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Dear School Safety Department,

The final stages of the usability test are complete, and we have documented each phase. In this document, you will find details on the methodology, findings, and recommendations. We have classified each finding under four general categories but listed recommendations as separate modifications. As discussed, we primarily targeted three aspects of the site.

- Findability of schoolsafety.gov
- Safety Readiness Tool
- General navigation

Overall, participants were able to complete most of the tasks and appreciated the design of the site. However, we encountered a few consistent issues that affected the user's experience and have recommended some revisions. In applying these changes, we believe that the School Safety website will become a featured asset of the Department of Homeland Security.

Amid the current COVID-19 pandemic, we thank you and the Department of Homeland Security for your concerted efforts. We are in troubling times and want you to know that your work is very appreciated. We appreciate the experience and would love to continue this annual project.

Best regards,

Mercer University Usability: SAJJ



# **Technical Communication**

M e r c e r U n i v e r s i t y

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**School Safety Usability Testing Results Report**

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**TCO 361: Usability**

## Executive Summary

The Mercer University Usability class partnered with the Department of Homeland Security (DHS) to conduct a usability study. The class formed individual project teams for each department of the DHS; we selected School Safety. This study included an evaluation of schoolsafety.gov, an analysis of the data, and a list of recommendations to improve the usability of the site.

The evaluation consisted of five participants via Zoom. Participants completed several tasks that measured the functionality, findability, navigability, content, and design. To effectively collect and analyze data, we recorded responses and assigned each team member a subset of data to review. After analyzing the data, we found two consistent issues.

- The Safety Readiness Tool is very difficult to find.
- Search engines offer no direct link to the schoolsafety.gov homepage.

Based on our findings, we recommend two pivotal revisions to improve the user experience: **a revamped search engine optimization (SEO) and a distinct button displaying the Safety Readiness Tool**. Improving SEO allows users to efficiently access the site, and a Safety Readiness button highlights one of the department's premier functions. With these changes, we believe the School Safety site will provide visitors with a more streamlined experience.

# Contents

Executive Summary .....	ii
Purpose Statement .....	1
Methodology .....	1
Test objective .....	1
Metrics .....	1
Participants .....	2
Tasks and Scenarios .....	3
Testing Conditions .....	4
General Protocol .....	4
Reasons for Choices .....	5
Findings .....	5
Positive Findings .....	5
Functionality .....	6
Findability .....	7
Navigation .....	8
Content .....	8
Recommendations .....	9
Better Search Engine Optimization .....	9
Improve Search Bar Algorithm .....	9
Improve Navigation Menu .....	9
Rephrase or Clarify Misleading Terms .....	10
Conclusion .....	12
Appendix A: Testing Forms .....	13
Moderator’s Script .....	13
Screener Questions .....	15
Pre-test Questionnaire .....	16
Post-task Questionnaire .....	17
Post-test Reaction Card: Word Pool .....	18
Usability Test Disclosure Form .....	19
Moderator’s Checklist .....	20
Logger’s Checklist .....	20

Technician’s Checklist .....	22
Appendix B: Classified Raw Data.....	23
Significant Recordings.....	23
Time-on-task.....	24
Post-task Responses.....	24
Post-task Responses (Continued) .....	25
Reaction Card Responses (Google Form).....	26

## Tables & Figures

Table 1: Participant Responses.....	3
Figure 1: Reaction Card Exercise Results.....	6
Figure 2: Search Results Page on Schoolsafety.gov.....	7
Figure 3: Revised Navigation Menu.....	10
Figure 4: Safety Readiness Assessment Layout.....	11
Figure 5: Information Bubble.....	11

## Background

On February 10, 2020, the Department of Homeland Security (DHS) launched [schoolsafety.gov](https://schoolsafety.gov), a website dedicated to helping parents and school administrators prepare for disasters while children are at school. [Schoolsafety.gov](https://schoolsafety.gov) offers resources such as online training and sample emergency plans to better improve the safety of those in the public-school system. With such valuable resources available to so many people, it is important that those people are able to access the information quickly and easily. This goal in mind, the DHS recruited our team to conduct a usability assessment on [schoolsafety.gov](https://schoolsafety.gov) to ensure that those who are likely to use the website have the best experience possible when using it.

## Purpose Statement

Ideally, the Department of Homeland Security's (DHS) [Schoolsafety.gov](https://schoolsafety.gov) website should be error tolerant, easy to access, and easy to navigate. However, the website currently the website has bad search utility, poor search engine optimization, confusing terminology, and a few other issues which ultimately makes the difference between the website being great, and the website being poor.

## Methodology

### Test objective

Our team's overall goal in doing these usability tests was to analyze the DHS [schoolsafety.gov](https://schoolsafety.gov) website to find any errors in usability, findability, and functionality of the site. After we analyzed the data we received from the tests, we were able to produce quantifiable and qualifiable data that allowed us to organize our findings in positive and negative categories.

Another objective for the test was to get more in touch with the understanding and thought process that the typical user of [schoolsafety.gov](https://schoolsafety.gov) goes through when using this site. This is extremely important because it shows us exactly why certain things that the School Safety team thought might be working on the site, actually does not work well with the audience. By doing this, we were able to get direct responses from users about their overall feelings on certain areas of the site, which will help better improve the site.

### Metrics

Our team composed a participant screener (Appendix B), and a pre-test (Appendix C), post-task (Appendix D), and post-test questionnaire (Appendix E), which was filled out by all of our participants. The participant screener and the pre-test questionnaire were forms that allowed us to get an understanding of who the participant was, their familiarity of the website, and how often they have used the site, so that we can more accurately make recommendations on what to fix for the website. During the actual test, one person was the moderator while the others took a log of everything the participant

was saying and doing. We also made note of whether or not the participant succeeded or failed the test, as well as the time it took for them to succeed or fail.

Our participants were asked to fill out a post-task questionnaire after the success or failure of each task. The questionnaire consisted of four questions, the first question having the participant rate their experience with the task from straightforward, neutral, or difficult. The remaining 3 questions allowed the user for their own input, and simply asked the user which part of the task they least enjoyed, most enjoyed, and allowed them to add any additional comments they may have.

Our team used reaction cards for the post-test document which consisted of 20 different adjectives the participant could choose from that described the overall experience with the test.

While reviewing the video, our team measured the amount of time it took each individual to either give up or complete the tasks. We then created a chart where we listed the tasks along with the participants, included the times, and then averaged the times together to get a total average time it takes to get the task done. We also organized the data we got from the pre-test, post-task, and post-test questionnaires into different tables, so that we could then allocate data into appropriate categories.

After organizing and analyzing the data from our tests, we came up with five categories to sort the individual problems we believe are most prevalent on the website. These categories are:

- Functionality
- Findability
- Navigation
- Design
- Content

## Participants

According to the DHS School Safety team, the target audience for the website is usually DHS professionals, or employees. Assuming that these individuals are experienced adults, we decided that the age range for individuals using the site would be from around ages 40-70. We believe that the individuals in this age range will be more professionally experienced than younger people, which more accurately reflects the majority of the target audience.

For this study, we chose five participants. All the participants were uniformly aged: ranging between 40-70. Table 1 shows the characteristics of the participants based on the participant screener and the pre-test questionnaire that they filled out prior to taking the test.

Table 1: Participant Responses

Question	Answer	Responses of participant
How old are you?	1. 30-40 2. 40-50 3. 50-60 4. 60-70	1. 0 2. 1 3. 3 4. 1
Are you a Georgia resident?	Yes  No	5  0
How much time do you spend on the internet daily?	1. <1 hour 2. 1-3 hours 3. 3 or more hours	1. 0 2. 2 3. 3
Do you have children attending school in k-12?	Yes  No	2  3
How often do you use government websites?	1. Regularly 2. Semi-often 3. Rarely 4. Never	1. 3 2. 0 3. 2 4. 0
How often do you contact your school's administration?	1. Regularly 2. Semi-often 3. Rarely 4. Never	1. 2 2. 0 3. 2 4. 1
Have you ever used schoolsafety.gov?	Yes  No  Maybe	1  3  1
If yes, how often?		1-2 times weekly

## Tasks and Scenarios

During the testing process, each participant was given a scenario and asked to complete the following tasks:

*Scenario 1: Your child has consistently told you about a disturbance at school. This particular day, he/she is crying as they arrive home. You have already contacted the school's administrators, but they have offered no solution.*

1. From Google, search and find the School Safety website

*Scenario 2: You have heard of schoolsafety.gov but are not sure of its purpose and functions. You would like to explore options for dealing with the recurring issue.*

1. Scan the website and find the "About" page
2. Find a training resource that is categorized under "Guidance"
3. Find resources related to School climate
4. Find upcoming School Safety related events
5. Find the stop the bleed virtual training program
6. Use the search bar to search for the School bullying prevention page

*Scenario 3: You receive a call from a representative of School Safety. You voice your troubles, and they recommend using the Safety Readiness Tool for further actions.*

1. Find the Safety Readiness Tool
2. Take the School Safety Action Plan assessment

## Testing Conditions

Testing was conducted remotely through Zoom. Everyone involved in the testing process used their own computer. The team used the Zoom recording function to record and analyze the test participant actions and data. The testing environment consisted of one moderator and participant in the video conference with the camera and audio turned on. Three observers were also present, but the camera and audio were turned off so the participant would not get distracted.

## General Protocol

We utilized a few methods to evaluate our test and data. The assessment methods included:

- *Pre-Test questionnaire:* gauge if they are a newcomer to the site or not, and what their overall prior experience is. (Located in Appendix C)
- *Usability testing:* used to evaluate the entirety of the School Safety website
  - Think Aloud Protocol - users explicitly talk through their thought process to help us better understand the user experience during testing
  - Measuring the time it takes to complete a task - to assess efficiency and ease of use
- *Post-Task questionnaires:* get final impressions from our participants after each task: such as positive reactions, negative segments, and general thoughts about the website. (Located in Appendix D)
- *Post-Test reaction cards:* a post-test assessment that is essentially an emotional exercise. Cards they feel resonate with their overall experience. (Located in Appendix E)

Prior to testing, a screener and consent form had to be completed by the participant. When a participant began testing, a moderator would read from a script guide the participant through the testing process (Appendix A). First, a pre-test questionnaire would be administered. After the participant completed the questionnaire, the moderator began explaining the scenarios and tasks. After each task was completed, a post-task questionnaire was administered. At the end, the participants completed post-test reaction cards.

## Reasons for Choices

Those specific tasks were used so we could measure the functionality, findability, navigability, content, and design of the website. By using those 5 categories, we were able to look at various aspects of the website and provide reliable results. We chose the demographic of people between the age range of 40 and 70 because they would be the main users of the website. These people are most likely to be professionals with children or have a higher level of interest in school safety.

## Findings

This section of the document will first describe our positive findings and then detail the sections that could use improvement. These findings were categorized into the most relevant sections: based on functionality, findability, navigation, and content.

### Positive Findings

Throughout the testing, participants mentioned how there is a lot of useful information on the website. For example, on the homepage there are nine broad school safety topics that users can directly access, which takes them to pages of more resources. The upcoming events and opportunity section were in a great location on the homepage. Each participant was able to access it very quickly with an average time of 12 seconds. The participants enjoyed the idea of there being a search bar to search the website because not everyone has a search bar on their website. The overall layout of the website was visually appealing. The top adjectives used to describe the website were all positive. As shown in Figure 1 below, the top adjectives chosen were: organized, convenient, efficient, professional, clean, stimulating, and straightforward. All the participants thought the site was organized. One person even said the information was thought-provoking in a good way.

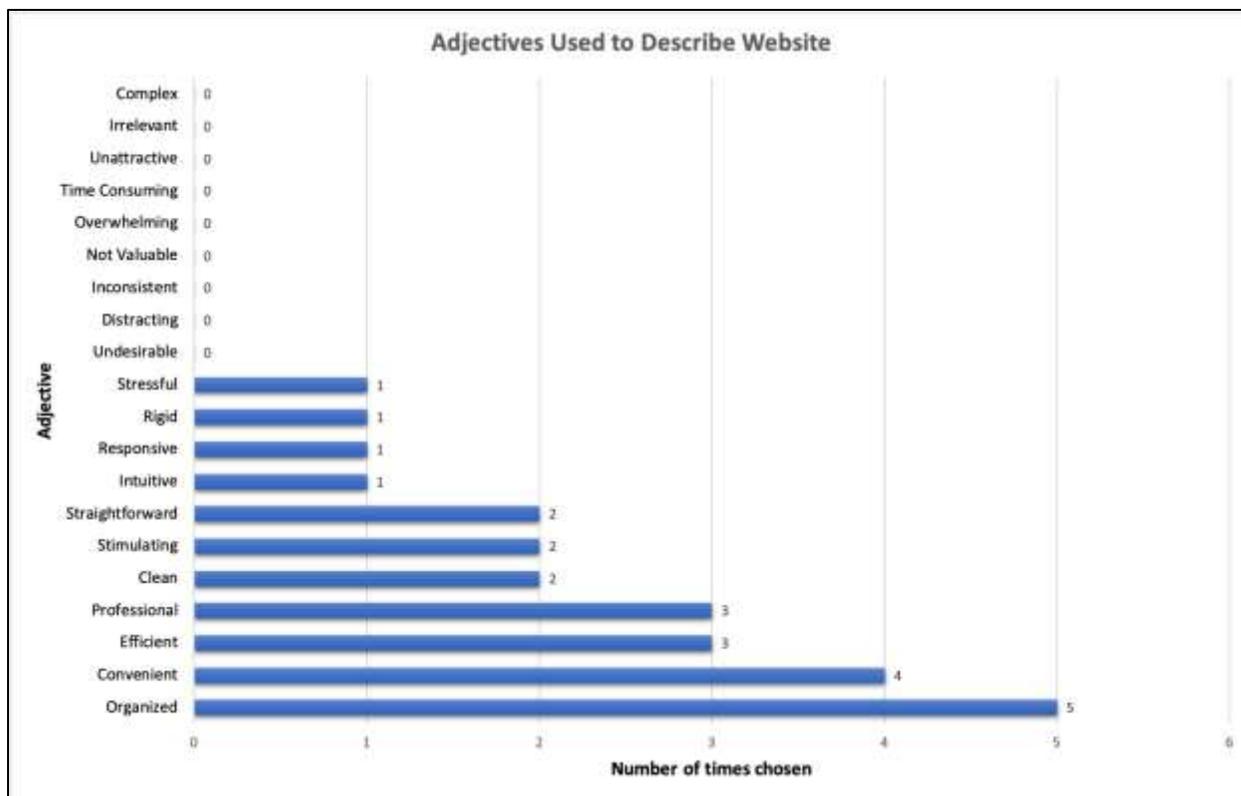


Figure 1: Reaction Card Exercise Results

## Functionality

The first category our team used to organize findings is functionality. Throughout our testing, we found that most features of the website functioned quite well: menus are easy to find and interact with and buttons take users to logical places. However, some features of the website, most notably the search bar, do not function as well as they could.

In one of our tasks we asked our test subjects to use the search bar to find the “School Bullying Prevention” page. While this phrasing could be a bit confusing, we used it intentionally. Schoolsafety.gov has a number of pages dedicated to bullying prevention; however, the main bullying prevention page was never the first result in the search due to that page being titled “Prevent Bullying” not “Bullying Prevention,” (Figure 2). This caused a substantial amount of confusion with our users, leading them to take an average of 2:00 minutes to merely navigate to the correct page. Such long task completion times can frustrate users and cause them to abandon tasks all together.

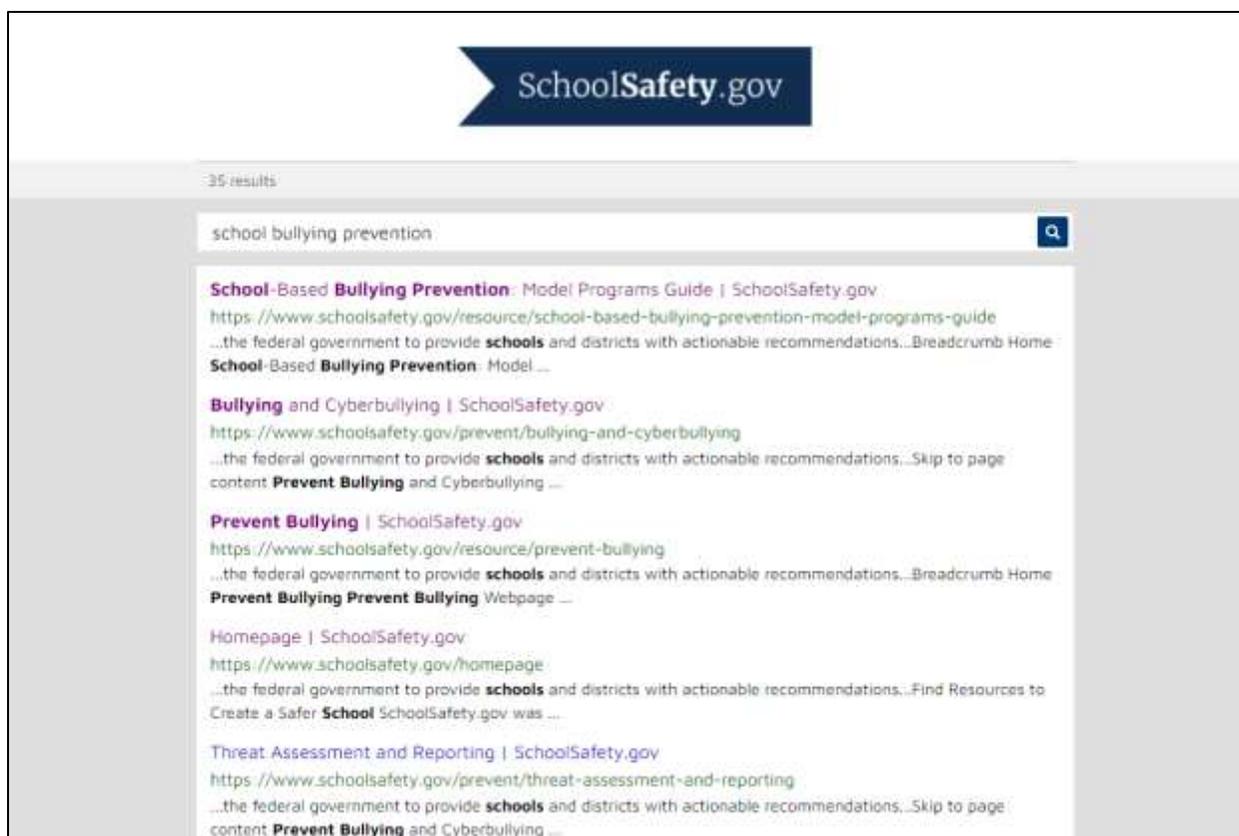


Figure 2: Search Results Page on Schoolsafety.gov

One other issue with the search bar was that some links would take users to a new site without warning. Schoolsafety.gov does open all external links in a new tab, excellently adhering to internet conventions and allowing for easy navigation back to the original website. However, often there was not a warning before users clicked on an external link, surprising many of our users and confusing several older test subjects.

## Findability

The next category we used to organize our findings is a category called findability. Findability refers to how easy or difficult it was for the participant to find schoolsafety.gov.

The first task we had the user do during the test was simply: “Using google, search for the School Safety website.” Out of all five of our participants, four of them were unable to initially find the website. It took one of around participants about three minutes and fifteen seconds to find the site, and another participant somehow found it through a link deep within an article.

Through analysis of our data, we found that the issue is what is called **poor search engine optimization (SEO)**. SEO is defined as the process of optimizing your website to get organic, or unpaid, traffic from the search engine results page. You want to optimize your site to get good SEO so that the search engine will display your website as

the top result. Currently, it takes the user an average of 2 minutes and 30 seconds to find the site from just a simple google search. Considering the time it takes to get results from a google search is about less than 1 second, this is a bit of a worry. Also, when googling School Safety, the first couple main results (which are the ones people tend to click on first) are not the School Safety site at all. The School Safety site was actually about 5 or 6 results down, and most people only scan the first few results and move on. Users were getting sent to sites like NEA.org, or most notably CISA.org. This finding is crucial because with users having a hard time finding the site, they are going to enter the site with an already frustrated mindset and their overall experience, and they haven't even used the site yet.

## Navigation

Our users, though typically able to easily navigate through the website, all encountered some issues while trying to find content on schoolsafety.gov. Though there were few major issues, each issue was an annoyance that could lead to user frustration, and enough frustration could lead users to reduce how much time they use the site, or abandon it all together.

Nearly all of the navigation issues our user encountered involved the menu at the top of the screen. Primarily, users struggled to find the Safety Readiness Tool. On average, it took our test subjects **over three minutes** to locate the Safety Readiness Tool from the homepage. Three of our five users described finding this tool as “*difficult*,” and one user stated that it was “*not easy to find the safety readiness link*.” While this may seem surprising as the Safety Readiness Tool is directly linked in the navigation bar on the homepage, many users did not realize that it was in the “Get Started” section of the menu. Because users did not understand this correlation, most users never even accessed this section of the menu. As a result, users would often helplessly scroll around the homepage, getting more and more frustrated the longer it lasted.

## Content

The final category our team used to organize our findings is content. The content of the site was quite comprehensive, seemed to be accurate, and tended to be quite helpful for the intended audience. However, our users did tend to have some issues understanding some of the terminology used on the website. Most notably, our users struggled to fully understand what the term “School Climate” meant. Many users seemed unsure of themselves when asked to find a resource related to school climate, and often asked for clarification. Our users also were unsure of what the “Stop the Bleed” training resource was, with several users assuming that it was a figurative title that referenced bullying. The lack of clarity in some of the content caused some users to second-guess themselves and their instincts when completing certain tasks. Affected users were much less certain of their abilities to navigate the website when completing later tasks, causing them to feel less comfortable using schoolsafety.gov. While our users persevered on to further tasks, a user finding the website on their own time is unlikely to continue to use a site if they are confused about the information it contains.

## Recommendations

Based on our findings, our team has come up with a list of recommendations we feel should be made to the schoolsafety.gov site in order to create an easy to use environment for the users. These recommendations are listed in order of importance.

### Better Search Engine Optimization

Millions and millions of people use search engines, which is why our first recommendation is to improve the sites Search Engine Optimization. Improving SEO can be done using a few different methods, one of which being keywords. By using Keywords on your site's pages such as "what is school safety" or "upcoming events for school safety". A good rule of thumb when using keywords to increase SEO is that each page on the site needs to have its own unique phrase. Putting keywords in the headings, page title, and even in the URL for the site allows the search engine to pull those words and make your site appear closer to the top of the search results.

Another method to increase your SEO would be to have link worthy sites. Rather than just having links that say "click here" try creating the links so that they describe where they are going. This helps the search engine pull that information from your site and give the user better search engine results for the site. It's also worth noting that using descriptive alt tags in your sites photos and video media helps the search engine pull those alt tag descriptions to produce better search results for the user.

### Improve Search Bar Algorithm

Our second recommendation is that DHS improve the algorithm on the in-site search bar. Currently, the algorithm searches primarily for exact word matches, often leading users to unexpected, unhelpful pages if they do not know the exact terminology the site uses. Thus, our team is recommending that DHS adjust the search algorithm to find content that matches the search term rather than words that match the term. In our test we asked users to find the "Bullying Prevention" page using the search bar. Because the landing page our users were looking for is titled "Prevent Bullying" and did not match the exact terms used in the search, multiple other pages were listed above this one in the search, including external links and pages that dealt with bullying, but not necessarily bullying prevention. On this task our users were consistently confused and frustrated trying to find this page from the search bar, with one user even stating that the "topic was not easy to find on the website." A search bar is intended to be a crutch for users who are unable to find a specific page using other navigational tools, but this test shows that the search on schoolsafety.gov could be improved. Though reworking the algorithm could be a bit intensive, it would lead to a much more refined experience for the end user.

### Restructure Navigation Menu

Our next recommendation is to restructure the navigation menu by updating the "get started" tab to say, "Tools and Resources". This is the one thing on the site that is consistent throughout each page, so it's crucial that the navigation menu not only makes sense, but also has the necessary items tied to each tab. During our test we asked the

user to locate the safety readiness tool. One user in particular struggled for multiple minutes until she eventually gave up. She had checked every tab in the navigation menu except the get started tab. Once we pointed out where the tool was, the participant said:

*“Oh, I didn’t even think to look there. It did not feel like the safety readiness tool would be under a tab called get started.”*

It is also misleading that there is a section called “get started” on the homepage that has two items listed. Those items make sense as things to click to get started, which is why we believe many users were under the impression that the get started tab had that same info, so they never thought to look there to find the safety readiness tool.

We believe that changing the “get started” tab to say “Tools and resources” perfectly describes the items that are listed under the tab,, and will make it easier for the user to find these tools and other resources. We have provided a visual image of exactly what we mean in Figure 3 below.

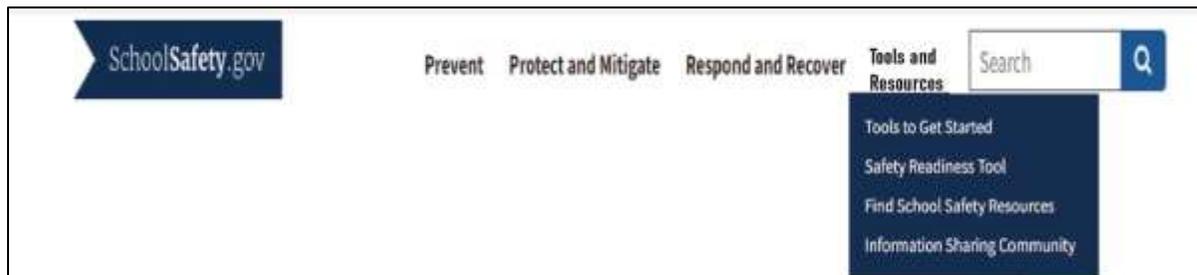


Figure 3: Revised Navigation Menu

### Rephrase or Clarify Misleading Terms

Our final recommendation is to rephrase or clarify misleading terms. If visitors are not able to comprehend a title/concept, they will likely use an external site to assist them. This leads to a decrease in overall visitors. To avoid this issue, we suggest attaching an information bubble to those school safety keywords: like “School Climate” and “Stop the Bleed.” A similar method was used in the Safety Readiness assessment; however, all participants avoided this feature because the definitions were virtually cropped out as they completed each question (Figure 4).

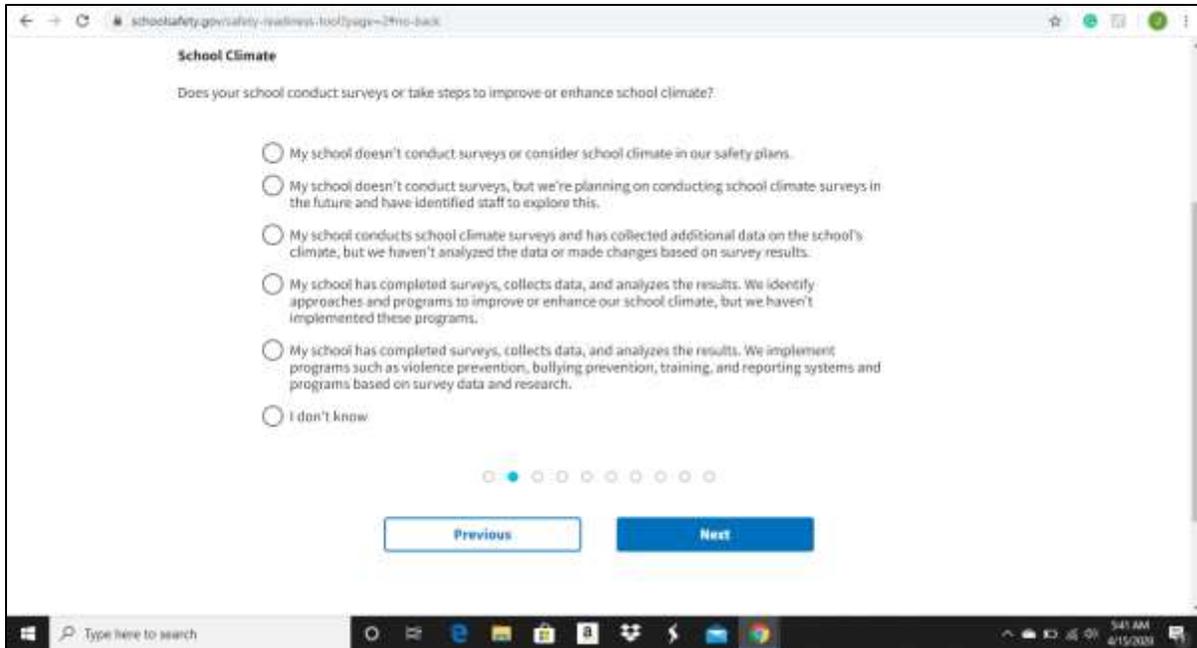


Figure 4: Safety Readiness Assessment Layout

Therefore, attaching the information bubble directly to the term allows users to associate the term with the feature. As users hover over the button, a text box should appear explaining the term (Figure 5). It should then disappear when away from the button to avoid a crowded screen; this is a common internet convention throughout many websites. This is a very simple fix that will improve a potential problem area.

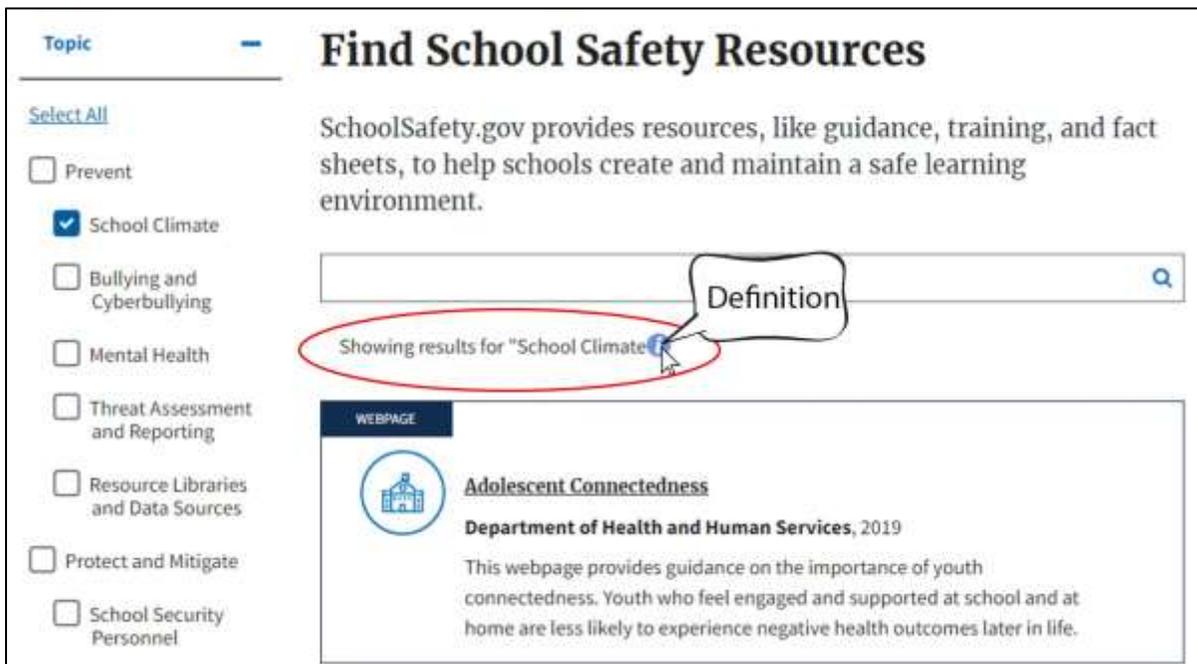


Figure 5: Information Bubble

## Conclusion

In conclusion, we believe School Safety does a good job in providing its audience with relevant information. Also, to have launched the website in February, the site is well laid-out. However, there are a few problem areas that are inhibiting the site from creating an optimal user-experience. By analyzing and applying our findings and recommendations, the School Safety site will more effectively welcome and retain visitors. The site is currently good, but with the implementations of our recommendations, you can take the school safety website from good, to fantastic.

## Appendix A: Testing Forms

### Moderator's Script

- (Before anything)
  - Complete Screener Questions in email
- Welcome and thank the user for joining us and taking time out of their day to assist with our research.
- Mention that we will be reading from a script to ensure all users are provided equal information.
- Email the questionnaire and reaction cards. Allow users to read and sign disclosure forms.
- Mention that if at any time they would like to take a small break or stop completely, they may.
- The total testing time should take around 45 minutes to an hour
- First, we would like them to take a quick pre-test survey found in email
- Introduce think out loud protocol and practice with sending a text message on their phone

### **Beginning of Scenarios**

Scenario 1: Your child has consistently told you about a disturbance at school. This particular day, they are crying as they arrive home. You have already contacted the school's administrators, but they have offered no solution.

Task 1: From Google, search and find the School Safety website

- *Have them answer post-task questions*

Scenario 2: You have heard of schoolsafety.gov but are not sure of its purpose and functions. You would like to explore options for dealing with the reoccurring issue.

*Return to the site homepage after each task is complete.*

Task 1: Scan the website and find the "About" page

Task 2: Find a training resource that is categorized under "Guidance"

Task 3: Find resources related to School climate

Task 4: Find upcoming School Safety related events

Task 5: Find the stop the bleed virtual training program

Task 6: Use the search bar to search for the School bullying prevention page

- *Have them answer post-task questions*

Scenario 3: You receive a call from a representative of School Safety. You voice your troubles, and they recommend using the Safety Readiness Tool for further actions.

Task 1: Find the Safety Readiness Tool

Task 2: Take the School Safety Action Plan assessment

- *Have them answer post-task questions*

### **End of Scenarios**

- Let participant know they have finished the test
- Ask them to do post test questions found in email
- Thank the participant for everything!

## Screenener Questions

### **Introduction:**

The purpose of this questionnaire is to gather background information and narrow down candidates for this usability study.

This usability study will be assessing how easy it is for professionals to use a certain website. User data will be gathered through several methods, including a video recording of the usability test, and will be used to update and/or redesign the website so that it is the best product for the end-user.

### **Candidate:**

Name: \_\_\_\_\_

Age: \_\_\_\_\_

### **Questions:**

Question 1: Are you a Georgia resident (y/n)? \_\_\_\_\_

Question 2: Do you have access to the Internet in your home (y/n)? \_\_\_\_\_

Question 3: Do you have a computer with a webcam and microphone (y/n)?  
\_\_\_\_\_

Question 4: How much time do you spend on the internet daily (circle)?

- <1 hour
- 1-3 hours
- 3 or more hours

Question 4: Do you have children attending school in K-12 (y/n)? \_\_\_\_\_

## Pre-test Questionnaire

Name: \_\_\_\_\_

Age: \_\_\_\_\_

1. How often do you use government websites?
  1. Regularly
  2. Semi-often
  3. Rarely
  4. Never
  
2. How often do you contact your local school's administration?
  1. Regularly
  2. Semi-often
  3. Rarely
  4. Never
  
3. Have you ever used the School Safety website? (circle one)  
Yes                      No
  
4. If yes, how often? \_\_\_\_\_



## Post-test Reaction Card: Word Pool

- Undesirable
- Clean
- Convenient
- Distracting
- Inconsistent
- Intuitive
- Not Valuable
- Organized
- Overwhelming
- Responsive
- Rigid
- Stimulating
- Stressful
- Straightforward
- Time Consuming
- Unattractive
- Irrelevant
- Complex
- Efficient
- Professional

## Usability Test Disclosure Form

**Purpose:** You have been asked to participate in a usability study of the Schoolsafety.gov, a website run by the DHS website. The website is in the process of being re-designed to make it more user-friendly. Your participation in this study is voluntary and without payment or compensation. The study will provide information used to guide the redesign process.

**Test Environment:** The test will be conducted remotely due to the coronavirus outbreak.

**Information Collected:** We will ask you to perform a series of simple tasks or walk you through some various scenarios related to the Web site. We will ask you questions and ask you to fill out short questionnaires. We may record your words and images as you work. The information you provide will be considered confidential, used only for the University's internal purposes, and shared only among the project's affiliates.

**Photography & Voice:** You will be recorded as you work during the test.

**Recorder Waiver:** By signing this form, you give consent for your voice, statements, and images to be used in this evaluation of the site and for analyzing the results of the test.

**Comfort:** You may take a break any time you wish. Inform the test administrator of your desire to do so.

**Freedom to Withdraw:** You may withdraw from the study at any time.

**Freedom to Ask Questions:** If you have questions, you may ask the administrator now or at any time during the study.

If you agree with these terms, please indicate your acceptance by signing below:

Signature (Initials):	
Printed Name:	
Date:	

## Moderator's Checklist

### Before participant arrives

- Make sure product is loaded properly and ready for first scenario
- Make sure phone and microphone are properly positioned

### Welcome

- Introduce yourself, thank participant for having an interest in participating

### Consent form, pre-test questionnaire, instructions

- Explain the purpose of the test
- Go over consent form, allow time to read and sign; if this has been done already, ask participant if he/she is comfortable with being recorded
- Explain that there are observers who are very interested in learning from the participant about his/her experience
- Ask for questions, concerns
- Give pre-test questionnaire

### Instructions

- Explain the process of using scenarios, one at a time, while participant thinks aloud
- Review how think-aloud process works, with examples
- Explain that after each task, there will be a quick questionnaire to complete, then the next task

### After each task, post-task questionnaire

- Offer plenty of reassurance, especially when tasks prove difficult
- Give feedback on the quality of the think-out-loud procedure; if necessary, encourage more feedback from participant by reviewing the process again, with examples
- Ask participant to clarify any thoughts or actions as requested by team members
- Give post-task questionnaire to participant
- Set up product at starting point for next scenario, if needed

### After completion, post-test reaction cards

- Give post-test reaction cards
- If appropriate, introduce participant to team; generously thank for experience
- Thank participant for time

## Logger's Checklist

### Before the test

- Turn on logging computer
- Review logging codes in logging software
- Enter new test information into logging software
- Check headphones and microphones for logger and team
- Test logging software
- Check logger's monitor
- Change monitor views as necessary
- Do a test print from logging software; troubleshoot any problems:
- Check cable from logging computer to printer
- Check paper and ink in printer
- Do a test copy in copier; troubleshoot any problems:
- Check paper in copier
- Check toner cartridge

After each participant

- Print log file
- Copy log file for team members
- Distribute copies to team members
- Place original in participant's folder
- Set up logging software for next participant (if any)

At end of day

- Back up logging software data files
- Set logging software for next day (if appropriate)
- Turn off computer
- Turn off printer
- Turn off copier

## Technician's Checklist

### Before each test participant arrives

- Turn on equipment
- Adjust cameras to proper settings for recording
- Select picture-in-picture setting for recording
- Check sound coming into and out of the control room

### During each test session

- Synchronize starting times with the logger/data recorder
- Adjust audio in control room and headsets as needed
- Change picture-in-picture settings as needed

### After the test participant leaves

- Finalize recording
- Prepare for next participant (if appropriate)
- Turn off equipment (at end of last session)
- Provide note-takers forms

## Appendix B: Classified Raw Data

### Significant Recordings

<b>Search Engine Optimization</b> <b>#6</b>	<ul style="list-style-type: none"> <li>• 5th Google result linked to About page (1)</li> <li>• First link is School Safety and Security CISA (1)</li> <li>• Combining School Safety and DHS in search results in external websites linking to schoolsafety.gov (1)</li> <li>• Some of the recommended searches when people start to type school safety, is school safety DHS which leads person to the CISA site (1)</li> </ul>
<b>Search Engine on Website</b> <b>#5</b>	<ul style="list-style-type: none"> <li>• results were very closely related, and the participant could not decide the best match (3,7)</li> <li>• Search does not directly match with inquiry (7) x2</li> </ul>
<b>Homepage Navigation</b> <b>#1 (Best)</b>	<ul style="list-style-type: none"> <li>• Learn More link was easy to find (2)</li> <li>• associated preventing/planning/action plan with readiness (8)</li> <li>• immediately scanned website &amp; did not think to use tabs (8)</li> <li>• The layered design is a positive (2,4,5)</li> <li>• Did not associate 'Get Started' with 'Safety Readiness Tool' (8)</li> <li>• About section should be at top of page (2)</li> </ul>
<b>Resources page</b> <b>#3</b>	<ul style="list-style-type: none"> <li>• Participant used side menu to try to find the program (6)</li> <li>• Many links on resources page led to external sites (6)</li> <li>• "I feel like I'm going in circles with some of these links to click on" (8)</li> <li>• "I feel like it should be right here on this (emergency planning) page" (8)</li> <li>• Easily found school climate resource (4)</li> </ul>
<b>Findability</b> <b>#4</b>	<ul style="list-style-type: none"> <li>• Borders and titles make sections more easily distinguished (5)</li> <li>• Resources button was distinct (3)</li> <li>• No button that is clearly marked safety readiness (8)</li> <li>• Filter search function not utilized (3)</li> <li>• Events located in a good place (5)</li> <li>• Used the site index to locate the safety readiness tool (8)</li> </ul>
<b>Internet conventions</b> <b>#2</b>	<ul style="list-style-type: none"> <li>• Rather than clicking the School Safety banner to return home, participant edited the URL</li> <li>• "I can learn about it by going to the About page under learn more: makes sense" (2)</li> <li>• Associated guidance with Tools (3)</li> <li>• "School climate can be misleading, is usually more specific" (4)</li> <li>• About page linked at the bottom, per usual (2)</li> <li>• Used logo as a homepage button (throughout)</li> </ul>

## Time-on-task

<b>Time to finish tasks:</b>	<b>Petrie Montgomery</b>	<b>Patricia Smith</b>	<b>Geisha Smith</b>	<b>Elizabeth Morey</b>	<b>Connie Carey</b>	<b>Average</b>
1	1:02	2:35	2:51	2:06	3:08	2:20
2	:16	:41	:14	00:40	3:22	1:03
3	2:16	:53	:33	1:30	3:58	1:50
4	:7	:13	:9	00:19	00:13	:12
5	1:16	:10	:13	00:15	00:25	:28
6	3:26	:43	1:18	00:50	6:28	2:33
7	:49	3:22	:26	3:49	1:33	2:00
8	6:52	:30	3:43	1:34	3:54	3:18
9	4:17	1:55	3:52	7:00	N/A	4:16

## Post-task Responses

<b>Feelings about the tasks</b>	<b>Petrie Montgomery</b>	<b>Patricia Smith</b>	<b>Geisha Smith</b>	<b>Elizabeth Morey</b>	<b>Connie Carey</b>
1	straightforward	neutral	straightforward	Neutral	neutral
2	straightforward	neutral	straightforward	Straightforward	neutral
3	difficult	neutral	straightforward	Neutral	difficult
4	neutral	neutral	Straightforward	Straightforward	straightforward
5	difficult	straightforward	straightforward	Straightforward	straightforward
6	neutral	neutral	straightforward	Straightforward	difficult
7	straightforward	difficult	straightforward	Neutral	neutral
8	difficult	straightforward	difficult	difficult	neutral
9	straightforward	neutral	straightforward	Straightforward	N/A

## Post-task Responses (Continued)

Additional comments about tasks	Least enjoyed	Most Enjoyed
1	Finding the site,	Finally making it to site -screen was easy to navigate
2	Searching	Finding what she needed -User Friendly -task easy to complete
3	Training was hidden as a resource; not clear or easy to find -Needs more color, hard to read	More resources than expected
4	N/A "Climate" is misleading	Easy to find school climate on homepage -task easy to complete
5	N/A	Easy to find upcoming events -event tab easy to find
6	N/A -Went in circles with some of the links -I was confused on the request to find Stop the Bleed. I thought it was related to bullying.	Training link was easier to find now that she had viewed to homepage several times -I was able to find the actual topic in the training section
7	Task in general had her confused -I was unable to find the topic on the School Safety page. The topic was not easy to find on the website.	Seeing that there were a lot of resources available
8	Not easy to find safety readiness link	When she finally found it, -I used the [site] index to find the page
9	Wasn't certain of any answers	Questions made her think a lot.

## Reaction Card Responses (Google Form)

