freedom.
9	In the timetable results, there is a clickable down arrow that does not do anything	1	Aesthetic and minimalist design; Consistency and standards.
10	There is a Time input field when in the form "Timetables and Prices", which might be unnecessary and provides no useful filtering in the results.	1	Aesthetic and minimalist design.
11	In the timetable results there is a number identifying the row that does not provide any useful information	1	Aesthetic and minimalist design.

Table 1: Problems found in the Heuristic Evaluation.

5 Usability Test

The usability test was carefully reported using the Common Industry Format (CIF) (Stanton, 2006) in a document entitled *Usability Test Report* which is provided in the appendix A. This section briefly describes the usability test, but for further details please refer to the usability test report.

Furthermore, in the scope of this test, an *Usability Test Plan*, and a *Post-Test Questionnaire* were designed, being all available in the appendix of the usability test report (see A). Additionally, all material and data can be downloaded in this assignment project's website[2].

Participants   Two individuals were invited to participate. They were college students complying ages between 21 and 26 years, and they usually have to travel in order to get to their universities. All participants had a moderate level of experience using WEB applications.

Methodology   As suggested in (Mitchell, 2007) it is beneficial to get the participant's opinion during the test session. The usability test combined both *observation* and *query*.

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[2]This assignment is published in a website available at `http://paginas.fe.up.pt/~luiscruz/cp_usability/`

The participant was asked to use the think aloud behavior (TA), describing every step he/she makes during the tasks. The moderator was directly observing the participant while taking some notes using the *Data Logging Form*, and after the completion of each task, users were interviewed in an informal way, trying to answer some questions clearly stated in the *Usability Test Plan* document. In addition, the screen and audio were also recorded for indirect observation.

After the completion of each task, users were interviewed in an informal way, trying to answer some questions clearly stated in the *Usability Test Plan* document. Moreover, after the whole test, participants gave some feedback through the *Post-Test Questionnaire*.

All this setup intended to evaluate the system in terms of *efficiency*, *efficacy*, and *user satisfaction*:

- Effectiveness
  - Completion Rate
  - Unassisted completion rate
  - Number of assistances
  - Number of steps made differently
  - Back Button hits
  - Errors
- Efficiency
  - Task time
  - Completion rate efficiency
- User satisfaction
  - SUS scale

Main Results

<div style="float:right; background:orange;">fill variables</div>

<div style="float:right; background:orange;">main results</div>

6 Conclusions and Future Work

loee, oipnx hjk.

A Usability Test Report

The original document is available at `http://paginas.fe.up.pt/~luiscruz/cp_usability/`

Usability Test Report of CP's Website (Proposal)

TESTED BY: LUÍS CRUZ[1]

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Tested: January 20, 2014

Executive Summary

This document intends to report the usability test for the website *CP.pt* in the scope of the unit course of Interactive Computing Systems(ICS) of the MAP-i doctoral programme. The usability test was conducted by inviting two potential users to accomplish four tasks, using the *think-aloud* technique, while using some behavior analysis/acquisition methods: record participant's activity through screen and audio cast, the moderator observed the participant by taking notes in the provided Data Logging Form. After each task a short survey had place, and after the test the users were asked to answer a customized 30 questions survey, as well as the SUS questionnaire.

The recruited participants were screened in order to focus on college students that need to travel to their universities.

With this study some usability issues were spotted. The overall website satisfaction of the users was scored as *good*, assessed using the SUS questionnaire.

efficiency and efficacy results

1 Introduction

1.1 Product Description

CP.pt is the official website of emphCP - Comboios de Portugal, E.P.E, the public portuguese company responsible for rendering national and international passenger rail services.

CP customers vary according to the service provided. Many college students, workers and pensioners use the regional and urban services for small and medium distances. Long distance services are more used by college students that are away from home, tourists, and executive workers. Unfortunately, no official document stating the segmentation of the CP.pt website's users was found.

It is noticeable that CP services have a lot more passengers during school time, which means that students are an important segment of CP's customers. Besides, most of the students have good experience with the WEB, so the CP.pt website is expected to be a great tool to them. Therefore, this usability evaluation will focus in the segment of college students, which might be portuguese citizens as well as foreigners that study or want to study in Portugal and are able to speak English.

Many scenarios can apply for the use of the website by students. Some times they leave the classes earlier and need a way of quickly check if there are other alternative trains that can take them home earlier. Also sometimes there is no direct train to their destination, so they have to catch another in the the middle of the travelling. Another scenario is when the weekend is over and the student has to buy his/her ticket from home to his/her university city. Buying it from the website is more convenient since the student can avoid wasting time in the ticket lines and can grant a seat for his/her trip.

From the features implemented in the website, the following were tested:

- Choose between Portuguese or English versions

- Check timetables for a trip.

- Buy fast train tickets, being the features that were tested.

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1.2 Test Objectives

The aim of the test was to validate the usability of the main features of the CP.pt — finding the most suitable train and buying tickets. It is important that these tasks are easy to learn.

Representative users were asked to complete some tasks, measures were taken of effectiveness, efficiency and satisfaction, and some notes about the users' opinion were taken in order to have ideas for some improvements that can be made.

2 Method

2.1 Participants

This test had 2 participants, both college students with ages between 21 and 27 years old. Regarding the small size of the sample, 100% of the participants were female.

They are intermediate level users, that frequently use WEB applications. They already have experience in other transportation company's websites (e.g., *Ryanair*).

2.2 Context of Product Use in The Test

2.2.1 Tasks

The tasks that the participant has to accomplish are the following:

1. Select the English Version of the application.
2. Find the schedule for a trip from Braga to Aveiro.
3. Find a cheap trip from Braga to Aveiro.
4. Buy a ticket from Braga to Porto.

These tasks are described in more detail in the *Usability Test Plan*, available in the appendix B. For each task, all the steps were defined in order to describe how the task can be efficiently accomplished.

These tasks were selected for being the features that are expected to be of the most important use. Every transportation website has these features and add great value to the customers, so it is important that they meet the users needs.

All the completion and performance criteria are also described in the Usability Test Plan (see appendix B).

2.2.2 Test Facility

The test was made in a study room at the faculty. The moderator is sitting next to the participant in order to make the observation and query and give assistance. The screen and audio were recorded using the tool QuickTime Player 10.3 which is invisible to the user and does not affect the user experience.

2.2.3 Participant's Computing Environment

According to (Prakash, 2013), the most common resolution used in WEB is 1366×768. In this experiment a 13 inches RGB screen with approximately the same resolution was used: 1440×990. For interaction with the application the participant used an Apple laptop keyboard, and an Apple Magic mouse. Some other devices were available if the user didn't feel comfortable with these devices, however, they were not used.

The browser Safari 7.0.1 with default settings was used with an internet connection which had an average download and upload speeds of $4Mbit/s$ and $1Mbit/s$, respectively.

2.2.4 Test Administrator Tools

A *Data Logging Form* (see C) was designed providing the moderator with a tool to record some notes about each task of each participant. The form has some fields for a few variables and a space to take some notes for the post-task interview.

All the task information is provided in the *Usability Test Plan*, available in the appendix B, defining a script about how the moderator should conduct the experiment is provided. All the steps that are

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necessary to finish a task are clearly described as well as some guidelines with the important questions for the post-task interview.

After the test, the participants were asked to answer a post-test questionnaire based on (Henry and Thorp., arch) provided in appendix D and the SUS questionnaire available in the literature (Brooke, 1996).

As it was already mentioned, during the experiments, the screen and voice were recorded using the tool QuickTime Player 10.3.

2.3 Experimental Design

vDescribe the logical design of the test. Define independent variables and control variables. Briefly describe the measures for which data were recorded for each set of conditions. `[independent and control variables]`

2.3.1 Procedure

The participants were informed that the usability of CP's website was being tested, to find out whether it met the needs of users. They were told that it was not a test of their abilities. They were asked to sign a consent form.

Participants were given introductory instructions. The evaluator reset the state of the computer before each task, and provided instructions for the next task.

The participant could ask for assistance and make questions whenever they find necessary, in order clarify any part of the task. All assistances were logged by the moderator. Also there was no time limit for the task completions, but if the moderator feels that the participant is stuck in some part, he was allowed to give some hints if properly logged.

After each task the moderator conducted a small interview trying to answer some crucial questions provided in the Usability Test Plan (see appendix B).

In the end of the test, a post-test questionnaire based on (Henry and Thorp., arch) was given to the participants (available in appendix D). This questionnaire has a Likert response format in a scale from 1 to 5, and intends to provide some insights about the way the design should be changed to make it more suitable to the user.

In addition to this questionnaire, the users are asked to fill the SUS questionnaire (Brooke, 1996).

The participants were non remunerated voluntaries and during each test session only the moderator and a participant were present.

2.3.2 Participant General Instructions

The instructions were given personally by the moderator to each participant. The test session proceeds by having only one user in the room with a moderator. Whenever the user needed help he/she could simply ask for help.

The participant was asked to use the *think-aloud* technique, describing every step he/she makes during the tasks.

2.3.3 Participant Task Instructions

Before starting each task the moderator explained what it was expected to accomplish in the following task. The task instructions are very simple, being described in a short sentence, as stated in section 2.2.1.

2.4 Usability Metrics

2.4.1 Effectiveness

For measuring effectiveness the following measures were considered:

Completion Rate the percentage of participants that correctly finished each task.

Unassisted Completion Rate the percentage of participants that correctly finished each task without assistance.

Number of Assistances The average of assurances given in each task.

Number of steps made differently number of steps that the participants made differently to the ones described in the test plan.

Back Button hits The average of times the user hit the Back Button in the browser.

Errors The number of times a user had to repeat parts of the task.

2.4.2 Efficiency

Efficiency was accessed by measuring the following parameters:

Task time The average time the users took to correctly complete each task.

Completion rate efficiency mean completion rate/mean task time.

2.4.3 Satisfaction

Satisfaction is a subjective measure that correlates with the user's motivation to use a product. The standardized instrument *System Usability Scale* (SUS) provides a 10 item questionnaire with five-scale responses that can be converted into a score (Brooke, 1996). After the test the users answered this questionnaire.

Also a post-test questionnaire based on (Henry and Thorp., arch) was given to the participants (available in appendix D). Although, this questionnaire does not provide a metric result, it is an useful tool to obtain user's feedback.

3 Results

3.1 Data Analysis

3.1.1 Data Scoring

The method by which the data collected were scored should be described in sufficient detail to allow replication of the data scoring methods by another organization if the test is repeated. Particular items that should be addressed include the exclusion of outliers, categorization of error data, and criteria for scoring assisted or unassisted completion.

3.1.2 Data Reduction

The combined results of all tasks show the mean results for the effectiveness and efficiency metrics.

In addition to data for each task, the combined results show the total task time and the mean results for effectiveness and efficiency metrics. `[The method by which the data was reduced should be described in sufficient detail to allow replication of the data reduction methods by another organization if the test is repeated. Particular items that should be addressed include how data were collapsed across tasks or task categories]`

3.1.3 Statistical Analysis

3.2 Presentation of the Results

Effectiveness, Efficiency and Satisfaction results must always be reported

3.2.1 Performance Results

Task 1 This task was extremely easy for all participants. Every user completed the task correctly with no assistances and no inefficiency. The results observed in task 1 are reported in table 1.

Table 1: Results observed in **task 1**.

Participant ID	Completion	Number of Assistances	Number of steps made differently	Back Button hits	Errors	Time
1	1	0	0	0	0	0'08"
2	1	0	0	0	0	0'08"
Mean	1	0	0	0	0	0'08"
Std Dev	0.0	0.0	0.0	0.0	0.0	0'00"
Min	1	0	0	0	0	0'08"
Max	1	0	0	0	0	0'08"

Task 2 The results observed in task 2 are reported in table 2.

Table 2: Results observed in **task 2**.

Participant ID	Completeness	Number of Assistances	Number of steps made differently	Back Button hits	Errors	Time
1	1	1	1	2	3	3'50"
2	1	0	2	1	0	1'25"
Mean	1	0.5	1.5	1.5	1.5	2'38"
Std Dev	0.0	0.5	0.5	0.5	1.5	1'13"
Min	1	0	1	1	0	1'25"
Max	1	1	2	2	3	3'50"

Task 3 The results observed in task 3 are reported in table 3.

Table 3: Results observed in **task 3**.

Participant ID	Completeness	Number of Assistances	Number of steps made differently	Back Button hits	Errors	Time
1	1	0	0	0	0	0'50"
2	1	0	0	0	0	1'28"
Mean	1	0	0	0	0	1'09"
Std Dev	0.0	0.0	0.0	0.0	0.0	0'19"
Min	1	0	1	1	0	0'50"
Max	1	0	2	2	0	1'28"

Task 4 The results observed in task 4 are reported in table 4.

Table 4: Results observed in **task 4**.

Participant ID	Completeness	Number of Assistances	Number of steps made differently	Back Button hits	Errors	Time
1	1	3	0	0	0	6'45"
2	1	0	1	2	0	6'08"
Mean	1	1.5	0.5	1	0	6'27"
Std Dev	0.0	1.5	0.5	1.0	0.0	0'19"
Min	1	0	0	0	0	6'08"
Max	1	3	1	2	0	6'45"

Combined Results The overall results of efficiency and efficacy are combined in the table 5. It is possible to see that all users were able to finish all the tasks. Some of the tested features are not very intuitive, since the back button was hitted by all the users with an average of 2.5 times. `[completion rate/ task time]`

Table 5: Combined Performance Results.

Participant ID	Completion Rate (%)	Unassisted Completion Rate (%)	Number of Assistances	Number of steps made differently	Back Button hits	Errors	Time
1	100	50	4	1	2	3	2'53"
2	100	100	0	3	3	0	2'17"
Mean	100	75	2	2	2.5	1.5	2'35"
Std Dev	0	25	2.0	1.0	0.5	1.5	0'18"
Min	100	50	0	1	2	0	2'17"
Max	100	100	4	3	3	3	2'35"

3.2.2 Satisfaction Results

Table 6: SUS results

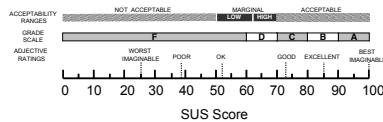| Participant ID	Total Score	SUS Score
1	25	62.5
2	23	57.5
Mean	24	60.0
Min	23	57.5
Max	25	62.5

Figure 1: A comparison of the adjective ratings, acceptability scores, and school grading scales, in relation to the average SUS score. Source: (Bangor et al., 2009)

The mean SUS score achieved is 60 (out of 100). Using the *Adjective Rating Scale* proposed by Bangor et al. (2009), detailed in the figure 1, the website was perceived by the participants as **good**.

Table 7: Post-test questionnaire results

Question	User 1	User 2	Mean
1. The homepage is attractive	2	4	3
2. The overall site is attractive	2	4	3
3. The site's graphics are pleasing	3	4	3.5
4. The site has a good balance of graphics versus text	3	4	3.5
5. The colors used throughout the site are attractive	3	4	3.5
6. The typography is attractive	3	4	3.5
7. The homepage's content makes me want to explore the site further	3	3	3
8. It is easy to find one's way around the site	4	2	3
9. You can get information quickly	3	2	2.5
10. It is fun to explore the site	2	2	2
11. It is easy to remember where to find things	4	4	4
12. Information is layered effectively on different screens	3	4	3.5
13. The homepage is attention-getting	3	3	3
14. Information is easy to read	3	3	3
15. Information is written in a style that suits me	3	4	3.5
16. Screens have the right amount of information	2	4	3
17. The site effectively communicates the company's image	4	4	4
18. Information is relevant	4	4	4
19. The site is designed with me in mind	3	3	3
20. The site's content interests me	4	5	4.5
21. The site's content would keep me coming back	4	5	4.5
22. The site has characteristics that make it especially appealing	3	3	3
23. The site reflects progressive, leading edge design	2	3	2.5
24. The site is exciting	2	3	2.5
25. The site is well-suited to first-time visitors	2	1	1.5
26. The site is well-suited to repeat visitors	2	4	3
27. The site has a clear purpose	3	4	3.5
28. It is always clear what to do next	3	2	2.5
29. It is clear how screen elements work	2	5	3.5
30. Mistakes are easy to correct	4	1	2.5

The results of the post-test questionnaire are presented in the table 7. From all the answers the most relevant notions we get are that users agree that the website has relevant content that meets the users' needs and that the provided information is relevant. However, they state that it is not well-suited for first-time visitors, and navigating through the website is not fun.

3.2.3 Observation and Interview Results

As mentioned earlier, after each task, a small interview was performed in order to get the most from user's opinion. Besides, the moderator was standing next to the participant in order to find out the cause of some user's errors or inefficiencies. It allowed to spot some problems that can be solved in order to improve the website usability.

Some remarks made from the users was that the website is not well organized.

Task 1 - Select the English Version Users understood clearly what they had to do, and recognized the british flag as a familiar icon for choosing the english version.

Task 2 - Find a train from Braga to Aveiro During this task some usability problems were perceived. The "Timetable and Prices" form is not easy to find. Even experienced users made the mistake of using the NETTicket form which only provides trains for some services. Also, one user that is used to travel in the Urban service lines complained that train connections that take some time (e.g. 30 min) were not available, but when she travels usually prefers these ones for being cheaper. Also, there was some information that they found necessary to ask in the ticket office: discount prices and in which line do they have to switch in the middle of the trip.

Task 3 - Find a cheap train from Braga to Aveiro In this task, users complained about the timetable results table. They found annoying having to click in a link every time they want to check one train's price, service line, etc.

Task 4 - Buy a ticket from Braga to Porto The major difficulty was to select the seat, it was not intuitive, but after knowing how to use it they were able to complete the task with no problem. During the registration process, users didn't understand the form asking information about the most preferred lines.

The screen and audio recording of the test including interviews is available at this usability project's website (url: http://paginas.fe.up.pt/~luiscruz/cp_usability/).

A Consent and Recording Release Form

[1]

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[1]Adapted from a template available at *Usability.gov* website (url: http://usability.gov)

B Usability Test Plan

The plain original document can be accessed at http://paginas.fe.up.pt/~luiscruz/cp_usability/

C Data Logging Form

The moderator of the usability test observes the behavior of the participant while taking notes in the Data Logging Form. Each task needs one Data Logging Form.

Logging Form Sheet
CP.pt Usability Test
MAP-i Doctoral Programme
Responsible Moderator: Luís Cruz
22 January 2014

Participant ID: _____
Date: _____
Time: _____

Task	Performance	Observations and Comments
Completeness	Correct / Incorrect	
Assists	Tally	
Negative Remarks	Tally	
Back Button Hits	Tally	
# of steps made differently	Tally	
# of Errors	Tally	

Task start trigger: _____ Task end: _____ Time to complete: _____

Based on the interview guided by the questions defined in the *Usability Test Plan* document, the following notes were taken:

_____
_____
_____
_____
_____
_____
_____
_____

10

D Post-Test Questionnaire

The moderator of the usability test observes the behavior of the participant while taking notes in the Data Logging Form. Each task needs one Data Logging Form.

Post-Test Questionnaire[1]

CP.pt Usability Test
MAP-i Doctoral Programme
Responsible Moderator: Luís Cruz
22 January 2014

Participant ID: _____
Date: _____
Time: _____

For our last activity I'm going to give you a short questionnaire that I would like you to fill out. The questionnaire will give you a series of statements about the CP.pt Web site. I would like you to rate your agreement with each statement.

For each statement, please circle a number to indicate the level to which you agree with each statement. If you feel a statement isn't relevant to your experiences with the Web site, please feel free to skip it.

1. The homepage is attractive — Disagree ○○○○○ Agree
2. The overall site is attractive — Disagree ○○○○○ Agree
3. The site's graphics are pleasing — Disagree ○○○○○ Agree
4. The site has a good balance of graphics versus text — Disagree ○○○○○ Agree
5. The colors used throughout the site are attractive — Disagree ○○○○○ Agree
6. The typography is attractive — Disagree ○○○○○ Agree

7. The homepage's content makes me want to explore the site further — Disagree ○○○○○ Agree
8. It is easy to find one's way around the site — Disagree ○○○○○ Agree
9. You can get information quickly — Disagree ○○○○○ Agree
10. It is fun to explore the site — Disagree ○○○○○ Agree
11. It is easy to remember where to find things — Disagree ○○○○○ Agree
12. Information is layered effectively on different screens — Disagree ○○○○○ Agree

13. The homepage is attention-getting — Disagree ○○○○○ Agree
14. Information is easy to read — Disagree ○○○○○ Agree
15. Information is written in a style that suits me — Disagree ○○○○○ Agree
16. Screens have the right amount of information — Disagree ○○○○○ Agree
17. The site effectively communicates the company's image — Disagree ○○○○○ Agree
18. Information is relevant — Disagree ○○○○○ Agree

[1]Adapted from *AIR, Human Factors and Research Design group's work.*

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19. The site is designed with me in mind — Disagree ○○○○○ Agree
20. The site's content interests me — Disagree ○○○○○ Agree
21. The site's content would keep me coming back — Disagree ○○○○○ Agree
22. The site has characteristics that make it especially appealing — Disagree ○○○○○ Agree
23. The site reflects progressive, leading edge design — Disagree ○○○○○ Agree
24. The site is exciting — Disagree ○○○○○ Agree

25. The site is well-suited to first-time visitors — Disagree ○○○○○ Agree
26. The site is well-suited to repeat visitors — Disagree ○○○○○ Agree
27. The site has a clear purpose — Disagree ○○○○○ Agree
28. It is always clear what to do next — Disagree ○○○○○ Agree
29. It is clear how screen elements work — Disagree ○○○○○ Agree
30. Mistakes are easy to correct — Disagree ○○○○○ Agree

And that's it! Please return this questionnaire to the moderator.
Thank you for your collaboration!

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