

WRIT 4501: Usability and Human Factors in Technical Communication

Hennepin County Law Library Website

Usability Test Plan

Prepared by: Designing While Inspired

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## Introduction

This document describes a test plan for conducting a usability test during the development of the Hennepin County Law Library (HCLL) website. [The HCLL website](#) offers specialized resources for legal experts and interested members of the general public. These resources include courses on specific Continuing Legal Education (CLE) courses, access to external legal and non-legal databases, and an internal catalog of material. Many of these resources are only available to those physically within the law library or those whose employer (law firm) have paid to have off-site access; this increases the importance of the ability of users to find the HCLL hours, address, and contact information on the website. We will focus on usability testing the CLEs, Online Research, and About webpages for understandability, discoverability, and identification. The usability test will involve observation of five participants completing key tasks on the HCLL website.

## Test Goals and Research Questions

Overall, the goals of usability testing include establishing and validating user performance and preference measures by addressing efficiency, ease of use, and user satisfaction.

Our usability test focuses specifically on the CLEs, Online Research, and About web pages. We chose this focus because HCLL suggested this area would benefit from usability testing and are key to many of the common user objectives they have identified. HCLL mentioned they would like to learn more about whether specific resources are discoverable and understandable. In response, we are addressing the users' ability to navigate, interpret, and apply information on the specific identified pages and we hope to learn the following things:

- Clarify the CLE page - what is confusing to our users, both attorneys and the general public?
- Are users able to understand what specialized legal databases are available to HCLL patrons, and how they can access these databases?
- Is the contact/hours information easily findable on each page?

Our specific research question is as follows:

- How does the presentation of content on the HCLL website impact how users navigate the website, interpret the information, and apply what they've learned to seek out further resources?

In terms of efficiency, we will address whether or not participants are able to complete tasks and we will measure the time the task-to-completion for each task. We anticipate a benchmark of three minutes or less for completing each task.

In terms of ease of use, we will record the number and type of issues that occur during testing sessions, and we will rate the impact of these issues according to frequency and severity. Severe issues are those that deter participants from successfully completing a task, whereas less severe

issues are those that affect but do not prevent successful completion of the task. We anticipate a benchmark of 20% issues at the high-severity level and 80% issues less severe.

In terms of satisfaction, we will ask participants to rate their impressions of each task. We will also ask participants to describe their impressions and experiences in a debriefing interview. We anticipate a benchmark of medium user satisfaction.

## **Participants**

Usability tests are intended to gather information from representative users, or target users who would be likely to use the product or interface and complete the specified tasks. This test plan explains what we know about target users for the Hennepin County Law Library website. In addition, we share our plan for recruiting five participants and describe how they fit with the target users.

### **Target/Representative Users**

Hennepin County Law Library shared information regarding characteristics of target, representative users of <https://www.hclawlib.org/>. When visiting with us on 09/28/2022, Hennepin County Law Library articulated the following characteristics of target representative users:

One of the target representative users are public users of the Hennepin County Library. These users don't have legal experience or familiarity with legal vocabulary. They usually have a singular legal question that they want to find the answer to. They can come from any educational background. They will most likely be between the ages of 18-60+. All genders are equally represented in this group. They will most likely be from Minneapolis, or from the state of Minnesota as they are trying to find information about Minnesota's laws. Culture can also vary quite a bit. Minneapolis has a large population of Native Americans, Somali, Vietnamese, Korean, Indian, & Ethiopian people, among other cultures. Minneapolis being so diverse can mean a wide range of public users for the library to think about. A public user can be searching for legal information on a wide array of topics, so the user could really be anybody. There could be language barriers, there are a lot of immigrants living in the cities that could use the library as a resource for their American legal questions. The public users could also come from different job classifications. Some may be coming in to figure out how to be a part of the union because they work in construction or another field that requires the workers to be a part of the union. Some may be coming in to figure out information on divorce, and they can be from any job background. They can also have huge gaps in computer experience. The older of the user group will be less computer literate, while the younger and middle aged group will have an easier time with navigation and be more understanding of digital experiences.

The other target representative users are the attorney and professional users. (For example: lawyers, judges, court employees, and law librarians) This group has more specific characteristics because it is a smaller demographic. These individuals have usually done school for 7+ years to get their degree, especially the users that are actively practicing law. Being a law librarian takes a little bit less time in college, however it is still close to 6 years because most require a master's degree. Because of this their age will be 25+. Gender is unimportant as all

genders are represented in these professions. They will most likely be practicing in Minneapolis or close to Minneapolis as the state of Minnesota has many online law libraries for users to choose from. The culture is also varying, as any person with the means to go to college (or get a scholarship to go to college) can become a part of the professional user group of the library. Language will most likely be fluent in English, and perhaps also fluid in another language as attorneys can represent clients from different backgrounds and cultures. The larger sect of the group are usually proficient in their computer knowledge because they had to use technology to earn their degree, and still have to use it to continue to learn and stay up to date with changing laws. Older professional users may have a harder time with technology but they are still familiar.

### **Recruiting Plan**

Our usability tests will include five participants. We plan to recruit participants by first contacting those we know personally to have prior law experience in a non-professional setting. Expanding beyond this group, we will contact those at public or private law institutions which we are already aware of and connected to, in order to recruit participants. Our participants reflect characteristics of the target audience of <https://www.hclawlib.org/> in the following ways:

- Competent knowledge of computers, browsers, and websites.
- Basic understanding of law and legal proceedings.
- No official law accreditation, such as from a Bar association.
- Over 18 years of age.
- English proficiency.

See Appendix A for recruiting script.

### **Methods**

This evaluation employs a usability test approach that involves representative users and asks them to complete realistic web tasks. The usability test will involve participants who are likely users of the HCLL website. Procedures include informed consent, background questionnaire, tasks based on scenarios with post-task questions, and a debriefing interview with Product Reaction Cards. A “think aloud” protocol will be used throughout the test, which means that participants will be encouraged to talk while they are completing tasks. These procedures are described more fully below.

### **Informed Consent**

When participants arrive for testing, the “host” will brief the participants on the website/Web application and instruct the participant that they are evaluating the application, rather than the facilitator evaluating the participant. Participants will agree to an informed consent form that acknowledges: the participation is voluntary, that participation can cease at any time, and that the session will be recorded but their privacy of identification will be safeguarded. The facilitator will ask the participant if they have any questions. See Appendix C.

## Background Questionnaire

Participants will complete a pretest demographic and background information questionnaire. The “host” will administer the background questionnaire when the participant arrives. The questionnaire asks about demographic information, internet experience and familiarity with the website/Web application they will use. See Appendix E.

## Tasks and Scenarios with Post-Task Questions

Following informed consent and completion of the background questionnaire, the “host” will introduce the participant to the “moderator” who will guide the participant through the usability test.

The usability test will include 3 tasks that were compiled with assistance from a subject-matter expert. The tasks are identical for all participants. At the start of each task, the participant will read aloud the task description and begin the task. Time-on-task measurement begins when the participant starts the task. After each task, the participant will complete the post-task question and elaborate on the task session with the facilitator. The facilitator will instruct the participant to “say out loud what you are doing” so that a verbal record exists of their interaction with the website/application. The facilitator will observe and record user behavior, user comments, and system actions in the log. Tasks and post-task questions are briefly described here. See Appendix F for exact materials that will be shared with participants.

### Scenario 1:

Your wife has filed divorce proceedings, and you decide you want to represent yourself. You know that many of the databases for you to find your information on are only available in person, so in order to perform your research, you would like to visit HCLL in person.

#### Tasks, Scenario 1

1. Start at the Hennepin County Law Library’s homepage <https://www.hclawlib.org/>
2. Find the location and hours of the HCLL.
3. Tell the moderator the hours and location to move forward
4. Find one physical resource that the HCLL offers
5. Tell the moderator the resource you found to move forward
6. Tell the moderator how long the loan period is for Minnesota Reference Materials
7. Return to the Hennepin County Law library homepage

#### Post-Task Questions

- Rate how discoverable the information you were looking for was (1-5)
- Rate how well you understood your place on the site (1-5)
- How easy was this task to complete? (1-5)
- How confident are you that the information you found is correct? (1-5)
- What on this page did you see first?

- How many steps should it take to get to this page?

## Scenario 2

You are a public user who wants to find out legal information on parking tickets. Someone tells you that the database that holds the information you need is called the LexisNexis Database. Find out how you can access the Lexis database.

### Tasks, Scenario 2

1. Start at the Hennepin County Law Library homepage: [hclawlib.org](http://hclawlib.org)
2. Find the LexisNexis Database
3. When you have found it, tell the moderator “I’m done”
4. Find how to access the Lexis Database
5. When you have found how to access it, tell the moderator “I’m done”
6. Return to the Hennepin County Law Library homepage.

### Post-Task Questions

- Rate how discoverable the information you were looking for was (1-5)
- Rate how well you understood your place on the site (1-5)
- How easy was this task to complete? (1-5)
- How confident are you that the information you found is correct? (1-5)
- What information on the site led you to the Lexis Database?
- How many steps should it take to get to the database?
- Who can access the Lexis database?

## Scenario 3

You are a lawyer who heard the law library offered a course on Suicide Awareness & Prevention: You’re unsure of when the course will be offered and want to find out the information in it. Find out where the course is.

### Tasks, Scenario 3

1. Start at the Hennepin County Law Library homepage: [hclawlib.org](http://hclawlib.org)
2. Find the course labeled Suicide Awareness & Prevention.
3. Read the description of the course aloud and say, “I’m done.”
4. Return to the Hennepin County Law library homepage.

### Post-Task Questions

- Rate how discoverable the information you were looking for was (1-5)
- Rate how well you understood your place on the site (1-5)
- How easy was this task to complete? (1-5)
- How confident are you that the information you found is correct? (1-5)

- What information on this page did you see first?
- How many steps should it take to get to the course offerings?

### **Debriefing Interview with Product Reaction Cards**

After all task scenarios are attempted, the moderator will ask participants about their impressions of the site and testing experience. Part of the interview involves asking participants to select words from the “Product Reaction Cards” that describe their experience. See Appendix G for debriefing questions and the Product Reaction Card task.

### **Evaluation Measures and Metrics**

Usability metrics refers to user performance measured against specific performance goals necessary to satisfy usability requirements. We will set benchmarks for effectiveness (completion), efficiency (time-on-task), ease of use (issue impact), and satisfaction (participant ratings).

#### **Task Completion Rate**

Completion rate is the percentage of test participants who successfully complete the task without critical issues. A critical issue is defined as an issue that results in an incorrect or incomplete outcome. In other words, the completion rate represents the percentage of participants who, when they are finished with the specified task, have an "output" that is correct. Note: If a participant requires assistance in order to achieve a correct output then the task will be scored as a critical issue and the overall completion rate for the task will be affected.

A completion rate of 80% is the goal for each task in this usability test.

#### **Time on Task (TOT)**

The time to complete a scenario is referred to as "time on task." It is measured from the time the person begins the scenario to the time the person signals completion.

Goals for Time on Task (TOT) include Task 1: 1 minute, Task 2: 3 minutes, Task 3: 2 minutes

#### **Issue Impact Rate**

This addresses the issues that may occur in the course of completing a task. Issues can be defined as any kind of obstacle that occurred during task completion, whether small or large. Because issues are not always self-evident, we will rate how easy or difficult it was for the participant to accomplish each task. All tasks will be rated with the following scale<sup>1</sup>:

- **Green:** the task was really easy to accomplish

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<sup>1</sup> Dobrescu, G., & Hall, J. (2016, March 29). A usability study of Gnome. FOSS Force. Retrieved August 16, 2022, from <https://fossforce.com/2016/03/usability-study-gnome/>

- **Yellow:** the task was sort of easy, somewhat challenging
- **Orange:** the task was sort of difficult, kind of hard
- **Red:** the task was really difficult, very challenging
- **Black:** the task was too difficult, the participant was unable to complete this task on their own
- **n/a:** the participant did not attempt the task

Then, we will record each of the issues that affected that rating. When all sessions are completed, these issues will be reviewed by observers and rated in terms of severity. (A team meeting is useful for confirming both issues and severity ratings.) All issues will be identified and rated using the following rating scale:

- **High Severity** — Problems that prevent a user from correctly completing a task.
- **Moderate Severity** — Problems that are difficult to overcome, often resulting in confusion, frustration, disengagement, or inefficiency.
- **Low Severity** — Minor hesitation or annoyance problems, with low risk if not resolved

Frequency will be noted in that “loggers” will note how many issues each participant encountered. They will also note which issues were experienced by more than one participant. Frequency is the percentage of participants who experience the problem when working on a task.

- **High Frequency** — 3 or more of the participants experience the same issue
- **Moderate Frequency** — 2 participants experience the same issue
- **Low Frequency** — 1 or none of the participants experience the issue

Issue impact will then be derived from the following table of ratings:

	Low Severity	Moderate Severity	High Severity
Low Frequency	Low Impact	Low Impact	Moderate Impact
Moderate Frequency	Low Impact	Moderate Impact	High Impact
High Frequency	Moderate Impact	High Impact	High Impact

We anticipate issue impact ratings will vary. As this website has not been updated in several years, it is not highly intuitive and many of the organization structures offer room for improvement. However, because this website was built several years ago and serves primarily to support in-person use of the library, the technology of the website is not particularly complicated and most destinations on the website are between 1 and 5 clicks away from the homepage. Issues, therefore, will likely range widely in impact severity on task completion.

### Subjective Measures

Subjective opinions about specific tasks, time to perform each task, features, and functionality will be surveyed. Post-task questions will ask participants to rate their opinion about the



ease-of-use of each task using a rating scale of 1–5. At the end of the test, participants will rate their satisfaction with the overall system by additional comments. Combined with the interview/debriefing session, these data are used to assess attitudes of the participants. These measures include content discoverability, positional understanding, perceived ease, and confidence in execution.

## **Test Environment and Roles**

### **Location and Environment**

Participants will take part in the usability test at [hclawlib.org](http://hclawlib.org), the Hennepin County Law Library website offering access to a variety of resources specific to the field of law. Tests will be administered via Zoom. The test sessions will be recorded and transcribed.

### **Roles**

The roles involved in a usability test are as follows.

#### **Host: Kate Sharp**

- Welcomes participant to the usability testing session
- Provides overview of study to participants
- Reviews and administers consent forms with participants; asks participants for any questions
- Reviews the “Participant Rights” with participants
- Administers background questionnaire with participants
- Introduces participant to the moderator

#### **Moderator: Ben Kronberger**

- Reviews study with participants; asks for any questions before starting
- Defines usability and purpose of usability testing to participants
- Explains the “think aloud” protocol and invites participants to talk during the testing session
- Provides participants with tasks and post-task questions
- Assists in progression of test; does not direct participants in completing tasks; listens attentively
- Administers debriefing questions, including Product Reaction Cards
- Responds to participant's requests for assistance

#### **Loggers: Cole Schlotthauer, Erick Ti, and Sarah Gleason**

- Records Time-on-Task (TOT) for each task in each complete usability session (start and end time in minutes and seconds).
- Records moment-by-moment narration of participant's actions and comments in each usability test session
- Rates each task according to "heat map" after each test; records each issue that affects that rating and rates them for severity

- Communicates with team following each test session; reviews session with team to complete data worksheets for each test

### Schedule

The sessions will occur on November 6th from 3:30pm-9pm on Zoom as follows:

Start time	End Time	Description
3:30 PM	3:50 PM	Meeting Setup
3:50 PM	4:00 PM	Session One Prep
4:00 PM	4:40 PM	Session One
4:40 PM	4:55 PM	Session One Debriefing
4:55 PM	5:00 PM	Session Two Prep
5:00 PM	5:40 PM	Session Two
5:40 PM	5:55 PM	Session Two Debriefing
5:55 PM	6:00 PM	Session Three Prep
6:00 PM	6:40 PM	Session Three
6:40 PM	6:55 PM	Session Three Debriefing
6:55 PM	7:00 PM	Session Four Prep
7:00 PM	7:40 PM	Session Four (B.K.)
7:40 PM	7:55 PM	Session Four Debriefing
7:55 PM	8:00 PM	Session Five Prep
8:00 PM	8:40 PM	Session Five (F.G.)
8:40 PM	8:55 PM	Session Five Debriefing
8:55 PM	9:00 PM	Testing Cleanup

**Appendix A: Recruiting Script**

Subject: Seeking Participants to Assess Web Usability

Dear excellent person,

We are conducting a usability study for a class at the University of Minnesota. We would be thrilled if you could participate in this study by helping us test a website. All you will need to do is join our Zoom meeting at a set time, perform a few web-based tasks, and answer a few questions. The whole thing will take less than an hour. If you are interested, let us know as soon as possible so we can get you a good time slot.

Cheers,

Ben, Sarah, Cole, Erick, and Katherine

Chip Gehring, Karen Westwood, and Rich Harrington

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## Appendix B: Briefing Script

### Host Briefing Script

Hi, I'm Kate Sharp. Welcome to our session. This is our first time running a session like this, so the moderator and I will be reading directly from our scripts to ensure that each participant hears the same thing and we don't forget anything.

#### Host Tests Connection (for Remote Sessions)

Can you hear me clearly? Can you see me?

Are you using your desktop or laptop right now? You'll need a device with a mouse to control our screen.

I'm sharing my screen with you. Can you read the text that says *Participant Rights*?

I'm from team DWI: Designing While Inspired, and we're helping the Hennepin County Law Library to test their website. The most important thing to remember today is that you are doing the evaluating. You are not being evaluated in any way, and you don't have to worry about making a mistake. If you happen to have any trouble using the web site, any struggling you experience will help us to identify usability issues so they can be fixed and other users won't have to struggle later.

I'm sharing my screen with you again; can you see this sheet that says *Consent Form* in big letters? We make audio and video recordings to review this session later on. Your participation is confidential: notes and reports that we share with our client do not reveal your identity. The recordings that could identify you are stored by our project team until they are destroyed.

You filled out these consent forms ahead of time, do you have any questions?

Finally, you are here voluntarily. If you need to take a break at any time, tell us. Your session is scheduled to end in 40 minutes and we will not keep you beyond that time. You can leave whenever you want. Just let us know.

#### Host reviews Background Questionnaire

Next I have a background questionnaire for you. By answering this questionnaire, we can ensure our test is as reliable and valid for the client as possible.

Okay, you're checked in. The moderator for your session should be saying hello anytime.

### Moderator Briefing Script

Hi, I'm Ben Kronberger. Welcome to our session. I'll be facilitating your session today.

I'm from team DWI: Designing While Inspired, and we're helping the Hennepin County Law Library to test their website. One of the design team's goals is to make the website as intuitive

and easy-to-use as possible. They have some questions about it, so we've asked you here to use it and tell us what you think — what's easy to use, what's difficult, and what can be improved.

### **Moderator introduces website**

Today, you'll be trying out the Hennepin County Law Library website and helping to evaluate its usability. The website acts as a repository for legal resources, as well as an access point to legal documentation databases.

The most important thing to remember today is that you are doing the evaluating. You are not being evaluated in any way, and you don't have to worry about making a mistake.

### **Moderator introduces Think Aloud Protocol**

So you have some context for evaluating the design, we'll give you some everyday tasks that people would complete. While you show us how you would complete these tasks, we want you to say out loud what you are doing. Tell us what you are thinking as you go. Say what you're looking for, and what you think of what you see. Describe your experience almost as if I was trying to follow along but I can't quite see your screen. If there's anything you didn't expect, if something confuses you, or if there's something you like as you're going through the site, let us know.

We want to make sure we can pick up all of your thoughts on the process, so it would be great if you could speak as clearly as possible—like you might do over the phone.

### **Moderator introduces tasks**

Next I'm going to share a link to our *Scenarios* with you. Can you open the link and share your screen?

This is your first page of tasks. I'd like you to read this out loud and then do each task one at a time. When you feel like you've finished the tasks or you've found the information that you are looking for, or if you reach a point where you've given up, just say "I'm done," or "I'm finished." Is there anything I can clarify for you before you begin?

So just start with the first task and proceed as it describes, and remember to say your thoughts out loud for us. When you finish all the tasks, just say that you're done.

## **Appendix C: Informed Consent Forms**

### **Title of Study: *Usability of Software or Internet Products***

You are invited to be in a study in which you are asked to test the ease of use of a particular product: either a web site or a software program. You have been identified as a possible participant because you meet the criteria established by a student, faculty, or staff member. We ask that you consider this opportunity and ask any questions you may have before agreeing to be in the study.

This study is being conducted by students in WRIT 4501: *Usability and Human Factors in Technical Communication* at the University of Minnesota under the instruction of Nick Rosencrans, Teaching Specialist in the Department of Writing Studies.

### **Background Information**

The purpose of this study is to observe persons interacting with a product to gain information about the ease of use of that product.

### **Procedures**

If you agree to be in this study, your participation will consist of a questionnaire about your experience with the software product, the completion of specified internet tasks using a specified web site or software program, and a short debriefing interview about your experience completing the specified tasks. Your participation will not exceed one hour of your time.

### **Risks and Benefits**

There are no foreseeable risks associated with your participation in this study. Participation in this study may benefit you by encouraging you to think about the ways in which websites and software products could be improved to suit user needs and preferences. Your participation will also help students, program developers, and instructors learn more about product design improvements.

### **Voluntary Nature of the Study**

Your participation is strictly voluntary, and you are not required to participate in this study. You can withdraw from the study at any time. Your decision to withdraw will have no effect on your relationship with the University of Minnesota.

### **Confidentiality**

The records of this study will be kept private. In any sort of report that may be provided to others, no information will be included that will make it possible to identify a subject. Pseudonyms or numbers will be used in place of your real name to protect your identity. If you agree to participate in interviews, your interviews will be recorded (either audio or videotape). Only student researchers and their clients will have access to these data.

## Contacts and Questions

The researchers conducting this study are Ben Kronberger, Kate Sharp, Sarah Gleason, Erick Ti, and Cole Schlotthauer. You may ask any questions you have about the study now. If you have questions later, you may contact any of us through email:

- Ben Kronberger, [kronb015@umn.edu](mailto:kronb015@umn.edu); Kate Sharp, [sharp414@umn.edu](mailto:sharp414@umn.edu); Sarah Gleason, [gleas178@umn.edu](mailto:gleas178@umn.edu); Erick Ti, [ti000001@umn.edu](mailto:ti000001@umn.edu); and Cole Schlotthauer, [schlo309@umn.edu](mailto:schlo309@umn.edu)
- Chip Gehring, [cgehring@hclib.org](mailto:cgehring@hclib.org); Karen Westwood, [karen.westwood@hennepin.us](mailto:karen.westwood@hennepin.us); Rich Harrington, [richard.harrington@hennepin.us](mailto:richard.harrington@hennepin.us);

You will be given a copy of this form to keep for your files.

You can contact the instructor with any further questions at the following:

- Nick Rosencrans, [rosen584@umn.edu](mailto:rosen584@umn.edu)

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher(s), you are encouraged to contact the Research Subjects' Advocate Line at (612) 625-1650, located at D528 Mayo, 420 Delaware St. SE, Minneapolis, Minnesota 55455.

## Statement of Consent

I have read the above information. I have asked questions and have received answers to my questions. I consent to participate in the study.

\_\_\_\_\_  
Signature of Participant (our guest)

\_\_\_\_\_  
Signature of Investigator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

COVID-19 Update: Signatures are not practical to collect online. A verbal agreement of *consent to participate in the study* is acceptable if audio and video is collected.

## **Appendix D: Participant Rights**

### **You are not being evaluated**

You are helping us learn how well a software product (such as an application or Web service) works for people. Any difficulties you encounter during this session will help improve the product.

### **You may leave at any time**

Your participation is strictly voluntary. You have the right to leave at any time, without providing a reason. Your decision to participate or withdraw from the session will have no effect on your relationship with the University of Minnesota.

### **You will be informed**

We will answer any relevant questions you may have about the study. If you would like to talk about the session with someone other than the analyst(s), we encourage you to contact the Research Subjects' Advocate Line shown on your consent form.

### **You have choices about recordings of you**

You may request that we not record your session. If you do consent to being recorded, you still have the right to request that the recording be destroyed at any time. When no longer needed for design purposes, any recordings containing your picture or voice from this session will be destroyed.

### **You will be treated with respect**

You have the right to be treated politely and with respect during the session. We will not exceed your scheduled time without your consent. We invite you to tell us if you are feeling uncomfortable at any point during the session.

If you have any concerns about the fulfillment of these stated intentions, please contact the instructor:

- Teaching Specialist **Nick Rosencrans**, [rosen584@umn.edu](mailto:rosen584@umn.edu)



## Appendix E: Background Questionnaire

Thank you for helping us evaluate our client website. Before we begin, please tell us a little about yourself.

### Age

- 18–20
- 21–29
- 30–39
- 40–49
- 50–59
- 60+

### What is the primary context in which you use a computer?

- Work
- School
- Personal
- Mix of the above
- Other, \_\_\_\_\_

### Which of the following best describes your attitude toward technology use?

- I do not like to use technology at all, and I do not feel I am good at it
- I do not like to use technology, but I will if I have to
- I am generally neutral, I don't have a habit of it but am not opposed to doing so
- I like to use technology, but I'm no expert
- I like to use technology, and feel that I am pretty good at it

### How often on average do you use a computer?

- Nearly constantly
- Several times a day
- Several times a week
- A few times per week
- A few times per two weeks
- Rarely

### How often do you use another device to access the internet?

- Nearly constantly
- Several times a day
- Several times a week
- A few times per week
- A few times per two weeks
- Rarely

**What is your most commonly used internet-accessible device?**

- Smartphone
- Tablet
- Laptop Computer
- Desktop Computer
- Other, \_\_\_\_\_

**How comfortable are you seeking out resources in your community?**

- Very Comfortable, I have a wide knowledge of local resources in my community and am willing to seek them out in person
- Comfortable, I may need to search the internet for local resources but I am then willing to access them in person
- Neutral, I may not know what is available to me and am unsure whether I would seek them out
- Uncomfortable, I do not know what is available to me in my community and I would prefer to just access resources from home
- Very Uncomfortable, I do not know what is available to me in my community and will only access what is available to me on the internet

**When was the last time you've physically visited a library?**

- Within the last few days
- Within the last few weeks
- Within the last few months
- Within the last few years
- Many years ago

**How do you most commonly research a topic?**

- Searching the internet for academic texts
- Searching the internet for informal texts
- Consulting academic physical texts
- Consulting informal physical texts
- Consulting with someone knowledgeable on the topic

**Which of the following best describes your attitude towards the legal system?**

- I am entirely uncomfortable with the topic, and would consult a lawyer for anything that I may need to do with it
- I am uncomfortable with the topic, but would do some research before consulting a lawyer
- I am neutral about the topic, and would decide whether to consult a lawyer after I do research myself
- I am positive about the topic, and think that I could answer many questions about it myself after research

- I am very positive about the topic, and think that I could handle most things myself after a proper amount of research

## Appendix F: Scenarios / Tasks with Post Task Questions

### Scenario 1:

Your wife has filed divorce proceedings, & you decide you want to represent yourself. You know that many of the databases for you to find your information on are only available in person, so in order to perform your research, you would like to visit HCLL in person.

#### Tasks, Scenario 1

1. Start at the Hennepin County Law Library's homepage <https://www.hclawlib.org/>
2. Find the location and hours of the HCLL.
3. Tell the moderator the hours and location to move forward
4. Find one physical resource that the HCLL offers
5. Tell the moderator the resource you found to move forward
6. Find out how long the loan period is for the Minnesota Reference Materials
7. Tell the moderator how long the loan period is for Minnesota Reference Materials

Return to the Hennepin County Law library homepage

#### Post-Task Questions

- Rate how discoverable the information you were looking for was (1-5)
- Rate how well you understood your place on the site (1-5)
- How easy was this task to complete? (1-5)
- How confident are you that the information you found is correct? (1-5)
- What on this page did you see first?
- How many steps should it take to get to this page?

### Scenario 2

You are a public user who wants to find out legal information on parking tickets. Someone tells you that the database that holds the information you need is called the Lexis Database. Find out how you can access the Lexis database.

You heard a term on the news recently: 'CAPTCHA.' You want to find out what it means.

#### Tasks, Scenario 2

7. Start at the Hennepin County Law Library homepage: [hclawlib.org](https://www.hclawlib.org/)
8. Find the LexisNexis Database
9. When you have found it, tell the moderator "I'm done"
10. Find how to access the Lexis Database
11. When you have found how to access it, tell the moderator "I'm done"

12. Return to the Hennepin County Law Library homepage.

### **Post-Task Questions**

- Rate how discoverable the information you were looking for was (1-5)
- Rate how well you understood your place on the site (1-5)
- How easy was this task to complete? (1-5)
- How confident are you that the information you found is correct? (1-5)
- What information on the site led you to the Lexis Database?
- How many steps should it take to get to the database?
- Who can access the Lexis Database?

### **Scenario 3**

You are a lawyer who heard the law library offered a course on Suicide Awareness & Prevention: You're unsure of when the course will be offered and want to find out the information in it. Find out where the course is.

### **Tasks, Scenario 3**

13. Start at the Hennepin County Law Library homepage: [hclawlib.org](http://hclawlib.org)
14. Find the course labeled Suicide Awareness & Prevention.
15. Read the description of the course aloud and say, "I'm done."
16. Where and when is the course offered?
17. Return to the Hennepin County Law library homepage.

### **Post-Task Questions**

- Rate how discoverable the information you were looking for was (1-5)
- Rate how well you understood your place on the site (1-5)
- How easy was this task to complete? (1-5)
- How confident are you that the information you found is correct? (1-5)
- What information on this page did you see first?
- How many steps should it take to get to this page?

### Appendix G: Product Reaction Cards

#### Product Reaction Cards for Hennepin County Law Library Website

Joey Benedek and Trish Miner, Microsoft Corporation, 1 Microsoft Way, Redmond, WA 98052  
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Please choose and select five words that best describe the Hennepin County Law Library website you visited today, based on your experience using it.

Valuable	Reliable	Instructive	Slow
Inconsistent	Easy to Use	Insufficient	Straightforward
Cumbersome	Efficient	Intuitive	Time-Consuming
Simple	Familiar	Jargon-Filled	Simplistic
Complicated	Fast	Stupid	Technical
Confusing	Frustrating	Modern	Trustworthy
Unapproachable	Hard to Use	Outdated	Unhelpful
Discouraging	Inconsistent	Overwhelming	Useful
Distracting	Informative	Robust	Wordy

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## All Product Reaction Cards

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The complete set of 118 Product Reaction Cards <sup>2</sup>					
Accessible	Connected	Engaging	Impressive	Organized	Stimulating
Advanced	Consistent	Entertaining	Incomprehensible	Overbearing	Straight Forward
Annoying	Controllable	Enthusiastic	Inconsistent	Overwhelming	Stressful
Appealing	Convenient	Essential	Ineffective	Patronizing	Time-consuming
Approachable	Creative	Exceptional	Innovative	Personal	Time-Saving
Attractive	Customizable	Exciting	Inspiring	Poor quality	Too Technical
Boring	Cutting edge	Expected	Integrated	Powerful	Trustworthy
Business-like	Dated	Familiar	Intimidating	Predictable	Unapproachable
Busy	Desirable	Fast	Intuitive	Professional	Unattractive
Calm	Difficult	Flexible	Inviting	Relevant	Uncontrollable
Clean	Disconnected	Fragile	Irrelevant	Reliable	Unconventional
Clear	Disruptive	Fresh	Low Maintenance	Responsive	Understandable
Collaborative	Distracting	Friendly	Meaningful	Rigid	Undesirable
Comfortable	Dull	Frustrating	Motivating	Satisfying	Unpredictable
Compatible	Easy to use	Fun	Not Secure	Secure	Unrefined
Compelling	Effective	Gets in the way	Not Valuable	Simplistic	Usable
Complex	Efficient	Hard to Use	Novel	Slow	Useful
Comprehensive	Effortless	Helpful	Old	Sophisticated	Valuable
Confident	Empowering	High quality	Optimistic	Stable	
Confusing	Energetic	Impersonal	Ordinary	Sterile	

<sup>2</sup> This table contains all of the words used on the product reaction cards described in the paper *Measuring Desirability: New methods for measuring desirability in the usability lab setting*. Permission is granted to use this Tool for personal, academic and commercial purposes. If you wish to use this Tool, or the results obtained from the use of this Tool for personal or academic purposes or in your commercial application, you are required to include the following attribution: “Developed by and © 2002 Microsoft Corporation. All rights reserved.” If you choose to use these cards for your own research, we are very interested in your experience, so we can continue to refine the method. Please contact us and let us know how it works for you.

### **Appendix H: Debriefing Script**

1. Were you able to intuitively navigate the website, or did it take some getting used to?
2. Was it clear that certain databases are only accessible by visiting the HCLL in person?
3. Is there anything you would change with regards to finding and searching for a class?
4. Did you feel like there were clear paths on the site to get in contact with librarians?